

**ANALYSIS OF INSTRUCTIONAL STRATEGIES TEACHERS USE TO TEACH
READING COMPREHENSION TO GRADE 3 LEARNERS IN ENGLISH LANGUAGE
IN SELECTED PRIMARY SCHOOLS IN SOLWEZI DISTRICT OF ZAMBIA**

BY

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AND APPLIED LINGUISTICS**

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LUSAKA

2024

DECLARATION

I, Edina Lungu do hereby declare that this Dissertation represents my own work and that it has not been previously submitted for a degree at this or any other university.

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DEDICATION

This dissertation is dedicated to my late husband, Felix Wakyembe, a strong-willed man who taught me to be focused in life. I also owe it to my father Elias, Banda Lungu, who took me to school and instilled work hard in me.

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APPROVAL

This dissertation of Edina Lungu is hereby approved as partially fulfilling the requirements for the award of the degree of Master of Education in Literacy Language and Applied Linguistics at the University of Zambia

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ABSTRACT

The study investigated instructional strategies teachers use to teach reading comprehension to grade 3 learners, in the English language as they transitioned from learning in Kikaonde language. The objectives of the study were; to investigate instructional strategies teachers use to teach reading comprehension to grade 3 learners in the E language, to examine teachers' competences in using the instructional strategies and to determine effective instructional strategies to teaching reading comprehension to grade 3 learners in the target language. Qualitative approach was used and a descriptive research design was adopted. The sample included 5 primary schools, 8 senior teachers and 13 teachers. Data was collected using structured interview guides, classroom observation guide and document review checklists. Data was analysed using thematic analysis. The study found that teachers used strategies such as group work, pair work read and aloud and whole class to teach literacy in English. The study also found out that teachers lacked understanding of how to use the instructional strategies to teach reading comprehension at grade 3 as they transitioned into learning in English. The study further found that use of: systematic explicit instruction, making connections with text, teaching words in isolation, in context, graphic organisers, visual evidence, peer assisted, translanguaging, text structure, summarising important points, scaffolding, visualising, predicting, sandwiching, and read aloud were effective instructional strategies to teaching reading comprehension in English. The study recommended that School administrators to enhance capacity building for the teachers, as a continuous process, in all the primary schools so that teachers have the competences to handle reading comprehension lessons.

Keywords: *Instructional strategies, English, Reading Comprehension, Competences, Solwezi.*

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CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter is a presentation of the background information to the study on instructional strategies teachers used to teach reading comprehension at third grade, in the target language. The chapter, also, discussed, in its successive sections, the background, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitation of the study, delimitation and definition of terms.

1.2. Background

Several scholarly works have shown that primary school teachers had a critical role to teach learners in lower grades to comprehend and write what they read in the target language. The teacher did this by equipping them with necessary skills which developed them into knowledgeable individuals who could draw meaning from print. MOE (2014) states that comprehension was the ability to understand the meaning of what one reads or hears. The understanding in the learners was determined by their abilities to interpret meaning from perceived information. Vaughn & Thompson (2004) defined comprehension as ‘the active process of constructing meaning from oral or written texts by accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.’ Prior knowledge guided learners to predict as they came across new information text. According to the USAID Transforming Teacher Education (2022) the degree to which a learner understood a given text, depended on how well they developed prerequisite skills.

Decoding and reading texts accurately, with good prosody and appropriate pacing, without comprehending what was being read, therefore, did not make any learner a good reader. Instead, reading comprehension, effectively produced proficient readers when the reading process comprised the reader, the text, and the activity with related tasks found within a social and cultural context. The study revealed that readers’ abilities, background knowledge, characteristics, and motivations were crucial to comprehending meaning of any given text. In a classroom, for instance, reading comprehension facilitated learners’ abilities to decode, analyse, internalise and interpret print. It also improved learners’ presentation of their cognitive processes of interpreting,

connecting what they read with what they know, as well as thinking realistically about what they read. It, thus, equipped learners with sufficient vocabulary needed for their daily interactions.

Reading comprehension, therefore, remains a crucial element to grade 3 learners who were beginning to acquire competences of how to comprehend what they read in the target language. Learners, at this grade level, entered a new phase of learning to read comprehension passages in the target language. MOE (2014) revealed that the third-grade level was a fundamental stage during which learners begin to read texts with the purpose of grasping meaning that had been communicated in the target language. The document (2014) further, suggested that teachers should help learners to read for comprehension by providing opportunities for them to talk and write about what they read. When learners interpreted meaning from what they read in the target language, they were considered to have had acquired comprehension competences. Tompkins & Rodgers (2020) added that the process of attaining literacy begun at infancy and continued throughout life. By the time learners reached grade 3, teachers started to prepare to develop their reading comprehension competences in the target language during English Literacy lessons. A variety of strategies determined learners' understanding of what they read rather than subjecting them to learning through rote instruction. Darcy (2012) argued that 'if one could read the words but did not understand what the text was conveying, reading was unsuccessful.'

Teachers of third grade level, hence, required skillful, flexible and opportunistic competences in order to give feedback to learners' needs, give instructions and instructive advice as learners learnt to comprehend texts. Where teachers were unable to teach learners to comprehend what they read in the target language, it meant that they excluded them from serious learning. However, no teacher would willingly fail their learners. Moreover, it was not a pleasant experience for any teacher to deal with learners who lack comprehension competences. Vaughn & Thompson (2004) pointed out that most teachers were frustrated by their learners' incapability to read words, and often had only surface understanding of the few words they read. Vaughn & Thompson stated that teachers who found themselves in such predicaments, wondered what the solution could be, to help improve and sharpen learners' reading comprehension skills.

Surprisingly, despite all efforts by teachers in teaching reading comprehension to learners, poor literacy levels have continued characterising primary schools in the country (Chitondo, 2021). Public primary schools, to be specific, have had, in a long time, now, been recording low literacy

levels among learners, beginning to read in the target language. NLF (2013) shows that “many findings support the opinion that Zambian children are not gaining basic literacy skills, the baseline study of the Zambian Primary Reading Programme conducted in 1999 noted that among Grade 1-6 learners that were tested, the majority of children that attempted to read, read at two grades below grade level in English and three” To overcome this, the MOE (2014) has been working out solutions to raise literacy levels to acceptable standards. Several interventions, such as AIMES, NBTL, ROC, SITE, THRASS, PRP and USAID’s on-going ‘Let’s Read’ programmes have all been aimed at improving reading levels among learners. Primary schools in Solwezi district have not been spared from this problem. The inabilities exhibited by most grade 3 learners to draw meaning from what they read, and in some cases, complete failure to read given texts in the target language motivated this study.

1.3 Statement of the Problem

Reading comprehension’s aim is to enhance learners’ ability to understand and correctly assign meaning to symbols, figures and text rather than reading textual contents alone (Hedgcock & Ferris, 2018; Mohsen & Almudawis, 2021). In spite of the learners acquiring comprehension skills, with less difficulty, when literacy is taught to them in the local language in their initial grades, they faced problems to attain literacy competences in reading comprehension once teachers transitioned teaching of literacy into the target language (Mwanza, 2020). The problem for lack of comprehension can be rooted in poor language competences and lack of teaching materials ((Nambao & Mwanza, 2023), therefore, this study problematised the instructional strategies teachers used to teach reading comprehension when it was introduced to learners in the English language in the third grade The study also sought to examine teachers’ competences in using the instructional strategies to teach reading comprehension to grade 3 learners when they got introduced to learning it in the target language in the primary schools of Solwezi district.

1.4 Purpose of the Study

The purpose of this study was to analysis instructional strategies teachers used to teach reading comprehension to grade 3 learners in the target language in the primary schools of Solwezi District.

1.5 Objectives of the Study

Objectives of the study were to:

1. Analyse instructional strategies teachers used to teach reading comprehension to grade 3 learners in English language in the primary schools of Solwezi district.
2. Examine teachers' familiarity in using the instructional strategies to teach reading comprehension to the grade 3 learners in the target language in the primary schools of Solwezi district.
3. Determine instructional strategies useful to teaching reading comprehension to grade 3 learners in English language in the primary schools of Solwezi district.

1.6 Research Questions

This paper examined the following questions:

1. What strategies did teachers use to teach reading comprehension to grade 3 learners in English language in the primary schools of Solwezi district?
2. How competent were the teachers in using these strategies to effectively teach reading comprehension to grade 3 learners in the target language in the primary schools of Solwezi district?
3. What strategies would be suitable to teaching reading comprehension to grade 3 learners in English language effectively in the primary schools of Solwezi district?

1.7 Significance of the Study

The study may help equip teachers with the instructional strategies, necessary to the teaching of reading comprehension to grade 3 learners, in the target language effectively. The study might also enable learners acquire reading skills needed for them to comprehend read texts. It could further facilitate for the effective monitoring and evaluation of the teaching of reading comprehension to grade 3 learners in the target language by standard officers and policy makers

1.8 Delimitations

The study was conducted in Solwezi Urban public primary schools and involved, all head teachers, all deputy head teachers, all lower primary senior teachers, all grade 3 teachers and all grade 3 learners. A total of five primary schools within Solwezi urban district were selected to provide the required data.

1.9 Limitations

Since the study was restricted to analysing instructional strategies teachers used to teach reading comprehension to grade 3 learners, in English language in the five selected public primary schools of Solwezi Urban District, this may not represent what was obtaining in other districts in the province or the country, hence, the findings of the study may not be generalised. This was because the findings may not be adequate to supply convincing evidence needed to represent all the primary schools in the province and the nation at large.

1.10 Operational Definition of terms

- **Instructional strategies** - techniques teachers used to help learners learn.
- **Competence** - ability to do something successfully or efficiently.
- **Target language (English)** - the foreign being learnt in schools.
- **Reading comprehension** - the ability to understand and interpret meaning of what is read.
- **National Literacy Programme** - reading programme in Zambia, implemented in 2014.
- **Text model** - common tools used to guide a study in writing to track new knowledge.

1.11 Chapter Summary

The chapter outlined the background and the problem which elicited the study, backed by sufficient past researches. Additionally, it provided the research objectives and questions which guided the study. The chapter, finally, deliberated on the significance of the study, delimitation, limitation and operational definition of terms.

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

2.1 Overview

Chapter two is a presentation of the literature that was reviewed in order to have insights on the study that was undertaken. It reviewed related scholarly works, other researchers documented, focusing on their inspiration to this study. The literature review was structured according to the following three themes: Instructional strategies teachers used to teach reading comprehension. Teachers' competences in using the instructional strategies to teach reading comprehension and, Instructional strategies effective to teaching reading comprehension in primary schools. The review was detailed in the following subsequent sections.

2.2 Reading Comprehension Instructional Strategies Teachers Employed

The aim of the study by Nyimbili and Mwanza (2021) was to establish challenges teachers and pupils faced as a result of teaching and learning using the translanguaging pedagogical practices, in a multilingual grade 1 class of Lundazi District. A phenomenological design was used in one class for one term on a sample of 41 pupils and 1 teacher of literacy. Classroom observations and interviews were used to collect data that was analysed thematically. The study found that the teaching of literacy using translanguaging practices in a grade 1 multilingual class was associated with challenges like the mismatch between the language of instruction and dominant learner's familiar languages that existed in the classroom: rigidity of the language policy which was based on monolingualism throughout the learner's learning process: strict monolingual based assessment which only tested skills in the regional language and: inadequate teaching and learning materials which supported monolingual language learning. These challenges resulted into learning not taking place effectively in the primary schools. The study under review was conducted in the primary schools while this study was conducted in a public university in Zambia. The study under review did not focus on the target language use, however, it gives insights to study on the reasons that learners face when they are transitioned to learning literacy in the target language.

Wibowo, Enggar, Syafrizal & Syafryadin (2020) did an analysis of the methods used by English teachers in Bengkulu, Indonesia, to teach reading comprehension. Two English teachers took part in the study. The researcher employed an observation checklist as part of a mixed-methods research design. The study findings indicated that the teachers only employed a limited number of reading

comprehension teaching techniques. The study of instructors' tactics, however, was not utilised by English teachers in a larger context. Therefore, the outcome wouldn't be more beneficial or applicable to a broader area. The study by Wibowo et al. concentrated on English teachers, while this study analysed instructional strategies used generally by all teachers at third grade using the target language.

In addition, Sari (2015) did a study on learners' reading ability in comprehending English text based on four levels of comprehension skills and what levels most students got to comprehending texts at senior high school. The study used descriptive quantitative methodology. The findings of the study showed that, only small numbers of learners were successful in answering the questions in interpretive and critical levels. It further, established that learners had difficulties in finding the main ideas and drawing conclusion that were also expressed indirectly. It was established that most of the learners could answer the questions in literal and creative levels because texts were easy. The study showed that students were more comprehensive when they faced English text based on the literal and creative levels than interpretive and critical levels. The study's focus was on secondary school while this study is centred on instructional strategies teachers used to teach reading comprehension to grade 3 learners in English.

A study by Junita and Mukhrizal, (2023). The study investigated EFL teachers' strategies in teaching reading comprehension and frequent applied by them. The subjects of this research consisted of 30 EFL teachers. This study was a survey design that used a quantitative approach. Findings showed that the EFL teachers applied five strategies in teaching reading comprehension at Senior High Schools in Bengkulu City, namely the SQ3R, Reciprocal Teaching, Think-Aloud, QARs, and Scaffolding strategies. The study showed that most frequent strategy applied by teachers was the SQ3R which was as always category while other strategies were as often category. In conclusion, EFL teachers have applied various strategies in teaching reading comprehension at Senior High Schools. The study, like other studies was not focused on studies that teachers used to transition learners at third grade.

Another study was conducted by Mupa and Chinooneka (2015). The study sought to explore effective teaching and learning in primary schools. This was a qualitative study and convenience sampling was employed. The study found that teachers did not employ variety of teaching strategies. It also revealed that teachers did not prepare a variety of media for use in teaching and learning. Teachers' instructional materials were limited to textbooks and syllabuses. Pupils, thus, learnt in harsh and uncondusive teaching and learning environments and there was low morale among teachers. Schools lacked adequate textbooks, revision books and resource books to extend children's knowledge. The study was not done in Zambia and was not centred on grade 3 learners transitioning to learning reading comprehension in the target language.

The study by Nurdianingsih (2021) was aimed at portraying teacher's strategies in teaching reading comprehension to students by involving an English teacher. This research was a qualitative research. An interview guide as an instrument of this research. In collecting the data, interview was conducted to identify the strategies of teaching reading comprehension. The result revealed that the strategies used by the teacher were understanding text, individual and group learning strategy, and QAR strategy. It also established that teachers needed to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English. The study was not done in Zambia

The MOE, (2013) aimed to give curriculum expectations, promote reading, equip learners with skills sufficient enough to enable learners excel and compete on a regional and international levels. It provides Literacy guidelines for teaching and learning literacy in all Zambian schools. Results also revealed that Whole Language Approach was replaced by a synthesised reading instruction, based on explicit lessons in key competence areas like synthetic phonics and daily instruction. In so doing, learners were given opportunities to practice reading, writing, speaking and listening in the local language. The document was insightful in providing needed guidance on the new revised school curriculum.

2.3 Teachers competency

A study conducted by Mohammed & Amponsah (2018) looked at the factors contributing to the low reading abilities. A qualitative case study design was used in this study and a purposive sampling technique was employed to select classroom teachers of the Elsie Lund Basic School.

The instrument used to collect data was one-to-one in-depth individual interview. The study examined learners' lack of confidence to practice how to read in class, poor motivation from teachers and parents to help them develop the interest of the learners in reading. The study also examined learners' lack of pre-reader books in school and at home, lack of library, teachers' inadequate knowledge on phonemic awareness strategy of teaching reading, lack of reading clubs and lack of reading competition among the pupils in the school. The study revealed that teachers' parents, materials and learners themselves were key to either lifting or lower reading levels in the school. The study concentrated on the factors that contributed to low reading abilities among learners, while this particular study reading comprehension in the target language.

A study by Akayombokwa and Mkandawire (2022) aimed to investigate factors contributing to low performance levels in English reading comprehension among Grade 8 learners in three selected secondary schools of Lusaka District of Zambia. The study employed a descriptive research design under qualitative mode of inquiry to gather information. The findings of the study revealed that lack of knowledge by some teachers on the procedure for teaching reading comprehension and therefore, taught poorly. The study showed that some pupils had challenges reading comprehension text due to illiteracy, lack of understanding, limited fluency, a literacy, low reading culture, limited vocabulary, poor motivation, limited reading time in class against long passages, inappropriate teaching methods by the teacher and lack of learning and teaching materials. Although the study is centred on teaching reading comprehension at secondary school, it adds insights to this study by bringing out challenges that effected learner performance in comprehending what they read.

A study conducted by Olifant, Cekiso, Boakye and Madikiza (2020) investigated classroom observations of reading comprehension strategy instruction used by four purposively selected English First Additional Language Teachers. The study was qualitative in nature and a case study design was chosen. The findings of the study revealed that teachers did not provide opportunity to support learners' independent comprehension strategy use. Furthermore, the study disclosed that the teachers' inability to engage learners in reading comprehension strategies could signify the teachers' lack of knowledge of how to incorporate reading comprehension strategies as an instructional tool during reading comprehension lessons. The study did not consider the grade 3 classes which this study examined in the Zambian Education system.

The aim of the study by Ekeh, Jacob, Pillay & Idemudia (2023) was to examine the reading comprehension strategies adopted by teachers to enhance reading comprehension among primary school learners. The study adopted a qualitative research method with an interpretivist paradigm. It established that teachers' pedagogical strategy in teaching reading comprehension could not be neglected because when learners failed to comprehend text and give meaning to it, they experienced difficulties in understanding other subjects taught. Findings indicated that some teachers did not understand the various strategies to optimise reading comprehension. Further findings showed that teachers also lacked knowledge of the different learning preferences for learners in order to plan their reading comprehension lessons. Furthermore, lack of appropriate reading material and differentiated reading exercises for slow learners were highlighted among the challenges that hampered reading comprehension. The study was not done in Zambia and was not specific to grade 3 reading comprehension teaching in the target language.

The aim of the study by Moussa & Koester (2022) was to investigate the frequency of read-aloud implementation as a literacy practice. The study showed that read-alouds were an effective strategy for improving students' reading comprehension, vocabulary acquisition and engagement with text. It indicated that reading aloud to young students could enhance their foundational reading skills and their reading motivation. The study found out that story read-alouds led to positive effects on listening comprehension, letter sound recognition, non-word decoding and reading fluency. It established that enhanced student motivation from read-alouds enhanced text based skills. It was also found that the read-alouds effects coupled with increased teacher experience had an equalising effect on the reading outcomes of students from divergent home literacy environments. The study was not done in Zambia and its concentration on the use of read-alouds as a strategy to teaching reading comprehension. The current study focused on reading comprehension teaching at grade 3 in the target language.

Equally, Desta (2020) conducted a study to investigate practices of teaching early reading, and challenges teachers faced in its implementation at the Ethiopian primary schools. A descriptive research design was employed for this study. Interviews, questionnaire, and observations were used to gather data. The findings revealed that teachers failed to practice the teaching of early reading in line with the purposes and principles of teaching early reading. Teachers, instead, used traditional way of teaching approach to teaching reading. The study also showed that teachers were

deficiently trained regarding phonological awareness, alphabetic principle, reading comprehension, oral fluency, vocabulary, and phonemic awareness. Besides, lack of teachers training, lack of materials, and unrelated educational qualification, were major impediments of teachers while implementing teaching early reading. This study was not done in Zambia and focused on difficulties teachers faced in teaching reading comprehension unlike the current one whose main focus is on teaching instructional strategies teachers used to teach reading comprehension to grade 3 learners in the target language.

The study by Mwanza (2020) aimed at establishing whether the period of mother tongue use before transitioning to a second language had an effect on improving literacy levels in Zambia. The study used documentary analysis in answering the research question. The findings showed that even after extending the period from one year to four years of using mother tongue, the majority of the learners' ability to read and write was very low. Findings also showed that teachers lacked teaching and learning materials that would allow them to teach effectively. The study also showed that teachers were not trained on how to transition and learners had not broken through to the second language by grade 5. Thus, established that the length of period a mother tongue as medium of instruction before transitioning to a second language did not improve literacy levels by themselves unless other equally important factors were addressed. The findings, therefore, showed that there was need to change the transitioning model in which case translanguaging should be legitimised as a bridging language practice from grades 4 to 5. Primary school teachers should be trained on how they were supposed to transition from grade 4 to 5 in the context of translanguaging. Mwanza's study focused on the transitioning learners from learning using the local language as language of instruction to the target language at grade 5, however, it gave insights to this study whose focus was on the transitioning to learning reading comprehension in the target language at grade 3.

The study by Dwiningtyiya, Sofyan and Puspita (2020) aimed to figure out the strategies used by the English teachers in teaching reading and how they applied the strategies. This study was designed as descriptive qualitative conducted at Junior High School 09 Bengkulu City. The instruments of the research were strategies checklist and interview. The result showed that teacher one used several which included brainstorming, reading aloud, and asking for specific information. While the teacher two used nine strategies encouraging the use of dictionaries, reading aloud,

reread for checking comprehension, evaluating comprehension in particular tasks, and asking questions for specific information. Both teachers applied and combined the strategies divided into three stages of teaching reading comprehension. The stages were pre-reading stage, while reading stage, and post reading stage. The strategies applied were very effective in teaching reading comprehension in that school. It was proven by the students' motivation, students' attention, and teachers' ease in teaching and learning process. The study provided ground for conducting this study. Therefore, this study provides an avenue to explore new instructional strategies of teaching reading comprehension at third grade in the target language.

Tembo, Nyimbili, Namuyamba and Tambulukani (2018) assessed teachers' utilisation of the emergent literacy skills in the teaching of physical education in the primary schools of Lundazi district. The study adopted a qualitative approach, and the sample was drawn from 4 schools, purposively sampled. The study established that children entered school with the social knowledge which they acquired from the games and activities they played and enjoyed. Social knowledge cemented cordial interaction amongst children, playing together despite having minor differences. It established that teachers used this knowledge to make learners form groups and learn from each other as brothers and sisters in harmony. It showed that Learners' knowledge of different activities and games played at home and in school equipped them with athletic, rhythmic and manipulative knowledge, social, hygienic, accuracy, numeracy and critical thinking skills. The study also held that PE activities helped learners to continually acquire the different literacies, values and attitudes which are endowed in PE activities. Although the study focused on PE, provided insights on the necessary information to mentally develop learners towards acquiring reading competences.

Lungu and Mkandawire (2022) advanced the contribution of the physical environment to the teaching and learning of literacy skills among grade 2 learners in selected primary schools of Lusaka. As a descriptive qualitative research design, data was collected through face-to-face interviews and observation. Findings of the study revealed that the teaching and learning environment played a significant role in the teaching and learning of reading. Diverse factors in, such as location of the school, print environment, class size, sitting arrangement, design of the class, and nature of materials contributed to the teaching and learning of literacy in the mattered in the targeted schools. The study under review provided positive insights to the current study which

examined instructional strategies teachers used to teach reading comprehension at grade 3 in the target language.

A study conducted by Tandika and Kumburu (2018) explored challenges facing teachers in developing standard one and two pupils with reading skills in two selected districts in Dodoma region in Tanzania. Phenomenographic design was used to achieve the study purpose through the semi-structured interview. Qualitative data analysis through coding and category of the study showed that insufficient number of teachers, teaching and learning materials; regular curriculum change, overcrowded classrooms, and poor family income were identified as key challenges that impacted effective teacher's instruction. The study also found that teachers used strategies that could hardly help learners particularly those who struggled to read become good readers. The study recommends among many, deployment of teachers with particular focus in teaching lower grades and construction of more classes to reduce pupils being overcrowded in one classroom.

Stutchbury, Gallastegi and Woodward (2019) looked at how the features and affordances of open learning have been developed in new and productive ways to provide school-based continuing professional development for teachers in Zambia. The study use a qualitative research and presented and critically reviews data from 200 teachers who had taken part in phase 1 of the Zambian Education School-based Training (ZEST). Thus, the emphasis is on empowering teachers to work together to develop practices appropriate to their context – open practices. In the study, we describe an on-going process of realist evaluation which enables us to establish at an early stage what works in which contexts and informs on-going project planning. It concludes that this approach to evaluation has the potential to be helpful in understanding open practices and how they can be developed.

A study conducted by Clark, Helfrich and Lance's (2015), through the United States National Reading Panel examined pre-service teacher content and pedagogical content knowledge needed to teach reading in elementary school. The study used qualitative research design and the report showed that the type of knowledge teachers needed to poses was synthetic phonics instruction as opposed to the whole language approach for reading instruction, in order for them to successfully teach children to read and comprehend written text. The study revealed that early instruction strategy was basic to improving reading comprehension to the learners. The authors, further implored teachers to use clear and direct instructions as significant tools to teaching learners to aid

understanding what they read. They alleged that appropriate strategies were key to teaching reading comprehension to initial readers. The research gave positive insights to this study, however, it did not suggest how teachers could use the instructional strategies to teach reading comprehension to grade 3 learners in the target language effectively.

2.3 Suggested Instructional Strategies to Positive Reading Comprehension

A study by Mwelwa & Mwanza (2020) examined the importance of teaching English as a medium of instruction in public schools from grades 5 to 12. The study analysed teachers' classroom teaching strategies that aimed at developing communicative competence in learners used, during English grammar lessons. The study was qualitative, and data was collected through interview guides and classroom observation guides. The findings revealed a number of strategies teachers were employing in teaching English grammar lessons aimed at developing communicative competence in learners which included group discussions, sentence construction and oral presentations, teacher simulations, brain storming and context based storytelling. The study, however, revealed that teachers were not contextualizing these strategies so as to bring real life application of the grammar learners were learning. It was established that the Zambian Senior Secondary School English Language Syllabus recommended communicative language teaching approach and Text Based Integrated Approaches because they enhance learners' communicative competences. The study focused on the teaching of English Language at secondary school, while this study's was on the reading comprehension teaching strategies at grade 3.

The study by Karick, Burns and Maki (2014) aimed to investigate reading intervention for children who used supplement and alternative communication systems, which focused on language instruction so as to build their comprehension of vocabulary, story structure, and other language skills. It was also established that the simple views of reading, characterised reading ability, as the product of language comprehension and word decoding. The study also showed that basic reading skills necessary to making one "literate", did not develop naturally; because one needed to learn to adapt the part of the brain that recognised images, to be able to recognise, written letters and words. from the foregoing, The study concentrated on examining the impact of teaching both comprehension and decoding skills within an intervention, to children with limited speech, while the current study considered instructional strategies teachers used to teach reading comprehension at third grade 3 in the target language.

A study by Ismail, et al (2023) looked at the Task-based instruction (TBI) that centered on engaging learners in meaningful and communicative tasks to promote language acquisition, active participation, and practical language use. The study adopted a quasi-experimental pretest-post-test design. It established that the experimental group received reading comprehension-based TBI, while the control group received traditional lecture based strategy training. Each of the dependent variables was tested at two points of time. Based on a conducted t-test, while both groups knew exactly the same as time 1, the comparison group did less on the posttest in terms of reading comprehension skills than its treatment counterpart. The effect size was large. Furthermore, the results of a series of chi-squares showed that TBI had facilitating effects on motivation for L2 reading, language learning anxiety, and L2 grit, all with large effect sizes. That is, on the posttest, the number of motivated learners and grittier learners in the treatment group increased, while the number of high-anxiety learners in the experimental group decreased sharply. However, the participants' motivation for L2 reading, anxiety, and L2 grit did not significantly change after the treatment. The study provided valuable data on tasked based pedagogy.

A study conducted by Phuong (2022) investigated teachers' strategies in teaching reading comprehension and how their students reacted to such strategies at Hau Giang Community College. The current study adopted a qualitative study design with observation and interviews. The study's participants were taken from five English teachers who taught at the college, with different experiences and degrees of background knowledge. According to this study, teachers have been using techniques including questioning, predicting, retelling, and picturing to promote reading comprehension. Additionally, it showed that the majority of the students gave enough feedback on the tactics used by their teachers. According to these findings, teachers should inform students of the instructions before they read the text and utilise tactics for teaching reading comprehension in line with each student's level of ability and personality to encourage greater engagement. The study under review was not conducted in Zambia and did not focus on grade 3 learners.

Huynh (2022) explored students' perceptions of extension reading (ER) and its benefits on reading comprehension. A 3-Likert scale questionnaire and a semi-interview about study-related topics were used to gather information from 36 participants who are master's candidates at a university in Southern Vietnam. The study's findings demonstrate the benefits of ER through the skills children learned, including how to understand reading passages and draw conclusions or

predictions. The study under review was not done in Zambia and it did not focus on reading comprehension instructional strategies to learners at third grade in the target language which this study focused on.

Pujiastuti (2019) investigated the use of Question and Answer Relationship Reading Strategy in increasing the students' reading comprehension achievement. The research aimed to find out to what extent the improvement of the students' reading comprehension achievement after being treated using Question and Answer relationship reading strategy. The study administered cluster random sampling, two classes as the sample, one treated as using question and answer reading strategy and the other not. The method of the research was quantitative under quasi experimental research. The study found out that there was significant improvement of their reading comprehension after using question and answer reading strategy and the students who were not. The study under review did not focus on teaching grade 3 learners in the target language.

The study by Shabiralyani, Hasan, Hamad, Naqvi., and Iqbal., (2015) explored teachers' opinions on the use of visual aids pictures, animation videos, projectors and films as a motivational tool in enhancing students' attention in reading literary texts. The study used a qualitative research design, and a closed ended questionnaire was used to collect the required data. The study showed that aids like pictures, animation videos, projectors and films were a motivational tool in enhancing students' attention in reading literary texts. It was also established that visual aids played a positive role to enable the learners to acquire reading comprehension skills in the target language as learners were able to associate words to pictures, thereby acquiring reading and comprehension competences. The targeted population for this research was the staff and students of the public and private educational institutions of District Dera Ghazi Khan. The analysis of the data indicated that the majority of the teachers and students had positive perceptions of the use of visual aids. The study under review did not consider grade 3 classes which this study looked at in the Zambian context.

The aim of the study Ceyhan and Yildiz (2021) was to examine the effect of interactive reading aloud (IRA) lessons on students' reading comprehension levels, reading motivation, and reading fluency skills. A mixed experimental design was used to model the study. The IRA lessons within the research scope were performed by the researcher in one experimental group and by a second-

grade teacher who was responsible for the class itself in the other experimental group. Reading Comprehension Rubric, Motivation to Read Profile scale, and Rubric for Reading Prosody were used as the data collection tools. The findings of the study revealed that reading comprehension, reading motivation, and reading fluency levels of the students in the experimental groups were higher than those of the students in the class, where lessons were taught on the basis of the current Turkish lesson curriculum. Furthermore, it was determined that IRA practices improved students' levels of reading comprehension, reading motivation and reading fluency skills, independently of the practitioner. The study focused on the second-grade learners and was not done in Zambia.

A study done by Muslaini, (2017) aimed to find out: how reading comprehension was taught at an Islamic boarding school in Pidie Jaya, the strategies that were used by the teachers for teaching reading comprehension, and the responses of the learners towards the teaching-learning of reading comprehension. The study was conducted using an action research. The study found out that the methods and strategies generally used by the English teachers at the school included individual learning, cooperative learning, using media, (games, pictures and picture series), and the grammar translation method. It established that teachers chose the most appropriate strategy to help the learners comprehend the text well to help the learners to avoid difficulties in reading the text, especially comprehending the aspects of reading such as the main idea, making inferences, noting detailed information and references. The study further revealed that use of appropriate strategies to reach the purposes of learning was planned in the lessons. The gap in this study is that it was not specific to transitioning of learners at third grade which is a focus for this study.

2.4 Chapter Summary

Chapter two reviewed literature related to this study. It examined the instructional strategies which other scholars have documented. The chapter, also, investigated the relevance of the reviewed literature to this study under 'Literacy Development in Children and Reading Comprehension Instructions and Teachers' Competencies in teachers using instructional strategies themes.' The chapter, finally, discussed the theoretical framework which will guide the study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Overview

This chapter discussed the methodology that was employed in conducting the study. It, in its subsequent sections detailed the research design, target population, sample size, sampling procedures, data collection methods and tools that were adopted. It, further, explained on how issues of reliability and validity of tools, data analysis, methods, and ethical considerations were handled, and finally, conclusion was drawn.

3.2 Research Paradigm

The study used a constructivism research paradigm and adopted a qualitative approach. Constructivism pertains to the phenomenological (interpretivism) paradigm. A Qualitative approach is the subjective method of investigating a phenomenon and it takes place in the natural setting of the respondents and participants (Jha, 2008).

3.3 Research Design

The study employed a descriptive research design. A descriptive research design is a type of research design which investigates studies whose reality is expressed using narratives. It describes the prevailing status by observation and interpretation of techniques (Cohen, 1987, Field, 2009). This design enabled the researcher to interview, observe, analyse and record data on the strategies teachers used to teach reading comprehension to grade 3 learners in a target language. It provided for opinions, perceptions, feelings, emotions, circumstances, cultures and beliefs of the participants in the five selected primary schools.

3.4 Study Population

A target population was a group of characters with similar characteristics to which the findings of the study were generalised (Mugenda and Mugenda, 2003). The target population of this study consisted of all primary school senior teachers, all grade 3 teachers and all grade 3 learners in Solwezi urban district.

3.5 Sampling Techniques

Purposive sampling method was used to select the sample size, using homogeneous technique. The study targeted urban public primary schools in Solwezi district which had large learner population, consistent learning, with readily available teaching materials, well trained teaching and management staff, and appropriate classroom accommodations. This method of selection was reliable since it enabled this study to collect data from reliable participants.

3.6 Study Sample

A sample size referred to the population of participants or observations included in a study (Field, 2009). For this study, the sample size was composed of five primary schools, eight senior teachers and thirteen grade 3 teachers, selected, equally, from within Solwezi urban public primary schools. Two senior teachers from each of the 3 schools and one from each of the remaining schools. Some seniors declined to be interviewed while one senior teacher was on leave. Finally, three lesson observations, one from three of the selected schools, were conducted in English Literacy lessons. Selection of target schools was done using purposive sampling. The total sample size of the study was 21.

Methods of Data Collection

3.7 Research Instruments

The data gathering instruments that were employed in this study included structured interview guides, observation instruments and document review checklists.

3.7.1 Structured Interview Guide

A structured interview guide was a plan for the interviewer that contained a set of questions with already researched answers to interview a candidate. It was basically a list of structured questions that had been prepared to serve as a guide for an interviewer. The interview guides were designed to collect data from senior teachers and grade 3 teachers in the selected lower primary schools. Much as this source of information was time consuming, it was more effective because it helped the researcher to enquire the participants for auxiliary valuable data that was needed to inform the study. Besides, it was the accurate instrument with which to collect desired data for the study.

3.7.2 Observation Guide

The observation was used on teachers teaching comprehension in grade 3 classrooms to observe lessons

3.7.3 Document Review Checklist

The document review checklist was an instrument designed by the researcher to help with documentation review process. The researcher reviewed the validity of the teaching materials teachers used to plan and teach reading comprehension to grade 3 learners in the target language. By reviewing grade 3 syllabus, National, Literacy Framework, teachers' guide, learners' books and other materials teachers used, helped the study to determine if implementation of the teaching process reflected programme goals.

3.8 Trustworthiness

One way to try and ensure that measurement error was kept to a minimum, was to determine properties of the measure that gave confidence, that, it was doing its job properly (Field, 2009). The first property was validity which was whether, an instrument actually measured what it was designed to measure (Field, 2009; Cohen, 1987). The second was reliability which was whether an instrument could be interpreted consistently across different situations (Field, 2009; Cohen, 1987). In this study, validity of the interview guide, observation instruments and document review checklist were ensured by testing them on a trial sample. Trustworthiness was guaranteed by ensuring that questions which were written down in the structured interview guide, observation guide and document checklist were used on all the selected participants.

3.8 Data Collection Procedure

The researcher begun by seeking permission from the University of Zambia ethical body before embarking on the study. In the district, the researcher visited DEBS office to ask for permission to undertake research in the five selected primary schools. At the school level, permission was sought from head teachers, after which the researcher interacted with the participants. Data was accurately collected through the use of interviews, focus group discussions, and an observation tool and document review checklist.

3.9 Data Analysis Methods

The data gathered was coded, processed and analysed using thematic analysis. In thematic analysis, information was grouped in categories and reported as themes. The analysed data was presented in narratives and verbatim.

3.10 Ethical Considerations

Informed consent was obtained from the gatekeepers, teachers and school authorities before involving them in the study. The participants were assured of confidentiality and anonymity, by withholding their identity and not associating them in whatever way with the information they provided, except with their permission. They were debriefed for their reactions at the end and the researcher assured the respondents that the information gathered was purely used for the study.

3.11 Chapter Summary

The chapter described the research methodology which was employed in the study, provided justification for each decision taken. It also explained how issues of validity, reliability of tools and methods were handled in the study. In addition, it discussed research design, target population, study sample, sampling techniques, data collection method, research instruments, and data collection procedure, methods of data analysis, ethical consideration and conclusion.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the research findings of the study on the instructional strategies teachers used to teach reading comprehension to grade 3 learners in the target language. Findings are presented using the research questions as themes. The findings are further presented in narratives and verbatim using the category of each participant who participated in the study.

4.2 What instructional strategies do teachers use to teach reading comprehension to grade 3 learners in the target language?

4.2.1 Instructional Strategies Reading Comprehension Employed

This research question was answered by senior teachers and grade 3 teachers through interviews, lesson observation and review of documents teachers used for planning and teaching English Literacy lessons. These tools were used to ensure there was adequate data triangulation in the study so that all the strategies which teachers used to teach the grade 3 learners were presented in this study. Each category of participants revealed data on the topic and subsequent questions asked.

4.2.2 Findings from Interviews with senior teachers and teachers

The participants were asked on the instructional strategies which were used by teachers to teach grade 3 learners, reading comprehension in the target language in the five selected schools. The participants established that grade 3 teachers did not use instructional strategies which were specific to reading comprehension as a result, literacy levels, in the target language, were very low, a situation, which compelled teachers to read for learners and translate into the local language for them to understand.

Senior teacher 1 stated that:

There are no definite instructional strategies that I can precisely point out as being used by grade 3 teachers to teach reading comprehension. I don't see teachers teaching reading comprehension component of English Literacy when I observe teachers as most learners cannot read in the target language.

Senior teacher 2 noted that:

In the school there were visible strategies that grade 3 teachers reflected in their planned work which included; word attack, storyline reading, small group and pair work, to teach Literacy.

Senior teacher 3 said that:

Learning of reading comprehension at the school took place among the grade 3 learners, in the target language using whole class discussion and peers assigned to teach other peers reading which was done in groups and pairs.

From the lesson observations conducted in the grade 3 classes, it was clear that whole class discussions were dominated by the teachers while learners passively listened. It was also established that learners were unable to guide their peers to learn how to read in the target language because they had also not acquired fluency.

Senior teacher 4 noted that:

Teachers teach learners, at their third grade learn to read for comprehension in the target language using THRASS (Teaching Handwriting, Reading, and Spelling Skills), class discussion, group work, demonstration and pair work.

Senior teacher 5 said:

Grade 3 teachers had challenges to effectively use group work, as one of the reliable strategies, because of the large numbers in the classrooms. Revelations showed that among the three classes, the lowest number of learners in a grade 3 class was 138 with the highest standing at 147 learners.

Teacher 1 said:

There are no specific strategies I can say I use to teach reading comprehension as the component of English literacy subject is not taught. The low literacy levels among grade 3 learners in the target language at

the school and the large numbers of learners in the classes makes it difficult to use the target language.

From the questions asked, it was not practically possible to teach reading comprehension, even when it is one of the key competences of Literacy teaching in the target language due to learners' lack of linguistic competences in the language of instruction. It was also established that English as a subject, was embedded in English Literacy, as such, teaching materials, no longer contained topics that were biased towards the teaching of the English subject, but, instead, teacher's guides and learners' books were designed in line with Literacy teaching.

Teacher 2 said:

I teach literacy in English using group work. I read the passage for the learners, after reading for the learners the text, I translate it into Kiikaonde for the learners to understand then put them in groups to read and do tasks.

Teacher 3 said:

I teach by narrating and reading stories in the target language which, I later, interpret into the local language, Kiikaonde, before asking my learners oral questions based on the read texts, in Kiikaonde. Finally, I give them an exercise which the learners write as individual work in their exercise books.

Teacher 4 Said:

In my class, I employ whole class strategies, I cannot conduct group work because the class is large number of learners in the class.

From the lesson observed, it was established that reading comprehension was not visible during lessons demonstrated. It was also established that the teachers read stories aloud to the learners and discussed difficult words with the learners before answering the questions raised after reading the questions for the learners in Kiikaonde. It was clear that the teaching practices were for listening comprehension, hence it was difficult to determine whether the strategies used could be applicable in reading comprehension lessons or not.

4.2.3 Findings from Lesson Observations

From the classroom observations which were conducted in the grade 3 classes, it was established that in all the classes teachers dominated the lessons as learners lacked target language competences. Learners' activities, did not yield intended learning outcomes. The following are the transcriptions of the observed lessons:

Teacher 1 School A:

Teacher: It is time for English Literacy (Kiikaonde: *Pano kekimye kya kufunda literacy*).

Learners: Kiikaonde: *Emwane*.

Teacher: Mention things around you both Living and non-living, (Kiikaonde: *Tongolayi bintu bimuzhokoloka binji namwewo ne byabula*).

Learners: *bichi, mazubo, Bantu, myotoka, bakabwa, babwe, tilongolo, ma desk ne sukulu, houses, ma desk.* (Teacher wrote the words in English on the board).

Teacher: *Ok Mwauba bulongo* (English: well done). *Pano nsakutanga mubuku mumvwishe mambo nsakwipuzha mepuzho* (English: listen attentively as I read the story).

Teacher: who can tell us what is the story is all about? (Kiikaonde: *ng'anyi usakwitubula binakumwekana mu nsombelo yetu?*)

Learners: *Mutumba kidoly (Mutumba and the Doll).*

Teacher: what is going in the story? (*Kika kinakumwekana mujishimikila jetu?*)

Teacher: now be in your group, practice to read the words on the and later I will ask oral questions, (*iisambayi kya kyampanwa panruobwa kyomuji nakyu pa group*).

Learners: In groups, chatting and making noise.

Teacher: Representatives come to the front and present to the class.

Learners: *Ba teacher kenayuka ne byakutanga,* (teacher, I cannot read. *ba teacher lekayi namukwasheko ntanga ami* (Teacher, I don't know how to read: teacher, can I help him to read).

Teacher: Now answer the questions written on the board in your exercise books (Kiikaonde: *asukayi mepusho aji pa board munembe mumabuku yenu*).

Teacher 2 School B

Teacher: It is time for Literacy in English, so I am going to write words for spelling on the board (Kiikaonde: *kimye kyakufunda literacy, nsakunemba byambo pa board a spelling*)

Learners: *Emwane*

Teacher: I want you to read after me the words I have written on the board: cleaning, throw, boys, grass, floor, girls, dirt, slashing, mopping (Kiikaonde: *Pano kino kimye tolayi mabuku mwasuke mepuzho onse.*)

Learners: Read after the teacher (English: Yes sir)

Teacher: So let us discuss the meanings of the words, who can tell us the meaning of the first word?

Learners: *Ami ngesekeko ba teacher* (English: let me try teacher)

Teacher: Now that we have discussed the meanings of these words I want us to fill in the missing letters which I will rub in the same words on the board (Kiikaonde: *Pano nsakufuta kakyambo kamo pa kunemba kyambo kyafumapo.*)

Teacher: So, look at the board and master the words before I rub off some letters and you will be required to fill in the missing letters in the words on the board. (Kiikaonde: *tajishayi byambo sankyange kufuta kakyambo, mino sakwimwipuzha kuwiya kulutwe nakunemba.*)

Learners: *Emwane*, (English, Yes sir)

Teacher: Very good, now who can start? (Kiikaonde: *n'ganyi usakutendeka? wauba bulongo, mukwabo, ne mukwabo jikwabo?*)

Teacher: Very good, who else can try? (Kiikaonde: *n'ganyi usakutendeka? wauba bulongo, mukwabo, mukwabo jikwabo ng?'*)

Learners: *Ami ba teacher ngesekeko*, (English: Teacher, let me also try)

Learners: ba teacher I can write (Kiikaonde: *ami ba teacher*).

Teacher: Very good, now get your books and complete the words in your exercise books, (Kiikaonde: *Mwauba bulongo tolayi mabuku yenu munemba byambo mumabuku yenu.*)

Teacher: *Twapwisha kufunda literacy, yayinga ku break*, (English: Literacy period is over, you can go out for break).

Teacher 3 from School C:

Teacher: I will write a passage on the board which I will read to you. The story is about Joseph and his brothers who sold him for being a dreamer. Now pay attention as I begin to read.

(Kiikaonde: *Nsakunemba jishimikila pa board Joseph yebapoteshele kubakolojanji namabo abiloto. Pano telekayi natendeka to kutanga, mulondele bulongo*).

Learner: *Ba teacher, ami kengumva kizungu ne* (English: I don't understand English).

Teacher: *Inge mpwishe kutanga nsakulumbulula mu Kiikaonde* (English: When I finish reading in English, I will interpret the passage for you in Kiikaonde).

Learners: *Twasanta*, (English: Thank you)

Teacher: *Aje jishimikila jotwatanga jina kulumbulula ka?* (English: What is the story about?)

Learner 5: *Jinakulumbulula Joseph byobamupoteshele kubakolonjanji namambo a biloto byalotelenga*. (English: the story is about Joseph who was sold by his brothers because of his dreams).

Teacher: Ok, we are now going to identify and make words from /pp/ sound. I will sound the phoneme and you will pronounce after me. (Kiikaonde: *Pano tusakutongola byambo biji na kilulumo kya /pp/ kabiji nekutaanga byambo*)

Learners: *Ami ngesekeko ba teacher* (English: let me try teacher)

Teacher: I will give you some example of words where the phoneme /pp/ is heard; Joseph. Hippo, People, happy, phone, pharaoh, triumph, so read after me.

Learner 6: Ba teacher, in some of the words we have identified the phoneme /pp/ is not heard. (Kiikaonde: *Ami kenaumvapo kilulumo mubyambo bimobimo*).

Teacher: okay, you are now going to read the passage after me as a class, and pay particular attention to the sound pp in some of the words. (Kiikaonde: *telekayi byambo biji na kilulumo pp*).

Learners: read after the teacher.

Teacher: So in your groups, identify words in the passage in which you can hear the phoneme /pp/? (Kiikaonde: *Pano muma group momuji, tongolayi byambo biji nabilulumo pp,*

Learners: Hippo, people, pawpaw, happy

Teacher: Okay, get back to your desks. The books I have given you, open on page 80. Listen and follow the story as I read because I will ask you questions, after I translate the story (Kiikaonde: *bwelayi ku ma desk yenu, shinkulayi mabuku pa peji 80, mumvwe byonsakutanga jikwabo, inge mpwishe kulumbulula nsakwipuzha meepuzhyo.*

Teacher: Answer the questions on page 81 in your exercise books. (Kiikaonde: *Pano asukayi peepuzho aji pa peji 81).*

Learners: *Emwane.*

Teacher: Since most of you, are still writing, do the work in your spare time as homework. (Kiikaonde: *Musakupwisha mwingilo kunzubo, shinkayi mabuku, tukomboke.*

From the lessons observed, it was established that lessons which were observed were not for reading comprehension. The instructional strategies used, therefore, were not explicit to the teaching of the component of literacy in English. The findings, from the lessons observed, using the observation tool, it showed that teachers' explanation of concepts were poor, oral fluency poor as the teachers could not fluently read the texts and questions in the target language. Teacher language concentration were on using the local language rather than the language of instruction, hence, of the target language grammar use, average although the teachers used more of Kiikaonde, articulation and effective use of instructional strategies, were poor and teachers could not explain concepts explicitly, using the target language and since they taught literacy in the local language, some key competences of Literacy like reading comprehension were left out. English, as an instructional language was brought in as a back- up language. The researcher also went round to examine learners' performances. It was clear from the learners' responses in the groups that they could not read the words and short sentences which were assigned to them. The researcher observed that most of the learners were unable to read. Teacher helped the learners to read the words and short sentences for them to present group work.

4.2.4 Findings from the Document Reviews

The following documents; grade 3 Syllabus, National Literacy Framework, grade 3 teachers' guides, and grade 3 learners' books, schemes of work, weekly forecasts and lesson plans were reviewed to establish whether they contained instructional strategies teachers needed to use to teach reading comprehension. It was, therefore, established that:

Analysis of Grade 3 Syllabus:

The findings showed that the syllabus did not specify explicit instructional strategies which needed to aid the grade 3 teachers to use to teach reading comprehension to learners, in the English language when they were transitioning at their third grade. Page 11, for instance, of the PLP grade 3 syllabus only outlined general outcomes, and specific outcomes. It did not provide instructional strategies which a teacher would require to use to teach reading comprehension in English, (see appendix).

Teachers were asked questions on how the syllabus guided on the instructional strategies and from the responses, it was clear that the syllabus lacked information on the instructional strategies the grade 3 teachers were supposed to use when transitioning learners at third grade from learning English Literacy in the local language into the target language. The researcher noted that the syllabus was lacking in the area of instructional strategies that could aid teachers to teach reading comprehension in the target at grade 3 as learners transitioned into learning literacy in the target language.

The National Literacy Framework:

The study found out that the NLF did not contain, evidence of outlined teaching reading comprehension in English, (see appendix).

Other results of the review of the NLF showed that it was silent on how teachers were to transition learners at third grade, in terms of content and its instructional strategies to help the grade 3 teachers teach reading comprehension in the English language. The study found out that learners'

book and the district scheme of work used by teachers did not contain instructional strategies for teaching reading comprehension (see appendix).

The teachers were asked on the instances when they used the target language throughout when teaching English Literacy lessons. It was established that teachers did not even try to do so since learning could not take place. They added that they were also used to teaching using question and answer and class discussion strategies.

Teachers' Guides and Learners' Books

Findings:

The study established that teachers' guides and learners' books did not contain instructional strategies for teachers to employ when teaching literacy in English. The results showed that, the two documents, in some case contained varying stories or information, which made teachers fail to use them concurrently as was noted during lesson observations (see appendix).

Schemes of Work, Weekly Forecasts and Lesson Plans

Document review of the schemes of work, weekly forecasts and lesson plans revealed that instructional strategies were not contained the documents, to ascertain whether or not teachers employed the some strategies in their lessons. Weekly forecasts and lesson plans also lacked such information, (see appendix).

From the questions asked and responses given how often they taught English literacy in a week. It was established that there were five periods allocated to literacy, three for Kiikaonde Literacy and two for English Literacy. It was established that most of the times all the five periods were given to Kiikaonde Literacy which learners were familiar with and hence, it was easy to teach. It was also established that there was a lot of absenteeism in the schools among learners therefore, if a learner missed on Tuesday and Thursday, it meant that they missed English Literacy for the whole week since Mondays, Wednesdays and Fridays were assigned to Kiikaonde Literacy on the time-tables in all the schools. Further findings showed that Kiikaonde Literacy had a lot of teaching materials and English Literacy lacked teaching materials.

4.3 How competent are the teachers in using Instructional strategies to teach Reading Comprehension?

Teacher Competency

This research question was answered by senior teachers and grade 3 teachers through interviews, lesson observations. These tools were used to ensure there was adequate data triangulation in the study so that all the strategies which teachers used to teach the grade 3 learners were presented in this study. Each category of participants revealed data on the topic and subsequent questions asked.

4.3.1 Findings from Interviews

The participants were asked on the competency of teachers in using instructional strategies to teach reading comprehension to grade 3 learners in the target language in the five selected schools. The participants revealed that grade 3 teachers taught English Literacy in which reading comprehension was a component using the target language, and showed that literacy levels were very low such that teachers were compelled to dominate the teaching and learning process. The participants were asked to state how teacher competency was achieved instructional strategies which were commonly used by teachers in the classrooms to teach reading comprehension in the target language.

Senior teacher 1 stated that:

To ascertain teacher competences, school administrators laid down procedures of selecting teachers who were trained to handle lower grades, to teach English Literacy. The schools had deliberate policy of training teachers at the beginning of every year through an In-service training (INSET) programme, to equip them with skills to teach literacy in lower grades. The policy, capacity built all the teachers, in the school, for them to specifically get trained to teach Literacy to initial readers.

The senior was asked to state the criteria that was used to select teachers for training. The response showed that schools picked on the teachers who had learners at heart. It was however, established that the situation was different. Among the teachers observed, one male was only retrieved from home to report for work and had taken some beer. Out of the three teachers observed only one had planned schemes, weekly forecast and some lesson plan, the others were not prepared.

Senior teacher 2 said:

More findings from the head teacher indicated that the school had a policy of teachers conducting remedial lessons to learners, in order to improve their competences in reading and comprehension of read texts. He observed that remediation helped the low performing learners to catch up.

Senior teacher 3 said that;

At her school, teachers, exchanged classes every Fridays to ensure all classes were progressing at the same level. She added that teachers' competences were gauged in the manner teachers upheld homework policy, where learners were tasked to practice reading books on their own.

Senior teacher 4 said:

We draw a work plan as administration, to facilitate the checking of teachers' preparations of teachers' lesson plans. I check teachers' files weekly forecasts, weekly, while lesson plans were checked daily, before teachers went to teach just to ensure that teachers are effectively teaching. Moreover, as senior teachers we also check and analyse; 'diagnostic, week 5, 10 and week 13' learners' assessments.

The senior teacher was also asked on how consistent the teachers were planning and teaching. It was established that teachers planned and submitted to files for checking every week, however, the documents reviewed by the researcher showed that teachers did not regularly plan for the lessons. All the lessons that were observed at the selected, teachers had no lesson plans, weekly forecast except for Kiikaonde Literacy.

Senior teacher 5 said:

We determine teachers' competences in using strategies correctly, to teach reading comprehension, in the target through an assessment tool which evaluates all components of literacy lessons. CPDs and lesson study cycle demonstrations also sharpen teacher competences.

The senior teacher was also asked on having any interactions with the learners to confirm teacher performance. It was established that senior teachers did random checks of learners' exercise books to assess what they learnt and. From the responses, it was clear that the senior teacher's focus was on Kiikaonde Literacy which teachers were religiously teaching.

Senior teacher 6 added:

Teachers at this school are observed, at least three times per term. They are also encouraged to practice team planning to ensure that the learners progressed at the same pace, and teachers taught same content, using same instructional strategies.

From the questions the senior teacher was asked and the response given, it was established that teachers reported in different sessions and only met during CPD meetings. Most of the teachers' files were not updated on the English Literacy schemes, weekly forecast and lesson plans.

4.3.2 Findings from Grade 3 teachers

How competent are you in using the instructional strategies to teach reading comprehension to grade 3 learners in the target language?

Teacher Competency

Teachers were asked to determine their competences in using instructional strategies to teach reading comprehension to learners at third grade as they transitioned from learning in local language into the target language. It was established that teachers revealed that they lacked understanding of how reading comprehension was supposed to be taught at the transitioning stage. It was also established that teachers were not equipped with the knowledge of how to employ instructional strategies when teaching reading comprehension to grade 3 learners when they are transitioned into learning the component in the target.

Teachers 1 said:

I employ THRASS (Teaching Handwriting Reading and Spelling Skills) methodology and it best defines my competence in teaching reading comprehension and I enable my learners to learn to comprehend what they read.

Teacher 2 said:

I attended a CPD where we were taken through the methods of teaching reading comprehension and I follow the steps by making learners work in groups and sometimes.

The teacher besides, was asked and the response provided that there were teaching materials such as story books, donated by Kansanshi Mines, English learners' books and THRASS spelling charts that enhanced her teaching competences, to equip her grade 3 learners to comprehend what was read. From the lesson observed in the classroom, however, it was established that few learners performed well while the rest could not read or comprehend what was read by the teacher hence the teacher was compelled to teach in Kiikaonde.

Teacher 3 said:

I do not teach reading comprehension in the English language because learners hardly read or understand when I use the target language. I read for the learners the English text and then interpret and initiate discussions in Kiikaonde.

From the questions asked and responses provided, it was clear that learners were not transitioned into learning reading comprehension in the target language. It was established that the poor reading and comprehension levels of the target language among grade 3 learners, made it difficult for teachers to use the language of instruction during English Literacy lessons.

Teacher 4 said:

I teach literacy to my learners and using whole class strategy I know I am following the correct procedure to enable my learners acquire reading comprehension competences. I am a beneficiary of extra allowances from Mwabu Programme, under USAID, given as a token to encourage them offer extra lessons to learners who could not read and comprehend written in the target language so I also teach extra lessons.

Teacher 5 said:

By employing read alouds to my class to teach reading comprehension, I feel I do I am competent because they understand what they teach since they are able to give correct responses in Kiikaonde.

From the questions asked on the turn up of learners for extra lessons, the response the teacher gave, showed that very few learners attended the alleged lessons after classes. It was also established that the lessons offered were specific to equipping learners with reading fluency competences in the local language as opposed to reading comprehension.

4.3.3 Findings from Lesson Observation on Teacher Competency

Lesson 1:

Teacher: It is time for Literacy in English, so, I am going to write words for spelling on the board (Kiikaonde: *kimye kyakufunda literacy, nsakunemba byambo pa board a spelling*)

Learners: *Emwane*

Teacher: I want you to read after me the words I have written on the board: cleaning, throw, boys, grass, floor, girls, dirt, slashing, mopping (Kiikaonde: *Pano kino kimye tolayi mabuku mwasuke mepuzho onse.*)

Learners: Read after the teacher (English: Yes sir)

Teacher: So let us discuss the meanings of the words, who can tell us the meaning of the first word?

Learners: *Ami ngesekeko ba teacher* (English: let me try teacher)

Teacher: Now that we have discussed the meanings of these words I want us to fill in the missing letters which I will rub in the same words on the board (Kiikaonde: *Pano nsakufuta kakyambo kamo pa kunemba kyambo kyafumapo.*)

Teacher: So, look at the board and master the words before I rub off some letters and you will be required to fill in the missing letters in the words on the board. (Kiikaonde: *tajishayi byambo sankyange kufuta kakyambo, mino sakwimwipuzha kuwiya kulutwe nakunemba.*)

Learners: Emwane, (English, Yes sir)

Teacher: Very good, now who can start? (Kiikaonde: *n'ganyi usakutendeka? wauba bulongo, mukwabo, ne mukwabo jikwabo?*)

Teacher: Very good, who else can try? (Kiikaonde: *n'ganyi usakutendeka? wauba bulongo, mukwabo, mukwabo jikwabo ng?'*)

Learners: *Ami ba teacher ngesekeko*, (English: Teacher, let me also try)

Learners: Ba teacher I can write (Kiikaonde: *ami ba teacher*).

Teacher: Very good, now get your books and complete the words in your exercise books, (Kiikaonde: *Mwauba bulongo tolayi mabuku yenu munemba byambo mumabuku yenu.*)

Teacher: *Twapwisha kufunda literacy, yayinga ku break*, (English: Literacy period is over, you can go out for break.)

Lesson 2:

Teacher: I will write a passage on the board which I will read to you. The story is about Joseph and his brothers who sold him for being a dreamer. Now pay attention as I begin to read.

(Kiikaonde: *Nsakunemba jishimikila pa board Joseph yebapoteshele kubakolonjanji namambo abiloto. Pano telekayi natendeka to kutanga, mulondele bulongo*).

Learner 1: Ba teacher, *ami kengumva kizungu ne* (English: I don't understand English).

Teacher: *Inge mpwishe kutanga nsakulumbulula mu Kiikaonde* (English: When I finish reading in English, I will interpret the passage for you in Kiikaonde.)

Learners: *Twasanta*, (English: Thank you)

Teacher: *Aje jishimikila jotwatanga jina kulumbulula ka?* (English: What is the story about?)

Learner 2: *Jinakulumbulula Joseph byobamupoteshele kubakolonjanji namambo a biloto byalotelenga.* (English: the story is about Joseph who was sold by his brothers because of his dreams.)

Teacher: Ok, we are now going to identify and make words from /pp/ sound. I will sound the phoneme and you will pronounce after me. (Kiikaonde: *Pano tusakutongola byambo biji na kilulumo kya /pp/ kabiji nekutaanga byambo*)

Learners: *Ami ngesekeko ba teacher* (English: let me try teacher)

Teacher: I will give you some example of words where the phoneme /pp/ is heard; Joseph. Hippo, People, happy, phone, pharaoh, triumph, so read after me.

Learner 3: Ba teacher, in some of the words we have identified the phoneme /pp/ is not heard. (Kiikaonde: *Ami kenaumvapo klilulumo mubyambo bimobimo*).

Teacher: okay, you are now going to read the passage after me as a class, and pay particular attention to the sound pp in some of the words. (Kiikaonde: *telekayi byambo biji na kilulumo pp*).

Learners: read after the teacher.

Teacher: So in your groups, identify words in the passage in which you can hear the phoneme /pp/? (Kiikaonde: *Pano muma group momuji, tongolayi byambo biji nabilulumo pp*,

Learners: Hippo, people, pawpaw, happy

Teacher: Okay, get back to your desks. The books I have given you, open on page 80. Listen and follow the story as I read because I will ask you questions, after I translate the story (Kiikaonde: *bwelayi ku ma desk yenu, shinkulayi mabuku pa page 80, mumvwe byonsakutanga jikwabo, inge mpwisha kulumbulula nsakwipuzha meepuzhyo*).

Teacher: Answer the questions on page 81 in your exercise books. (Kiikaonde: *Pano asukayi peepuzho aji pa peji 81*).

Learners: Emwane.

Teacher: Since most of you, are still writing, do the work in your spare time as homework. (Kiikaonde: *Musakupwisha mwingilo kunzubo, shinkayi mabuku, tukomboke*).

From the lesson observed and questions asked it was established that the teacher showed different teachers' deficiencies. The teacher exhibited inadequacies in lesson delivery, target language use and the levels of performance. Few learners struggled to read while majority of them could not and reading comprehension levels in the target language were unsatisfactory. It was clear from the

lesson observation that the teacher did not teach reading comprehension. The teacher's teaching was biased towards teacher centeredness. English Literacy teaching was superseded by Kiikaonde Literacy.

4.4 What Strategies would be Suitable to Teaching Reading Comprehension to Grade 3 Learners in the Target Language?

4.4.1 Suggested Instructional Strategies to Teaching Reading Comprehension

This section is a presentation of research findings on the suggested effective instructional strategies to teaching reading comprehension at grade 3, in the target language, as learners transitioned from learning in the local language. The data to inform this section was collected through interviewing senior teachers and grade 3 teachers, and observing lessons.

4. 4.2 Findings from Senior Teachers

Senior teachers were asked questions and from the responses, it was established that instructional strategies were applied in teaching listening comprehension to learners in the local language which helped learners to break through easily. The teachers, however, lacked guidance on how to transition into teaching reading comprehension in the target language. Teachers were also asked on the language of instruction they used to teach learners reading comprehension and it was established that, like the rest of the subjects, English Literacy was taught using Kiikaonde language, owing to the fact that learners demonstrated difficulties in reading and comprehending the target language.

Senior teachers 1 said:

Teaching reading comprehension using the strategy of reading stories aloud to the learners and explaining meanings of difficult words maybe the most effective ways to teaching reading comprehension.

Senior teacher 2 said:

Teaching learners to read and comprehend written texts using strategies such as; look and say, writing the story on the board, reading for the learners and identifying words from read story could be effective strategies.

Senior teacher 3 said:

Teaching reading comprehension to grade 3 learners using strategies such as writing the passages on the board, making learners read after the before asking them oral questions could be more suitable.

Senior teacher 4 said:

Using strategies such as making learners read syllables, and do whole class reading before answering questions based on the passages read maybe effective.

4.4.3 Findings from grade 3 teachers

The researcher asked the teachers on the instances they did not translate content from English into local language. Teachers showed that translating helped learners to understand the content without which learning could not take place. The researcher also asked if learners were tasked to read in the target language before the teacher scaffolding for them, and the responses showed that classroom practices by the teachers continued being dominated with teaching of listening comprehension which was prominently taught to learners at grade 2 under oral English, before transitioning into reading comprehension at third grade.

Teacher 1 said:

For me I suggest using word attack would help acquire skills required for them to comprehend what they would read.

Teacher 2 said:

I feel teaching reading comprehension using storyline reading and dividing learners into small groups or pairs promote reading for comprehension among learners in my class. The strategies work well when teaching Literacy in English.

Teacher 3 said:

Explaining concepts and translating English texts using the local language works well with me when teaching reading comprehension in English to my grade 3 class.

Teacher 4 said:

The effective way to teaching reading comprehension at the transitioning state maybe writing passages on the board, than using books, followed by making learners read, loudly as a class.

Teacher 5 said:

For me I think a strategy which could effective to teaching reading comprehension in the target language is whole class. Also using teacher's exposition, could be another strategy that would be reliable in coaching learners to read and comprehend texts written in the English language.

Teachers were also asked on how authentic teaching and learning materials helped them to break the target language barrier among learners in the classrooms. It was established that in such cases, pictures and conversational posters to teach and explain certain concepts in class. It was during this time that the lecturers were able to use the local languages and engage the students in the lesson who were allowed to respond using the local languages as well. The teachers also suggested that a strategy of engaging learners to learn through outdoor activities would enforce reading comprehension skills in them. It was also clear that the strategy where teachers asked learners to read in groups gave learners opportunities to communicate freely with peers and probably learn to read, however, very few learners were able to read and also assist peers to read. It was further, established that Assigning tasks facilitated learners practicing to read language items under the guidance of the fellow pupils proved to be effective strategy to teaching learners comprehend English Language texts although books were could not carter for all the learners as such group work, as a strategy of teaching reading comprehension, could not help achieve intended outcomes since majority of the learners could not read, or later on, interpret meaning from read texts in the target language.

4.4.4 Document analysis findings:

From the analysis of the documents under review, the validity of documents in terms of outlining instructional strategies as well as guiding teachers on how to employ them to effectively teach reading comprehension to grade 3 learners at third grade, showed that; the syllabus was poorly presented, teachers' guides were poor, learners' books, schemes of work, weekly forecast and learners' books and teaching materials did not suggest instructional strategies effective to teaching reading comprehension to learners at grade 3 in the target language. The grade 3 syllabus content mainly, focused on listening and speaking competences, for instance, conversations, time – telling time stories, drama, poetry, occupation and objects. It was, however established that group work, pair work, whole class discussion phonics and peer assisted instructional strategies were reliable to the teaching of reading comprehension to the grade 3 learners at their transitioning stage.

Review of schemes, weekly forecast & lesson plans

The researcher reviewed documents such as common schemes of work, weekly forecasts and lesson plans which were prepared by teachers. The findings showed that the documents did not have suggested instructional strategies the teachers were using to effectively teach reading comprehension, (see appendix).

Review of Grade 3 Syllabus, Teachers' guide and NLF:

The findings of the review of the NLF established that the document did not suggest instructional strategies for the teachers to use when teaching reading comprehension, (see appendix).

Review of Common Schemes

The reviewed of the common schemes of work which was produced at provincial and district levels also showed that it did suggest instructional strategies (see appendix). It was established that the schemes only contained listening and speaking Kiikaonde Literacy. The study also showed that teachers followed the said scheme of work because they were obliged to follow it.

4.5 Chapter Summary

This chapter has presented the findings of the study on the instructional strategies teachers used to teach reading comprehension to grade 3 learners in the target language. Findings are presented using the research questions as themes. The next chapter will present the discussion of the findings.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

This chapter presents the discussion findings in relation to the literature review and the theory presented earlier in this paper of the study on the instructional strategies teachers used to teach reading comprehension to grade 3 learners in the target language. The discussions are presented using the research themes from the objectives.

5.2 Reading Comprehension Instructional Strategies Teachers Employed

The study established that grade 3 teachers used local language to teach literacy because learners did not possess competency in the target language. The literacy levels in the target language were very low, a situation which compelled teachers to read for learners and translate into the local language for them to understand. These findings are supported by Tembo and Nyimbili (2021) who also found that teachers used Nsenga as language for teaching content in the primary schools of Petauke because the learners were not understanding the content when Nyanja was used in the classrooms. The use of the learner's local language, Nsenga, helped the learners to break through easily because the teachers and learners could easily read and speak the language in class. From the foregoing, it can be noted that instructional strategies which teachers employ in teaching literacy in the primary schools of multilingual classrooms will either help the learners to learn or will make learning become difficult for them. Therefore, the teacher has a choice to make sense of the learning through a good choice of strategies for teaching.

The findings of the study also established that English as a subject, was embedded in English Literacy, as such, teaching materials, no longer contained topics that were biased towards the teaching of the English subject, instead, teacher's guides and learners' books were designed in line with Literacy teaching. The findings are supported by The National Literacy Framework (NLF) (2013) which was developed to provide a strategy for literacy instruction. The NLF clarified the curriculum expectations, promoted reading, equipped learners with skills sufficient enough to enable learners excel and compete on a regional and international levels. The Zambian Education Literacy Guide provided guidelines for teaching and learning literacy in all Zambian schools. Results also revealed that Whole Language Approach was replaced by a synthesised reading instruction, based on explicit lessons in key competence areas like synthetic phonics and daily

instruction. In so doing, learners were given opportunities to practice reading, writing, speaking and listening in the local language. From this, it can be realised that teachers needed to be availed with documents that governed the education system to help sharpen their understanding of how to go about their teaching procedures. Teachers' unfamiliarity with valid guide, as noted in the in the schools, failed to transition their learners to reading in the target language because they continued teaching Kiikaonde literacy.

The findings of the study established that teachers' use of group work improved reading comprehension among learners. This finding is supported by a study conducted by Alghonaim, (2020) which showed that teachers could improve reading comprehension skills to learners by means of applying pre-related reading activities. The study revealed that when learners received regular reading instructions in reading comprehension, their understanding was enhanced. The result of the study showed that learners' comprehension levels increased with reading engagements which were related to the classroom reading tasks. From the foregoing, it is thus, critical to note that teachers can improve the teaching of reading comprehension to grade 3 learners at the transitioning stage if they engaged the learners successfully.

In addition, Sari, (2015) indicated that learners' reading ability in comprehending English texts based on the four levels comprehension skills. The study showed that when learners attained comprehension competences, they easily interpreted meaning from texts of reading tasks. The learners, therefore would successfully answer the questions that were both at interpretive and critical levels and those which required learners to identify the main ideas and drawing conclusion from the read texts. From the foregoing it is clear that instructional strategies were key to enabling learners to acquire reading comprehension competences in the English Language at lower grades.

Other results of the study established that the syllabus was lacking in the area of instructional strategies which needed to aid teachers to effectively plan and teach reading comprehension in the target to grade 3 learners, as they transitioned from learning literacy in the local language. Mupa & Chinooneka (2015) agreed to these findings when they claimed that effective teaching and learning in primary schools required equipping teachers with instructional materials which would guide and boost teaching morale. In so doing, learners were positioned in safe and conducive teaching and learning environments. The study also showed that when teachers lacked in effectively handling classroom procedures, they, in turn, failed to provide extra lessons for their

learners. Furthermore, the study established that since most schools did not have adequate textbooks, revision books and resource books to extend children's knowledge, teacher performance was compromised. From the foregoing, it can be stated that, availability of key documents to the teaching and learning process coupled with adequately suggested instructional strategies were significant to up scaling teacher performance that, in turn reinforced learning among learners.

The findings of the study established that teachers used read alouds strategies where the teacher read from the learner's book loudly, and learners made to read after the teacher. The study shows that the teacher interpreted the text to help the learners comprehend meaning. Moussa & Koester (2022) supported the findings when they noted that reading aloud to young students could enhance their foundational reading skills and their reading motivation. The study found out that story read-alouds led to positive effects on listening comprehension, letter sound recognition, non-word decoding and reading fluency. Although read aloud strategies is mostly associated with the teaching of listening comprehension in the initial stages of literacy teaching, teachers whose learners are struggling to read can adopt the strategy as it can still be used on learners to read and comprehend texts with less difficulty.

The study findings established that the question and answer strategy but using local language. The study showed that the target language was sidelined in the classes as teachers paid less attention to transition learners. The teachers' concentrated on using the local language rather than the language of instruction as such, learners lacked exposure to the reading of written texts in the target language. The findings are supported by Mwelwa & Mwanza (2020) who revealed that the teaching of English in schools was of paramount. The study showed that, the Zambian Senior Secondary School English Language Syllabus recommended the communicative language teaching and Text Based Integrated Approaches which were viable to enhancing English Language reading skills in the learners. From the foregoing it can be established that a lot of valuable information need to be included in the syllabus to help teacher plan and teach effectively.

The findings revealed that a number of strategies teachers were employing in teaching English grammar lessons aimed at developing communicative competences in learners and they included group discussions, sentence construction and oral presentations, teacher simulations, brain storming and context based storytelling. From the lessons observed, teachers were not

contextualising these strategies so as to bring real life application of the grammar, learners were learning about. The study supported Nurdianingsih (2021) portrayed that teacher's strategies in teaching reading comprehension to students by involving an English teacher was viable. This research was a qualitative research. An interview guide as an instrument of this research. In collecting the data, interview was conducted to identify the strategies of teaching reading comprehension. The result revealed that the strategies used by the teacher were understanding text, individual and group learning strategy, and QAR strategy. It also established that teachers needed to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English. The findings noted that there was need for universities and colleges of education to come up with professional development programmes aimed at keeping in-service teachers abreast with the recommended methods through short intensive courses during school holiday, schools to intensify on continuations professional development programs. From the foregoing, it can be stated that teachers had the responsibility to transition learners at the rightful grade, however, not overlooking translanguaging.

The study established that some teachers pointed out that they taught reading comprehension using group work, pair work and class discussion. It established that teachers faced challenges in employing instructional strategies like group work and pair work due to large numbers of learners in the classes. Some learners sat on the floor during lessons because of that they chose to use instructional strategies where the teachers would read and asked questions. This was in line with Tandika & Kumburu (2018) when they noted that teachers faced challenges in developing standards one and two learners with reading skills. The study found that challenges included poor infrastructures such as clean and safe water, school meals; and inadequate desks, insufficient number of teachers; insufficient teaching and learning materials; regular curriculum change, overcrowded classrooms, and poor family income were identified as key challenges impacting effective teacher's instruction. For teaching to meaningfully take place, there is need to trim and control the numbers of learners in the classes to manageable figures.

The findings of the study also established that it was not practically possible to teach reading comprehension, one of the key competences of literacy teaching, in the target language, due to learners' lack of linguistic competences in the language of instruction. These results are in tandem with Akayombokwa and Mkandawire (2022) whose results show that low performance in English

reading comprehension, among Grade 8 learners in secondary schools of Lusaka District were due to lack of knowledge by some teachers on the procedure for teaching reading comprehension and therefore, taught poorly. Thus, the challenges learners faced in reading comprehension texts were due to illiteracy, lack of understanding, limited fluency, low reading culture, limited vocabulary, poor motivation, limited reading time in class against long passages, inappropriate teaching methods by the teacher and lack of learning and teaching materials. From the foregoing, it can be said that teacher deficiencies in teaching reading comprehension to learners negatively impacted on their acquisition of linguistic competences. Therefore, it is prudent for the teacher to be equipped with knowledge and understanding of the classroom procedures and appropriate use of instructional strategies in teaching reading comprehension.

The study showed that learners learnt to read and comprehend when teachers used a variety of strategies. Junita, and Mukhrizal, (2023) support the finding when they stated that the teacher must choose strategies that support the development of students' skills in analysing the content of the text in small groups. The study showed that where teachers applied strategies such as Think-Aloud and Scaffolding strategies to teach reading comprehension, learners acquired the reading comprehension skills. The study further, showed that where the teachers applied various strategies in teaching reading comprehension learning took place among learners. From the foregoing, it critical to state that teachers need to apply a number of strategies in teaching reading comprehension to help learners comprehend what they read in the English Language.

The foregoing discussions were in line with the cognitivist theory of Gunning, (2020). The principle stressed the stages of cognitive development and the unique nature of children's critical thinking. Cognitive theory focused on the fact that mental processes were important since learners were active learners as they used their critical thinking to acquire facts, skills and concepts. This principle of the theory is in agreement with the first theme on instructional strategies teachers used to teach reading comprehension in that it was specifically directed at determining how learners learnt language. The emphasis on "early" reading instruction was seen to be key and evidence indicated that if strong foundational reading skills were not acquired early, the gaps in reading ability and achievement grew larger over time. From the discussions, it is clear that learning in learners depended upon the learners critically getting involved in the learning process. Learners,

however, failed to break through in the target due to the fact that the learning process was bypassed because teachers failed to initiate the learning process of the literature was lacking.

5.3 Teacher Competency

The study established that teachers' explanation of concepts, and oral fluency were poor as they could not read with fluency, the texts and questions in the target language. The results also showed that teachers' use of grammar was average, as they still preferred the use of Kiikaonde Language to teach English Literacy, as opposed to using the target language. These findings are in line with Desta (2020) who established that challenges teachers faced in the implementation of teaching learners in the schools were as a result of their failure to practicing the teaching of early reading in line with the purposes and principles of teaching early reading, instead. The study showed that teachers still adhered to the traditional approach to teaching reading because of their inadequate training regarding phonological awareness, alphabetic principle, reading comprehension, oral fluency, vocabulary, and phonemic awareness. Besides, lack of materials, and unrelated educational qualifications, added as some of the major obstacles of teachers to implementing the teaching of early reading. While teaching programs underwent transformation, the role of the teacher in the successful learning process of the learners kept on getting sidelined, hence negatively impacting on the classroom practices. From the foregoing, it can be observed that teachers had serious problems which begged for solutions to enable them to possess understanding of how to handle reading comprehension lessons in the target language using appropriate instructional strategies.

The findings of the study also established that it was not practically possible to teach reading comprehension, one of the key competences of Literacy teaching, in the target language due to learners' lack of linguistic competences in the language of instruction. These results are in tandem with Akayombokwa and Mkandawire (2022) whose results show that low performance in English reading comprehension, among Grade 8 learners in secondary schools of Lusaka District were due to lack of knowledge by some teachers on the procedure for teaching reading comprehension and therefore, taught poorly. Thus, the challenges learners faced in reading comprehension texts were due to illiteracy, lack of understanding, limited fluency, low reading culture, limited vocabulary, poor motivation, limited reading time in class against long passages, inappropriate teaching methods by the teacher and lack of learning and teaching materials. From the forgoing, it can be

said that teacher deficiencies in teaching reading comprehension to learners negatively impacted on their acquisition of linguistic competences. Therefore, it is prudent for the teacher to be equipped with knowledge and understanding of the classroom procedures and appropriate use of instructional strategies in teaching reading comprehension.

The study results also revealed that teachers' articulation and effective use of instructional strategies were poor, since they could not explain concepts explicitly, in the target language. It was further, established that reading comprehension, which is one of the key competences of literacy, was replaced by the teaching of listening comprehension during classroom practices. These results are in line with Mohammed & Amponsah (2018) who showed that lack of confidence to practice how to read in class, poor motivation from teachers and parents to help develop the interest of the learners in reading, lack of pre-reader books in school and at home, lack of library, teachers inadequate knowledge on phonemic awareness strategy of teaching reading, lack of reading clubs and lack of reading competition among the learners in the school were factors which contributed to low reading abilities of the learners. The study showed that improvement in the reading abilities of the learners, could be achieved through teachers building the confidence levels of the learners in reading by making them read cooperatively, the school authority supplying adequate pre-reader books to facilitate the teaching and learning of reading in the school, parents ensuring adequate supply of pre-reader books at home, parents rewarding and complementing children for improved reading abilities, and also the school organising reading competitions among learners. Therefore, through the use of diverse instructional strategies and resources when teaching grade 3 learners becomes advantageous to them.

The study findings established that teachers showed different deficiencies in the teaching of reading comprehension. The inadequacies exhibited by teachers during English Literacy lesson delivery affected learners who among them; very few struggled to read while the majority of the learners could not read in the target language. Thus, there were unsatisfactory reading comprehension competence levels among learners in the target language at the transitioning stage. Lack of teacher competency in using instructional strategies to teach English literacy compelled teacher choices of instructional strategies to be biased towards teacher centeredness, which made learners to only listen to the teachers teaching and reading. These findings are in line with Ekeh, Jacob, Pillay & Idemudia (2023) who found out that adopting reading comprehension strategies

enhanced reading comprehension among primary school learners, however, some teachers did not understand the various strategies to improving reading comprehension. In so doing, they could not identify different learners' learning preferences when planning their reading comprehension lessons. With the absence of appropriate reading materials and differentiated reading exercises for slow learners, challenges escalated and hampered learners from acquiring reading comprehension skills in the target language. From the foregoing, it can be noted the low literacy levels among learners in the target language emanated from teacher incompetency to effectively use instructional strategies to teach reading comprehension to transition learners at grade 3 to English literacy.

The study further established that teachers read out stories aloud to the learners and discussed difficult words with the learners before they asked them to answer questions raised from the read passages. The findings are in tandem with Clark, Helfrich & Lance (2015) whose results showed that the type of knowledge teachers needed to pose was synthetic phonics instruction as opposed to the whole language approach, in order for them to successfully teach learners to read and comprehend written texts. Results showed that early instruction strategy was basic to improving learners' reading comprehension hence, teachers were expected to use clear and direct instructions as significant tools to aid learners understanding of what they read. From the foregoing, it was clear that the teachers' teaching practices for listening comprehension as demonstrated by the taught lessons in the schools, could not take the place of reading comprehension hence, the instructional strategies teachers employed, also did not apply to the teaching of reading comprehension lessons.

The study revealed that early instruction strategy was basic to improving reading comprehension to the learners. It was established that teachers needed to use clear and direct instructions as significant tools to aid learners, understand what they read. The study also established that appropriate strategies were key to teaching reading comprehension to initial readers. These findings are in line with Desta (2020) who established that challenges teachers faced in the implementation of teaching learners in the schools were as a result of their failure to practicing the teaching of early reading in line with the purposes and principles of teaching early reading, instead. The study showed that teachers still adhered to the traditional approach to teaching reading because of their inadequate training regarding phonological awareness, alphabetic principle, reading comprehension, oral fluency, vocabulary, and phonemic awareness. Besides, lack of materials, and

unrelated educational qualifications, added as some of the major obstacles of teachers to implementing the teaching of early reading. While teaching programs underwent transformation, the role of the teacher in the successful learning process of the learners kept on getting sidelined, hence negatively impacting on the classroom practices. From the foregoing, it can be observed that teachers had serious problems which begged for solutions to enable them to possess understanding of how to handle reading comprehension lessons in the target language using appropriate instructional strategies.

The study revealed that the learners learnt to read for comprehension when teachers used instructional strategies which exposed them to reading texts in the target language. What they read, therefore, helped them develop knowledge, skills, and strategies to comprehend written texts. These findings are supported by Olifant et al., (2020) who revealed that language teachers should use reading comprehension strategies as instruction tools to assist learners to develop into strategic readers as the range of strategies used by teachers were crucial. They revealed that teachers did not provide opportunities to support learners' independent comprehension strategy use. Furthermore, the teachers' inability to engage learners in reading comprehension strategies signified the teachers' lack of knowledge of how to incorporate reading comprehension strategies as an instructional tool during reading comprehension lessons. From the foregoing, it can be stated that it was necessary to empower teachers with knowledge on how to employ instructional strategies which were necessary helping learners to read for comprehension in the target language.

The foregoing discussions were also in line with second the principle of the cognitivist theory of Gunning, (2020). The principle stressed the stages of cognitive development and the unique nature of children's critical thinking. From the presented discussion, it can be argued that the learners could not attain reading competences due to the fact that teachers lacked training and guidance on how they needed to use the instructional strategies to equip learners with reading comprehension skills in the target language. Learners' mental processes were active as they tried to critically, struggled to achieve some reading comprehension skills in the target language, even with inappropriate presentation of the content. The discussions showed that teachers were lacking in the manner they used the instructional strategies teach reading comprehension, hence the low literacy levels among learners in the target language.

5.4 Suggested Instructional Strategies to Positive Reading Comprehension Competences

The study found that the strategies teachers used in teaching reading comprehension included translating content of the English text into the local languages of the learners to enable them make meaning out of the lesson. These findings are also supported by Tembo and Nyimbili (2021) who found that teachers used Nsenga as language for teaching content in the primary schools of Petauke because the learners were not understanding the content when Nyanja was used in the classrooms. The use of the learner's local language, Nsenga, helped the learners to break through easily because the teachers and learners could easily read and speak the language in class. From the foregoing, it can be noted that instructional strategies which teachers employ in teaching literacy in the primary schools of multilingual classrooms will either help the learners to learn or will make learning become difficult for them. Therefore, the teacher has a choice to make sense of the learning through a good choice of strategies for teaching.

The findings of the study also revealed that games, pictures and picture series helped learners to acquire comprehension skill in English. Muslaini (2017) supports this finding by indicating that the strategies generally used by the English teachers at the school included individual learning, cooperative learning, using media, (games, pictures and picture series), and the grammar translation method. It revealed that teacher should modify their teaching to suit the materials or the genre of the texts, the choice of strategies by the teachers was guided by the materials shown in the lessons. The reasons for using particular strategies were aimed to help the learners to avoid having difficulties in reading the text, especially comprehending the aspects of reading such as the main idea, making inferences, noting detailed information and references. From the foregoing, it can be noted that instructional strategies which teachers chose in teaching reading comprehension in the primary schools determined learners' abilities to read and comprehend meaning. Therefore, the teacher has a role to make sense of the learning through a good choice of strategies for teaching.

The study revealed that classroom practices like using the learner's local language, allowing learners to code switch when responding were used in teaching of listening comprehension which was prominently taught to learners at grade 2 under oral English, before transitioning into reading comprehension at third grade had less positive effect learners acquiring reading comprehension competences in the target language. The findings are supported by the study by Mwanza (2020) which established that the period of mother tongue use before transitioning to a second language

had no effect on improving literacy levels in Zambia. From the foregoing it can be established that the poor literacy levels in the target language signify that learners should be equipped with competences needed for them to read and comprehend what they read.

It was established that teachers were not trained on how to transition; thus, learners had not broken through to the second language by grade 3. The study showed that regardless of how long a mother tongue was used as medium of instruction before transitioning to a second language, literacy levels did not improve among learners, unless other equally important factors were addressed. These findings are in line with Mwanza (2020) whose study showed that extending the period from one year to four years of using mother tongue did not improve learners' literacy competences in the target language when they transitioned. Mother tongue as a medium of instruction, before transitioning to a second language, did not positively affect literacy levels in the learners. It was established that literacy levels among learners improved when other equally important factors were addressed, for instance, teachers lacking in their teaching and use of learning materials and teachers lacking training on how to transition learners. From the foregoing, it can be stated that equipping learners with reading comprehension competences could be achieved through a combination of factors which, however, held the teachers at the centre.

Other findings revealed that pictures and conversational posters helped to teach and explain certain concepts in class for learners to learn to read and comprehend written texts. The stories teachers read for the learners which were accompanied by pictures guided learners to interpret meaning of written texts. The findings are supported by Shabiralyani et al., (2015) who showed that aids like pictures, animation videos, projectors and films were a motivational tool in enhancing students' attention in reading literary texts. It was also established that visual aids played a positive role to enable the learners to acquire reading comprehension skills in the target language as learners were able to associate words to pictures, thereby acquiring reading and comprehension competences. The use of diverse semiotic resources in several modes when introducing learners to a second language learning becomes advantageous to the learners as they have a chance to interpret meaning from pictures and conversational posters.

The study established that the teachers did not really understand what instructional strategies they needed to employ in order to equip learners with reading comprehension competences. It was, however, clear that the strategy where teachers asked learners to read in groups gave learners

opportunities to communicate freely with peers and probably learn to read, although very few learners were able to read and also assist peers to read. These findings were backed by Ceyhan & Yildiz (2021) who examined the effect of interactive reading aloud (IRA) lessons on students' reading comprehension levels, reading motivation, and reading fluency skills. They revealed that reading comprehension, reading motivation, and reading fluency levels of the students viable to teaching reading comprehension which was determined that IRA practices improved students' levels of reading comprehension, reading motivation and reading fluency skills, independently of the practitioner. Therefore, it is important to state that teachers should embrace instructional strategies that allow learners to interact and learn from each other when teaching reading comprehension.

The study established that the strategy of assigning learners tasks to do, during lessons, motivated them to practice to read language items under the guidance of fellow learners. This strategy proved to be an effective mean to teaching learners comprehend English as learners learn easily through activities. The study is supported by Ismail et al., (2019) whose study revealed that Task-based instruction (TBI) is a pedagogy engaged learners in meaningful and communicative tasks to promote language acquisition, active participation, and practical language use. They established that learners learnt effectively when they were assigned tasks in smaller groups. Therefore, the use of tasks to teach reading comprehension was advantageous as learners worked out meaning on their own, enabling them to learn with less difficulty.

The study findings suggested that other than learners spending longer periods in the classrooms learning to read and interpret meaning from written texts, a strategy of engaging learners to learn through outdoor activities would enforce reading comprehension skills in them. Tembo, Nyimbili, Mubita & Tambulukani (2018) support these findings when they advanced that the utilisation of emergent literacy skills in the teaching of Physical Education (PE) in primary schools of Lundazi district were strategies teachers needed to use to teach new topics in PE. They established that children entered school with the social knowledge which they acquired from the games and activities they played and enjoyed, for instance, interaction which enabled them continue playing together despite having minor differences. It was established that teachers used this knowledge to make learners form groups and learn from each other as brothers and sisters in harmony. They revealed that teachers used a variety of teaching techniques so that learners could learn the new

knowledge and skills in a PE class. Through PE interactions, however, learners, would, to a larger extent, develop positive receptive minds toward school, and enable them acquire reading comprehension competences and interact with peers.

Lastly, the study established that group work, pair work and whole class discussion instructional strategies were reliable to the teaching of reading comprehension to grade 3 learners as they transitioned into English Literacy. These findings are supported by Abuga, Maina & Meitamei (2019) who show that the effects of group work as a teaching strategy had positive effects on the development of reading skills among pre-primary children in Manga. They argued that the use of ability grouping, heterogeneous and homogeneous grouping and cooperative group work improved teaching competences among learners since it made learners learn from peers. The findings, however, indicated that there was a weak positive correlation between teachers' use of group work as a teaching strategy and pre-primary children's development of reading skills. From the foregoing therefore, it is important for teachers to possess skills in managing group work activities.

From the foregoing, it can be said that the principle theory was positive towards the third theme which required the participants to suggest instructional strategies which were effective to the teaching of reading to learner at grade 3 as they transitioned from local to the target language. From the preceding discussions, it can be concluded that teaching reading comprehension at third grade in the target language should use instructional strategies such as group work, systematic explicit instruction, making connections with text, teaching words in isolation, as well as in context, using graphic organisers, use of visual evidence, peer assisted, translanguaging, use of text structure, summarising important points, scaffolding, visualizing, predicting, questioning among others. The theory argues that reinforcement was seen as being important in learning. This theory guided this study because it was specifically directed at determining how learners learnt language. Stanovich (1986) called this the "Matthew Effect" in learning to read. This was a biblical concept over non achievers which meant that children who fell behind in learning to read typically, became entangled in a cycle of failure. The theory was important to the teaching of reading comprehension to learners, who were beginning to learn to understand the target language. Reading for comprehension, hence, required that learners thought and used their reasoning, in order to get meaning from a written text.

5.5 Chapter Summary

The chapter presented the discussions of the research findings. The discussions were presented thematically backed by the reviewed literature.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter presented the discussion findings on the instructional strategies teachers used to teach reading comprehension to grade 3 learners, in the target language, in the five selected public primary schools of Solwezi District. This chapter presents the conclusion and recommendations of the study.

6.2 Conclusion

The first objective established the instructional strategies teachers used in their classroom in the five selected schools teach reading comprehension to grade 3 learners, in the target language. The findings revealed that teachers used group work, pair work, whole class discussions, read alouds, question and answer, and THRASS (Teaching Handwriting Reading and Spelling Skills). Teachers continued teaching listening comprehension in Kiikaonde, in place of reading comprehension in English. The study, therefore concludes that learners did not attain reading comprehension competences in the English language.

The second objective examined teachers' competences in using the instructional strategies in teaching reading comprehension to grade 3 learners in English language. The study found that teachers lacked knowledge on how to teach reading comprehension using the group work, pair work, whole class discussions, read alouds, question and answer, and THRASS strategies. Teachers were not capacity built to use THRASS to teach reading comprehension in English. Teachers did not exhibit competency in planning as strategies were not reflected in the planned work.

The last objective looked at instructional strategies teachers could use to equip learners with reading comprehension skills in English as they transitioned from learning literacy in the local language. The study established that group work, systematic explicit instruction, making connections with text, teaching words in isolation, as well as in context, using graphic organisers, use of visual evidence, peer assisted, translanguaging, use of text structure, summarising important points, scaffolding, visualizing, predicting, sandwiching, pair work and read alouds, when employed correctly would enhance learners reading comprehension skills.

6.3 Recommendations

Having interviewed senior teachers, grade 3 teachers, observed lessons and reviewed documents which teachers used to teach reading comprehension. This study, recommends that:

1. The government should consider revamping public owned publishing houses to be publishing teaching materials so that production of quality school books is monitored before offloading them onto the market and in schools.
2. The MOE should regulate writers of books to include instructional strategies so that the teaching process has clear guidance to teachers to the benefit of all the learners.
3. MOE to assess the competences of teachers and school administrators in the schools so that quality teaching is enhanced.
4. MOE through CDC to redesign the syllabus to include all necessary data, such as suggested instructional strategies so that teachers are explicitly guided on how to go about teaching.
5. Provincial and district offices to desist from designing common schemes, so that teachers who handle the learners, prepare appropriately to the grade and learner abilities.
6. School administrators to enhance capacity building for the teachers, as a continuous process, in all the primary schools so that teachers have the competences to handle reading comprehension lessons.

6.4 Chapter Summary

The chapter has presented conclusion and recommendations of the study on the instructional strategies teachers used to teach reading comprehension to grade 3 learners in the target language in the five selected public schools of district.

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APPENDICES

Appendix A: Lesson Observation Instrument.

My name is Edina Lungu, a student from the University of Zambia, pursuing a Master Degree in Literacy, Language and Applied Linguistics, in the School of Education, department of Languages and social sciences. I am carrying out a research on the Instructional Strategies teachers use to teach reading comprehension to grade 3 learners in the target language, teachers’ competences in employing the strategies and effective one in helping learners acquire reading competences. The study will be beneficial as the information that will be gathered will help teachers to adopt effective strategies viable to teaching reading comprehension to learners in the target at grade 3. This in turn, will help improve literacy levels that have characterised many learners in the district. This information is strictly for academic use only and will not in any way be used against you. Therefore, everything you will say will be strictly treated as confidential. Feel free to express yourself without being forced to do so.

Please as you observe each lesson tick the appropriate region corresponding with the competency level the teacher will exhibit in class.

SN	Competency index	Level of competency exhibited by teacher observed in class			
		Very good	Good	Average	poor
1	Explanation of concepts				
2	Oral Fluency				
3	Grammar				
4	Articulation				
5	Effective use of Instructional strategies				
6	Learners’ behaviour				
7	Reading fluency				
8	Comprehension				
9.	Use of target language				
Total Scores					

Appendix B: Semi-Structured Interview Guide for senior teachers.

My name is Edina Lungu, a student from the University of Zambia, pursuing a Master’s Degree in Literacy, Language and Applied Linguistics, in the School of Education. I am carrying out a research on the Instructional Strategies teachers use to teach Reading comprehension to grade 3 learners in the target language, teachers’ competences in employing the strategies and effective one in helping learners acquire reading competences. The study will be beneficial as the information that will be gathered will help teachers to adopt effective strategies viable to teaching reading comprehension to learners in the target at grade 3. This in turn, will help improve literacy levels that have characterised many learners in the district. This information is strictly for academic use only and will not in any way be used against you. Therefore, everything you will say will be strictly treated as confidential. Feel free to express yourself without being forced to do so.

1. How are the literacy levels among learners in your schools?

2. What teaching materials are available in the school that facilitate the teaching of reading comprehension?

3. When is the teaching of English and Literacy subjects introduced to the learners in the target language? _____

4. Do the teachers teach reading comprehension to grade 3 learners in the target language?

5. What strategies do the teachers use to teach reading comprehension to grade 3 learners in the target language? _____

6. How do you assess the teachers’ implementation of the instructional strategies used in the process of reading comprehension at the time literacy teaching is introduced in the target language in grade 3?

7. How do you assess the teachers' competences in using the instructional strategies to teach reading comprehension in the target language in grade 3?
8. How often do you check teachers' files? _____
9. What do you do to ensure that their planning and teaching is in conformity with the strategies outlined in the syllabus?

Appendix C: Interview Guide for grade 3 teachers.

My name is Edina Lungu, a student from the University of Zambia, pursuing a Master’s Degree in Literacy, Language and Applied Linguistics, in the School of Education. I am carrying out a research on the Instructional Strategies teachers use to teach Reading comprehension to grade 3

Learners in the target language, teachers’ competences in employing the strategies and effective one in helping learners acquire reading competences. The study will be beneficial as the information that will be gathered will help teachers to adopt effective strategies viable to teaching reading comprehension to learners in the target at grade 3. This in turn, will help improve literacy levels that have characterised many learners in the district. This information is strictly for academic use only and will not in any way be used against you. Therefore, everything you will say will be strictly treated as confidential. Feel free to express yourself without being forced to do so.

1. How are the literacy levels among the grade 3 learners in the target language?

Oral fluency	very good []	good []	average []	poor []
Reading fluency	very good []	good []	average []	poor []
Vocabulary	very good []	good []	average []	poor []
Comprehension	very good []	good []	average []	poor []

2. When do you introduce teaching of English subject to learners in lower grades? _____

3. At what grade do you begin to teach literacy in English to learners? _____

4. How do you teach reading comprehension using the target language at grade 3?

5. How different do you teach reading comprehension in a literacy lessons to that of English subject to your learners?

6. What instructional strategies do you use to teach reading comprehension to grade 3 learners in the target language?

7. How best do you employ these instructional strategies to ensure that as learners learn reading comprehension in the target language in grade 3, they can interpret meaning from what they read?

8. What materials do you use for teaching reading comprehension lessons?

9. How would you rate your learners' performance in your reading comprehension lessons?

10. What is the important of teaching reading comprehension to grade 3 learners in the target language?

11. What challenges do you encounter as you teach learners to comprehend what they read?

12. Why do you think learners at grade 3 still fail to interpret meaning from what they read using the strategies you pointed out?

13. In your view, which instructional strategies would help learners learn reading comprehension effectively?

Appendix D: Documents Review Checklist

My name is Edina Lungu, a student from the University of Zambia, pursuing a Master’s Degree in Literacy, Language and Applied Linguistics, in the School of Education. I am carrying out a research on the Instructional Strategies teachers use to teach Reading comprehension to grade 3 learners in the target language, teachers’ competences in employing the strategies and effective one in helping learners acquire reading competences. The study will be beneficial as the information that will be gathered will help teachers to adopt effective strategies viable to teaching reading comprehension to learners in the target at grade 3. This in turn, will help improve literacy levels that have characterised many learners in the district. This information is strictly for academic use only and will not in any way be used against you. Therefore, everything you will say will be strictly treated as confidential. Feel free to express yourself without being forced to do so.

Please tick the appropriate region corresponding with the validity of the documents used.

SN	Document Type	Validity of Documents/Materials			
		Very good	Good	Average	poor
1.	Syllabus				
2.	Teacher Guide				
3.	Pupils Books				
4.	Scheme of Work				
5.	Weekly Forecast				
6.	Lesson Plan				
7.	Teaching/Learning Aids				
8.	Pupils Exercise Books				
9.	National Literacy Framework				
10.	Other Materials				
Total Scores					

Appendix E: Syllabus

GRADE 3

3.1 LANGUAGE

General Outcomes:

- Develop listening, speaking, reading and writing skills
- Develop awareness of Zambian culture and similarities between Zambian languages.

3.1.1 Listening and Speaking (English, Zambian Languages, French and other languages)

Specific Outcomes:

- 3.1.1.1 Retell stories (traditional and modern).
- 3.1.1.2 Demonstrate various forms of greetings.
- 3.1.1.3 Listen to a story and answer questions about it.
- 3.1.1.4 Acquire ability to gather information, and to give and follow instructions and commands.
- 3.1.1.5 Answer riddles correctly.
- 3.1.1.6 Describe scenery, processes, events, activities, animals, people, pictures, weather and other things.
- 3.1.1.7 Recognise and explain puzzles, proverbs and idioms.
- 3.1.1.8 Recite rhymes, poems and tongue twisters.
- 3.1.1.9 Count objects.
- 3.1.1.10 Name types of structures found in town/village, e.g. kraal, factory.
- 3.1.1.11 Ask for and give simple directions.
- 3.1.1.12 Tell time and recall days of the week, months and seasons of the year.
- 3.1.1.13 Mention occupations (both traditional and modern) and the tools used.
- 3.1.1.14 Use antonyms and synonyms.
- 3.1.1.15 Conduct simple dialogues.
- 3.1.1.16 Use socially acceptable language, express feelings and thoughts in order to develop the skills of living together.
- 3.1.1.17 Develop learning and thinking skills in order to express concepts, relationships, quantity, quality, anomaly and discrepancy.

3.2 LITERACY

3.2.1 Reading:

- 3.2.1.1 Read silently a given passage and do follow-up activities.
- 3.2.1.2 Identify the theme(s) of a story read.
- 3.2.1.3 Discuss new or familiar vocabulary.
- 3.2.1.4 Read a story silently and then describe its contents.
- 3.2.1.5 Read supplementary books with understanding.
- 3.2.1.6 Locate information from print resources.

3.2.2 Writing:

- 3.2.2.1 Rearrange sentences in a logical sequence.
- 3.2.2.2 Take dictation.
- 3.2.2.3 Form plural and singular forms of words.
- 3.2.2.4 Fill in blanks with appropriate given words.
- 3.2.2.5 Construct sentences using new or unfamiliar words.
- 3.2.2.6 Construct sentences and short paragraphs.
- 3.2.2.7 Punctuate sentences and short paragraphs.
- 3.2.2.8 Summarise a story.
- 3.2.2.9 Write formal and informal letters.
- 3.2.2.10 Translate words, sentences and short paragraphs from English or
Zambian Languages.
- 3.2.2.11 Write words and sentences using the accepted orthography.

Appendix F: Lesson Plan

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
LESSON PLAN

NAME OF TEACHER: [REDACTED] DATE: 11/09/2023
 NAME OF SCHOOL: [REDACTED] GRADE: _____
 SUBJECT: ENGLISH LANGUAGE DURATION: _____
 TOPIC: CLEANING BOYS _____ GIRLS _____
 SUB TOPIC: WE ALL MUST WORK TARGET _____
 T/L AIDS: LEARNERS BOOK, CHALKBOARD
 REFERENCES: PRIMARY LITERACY PROGRAMME LEARNERS BOOK PAGE 47

SPECIFIC OUTCOMES:
 By the end of this lesson, learners are expected to
 - Read the story aloud

RATIONALE: This lesson is important to the learners because it will enable them acquire knowledge on reading, writing, listening and speaking

PRE-REQUISITE:
 Learners have no ideas on the lesson to be taught

INTRODUCTION: I will revise the previous lesson together with the learners

LESSON DEVELOPMENT:

STAGE	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	METHODOLOGY
1	- I will write the lesson on the chalkboard <u>We all must work</u> - I will ask the learners to read the lesson after me	- Learners to take note. - Learners to read the lesson written on the board after the teacher	Wholeclass
2	- I will write the following words on the chalkboard cleaning, throw, boys, grass floor, girls, picking, dirt up, every, dashing, mopping surrounding, bin day, - I will ask the learners to read the words on the board	- Learners to take note - Learners to read the words on the board	Inquiring

Please as you observe level the teacher

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-I read the words written on the chalkboard and ask the learners to read after me.

-Learners to read the words written on the chalkboard after the teacher.

-Whole class

-I will divide the class in groups

-Learners to be in groups

-I will ask the learners to open the learners book on page 47

-Learners to open the learners book on page 47

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-I will ask the learners in groups to read the story on page 47 silently as a group

-Learners to read the story on page 47 silently.

-Group work

-I will ask the learners to go in front of the class one after the other to read the story on page 47 aloud.

-Learners to go in front of the class to read the story on page 47 aloud.

-Learner centred

CONCLUSION: I will go through the main points of the lesson, furthermore I will read the story aloud on page 47 and ask the learners oral question

EVALUATION:

Appendix G: National Literacy Framework Extract

It is in light of the low achievement results that the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) has taken steps to improve the situation. According to the National Policy on Education, "Educating Our Future," (1996, p34) *"A fundamental aim of the curriculum for lower and middle basic classes is to enable pupils to read and write clearly, correctly and confidently, in a Zambian language and in English and to acquire basic numeracy and problem solving skills. However learning to read and write in English should begin after learners have the acquired basic skills in the local language."*

Low literacy levels in primary schools can be solved by scaffolding learning through instruction in local languages. This, together with a well-defined literacy teaching programme will improve results. The rationale for teaching in a local language is rooted in scientific research which supports developing a learner's language abilities – vocabulary, intrinsic knowledge of grammar rules, and use of his or her language, in order to develop reading and writing skills. The speed and ease at which a learner can do this in his own language far surpasses that at which a learner can in a foreign language. Additionally, learning to read hinges upon a child's confidence to learn and understand. There are far more opportunities to do so in a familiar language. The composite knowledge and skills of how one reads are then available to learners to use when learning new languages.

While many factors affect education quality, the language of classroom instruction fundamentally impacts on a child's ability to read and learn. "This is because learning in one's first language is 'essential for the initial teaching of reading.' Children arrive on the first day of school with thousands of oral vocabulary words and tacit knowledge of the sound system of their mother tongue, but are unable to use and build upon these linguistic skills because they are instructed in a foreign language. Dismissing this prior knowledge, and trying to teach children to read in a language they are not accustomed to hearing or speaking, makes the teaching of reading difficult, especially in under-resourced schools in developing countries."ⁱⁱⁱ

Strategy Toward a Language Policy

To support early literacy and later, English literacy instruction, MESVTEE will introduce instruction in a familiar language so as to build learners' arsenal for learning to read in other languages as well as learning content subjects. The following table depicts the proposed language of instruction strategy in Zambia;

Grade	Content Subjects and Literacy	Language of Instruction
1	All learning areas	Local languages
2	All learning areas	Local Languages
	Content subjects and Literacy in ZL	Local Languages
	English Language and Oral Literacy	English Language
3	Content subjects and Literacy in ZL	Local Language
	English Language and Literacy	English Language

Grade	Content Subjects and Literacy	Language of Instruction
4	Content subjects and Literacy in ZL	Local Language
	English Language and Literacy	English language
5-7	Content subjects	English Language
	English	English Language
	Zambian Languages	Local Languages

What Are the Goals of the Early Literacy Programme?

Guided by the National Literacy Framework, learners will be able to exhibit the following competencies by the end of their primary education:

Level	Competences
Pre	<ul style="list-style-type: none"> - Listen to stories which are told or read by teachers - Communicate in speech in different situations - Perform different oral activities (e.g. poems, songs, storytelling, rhyming) - Utter complete words - Make complete sentences
Grade 1	<ul style="list-style-type: none"> - Show skills of reading initial sounds i.e. letters, syllables and word. - Demonstrate basic skills in reading and writing common words and simple sentences. - Segment words into syllables
Grade 2	<ul style="list-style-type: none"> - Demonstrate basic skills in reading and writing simple and compound sentences. - Show understanding of short written texts
Grade 3	<ul style="list-style-type: none"> - Demonstrate basic skills in reading and writing short paragraphs - Write in script and cursive forms. - Write short stories/passages - Comprehend a short text
Grade 4	<ul style="list-style-type: none"> - Describe various activities, objects, places, actions and simple processes - Read and comprehend short texts based on different cross-cutting themes
Grade 5	<ul style="list-style-type: none"> - Demonstrate skills and knowledge to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing at this level.

Appendix: H: Research Activity Time-line

Research Activity	Time-line - January 2023 to December 2023											
	J	F	M	A	M	J	J	A	S	O	N	D
Research proposal development & submission												
Working on comments by supervisor & presentation												
Field work												
Data analysis												
Report writing & submission to supervisor												
Working on comments												
Research report submission for examination & defense												
Preparation for graduation												

Appendix I: Approval Letter



THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka10101 | Tel: +260-211-290 258/291 777 Fax: (+260)-211-290 258/253 952 | E-mail: director.drgrs@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464
REF NO. HSSREC-2023-AUG-004

6th September, 2023

Ms. Edina Lungu
The University of Zambia
P.O. Box 32379
LUSAKA

Dear Ms. Lungu

RE: "AN INVESTIGATION INTO INSTRUCTIONAL STRATEGIES USED BY TEACHERS TO TEACH READING COMPREHENSION GRADE 3 LEARNER IN THE TARGET LANGUAGE: A CASE OF SOLWEZI URBAN PRIMARY SCHOOLS."

Reference is made to your submission of the protocol captioned above.

The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC - 2023 - AUG - 004
Approval and Expiry Date	Approval Date: 6 th September, 2023	Expiry Date: 5 th September, 2024
Protocol Version and Date	Version - Nil.	5 th September, 2024
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	- Questionnaire - Interview Guide	
Number of Participants Approved for Study		

Conditions of Approval

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30

days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.

Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.

When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.

In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.

Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.

A reprint of this letter shall be done at a fee.

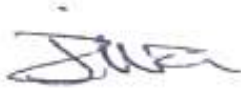
All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or

procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. J. I. Ziwa

DR. J. I. Ziwa

CHAIRPERSON

**THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

cc: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies