

**AN EVALUATION OF THE CATCH-UP PROGRAMME AT MAZABUKA PRIMARY
SCHOOL, MAZABUKA DISTRICT, ZAMBIA**

BY

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**A dissertation submitted to the University of Zambia in partial fulfilment of the
requirements for the award of the degree of Master of Education in Applied Linguistics.**

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CERTIFICATE OF APPROVAL

This dissertation by Michael Lindumbo Mukunga is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Applied Linguistics.

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ABSTRACT

This study evaluated the efficacy of the Catch-Up remedial teaching programme in improving learners' reading performance in Chitonga at Mazabuka primary school in Mazabuka district, Zambia. The research's objectives were to; assess the teachers' understanding of the Catch-Up programme, describe the teachers and learners' experiences regarding remedial teaching/learning, evaluate the efficacy of Catch-Up remedial teaching in improving learners' reading performance, and establish the challenges teachers were facing in implementing remedial teaching at Mazabuka primary school.

This research was a single case study. Qualitative methods of data collection were used. The study engaged 29 participants who were purposively selected. Moreover, Mazabuka primary school was purposively selected because it is one of the schools that implements the Catch-Up remedial teaching programme in Zambia. The data collected through focus group discussions, interviews, and lesson observation was categorised and emerging themes were analysed by the researcher.

The findings revealed that the number of learners who advanced to story level, the highest level in literacy remediation of the Catch-Up programme at Mazabuka primary school increased from 129 (baseline) to 199 (endline). It was also revealed that most of the teachers with appropriate training in Catch-Up had a general understanding of what remedial teaching was all about. Furthermore, most of the teachers and learners emphasised that remedial lessons were intellectually enriching experiences to them. Additionally, it was revealed that remedial teachers faced certain challenges in implementing remedial teaching. Some of the challenges mentioned included lack of trained human resource and timetabling of remedial lessons.

The study among others recommends the training for both in-service and student teachers in remedial teaching. The study also recommends the motivation and counselling of learners on the significance of remedial lessons. These recommendations can help mitigate some of the challenges faced in implementing Catch-Up such as; lack of trained human resource, and negative attitude towards the programme.

Keywords: *Remedial teaching, Catch-Up remedial teaching programme, Efficacy, Chitonga, Literacy, Mazabuka primary school.*

DEDICATION

I wish to dedicate this dissertation to my mother, Ms Hilda Kalimbwe, and my immediate elder sister, Ms Patience Mukunga. If it was not for their endless support and love, this would not have been possible.

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ABBREVIATIONS AND ACRONYMS

DEBs District Education Board Secretary

DRCC District Resource Centre Coordinator

EGRA Early Grade Reading Assessment

HSS Humanities and Social Sciences

J-PAL Abdul Latif Jameel Poverty Action Lab

LEGO foundation leg godt foundation

MESVTEE Ministry of Education, Science, Vocational Training and Early Education

MIT Massachusetts Institute of Technology

MoE Ministry of Education

PLP Primary Literacy Programme

RTI Research Triangle Institute

TaRL Teaching at the Right Level

UNICEF The United Nations International Children's Fund

UNZA The University of Zambia

USAID U.S Agency for International Development

VVOB Flemish Association for Development Cooperation and Technical Assistance

ZICs Zonal Inservice Coordinators

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background of the study, including the statement of the problem, research objectives and the questions. It also contains the purpose of the study, the significance of the study, delimitation, limitations, the theoretical framework, and operational definition of terms.

1.2 Background

According to Gottlieb and William (1987) the history of remedial teaching can be traced back as far as the nineteenth century. In the early 1900s, issues having to do with the planning of remedial work for learners with reading challenges and the first remedial reading textbooks in the United States were published. Additionally, research-based reading instruction and initiatives such as the No Child left behind act of 2001 started to draw attention (McCormick and Zutell 2014). These events are arguably among some of the notable trends that contributed to the advancement of remedial teaching.

Mainly because there have been different approaches to remedial teaching over the years, definitions of the term have themselves varied. Wu (2012) describes remedial teaching as a pedagogic practice that involves the formulation of techniques aimed at helping students facing challenges in understanding academic content. Schwartz (2012: 6) defines remedial teaching as “specific educational interventions aimed at addressing learning needs of a targeted group of children who are lagging behind academically.” In other words, the above-mentioned practice involves the assisted development of a learner’s abilities by an educator. In the context of language teaching, this assistance could be in reading, writing or speaking.

In line with the above, Schwartz (2012: 25), suggested that in the delivery of remedial teaching, “a teacher is supposed to teach the lessons again and provide additional teaching on parts of lessons that students have yet to understand, put the slower learners at the front of the class, work directly with students not learning well in a small group, let weaker students work in a mixed group with other children who understand, and organise a remedial class.”

Additionally, according to Morgan and Shield (1998), as cited in Musongole (2019), other strategies that can be employed during remedial teaching include the employment of diverse learning activities, designing meaningful learning solutions, summarising main points, enhancement of learning interests and motivation, encouraging pupils' active participation in class activities, focusing on the learning process, and showing concern for the performance of individual pupils. This inventory of features shows that remedial teaching is eclectic in nature, and the combination of different techniques and methods allows for inventiveness and diversity in lesson delivery. Furthermore, it can be argued that this approach is learner-centred, and this is crucial because focusing on the various learning needs of the student is among the key ingredients in the teaching and learning process (Munsaka 2011).

Apart from aiding in the improvement of learners' performance, it can be argued that one of the major roles of remedial teaching is to promote inclusive learning, which Salvia, Ysseldyke and Bolt (2010: 420) defined as "Education of people with and without disabilities in the same classes or school environments." This is so because, according to Anderson and O'Neil (2006) as cited in Jones (2009: 37) "there are other ways of orienting services towards disadvantaged groups. Education can target girls and other excluded groups through gender-specific or multilingual schools, or remedial education programmes can be provided in areas where there are likely to be significant numbers of students lagging behind." Similarly, Nkosha, Masaiti and Al (2016) recommended that in order to improve the results of disadvantaged children and girls in rural areas, stakeholders should provide feedback and remedial educational opportunities to them. This means that, when learners are not excluded from the learning process, they may find it easier to participate in various classroom activities. This may not only boost their confidence; it may also help them improve in their academics.

Countries such as Vietnam, Benin, Cameroon, Guyana, Kenya and Rwanda have fashioned remedial teaching programmes targeted at benefiting out of school children and youths. For instance, in Cameroon, the main goal of their remedial teaching programme was to address high repetition and advance internal competence by promoting remediation and pedagogical support for students facing challenges (Schwartz 2012).

Currently, Zambia is running a literacy programme titled the Primary Literacy Programme (PLP). This programme is focused on five key competence skills in literacy instruction, which

are, phonemic awareness, phonics, fluency, vocabulary, and comprehension. The method of literacy instruction under this programme is one that sees learners being introduced to phonics (demonstrating the relationship between the sounds and letters of the target language) in early Grades using the seven official Zambian local languages of education, namely; Ibibemba, Tonga, Lozi, Lunda, Luvale, Cinyanja and Kikaonde (Chibamba, Mkandawire, and Tambulukani 2018).

A number of studies have been conducted to determine whether or not the PLP has had major impact on the literacy situation in Zambia. For instance, Phiri (2015) did a study targeted at grade four learners in Lusaka district, Zambia. This study was concerned with determining the challenges and preventive measures that can be put in place to curb the reading difficulties faced by grade four learners. Phiri (2015) informed that the literacy skills of the pupils at the schools involved in the study were low. In order to combat these and similar challenges affecting the education sector in Zambia, the 2013 Zambia education curriculum framework, among others, recommended that “institutions of learning should put in place measures to promote Equity and Equality in their programmes. These may include...providing appropriate support systems such as bursary schemes, provision of school meals and remedial activities for slow learners” (Ministry of Education, Science, Vocational Training, and Early Education 2013: 18). In this case, equity and equality may refer to both the fair and balanced administration of learning instructions in order to avoid biases and exclusion of certain learners, particularly disadvantaged ones.

Furthermore, Murru (2018) informed on a contemporary remedial teaching programme focused on the improvement of literacy and numeracy in Zambia. The aforementioned remedial teaching programme (Catch-Up remedial teaching programme) was launched as a pilot in 2016 and ran up to 2017. This initiative employs the Teaching at the Right Level (TaRL) methodology, and involves the assessment of both numeracy and literacy skills of learners. Depending on their performance, the pupils are then placed according to their level instead of grade. Some of the key players in the implementation of this programme at pilot level included the Flemish Association for Development Cooperation and Technical Assistance (VVOB) Coordinators, District Resource Centre Coordinators (DRCC), Zonal Inservice Coordinators (ZICs) and senior teachers. These offered support to the teachers, worked with pupils, demonstrated exercises and

gave comments and guidance to the teachers (Innovations for Poverty Action 2017). The training of remedial teachers was conducted as follows:

A group of master trainers was created, using Ministry staff at provincial, district, and zone level. This core team was trained directly by staff from Pratham. This team was complemented by one NGO member of staff for each district and the NGO senior manager. This group was responsible for training senior teachers, and then training teachers. Both the training of the senior teachers and the training of the teachers took five days. (Innovations for Poverty Action 2017: 9)

The Catch-Up programme is now in full effect, and has support from various organisations such as the Ministry of Education (MoE), VVOB, Teaching at the Right Level (TaRL) Africa, Abdul Latif Jameel Poverty Action Lab (J-PAL) Pratham, The United Nations International Children's Fund (UNICEF), United States Agency for International Development (USAID), Leg Godt (LEGO) Foundation, Co-Impact, Massachusetts Institute of Technology (MIT) and the University of Cape Town.

1.3 Statement of the problem

According to the 2015 Early Grade Reading Assessment (EGRA) conducted by the Research Triangle Institute (RTI) International, the performance of pupils in Chitonga, the regional official language used in teaching and learning initial literacy in the Southern Province of Zambia was low (Research Triangle Institute International 2015). However, the Zambia education curriculum framework 2013 recommends the delivery of remedial activities to slow learners to help develop their cognitive abilities (Ministry of Education, Science, Vocational Training and Early Education 2013). Furthermore, the Ministry of Education with support from various partners initiated a remedial teaching intervention titled the Catch-Up. This programme can be said to be among the approaches that stakeholders have put in place aimed at integrating remedial teaching in Zambian primary schools (Murru 2018). Therefore, the question one would ask is, how effective is this intervention at Mazabuka primary school in improving learners' reading performance in Chitonga? This research was a single case study. Qualitative methods of data

collection were used. The data collected through focus group discussions, interviews, lesson observation and document analysis was categorised and emerging themes were analysed by the researcher. This study's intention to solely focus on Mazabuka primary school was driven by the fact that the school is among the early adopters of the Catch-Up remedial teaching programme in Mazabuka district.

1.4 Purpose of the study

The purpose of this study was to evaluate the efficacy of the Catch-Up remedial teaching programme in improving learners' reading performance in Chitonga at Mazabuka primary school.

1.5 Objectives

The objectives of this study were to:

1. assess the teachers' understanding of the Catch-Up programme.
2. describe the teachers and learners' experiences regarding remedial teaching/learning.
3. evaluate the efficacy of Catch-Up remedial teaching in improving learners' reading performance.
4. establish the challenges teachers were facing in implementing remedial teaching at Mazabuka primary school.

1.6 Research questions

1. What are the teachers' understanding of the Catch-Up remedial teaching programme?
2. What are the teachers and learners' experiences regarding remedial teaching/learning?
3. How effective is the Catch-Up remedial teaching programme in improving learners' reading performance?
4. What are the challenges faced by teachers when implementing Catch-Up remedial teaching?

1.7 Significance of the study

This study was aimed at evaluating the efficacy of the Catch-Up remedial teaching programme in improving learners' reading performance in Chitonga. The findings in this study may be used by teachers, the Ministry of Education, teacher educators etc, in the implementation of remedial

teaching. The study may also add to the body of knowledge about the issues having to do with remedial teaching in reading.

1.8 Delimitation of the study

This study was conducted in Southern Province. It was limited to grades 3, 4 and 5 primary school pupils at Mazabuka primary school in Mazabuka district. The aforementioned school and grades were selected because of their involvement in the Catch-Up remedial teaching programme.

1.9 Limitations of the study

Because this study was limited to one school, the findings may not be generalised.

1.10 Theoretical framework

The Evaluation theory was the theoretical framework which was adopted to guide this study.

According to Trochim (1998: 248) “Evaluation is a profession that uses formal methodologies to provide useful empirical evidence about public entities (such as programmes, products, performance) in decision- making contexts that are inherently political and involve multiple often-conflicting stakeholders, where resources are seldom sufficient, and where time pressures are salient.” Therefore, in this study, the Evaluation theory was used to help evaluate how the Catch-Up remedial teaching programme aids in improving the reading performance of learners of Chitonga at Mazabuka primary school.

The Evaluation theory has a number of approaches. However, this study adopted the case study approach. According to Stufflebeam and Coryn (2014) a case study evaluation is mainly characterised with a detailed, noninterventionist investigation of a case, entailing that the evaluator carefully investigates a particular phenomenon in its natural setting without interfering. This makes it possible for the researcher to evaluate and have a better understanding of a case (Stufflebeam and Coryn 2014). Therefore, making it the appropriate approach to help guide the evaluation of the Catch-Up remedial teaching programme in improving the reading performance of learners.

In most cases, qualitative techniques of data collection are encouraged under the case study approach. This is because emphasis is placed on the ethnographic nature of a programme, that is,

research where the investigator studies a particular case in its natural setting (Creswell and Creswell 2018). Some of the methods that can be employed in data collection in ethnographic research include observations, listening, and interviews. These strategies may help shed light on some doubts, matters of interest, and confusions associated with a case (Stufflebeam and Coryn 2014). This can be relevant in understanding the participants, procedures and the objectives of the Catch-Up programme.

Furthermore, Stake (1994) stresses on the importance of single case studies as they may help answer the question of what exactly can evaluators learn from a certain phenomenon. Stake (1994: 236) argued “that epistemological question is the driving question: What can be learned from the single case? I will emphasize designing the study to optimize the understanding of the case rather than generalization beyond.” In other words, rather than disseminating generalisations, Stake (1994) endorses the idea of publishing specific information that the audience can consume about a specific subject under evaluation. Therefore, providing a detailed report to the audience about a given programme.

However, evaluators are also encouraged to focus on involving key players in a programme or particular field to ensure that the effects of nonprobability sampling are obviated (Stufflebeam and Coryn 2014). In line with this study, the investigator saw it fit to focus on some of the key players in the implementation of the Catch-Up programme such as the Flemish Association for Development Cooperation and Technical Assistance (VVOB) Coordinators, District Resource Centre Coordinators (DRCC), Zonal Inservice Coordinators (ZICs), senior teachers, and the pupils meant to take part in Catch-Up. This was done to ensure that the participants were ideal representatives of the Catch-Up programme. In turn, making it possible for the investigator to record information as completely as possible, and as pointed out by Stufflebeam and Coryn (2014) to ascertain that the effects of nonprobability sampling were avoided.

When it comes to the issues of duration, Stake (1994, 1995) contends that a study may not necessarily need to be bound to time. Stake (1988) maintained that factors such as participants, setting and sponsorship of a programme, may result in some studies taking longer than others to be concluded. However, once evaluators believe that they have collected enough data, they are expected to develop a comprehensive report based on the study’s findings. Generally, evaluators

may present findings mainly to aid the audience comprehend a programme and come up with their own conclusions (Stufflebeam and Coryn 2014).

All in all, in order to evaluate the efficacy of the Catch-Up programme, some of the primary data was collected through interviews and focus group discussions. Throughout the data collection procedure, the investigator had to observe, listen, and interview the participants. Some of the research instruments that were used in this study included focus group discussion guides, interview guides, and lesson observation checklists, as suggested by Stufflebeam and Coryn (2014). A detailed breakdown of these and other methods used in this report will be presented in chapter four.

1.11 Operational definition of terms

Catch-Up:	This will refer to the Catch-Up remedial teaching programme.
Chitonga:	This is a chosen regional official language used in teaching and learning initial literacy in Mazabuka district, Southern Province.
Efficacy:	In this study, Efficacy will refer to remedial teaching's ability to aid in improving the reading performance of learners of Chitonga at Mazabuka primary school.
Evaluating:	This will refer to the assessment of remedial teaching in improving the reading performance of learners of Chitonga at Mazabuka primary school.
Improving:	This will refer to the intervention's ability to give intellectual benefits to grade 3, 4 and 5 pupils of Chitonga at Mazabuka primary school taking part in Catch-Up.

Learners:	These are grade 3, 4 and 5 pupils of Chitonga at Mazabuka primary school taking part in Catch-Up.
Literacy:	This will refer to a learner's ability to read and write.
Performance:	This will refer to the action or process by Catch-Up learners in executing a task or function in Chitonga.
Primary school:	School education of grades 1-7.
Remedial teaching:	This will refer to various methods and techniques that are used by teachers in order to help learners improve their performance in Chitonga.
Teaching at the Right Level (TaRL):	This will refer to a method of teaching Catch-Up learners at Mazabuka primary school according to their level, instead of grade.

1.12 Summary

In conclusion, this chapter brought forth the background of the study, including the statement of the problem and the research objectives. It also contained the purpose of the study and the significance of the study. Additionally, this chapter presented the delimitation, limitations, the theoretical framework and the operational definition of terms. The following chapter will present brief details of the Catch-Up remedial teaching programme.

CHAPTER TWO

THE CATCH-UP PROGRAMME

2.1 Overview

This chapter presents brief details of the Catch-Up remedial teaching programme. That is, what the programme is all about and what it aims to achieve. This chapter will also explain on the grouping of learners into levels, Catch-Up remedial lesson practices, the Teaching at the Right Level (TaRL) approach, and TaRL reading assessment tools.

2.2 Assessment and grouping of learners into levels

As elucidated earlier, the Catch-Up remedial teaching programme applies the Teaching at the Right Level methodology, and involves the assessment of both numeracy and literacy skills of the participants (Pupils). In this case, the right level entails that, depending on the learners' performance after being assessed, the learners are then placed according to their capabilities instead of grades (Innovations for Poverty Action 2017).

The Teaching at the Right Level (2021) document contained information on some of the activities remedial pupils were supposed to be subjected to in order to determine their level. The document indicated that the Teaching at the Right Level (TaRL) methodology is an intricate approach focused on the improvement of literacy, as it has multiple literacy levels that learners have to pass in order for them to progress. The reading assessment activities usually comprise of letters, words, a paragraph, and a short story. Additionally, it is recommended that the assessment tools should be modified for each novel context, and the stories and paragraphs should be contextually suitable for the learners. Examples of reading assessment activities and an assessment tool derived from Teaching at the Right Level (2021) have been presented below.

Letters/Syllables

With letters/syllables, instructors are advised to make use of relevant units in the target language. This implies that teachers should select a set of letters/syllables that are usually used and that learners are aware of in a language. The use of letters/ syllables which may be unfamiliar to the learners or complicated at this level of reading assessment is not encouraged.

Words

At this stage, the instructors are encouraged to come up with simple words (learners should be able to voice and comprehend), with commonly-used sounds, regularly used by 5- to 7-year-old children in speech.

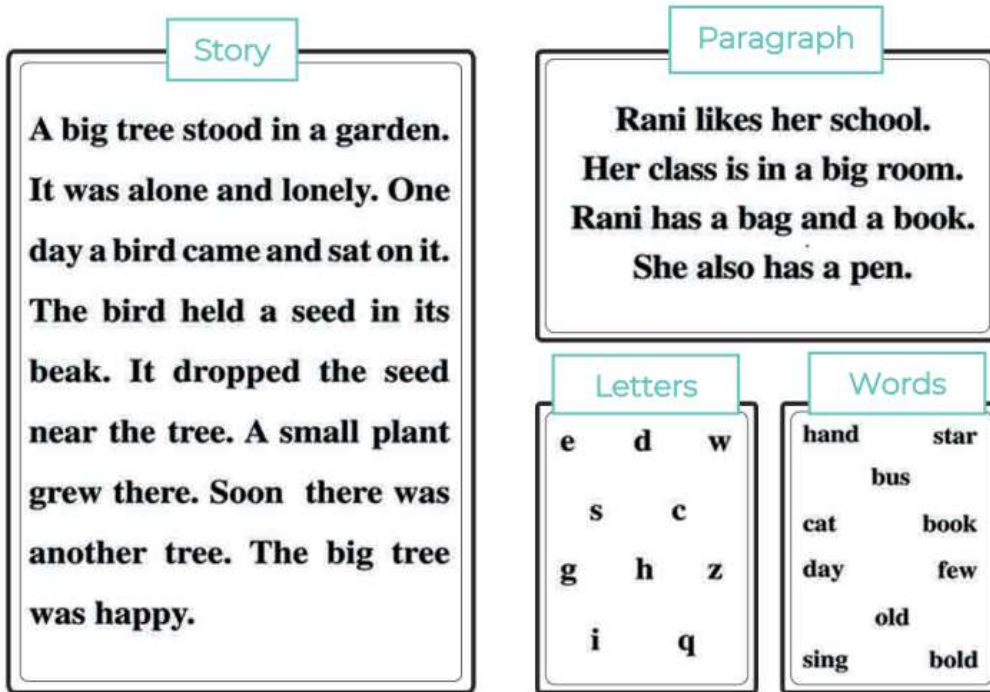
Paragraph

It is recommended that short paragraphs that consist of fairly familiar words based on grade 1 level text (derived from grade 1 books), appropriate for the learner's contexts should be used in assessing pupils. Additionally, the paragraphs should be made up of four sentences (four to five words in each line). These sentences must be coherent and should be written on a different line. Complex words such as compound words are discouraged. It is recommended that the instructor should only add one difficult word, where necessary). The words should all be fairly familiar to Grade 1 children, with a maximum of one difficult word.

Story

The assessment tool should comprise of seven to ten sentences, with a total of at least 60 words. It's also recommended that the story should be about humans as characters, and not animals, to ensure that it is not too childish for older learners. Additionally, it is advised that words to be used in the stories should be derived from grade 2 textbooks, and are usually used by grade 2 learners. The learners should be acquainted with the context of the story. The story should not be complicated; therefore, it needs to have a clear beginning, middle, and end. In certain TaRL curricula, two to three questions are incorporated in the assessment tool to evaluate learners' understanding. It is recommended that questions be retrieved from multiple sections of the story.

Figure 2.1: TaRL Reading assessment tools



Source: Teaching at the Right Level (2021: 1)

Similarly, under the Catch-Up intervention, the assessment process of learners in literacy instruction can be broken down into five levels, these are: story level, simple paragraph level, word level, letter level and beginner level. It is expected that under:

- **Story level:** The learner can read the story, even if slowly, and makes three or fewer mistakes.
- **Simple paragraph level:** The learner can (1) read the paragraph without breaking sentences into separate words and by making only three or fewer than three mistakes, but (2) the same learner makes more than three mistakes while reading a story.
- **Word level:** The learner can read a minimum of four out of five words correctly but makes more than 3 mistakes when reading the simple paragraph.

- **Letter level:** The learner can read a minimum of four out of five letters correctly but cannot read a minimum of four out of five words correctly.
- **Beginner level:** The learner cannot read four letters or sounds.

(Innovations for Poverty Action 2017: 13)

Additionally, it must be mentioned that the Catch-Up literacy assessment is conducted in local languages. This is aimed at evaluating what the pupils know, therefore, allowing the instructor to know where to start from. An example of the Catch-Up literacy assessment tool can be seen below.

Figure 2.2: Catch-Up literacy assessment tool

Letters	Words	Story	
K	kuno samba	<p>Panali mbalame imene inali kukhala pamwamba pa mtengo Mbalameyi inali yobvuta kwambiri Tsiku lina amake Chakumanda anaika mbeu zao palicelo koma mbeu zo zinadyewa ndi mbalame ija yobvuta Zina mbeu zinagwera pansu.</p>	
b	mama nthano		
M	caka lomb		
T	telo buku		
c	Simple Paragraph		
n	<p>Dzulo kunali mvula Mvula siinate. Atate sanapite kunchito. Inenso ndi nali panyumba.</p>		
T			
S			
a			
N			

Source: Innovations for Poverty Action (2017: 13)

The following is a Chitonga equivalent of this assessment tool developed by the author of this study.

Figure 2.3: Catch-Up literacy assessment tool (Chitonga)

Letters	Words	Story
E	Kabotu	<p>Mebo izina lyangu ndime Mutinta. Ndili mwanaa chikolo, ndiia a chikolo cha Masuku Primary School. Bamai bangu boonse bakala kucibeka chabaiishi. Mebo ndikala ku mbo. Izina lya mwenzu wangu ngu Milimo, inga tuunka ku-chikolo antomwe. Bamaama abataata bangu balimuzi. Alimwe abazyali bakwe balindizi. Izina lya mupati wangu ngu Mebelo, mpoona lya mupati wakwe ngu Cheelo. Mupati wangu amupati wakwe mbeenzu. Twayomanizya chikolo tuyanda kuti tukabe basilisi muchibadela.</p>
D	sunu	
U	pepe	
B	Bama	
S	Nsima	
A	Meso	
U	langa	
C	buusu	
P		
I		
	Simple Paragraph	
	<p>Bama bambaula Musankwa ulilede. Tweende, ndafwa nzala.</p>	

It can be argued that the above gives an insight into how elaborate the assessment and grouping of learners into levels is under the Catch-Up programme. For instance, the different assessment samples, be it, letters, words, simple paragraph or story may enable the instructor to determine whether or not learners are aware of certain letter sounds, how to read a simple paragraph, and how to read a story in their local language without making a lot of mistakes. In turn, the teacher may know the difference between what a child may achieve independently and what he or she can achieve under guidance. This is what is expected from effective remedial teaching when being employed.

2.3 Catch-Up remedial lesson practices

After learners have been assessed and grouped according to their levels by their instructors, they are expected to attend remedial classes. As mentioned earlier, the Catch-Up remedial lessons are mainly targeted at grades 3, 4 and 5 learners grouped by level, and the key instructors in this process are the teachers. The Catch-Up remedial lessons are meant to take place after school hours for an hour, when pupils have already attended their normal classes. For instance, if 15 learners, five from all three grades (3, 4 and 5) were to be placed in the beginner level after being assessed, the pupils are expected to receive the same instructions, from the same instructor, using the same materials or teaching aids, and at the same time regardless of their grades. However, even after being subjected to an hour of remedial lessons, the learners still maintain their respective grades and will only return for remedial classes when it is time for Catch-Up. Teaching at the Right Level (2021), suggests the following as some of the classroom activities that should be employed when teaching using the TaRL approach:

1. Informal chat

Level: all

Activity format: whole group

Materials: none

About:

By chatting, and promoting similar oral activities such as storytelling before a lesson, interaction between the teacher and the pupil is encouraged, resulting in a relaxed atmosphere. This is beneficial because it does not only help the pupils to express themselves, it also enables them to rehearse their oral language skills. All in all, it is believed that this tactic makes it easier for pupils to speak more than teachers during a lesson and actively participate.

Steps:

1. The teacher should begin by greeting the class. This should be followed by talks about something relevant to the pupils. At this stage, the teacher should be precise, using proper intonation, pronunciation, and full sentences. Informal chats reinforce learners' listening and language comprehension skills, and demonstrates the accurate way of speaking to a group of people to the learners.

2. The teacher should request the learners to reflect on the story and the manner in which it was told. Guiding questions could include:
 - a. What did you think of the story?
 - b. How did I tell the story? What kind of voice did I use?
 - c. Who wants to tell a story like me?
3. The teacher can ask the children to share similar stories, encouraging as many children as possible to participate (Teaching at the Right Level 2021).

2. Picture reading

Level: all

Activity format: whole group

Materials:

- i. A picture of a scene familiar to the children.

About:

Teachers can use pictures to start classroom discussions. They must emphasise on creative thinking, and the use of complete sentences when discussing the picture. Additionally, to encourage learners' participation in the conversation, teachers are encouraged to use pictures of familiar illustrations or scenes. It should be mentioned that, in order to draw the pupils in class, the recommended time for this activity is at the beginning of remedial classes.

Steps:

1. Firstly, the teacher should hold up a picture and ask the children to describe what they see.
2. The teacher should then pass the picture to the learners, so they can get a closer look.
3. Once a few pupils have made some comments about what they see, the teacher should ask the class to use the picture to create a full spoken sentence.
4. Engagement is key to the successful implementation of this exercise. Therefore, the teacher is encouraged to ensure that all the pupils participate. Pupils can also be asked to generate a story using the picture. For instance, asking the learners to come up with a word to describe the picture, particularly for pupils at the beginner and letter levels. Once they are contented with this, the teacher needs to encourage them to use full sentences (Teaching at the Right Level 2021).

3. Paragraph reading

Level: adapted for all

Activity format: whole Group

Materials:

- i. A simple paragraph written on the board or a piece of chart paper.
- ii. Booklet with paragraphs for each child (in some contexts, instructors create their own booklets for the class, writing them in notebooks).

Note: It is important that stories are created with the learners' context in mind. Learners should be introduced to reading through simple, engaging texts centring on topics that are familiar and interesting to them.

About:

Paragraph reading is a remedial activity done every day at each level, as such, it is expected that the whole group of learners practice reading a simple paragraph together. It is recommended that pupils should have the chance to rehearse reading simple texts and following along as the text is being read. This aids in strengthening the learners' listening skills, to become acquainted with the process of reading text, and models proper reading behaviour (i.e., fluency, intonation and pronunciation).

Steps:

1. The teacher should present a simple paragraph to the learners, either on the board or wall.
2. Each pupil must be provided with their own booklet with the same paragraph.
3. The instructor should draw the learners' attention by asking them to listen carefully as the paragraph is being read. The teacher should instruct them not to repeat after him/her, but to simply listen and follow along on the board. The teacher should read clearly, at a steady pace, while placing his/her finger under the words as they read. This makes it easier for the learners to follow along.
4. In order to help the learners understand the importance of reading aloud, the teacher should ask them: "How did I read?" This should be accompanied by a brief discussion that can help them reflect on intonation, timing, punctuation and vocal projection (depending on the class level).
5. The teacher should engage some of the learners by requesting them to read the paragraph for the class, in a similar manner.

6. The teacher should boost discussions about reading styles, and allow as many learners as possible the chance to read for the class.
7. finally, the teacher should encourage the learners to follow along in their own booklets. It is believed that at the beginner, letter, and word level, pupils start to comprehend the process of reading, and develop a fondness for daily reading (Teaching at the Right Level 2021).

4. Mind map

Level: adapted for all

Activity format: whole group, small group, and individual

Materials:

- i. Chalk
- ii. Writing surface (floor or board)

About:

Activities that require brainstorming and mapping out of thoughts before forming words, paragraphs, or stories can aid learners to develop the ability to plan and organise words and sentences while having fun in their local languages. All levels conducting remedial lessons can take part in the mind map exercise. It is recommended that this activity should be done as a whole group, to make the learners familiar. Thereafter, it can be done in small groups, and individually.

Steps:

1. The teacher must ask the learners to brainstorm a few words. In situations where there are certain learners that need assistance, the teacher can guide them by asking about their favourite things.
2. As the learners utter their words out loud, the teacher should write them on the board. The teacher must take note of all of their utterances, and in order to encourage full participation, allow them to express themselves freely. In situations where learners fail to comprehend a topic (for example: school, textbook, pen, teacher), the teacher should instruct them to think outside the box and come up with a totally different word.

3. Once the teacher has a variety of words written on the board, he/she can ask the learners to select one, then circle the word the pupils pick and erase the others.
4. The teacher must ask the learners to find connecting words (for example, if the circled word is tree, children might say: green, fruit, garden, etc), then draw lines and write the connecting words around the chosen word.
5. After a variety of words have been written, the teacher should ask the learners to come up with sentences using the circled word and one connecting word. At this stage, pupils can utter the sentences without writing them. The teacher must encourage as many learners as possible to participate.
6. At this stage, the teacher must put the learners into smaller groups and ask them to repeat the exercise. Once they have written their own mind maps, the teacher must instruct them to write sentences in groups. If the pupils have understood the activity, they can create their own sentences individually and link them up to form a short paragraph or story.
7. Mind map exercises can be varied for learners at the beginner and letter levels, by beginning with letters and connecting them to vowels to form phonemes. For story-level pupils, the activity can be extended by asking the pupils to brainstorm ideas, phrases, or sentences rather than words (Teaching at the Right Level 2021).

5. Phonetic/Syllabic chart

Level: beginner and letter

Activity format: whole group, small group,
and individual

Materials:

- i. A large phoneme chart (sometimes called a syllabic chart; in some places, TaRL instructors use chart paper to create their own chart based on a smaller printed copy they receive at training).
- ii. Small copies of the phoneme chart for each child.

About:

The phonetic chart aids learners to develop the ability to relate the sounds they hear with specific written letters and amalgamation of letters. Teachers implement this strategy when instructing beginner and letter level learners, that need to rehearse the recognition of sounds, pairing the

sounds to letters, and merging sounds to form words. Learners are supposed to read the chart for a few minutes every day. In order to promote continuous practice, learners are expected to have their own miniature form of the chart, which they can carry and use at home. This practice, especially in a low-pressure setting (environment) may help learners build on their phonetic awareness (Teaching at the Right Level 2021).

Steps:

1. The teacher must commence the lesson by making use of the learners' prior knowledge. For instance, he/she can link the chart to something the learners already know, like their favourite word. The teacher should encourage the learners to pay attention, and to take note of the sounds in the word. Therefore, if a pupil gives an answer such as 'Nsima' the teacher must ask the class to reflect on the sounds: /n/ /s/ /m/ and /a/. Then, identify these sounds on the chart. This helps pupils to relate words they are aware of, to the less familiar symbols on the chart.
2. The teacher should ask the learners to carefully listen and watch as he/she reads the phonemes on the chart.
3. The teacher must request the learners to utter the sounds as he/she points, and needs to enquire if pupils are able to recognise the phonemes on their own chart. The teacher should start the exercise by going from left to right. Ensuring that his/her finger is placed under each sound which is being read. Then, the instructor must vary the order, reading the words at random. This technique is necessary because asking the learners to identify phonemes out of order makes sure that they're actually remembering which written phonemes represent which sound, rather than remembering a sequence of sounds.
4. It is expected that after demonstrating this a few times, the teacher's next approach is to encourage the pupils to volunteer to read the chart for the class in a similar manner.
5. At this stage, the learners can begin to find their classmates' names, their favourite foods, and to see how the words they know relate to the written symbols on the chart. They can also rehearse reading the chart in their small groups or individually.
6. The focus of a lesson, i.e., parts of the chart the pupils will learn about on a particular day, can be decided by the teacher.

6 Copy writing

Level: beginner and letter

Activity format: individual

Materials:

- i. Chalk
- ii. Writing surfaces (board or floor)
- iii. Pens or Pencils
- iv. Notebooks

About:

At initial stages, the learners require extensive rehearsals in handling the chalk, pens, pencils etc, and writing letters. By copying out printed sentences and checking their peer's work, learners begin to identify appropriately/correct formed letters and words, as well as proper spacing and punctuation of sentences (Teaching at the Right Level 2021).

Steps:

1. There are a number of activities that can help learners to practice their writing. Pupils at the beginner and letter levels require extensive rehearsals in holding the chalk or pen and writing letters.
2. The teacher can write a paragraph on the board and begin by reading it in a whole group setting.
3. The teacher needs to instruct the learners to copy the paragraph into their own notebooks.
4. The teacher must ask the pupils to switch notebooks with a classmate and check their classmates' work for errors.

7 Kambeba game (Basket game)

Level: beginner and letter

Activity format: whole group

Materials:

- i. A basket
- ii. Bag, or other containers
- iii. Phonetics chart
- iv. Chalk

About:

In order to strengthen learners' letter and phoneme awareness at the beginner and letter levels, the use of a fun basket game known as the Kambeba game in some Zambian classrooms is encouraged.

Steps:

1. At this stage, the pupils sit or stand in a circle.
2. The instructor is expected to present the learners with a basket (or any other container) of letters/phonemes/syllables and explain the game: “We’re going to sing a song and pass the basket around. Whoever is holding the basket when the song stops should pick a card at random, read it to the class, and show the letter to their classmates.”
3. The teacher can commence the activity by singing the song and passing the basket around.
4. Abruptly, the teacher needs to halt the singing. The pupil holding the basket will have to pick a card at random and read it out to the class. Additionally, the teacher must ask the learner to come up with a word containing the phoneme/word.
5. The teacher must ensure that the learners fully understand the concept of the game before making any advances. The instructor needs to start by asking the pupils to read the card. When the learners understand the game and feel confident, the teacher can expand the game by incorporating word creation activities: the teacher can ask the pupils to use the chosen card to either say or write out a word with the aid of the phonetics chart. The game can also be expanded to writing exercises in small groups (Teaching at the Right Level 2021).

8. Word-Building games

Level: beginner and letter, word

Activity format: whole group and small group

Materials:

- i. Chalk
- ii. Writing surface (board or floor)

About:

This exercise may be useful in aiding learners to identify specific sounds within familiar words. This ability is a cardinal foundational skill for reading (phonological awareness).

Steps:

1. The teacher must split the class into two groups.
2. This will be followed by asking the first group of learners to come up with a word. The teacher needs to write the word they have thought of on the board.
3. The teacher should ask the second group of learners to come up with a word that begins with the ending letter or sound of the first word mentioned by the first group. The teacher needs to write this on the board beneath the first word.
4. The process above should be repeated, until there is a list of words on the board. This exercise can be done with the ending or beginning sounds of the word. It can be done as a whole group or in small groups.

Note: It should be mentioned that there are various games/activities that can be said to be useful in word and sentence-building. Therefore, in order to aid pupils, identify and use vowel sounds, teachers may present a comparable rhyming game, asking learners to think of words that rhyme. Beginner and letter level learners can use homemade flash cards to create their own words in small groups. Word and paragraph level pupils are encouraged to come up with their own sentences using given words (Teaching at the Right Level 2021).

9. Title games

Levels: story

Activity format: whole group

Materials:

- i. Chalk
- ii. Writing surface (board or floor)

About:

Learners at this stage, that are able to read fluently, may shift their focus on reinforcing their comprehension skills. In these TaRL exercises, pupils rehearse drawing conclusions and making inferences.

Steps:

1. At this level, the teacher writes a story's title on a writing surface, however, it should not be the whole story. The instructor should ensure that the story's title presented to the learners is one they have not read already.
2. The teacher should then read the title clearly, and then instruct the pupils to do the same.
3. The instructor should ask the class what they think the story might be about. The teacher should also inspire the pupils to be creative and to base their suppositions on the title presented to them.
4. This exercise can be expanded. The teacher may present the whole story and could have the class debate if their suppositions were close to the story under discussion. On the other hand, the teacher can ask the learners to think of their own stories using the title, this can be done as a whole group, in small groups, or individually.

10. Story writing activities

Levels: word, paragraph, story

Activity format: whole group, small group, individual

Materials:

- i. Chalk,
- ii. Writing surface (floor or other surfaces)
- iii. Notebooks

iv. Pens or Pencils

About:

It is expected that at the word, paragraph and story levels, learners would have developed the ability to write their own stories. The pupils can start by writing short sentences or paragraphs, and advance to essays. Learners rehearse writing stories as a whole group, alternately write sentences in small groups, or rehearse independently. Furthermore, paragraph and story levels, are supposed to be characterised with frequent rehearsals of writing by the pupils. Teachers may present a topic or title or ask the learners to come up with their own topics. Pupils frequently read and talk about their stories, with the aim of figuring out if the story is sensible, and if the sentences are grammatically accurate. Teachers offer one-on-one care to pupils when conducting individual writing exercise, aiding them with grammar, punctuation, and spellings, and boosting their creativity. The exercise under discussion is called “Go Ahead” by Pratham. It assists in generating excitement about story writing, and demonstrates to the learners that their own creativity and imagination are cardinal ingredients to the learning process.

Steps:

1. The teacher must split the learners into groups and instruct them to elect a group leader.
2. The teacher should ask the leader to come up with a sentence and write it on a writing surface to start the story.
3. The teacher needs to repeat the significant points for story-writing before the pupils start writing, these include:
 - a. In order for the story to be sensible, ensure that the sentences are all connected.
 - b. To present a satisfying end to the story, the last few sentences must be clear.
 - c. Ensure that the entire story is narrated in the same tense (i.e., if the pupil decides to write the first sentence in past tense, the whole story should be in past tense).
4. When the head of the group has come up with a sentence, the teacher must request the other group members to alternately write sentences. The instructor should ensure that all the pupils participate, until all groups come up with an entire story.
5. After all the groups have written their story, the teacher should instruct the leaders to read their group’s story to the whole class.

6. At this stage, the teacher can offer the learners a chance to talk about the story in their groups: Is the story reasonable? Has it been written in a cohesive manner? Is it going to have a conclusion? Can one make extra additions to the story?
7. During the exercise, the teacher needs to inspire the pupils to make use of their imaginations and to freely express themselves (Teaching at the Right Level 2021).

11. Reading comprehension activities

Levels: paragraph and story

Activity format: whole group, small group, individual

Materials/Aids:

- i. A story
- ii. Chalk
- iii. Writing surface (floor or board)
- iv. Notebooks
- v. Pens or Pencils

About:

During the paragraph and story levels, the teacher's objectives are to reinforce the pupils' reading comprehension. Discussion is among the significant features of Teaching at the Right Level comprehension exercises. Learners are urged to actively interact with scripts by discussing, and frequently thinking of questions about the script for their peers to respond to. The pupils are expected to learn by listening to the instructor and their fellows when talking about stories and by sharing their opinions with the rest of the class. Furthermore, the learners will have to assist each other to deal with complex exercises about the stories. This activity is expected to occur in small groups. Group work can help learners that may be finding it hard to respond to questions on their own, therefore, these pupils are given the chance to participate with the aid of their peers. Individual exercises reinforce the pupils' abilities, ensuring that they comprehend the concepts. During individual exercises, the teacher goes around the classroom to praise learners' accomplishments and identify the pupils in need of assistance.

Steps:

1. Once the whole group reads a story collectively, the teacher should commence by instructing the learners to carefully listen as he/she reads. The teacher should deliver the lesson in an audible voice, using appropriate intonation and pronunciation. At this stage, it is recommended to place a finger under the words when reading.
2. The instructor should ask some pupils to read the story to the entire class, the teacher should encourage the learners to remember to read clearly, with appropriate intonation and pronunciation.
3. Once the pupils have read the story collectively, they can split into small groups. There are a number of small group exercises about the story under discussion that pupils can do:
 - a. Mind mapping the story – the teacher should assist the pupils to remember truths and actions in the story.
 - b. The pupils should appropriately summarise the story using their own thoughts.
 - c. Question competition – individual groups should think of a question based on the story which the other groups have to respond to. The teacher must instruct the pupils to think of questions about truths in the story; questions that demand one to infer the meaning of complex words, for instance, identifying synonyms or antonyms for certain words, etc.
4. In order to give learners individual exercises, the teacher should instruct them to respond to a number of comprehension and inference queries about the story.

From the above, TaRL has been described as an approach that encompasses multiple activities, such as picture reading, paragraph reading etc, all targeted at helping learners. It was also found that TaRL classes are meant to be responsive, focused on foundational skills, child-centred, multifaceted, lively, relatable and confidence building (Teaching at the Right Level 2021). This entails that these lessons:

- a. Enable the instructors to determine the progress learners are making from the feedback collected when learners are assessed.
- b. Target cardinal skills in literacy development such as phonemic awareness.
- c. Focused on actively engaging learners.

- d. Promote the integration of whole group, small group and individual activities in the classroom.

It is anticipated that, after receiving successful remedial instruction from an expert, in this case a teacher, learners are expected to advance to another level in the programme. With this in mind, it can be argued that the lesson activities during Catch-Up lessons are focused at helping learners develop their literacy skills (Teaching at the Right Level 2021).

2.5 Summary

This chapter presented brief details of the Catch-Up remedial teaching programme. It presented what the programme is all about and some of the objectives it aims to achieve. This chapter also explained on the grouping of learners into levels, Catch-Up remedial lesson practices, the Teaching at the Right Level (TaRL) approach, and TaRL reading assessment tools. The next chapter will present related literature.

CHAPTER THREE

REVIEW OF RELATED LITERATURE

3.1 Overview

This chapter reviews related literature. It is guided by the themes from this research's questions.

3.2 Teachers' understanding of remedial teaching

Banerjee, Banerji, Berry, Duflo, Kannan, Mukherji, Shotland and Walton (2016) conducted a study in Uttar Pradesh, India. The study presented evidence from randomized evaluations of "teaching at the right level" in India. In the study, it was revealed that some of the teachers involved in the implementation of TaRL understood the significance of the intervention but argued that it was not their core duty to incorporate the intervention in their teaching. In the document, Banerjee et al (2016: 27) informed that "from our conversations with teachers, it seemed that while they found the method effective and materials interesting, they did not think that adopting them was a part of their "core" responsibility." This entails that the teachers acknowledged the effectiveness of the Teaching at the Right level initiative, but they did not consider it as a fundamental practice in their delivery of classroom lessons.

Padakannaya (2008) conducted a study in Davangere (Karnataka State, India). The study employed a pre-and post-test design with a quasi-experimental design. The research was concerned with studying a remedial teaching programme focused on helping children with learning disabilities. In the paper it was argued that, in most cases, the teachers were usually ignorant of the implications of learners' inadequate exposure to remedial instruction. Therefore, in certain situations, even the individuals that are expected to deliver remedial teaching may not have sufficient knowledge on the matter.

Additionally, Townsend (2007) conducted a study in South Africa focused on informing on a need for a remedial qualification within inclusive education. The study employed qualitative, and to a certain extent, quantitative methods of data collection. In the study, it was revealed that certain teachers lacked sufficient knowledge on various issues pertaining to the effective delivery of remedial teaching. This affected the way they handled students who faced challenges in

English due to dyslexia. Therefore, the study concluded that South African high school remedial teachers had limited knowledge on the preparations necessary for secondary school remediation.

Chikwature and Oyedele (2016) conducted a study in Mutare, Zimbabwe concerned with the effectiveness of remedial teaching. The study used the survey method of data collection. Some of the findings on the teachers' understanding of remedial teaching revealed that most teachers were inclined to remediate learners who scored at or below 50%. These instructors mostly employed remedial strategies such as, the individualised programme, peer support group and the reward scheme. In other words, the teachers assumed that it was critical to remediate learners that performed lower than 50% because they were the ones with serious learning difficulties. Chikwature and Oyedele (2016) concluded that the initiative of remediating learners who scored at or below 50% was effective, as learners who were treated in this manner were able to Catch-Up with their peers. However, the teachers were also supposed to attend to learners that scored above 50% in order to help them maintain and improve their performance.

However, Ndebele (2014) conducted a study on a remedial teaching programme in primary schools in Zimbabwe which adopted the descriptive survey approach. The study was concerned with investigating the teachers' perceptions on the effectiveness of an English remedial teaching programme in primary schools in Zimbabwe. In the document, it was highlighted that because some Zimbabwean primary school teachers were unaware of how to effectively deliver remedial lessons, the treatment proved to be difficult to prescribe at primary school level. Therefore, Ndebele's (2014) study concluded that the teachers' lack of sufficient knowledge with regards to remediation negatively affected the effectiveness of the English remedial teaching programme in primary schools in Zimbabwe.

A contemporary study that may help highlight the teachers' understanding of remedial teaching in Zambia is Musongole's (2019) study carried out in Kasempa district of Zambia. The study investigated factors affecting the effectiveness of remedial work policy in selected secondary schools in Kasempa district. The study adopted a descriptive case study design, and quantitative methods in the collection and analysis of data. Musongole (2019) found that not all teachers that took part in the research understood remedial policy, and this led to the unsuccessful implementation of the intervention. Additionally, the study also revealed that most of the teachers that were aware of the remedial policy were not appropriately prepared to effectively

implement it. Therefore, the study concluded that the teachers' lack of adequate understanding of remediation negatively affected the frequency of remedial lessons and the recognition of pupils in need of remedial teaching by instructors. However, the study was focused on the factors affecting the effectiveness of remedial work policy in selected secondary schools in Kasempa district. Therefore, the findings could not reflect the efficacy of the Catch-Up remedial teaching programme at Mazabuka primary school.

Moreover, while most of the research presented above provided an insight into teachers' lack of familiarity with remedial teaching. It should be mentioned that socio-cultural variances such as school systems, school curricula, teaching methods and demographic distributions between different countries, need to be taken into account by researchers when conducting research because they may have an influence on the findings (Wyse and Goswami 2013). Therefore, the propositions above may not be transferable to this research's findings.

3.3 Teachers and learners' experiences regarding remedial teaching/learning

Paribhasha and Deshpande (2010) conducted a qualitative study concerned with investigating teachers' perception of primary education and mothers' aspirations for their children in Bihar and Uttarakhand, India. In the study, some of the teachers stationed at schools that adopted the Teaching at the Right Level methodology in Bihar argued that the programme's materials were good in terms of language and content. The teachers further argued that language is simple and the content is relevant. However, teaching with TaRL materials required patience and time. Therefore, the teachers did not use the prescribed materials regularly as they also had to complete the syllabus.

Abu Armana (2011) conducted a study that investigated the impact of a remedial programme on English writing skills of the Seventh-Grade low achievers at UNRWA schools in Rafa, Gaza. The study implemented an experimental approach concerned with remedial teaching in Rafa, Gaza. Abu Armana (2011) highlighted that the majority of schools in Gaza offered after school and summer-school remedial lessons. These lessons were commended for aiding in the improvement of the learners' learning deficits. In the study, it was observed that the intervention managed to help seventh grade low achievers in Rafa to enhance their capabilities in tackling

exercises such as writing in an accurate manner. Furthermore, it was also stated that remedial teaching helped in building on pupils' self-confidence.

Sheu, Hsu and Wang (2007) conducted a single case study in Kameoka, Japan. The study was concerned with investigating the effects of English remedial courses in a Technical University in Kameoka. In the study, it was highlighted that after students at Kyoto University of Advanced Science were subjected to remedial teaching in English, there was an improvement in the participants' basic skills in English, and this resulted in them developing high positive attitudes towards the remedial teaching programme. Sheu, Hsu and Wang (2007) further added that the learners' motivation and confidence were enhanced.

Townsend (2007) contended that certain teachers in South African schools argued that the timetabling of remedial classes were not ideal and crushed with other school programmes. This indicates how certain instructors face difficulties in the scheduling of remedial lessons in schools. Additionally, Musongole (2019) presented that, certain teachers believe that teaching extra lessons in remedial sessions was like adding more loads to one's work schedule.

Similarly, Ndebele (2014) revealed that because remedial learners were engaged in remedial lessons while their peers took part in other activities such as sports after normal classes. This, according to the teachers, negatively affected their attitude towards the intervention. It was assumed that remedial lessons interfered with co-curricular activities which were scheduled to take place at the same time as remedial lessons, and this resulted in the intervention not being popular amongst learners.

Smith and Wallace (2011) carried out research in England. The purpose of this study was to answer the question: What is Remedial Education? In the study, it was concluded that most of the learners in England's high schools who were sent to remedial lessons argued that it was an embarrassing experience. This may not be unusual because certain individuals believe that remedial lessons are meant to be attended by learners who are slow or less intelligent than others. Therefore, it is generally viewed as an undermining experience. This makes it difficult to encourage learners to take part in remedial lessons.

However, Chitsa's (2017) findings contradict the conclusions presented by Smith and Wallace (2011). Chitsa's (2017) study was aimed at investigating the effectiveness of remedial education

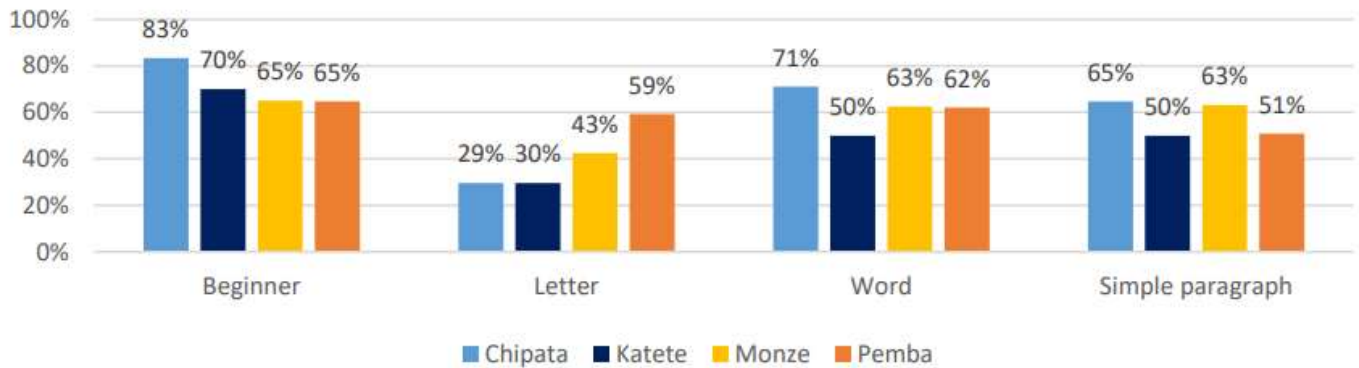
in the teaching and learning situation in Bulawayo metropolitan secondary schools. In the study, the investigator pointed out that remedial education at the schools that participated provided pupils with sufficient time with their teachers to enquire and to express themselves with limited pressure or any humiliation, which they may have experienced during normal English lessons.

Holmlund and Silva (2009), carried out a study in London, United Kingdom. This study was aimed at examining the xl club programme; an educational intervention targeted at underachieving pupils' noncognitive skills, with the aim of improving attendance and cognitive outcomes. The study employed the difference in difference and double-difference approach in data collection. In the study, it was concluded that the intervention resulted in some positive spill over effects on nontreated pupils' test scores in schools that participated in the initiative. Implying that treated learners or remedial learners positively contributed/influenced the learning of other pupils (nontreated) during regular classes by sharing the knowledge they gained during remedial lessons. However, Holmlund and Silva's (2009) study focused on examining the xl club programme. Therefore, there was still limited empirical research in the efficacy of the Catch-Up remedial teaching programme in improving the reading performance of learners of Chitonga at Mazabuka primary school, hence this study.

3.4 Efficacy of remedial teaching

The Teaching at the Right Level methodology has been confirmed to be effective in numerous literature. For instance, improvement in learning outcomes during the pilot of the Catch-Up was noted when the baseline literacy results for Chipata, Katete, Monze and Pemba district were evaluated. It was found that a notable percentage of learners moved at least one level during the pilot. The figure below houses information on percentages of learners in each group at baseline who improved at least one literacy level during the pilot study.

Figure 3.4: Catch-Up pilot baseline literacy results



Source: Innovations for Poverty Action (2017: 35)

However, the study above presented data collected from Chipata, Katete, Monze and Pemba. This study on the other hand, sought to evaluate the efficacy of the Catch-Up programme at Mazabuka primary school, Mazabuka district Zambia.

Similarly, Banerjee, Cole, Duflo and Linden (2007) conducted a study that was aimed at evaluating two remedial programmes, namely the Balsakhi Programme and Computer-Assisted Learning in Mumbai, India. The Balsakhi Programme employs Pratham’s “Teaching at the Right Level” methodology and is focused on helping children with challenges in basic literacy and numeracy skills in Mumbai. Some of the key skills targeted included reading and spelling out words. In the study Banerjee et al (2007) found that the intervention resulted in learners improving in their literacy performance. This is so because the study recorded increased average test scores of all learners in treatment schools by 0.28 standard deviation. This was as a result of improvements experienced by pupils at the bottom of the test-score distribution. This suggested that the Balsakhi Programme was effective.

Additionally, Banerjee, Banerji, Duflo, and Khemani (2010) conducted a randomized controlled trial in rural Jaunpur district of Uttar Pradesh from 2005-2006 called ‘Learning-to-Read.’ This trial was also aimed at helping children develop their literacy skills. In the study, it was revealed that after treatment, children who could read nothing at baseline had a 60 percent chance of progressing to letters at endline. For children who could read letters at baseline, the classes resulted in a 26 percent higher likelihood of reading a story, the highest level on the test. The success of the Learning-to-Read programme led to the rollout of the Read India programme. An

equally effective intervention which reached out to over 33 million children who needed remedial education in India (Banerjee et al, 2010).

Poverty Action Lab (2011) carried out a study in Bihar and Uttarakhand, India. The study sought to evaluate Pratham's Read India programme: a programme that encourages partnerships between village communities and government school systems to bring about a significant improvement in basic learning levels in India. In order to conduct the study a “randomized control trial” was undertaken by Poverty Action Lab (2011) in rural areas of West Champaran district in Bihar and in Dehradun and Haridwar districts in Uttarakhand. In the study, it was revealed that there was a significant impact on learning levels in Hindi and math for the summer camp in Bihar. However, it was also informed that the results had to be viewed in the context of fairly slow average learning progress. This suggests that the programme was effective, nevertheless, it was recorded that the learning development was gradual.

Furthermore, Banerjee et al (2010) tested an in-school learning camp intervention in Uttar Pradesh in the year 2013-2014. A sample of schools was selected and randomly divided into two camp treatment groups. These included a control group, and a materials-only intervention, with approximately 120 schools in each group. Children from grades 3-5 were grouped according to their ability level and taught Hindi and math for about 1.5 hours each by Pratham staff and Pratham-trained local village volunteers. The study found that the intervention had similar impacts as the Read India programme, as test scores for treated learners increased from 0.7 to 1.0 on average.

In line with the above, Chitsa (2017) argued that one of the motives for remediation in Indian secondary schools were to boost the learners’ confidence, self-esteem, motivation and locus of control (that is learners’ non cognitive skills) as a way to enhance mathematics and English lessons presence and academic accomplishment.

There are other studies that were not necessarily concerned with the TaRL approach, but were still focused on investigating the effects of remedial teaching. For example, Aragon (2004) conducted a study in Midwest USA which employed an ex post facto research design. The study was focused on the effects of a remedial teaching intervention on community college students’ academic performance in the Midwest in USA. It was revealed that the students that took part in

remediation had higher cumulative grade point averages (GPA) and scored better English grades than the participants that did not take part in the intervention.

Leak and Lesik (2007) conducted a study using the regression discontinuity design. The study was focused on the influence of remedial teaching on first-year students' progress in English at college. In the study, Leak and Lesik (2007) concluded that the first-year grade point averages for students that took part in the intervention were approximately 0.392 points higher compared to the students who did not. Indicating that the English remedial intervention helped improve the first-year students' GPA. Nevertheless, as earlier stated, Aragon (2004) used an ex post facto research design while Leak and Lesik (2007) adopted the regression discontinuity design. This study, on the other hand, used the single case study design.

Sheu, Hsu and Wang (2007) also presented evidence on the effectiveness of remedial teaching in improving the performance of learners. As indicated earlier, this study was aimed at assessing the effects of an English remedial lesson on low performing first-year students. In the study, it was revealed that there were notable distinctions between learners that were subjected to remediation as it was indicated that the first-year students in the experimental group performed better in their final examination than those in the controlled group.

Bettinger and Long (2008) carried out a study in California which used an instrumental variables strategy in data collection. The results suggested that students taking part in remediation were more likely to continue in college compared to students who were not required to take remedial lessons but had similar test scores and backgrounds. Therefore, the study concluded that students taking part in remedial lessons were more likely to move to a higher-level learning institution and successfully conclude their bachelor's degree. In short, the paper revealed that the remedial programme under scrutiny were planned to address academic deficits and arm the students with knowledge that may help them succeed in college. However, given the difference in methods used to collect data, Bettinger and Long's (2008) findings could not be assignable to this research.

Additionally, Gottlieb and William (1987: 68) contended that remedial teaching is "the only validated management approach for specific learning disabilities." This entails that remedial teaching may be among the most effective modes of management of learning challenges such as dyslexia in learners. Similarly, other scholars have argued that, "the use of effective remedial

teaching approaches can assure that 90 % of the children with dyslexia can achieve success with timely intervention” (Khalid and Anjum 2019: 2). In the study by Khalid and Anjum (2019), dyslexic students were described as learners with impaired ability to learn how to read. Furthermore, Miller (2011) argues that effective remedial teaching may result in noticeable changes in an individual’s brain in terms of performance. Nevertheless, it may be said that there was limited empirical research in the teaching of Chitonga that affirms or contradicts this claim at Mazabuka primary school.

3.5 Challenges associated with remedial teaching

Findings on the Catch-Up pilot revealed that the major challenges that hindered the successful implementation of the intervention had to do with the frequency of lessons and sufficient support by mentors to instructors. It was informed that, during the pilot, “the main challenges were whether lessons took place at all due to co-curricular activities and bad weather, and mentors making visits to support teachers in class” (Innovations for Poverty Action 2017: 55). In other words, during the pilot, it was revealed that co-curricular activities that students took part in, such as drama and sports at school, or other factors such as bad weather led to absenteeism. On the other hand, lack of visits by mentors to ensure that remedial lessons took place resulted in a decline in lessons as mentors can be said to have acted as motivators for the teachers.

In other studies, the lack of materials has also been highlighted by a number of scholars as one of the challenges faced in implementing remedial teaching. Bettinger and Long (2008) revealed that remedial programmes in certain schools located in New York were generally demanding because they needed to be financed, and supported with enough teaching and learning aids. Furthermore, Gutierrez and Rodrigo (2011), revealed that lack of materials that can be useful in aiding remedial students in Mexican secondary schools were among the common challenges presented by the instructors. Additionally, Ndebele (2014) revealed that both primary school remedial teachers and learners in Zimbabwe used remedial teaching materials that did not meet their teaching and learning needs, hence negatively affecting the efficacy of the programme.

Kafata and Mbetwa (2016: 10) revealed that “teachers fail to offer remedial work to slow learners due to the big size of the class.” The argument above can be said to give an insight into

how remedial teaching is usually not achievable in certain mainstream classrooms, and how it is generally viewed as a mammoth task by some teachers.

Furthermore, research by Klinger, Cramer and Harry (2006) concluded that, in some American urban schools, one of the prominent challenges associated with remedial teaching involved learners stagnating and not progressing to the next stage of their remedial programme. This revelation indicates that remedial teaching may not always result in positive outcomes.

Training programmes of teachers have been suggested as solutions to some of the challenges faced in implementing remedial teaching. In an attempt to ensure that in-service teachers incorporate Pratham methodology in the teaching of basic literacy, academic leaders within the government were created to guide and supervise teachers. Pratham gave four days of training and field practice to “Associate Block Resource Coordinators.” These were then put in groups of three in actual schools for 15-20 days to conduct daily classes and field-tests. After the training and field practices were concluded, the Associate Block Resource Coordinators, aided by Pratham staff, in turn trained the teachers that were in their jurisdiction (Banerjee et al, 2010).

According to Kaputa (2012), arming teachers with skills for them to be able to treat remedial learners can help curb teachers’ lack of adequate knowledge of the intervention. Abu Armana (2011) recommended that remedial teachers should be able to identify the special needs of remedial learners if they want the pupils to benefit from the intervention. This is because teachers’ lack of remedial knowledge, especially when it comes to identifying the special needs of their learners can affect the successful implementation of remedial teaching.

Ndebele (2014) proposed that recruitment of more trained and qualified remedial teachers may lead to successful remediation of lower performing learners at primary and secondary schools. This was argued to be a solution to the issue of limited specialists or experts in remedial teaching in Zimbabwean primary and secondary schools.

Manyumwa et al (2013) suggested that there was need for government departments, school heads, teachers and parents to work together in addressing problems affecting the effective employment of remedial teaching programmes. This was because, in their study, it was highlighted that primary school remedial teaching interventions lacked sufficient backing from

remedial tutors, teachers and parents who had negative attitude towards remedial teaching interventions.

Additionally, there have been studies that have housed information on solutions to issues having to do with timetabling of remedial lessons. For instance, a pre-college programme for lower performing students in American post-secondary institutions was initiated. It was proposed that the programme would take place in summer before the commencement of a semester. The remedial programme would run for three weeks; this was done to tackle the challenges of poor timetabling highlighted by most teachers involved in remedial teaching (Parker et al 2010).

Furthermore, Abu Armana (2011) presented possible solutions to remedial learners' absenteeism, low self-esteem, anxiety and negative attitude. Abu Armana (2011) argued that acts that can raise the awareness of learners, and make them realise the significance of the concepts or skills they have challenges with, are possible solutions to learners' absenteeism, low self-esteem, anxiety and negative attitude. Additionally, tolerance of remedial learners and consistent treatment of challenges which are persistent was also encouraged in the support of remedial learners.

Other studies have proposed that policymakers and administrators need to revise remedial education policies. A study by Parker et al (2010) concluded that effective innovations in remedial education generally takes place when policymakers and administrators revise and recognise the significance of formulating a user-friendly remedial education policy in American post-secondary institutions.

3.6 Summary

This chapter reviewed related literature of this study. It presented findings teacher's understanding of remedial teaching. It also presented some literature on the teachers and learners' experiences regarding remedial teaching. Furthermore, it highlighted the efficacy of various remedial teaching programmes, including Catch-Up. Finally, it reviewed some challenges associated with remedial teaching. The next chapter will present the methodology used to collect data.

CHAPTER FOUR

METHODOLOGY

4.1 Overview

This chapter informs on the methods that were used to collect the data for this research. Some of the components under this chapter include the research paradigm, the research design, method of data collection, the population, the sample of the study, research instruments, the data analysis and ethical consideration.

4.2 Research Paradigm

This study adopted the social constructivism as a research paradigm. This paradigm “hold the assumption that individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences, meanings directed towards certain objects or things” (Creswell and Creswell 2018: 335). In this way, researchers are able to have an insight of the participants’ understanding, as well as their experiences with certain happenings in their community. Similarly, in this study, participants were expected to present their understanding of the world in which they live and work regarding remedial teaching, hence the adoption of the social constructivism as a research paradigm.

4.3 Research Design

This study was a single case study. According to Creswell and Creswell (2018: 337) a case study is “a qualitative design in which the researcher explores in depth a programme, event, activity, process, or one or more individuals.” The adoption of this design was as a result of the study’s intention to focus on Mazabuka primary school, as it is one of the schools that implements the Catch-Up remedial teaching programme in Zambia. Therefore, the researcher sought to conduct an in-depth investigation of the participants’ understanding, as well as their experiences with remedial teaching.

4.4 Target Population

The population of a study has been defined by White (2003) as cited in Mwanza (2012: 24) as “the universe of units from which the sample is to be selected.” Therefore, this research’s

population was comprised of all the primary school going pupils and all the primary school teachers in Mazabuka district, Zambia.

4.5 Sampling Techniques and Sample size

According to Etikan et al (2016: 1) the “sample is a portion of a population or universe.” This study was focused on one school. This school was purposively selected because it implements the Catch-Up remedial teaching programme. Additionally, this study comprised of 29 participants. These were 21 pupils from grades 3, 4 and 5, 7 from each class. 4 were teachers, among the teachers, 3 were appropriately trained in remedial teaching, while 1 was not (did not attend training). The teachers that received appropriate training in Catch-Up included 1 Zonal Inservice Coordinator (ZIC), and 2 ordinary remedial teachers. 1 was the education manager at VVOB, and 1 District Resource Centre Coordinator (DRCC) in Mazabuka. 2 were administrators, and these included 1 head teacher and 1 senior teacher.

These participants were selected because, according to Stufflebeam and Coryn (2014: 530) investigators “may employ such nonprobability sampling methods as purposive sampling to obtain information from key informants, such as a policy board’s chair, a program’s director, a program’s task leader, or a program’s internal evaluator. In many evaluations, it is essential to obtain information from such stakeholders, and probability sampling would not be applicable.” As elaborated earlier, the Catch-Up remedial lessons are mainly targeted at grades 3, 4 and 5 learners grouped by level, and the key players in the implementation of this programme include the Flemish Association for Development Cooperation and Technical Assistance (VVOB) Coordinators, District Resource Centre Coordinators (DRCC), the Zonal Inservice Coordinators (ZICs), teachers and senior teachers. Hence, it was believed that these individuals had first-hand information and experiences or learnt directly about the Catch-Up remedial programme.

4.6 Research Instruments

In a study, research instruments can be used to “collect information about opinions, experiences, or beliefs” (Ahearn 2017: 58; Mkandawire, 2019). The research instruments that were used in this study included focus group discussion guides, interview guides, lesson observation checklists and document analysis. In order to evaluate the efficacy of the Catch-Up programme, primary data was collected through interviews and focus group discussions while secondary data

was collected through document analysis. Primary and secondary data was collected from VVOB Lusaka, the Mazabuka DRCC and Mazabuka primary school. Additionally, with the aid of a lesson observation checklist, lesson observation was conducted to allow the investigator to observe how the instructors delivered remedial lessons in Chitonga. This was important because having first hand experiences during a remedial lesson made it possible for the researcher to see if what the participants did, correlated or contradicted with what they said during interviews. Further, lesson observation was conducted to determine if the teachers understood the theory enough to effectively deliver a lesson in an actual classroom. Appendices C, D, E, F, G and H contain more details of the research instruments used in this study.

4.7 Data collection procedure

Firstly, the researcher conducted an interview with the education manager at VVOB about the Catch-Up remedial teaching programme. This was followed by an interview with the DRCC. The researcher then sought permission from the District Education Board Secretary (DEBS). Thereafter, the school administration at Mazabuka primary to conduct research at the school. Afterwards, the researcher conducted a focus group discussion with the teachers within the school. A lesson observation was then conducted. During this phase, the researcher was taking note of the activities taking place in the classroom. The lesson observation was followed by a focus group discussion with the learners. These were conducted by the researcher within the school premises. At this stage, the researcher took note of the information presented by the learners. Finally, the researcher conducted interviews with the head teacher and later the senior teacher, these interviews were also conducted within the school premises.

4.8 Data Analysis

Karanja (2016: 11) describes data analysis as “the process of interpreting the survey data.” The data that was collected during the research was analysed thematically. This implies that the findings were organised into categories, then emerging themes were identified. These themes were used during the presentation and discussion of findings.

4.9 Ethical Consideration

Initially, the researcher sought clearance from the University of Zambia Research Ethics Committee (HSS). Furthermore, it must be mentioned that in this study, participants were informed what the purpose of the study was, participation was free of coercion, participants who did not wish to respond to a question were free to remain silent, participants were informed how long the interview or focus group discussion would take. Names of participants were not revealed, participants were free to withdraw from the study whenever they felt so, and were told that data collected was securely stored and would only be used for academic purposes. Additionally, the participants were not, in any way forced, treated unfairly, or inappropriately by the researcher.

4.10 Summary

This chapter has described the methodology used to collect data. It was informed that this study adopted the social constructivism as a research paradigm. It was also highlighted that this study was a single case study. Finally, it was also explained that this study comprised of 29 participants. The next chapter presents the findings.

CHAPTER FIVE

PRESENTATION OF FINDINGS

5.1 Overview

The previous chapter described the methodology employed in the collection of data in this research. This chapter presents the findings on the teachers' understanding of remedial teaching, the teachers and learners' experiences regarding remedial teaching/learning, the efficacy of remedial teaching in improving learners' reading performance, and the challenges teachers were facing in implementing remedial teaching at Mazabuka primary school. The findings were presented in line with the four research questions of this study. This data was collected qualitatively, and some of the instruments used by the investigator to collect data included focus group discussion guides, interview guides, lesson observation checklists and document analysis.

Sources of data included primary data collected through interviews and focus group discussions while secondary data was collected through document analysis. Primary and secondary data was collected from VVOB Lusaka, the Mazabuka DRCC and Mazabuka primary school. As earlier mentioned, the data for this study was collected and presented in response to the four research questions, which were: What are the teachers' understanding of remedial teaching? What are the teachers and learners' experiences regarding remedial teaching? To what extent is remedial teaching effective in improving learners' reading performance in Chitonga? and What are the challenges faced by teachers when implementing remedial teaching? To further confidentiality, all the remedial teachers and learners who were interviewed were given code names i.e. R1, R2, R3 and R4 for the teachers. While pupils were given code names such as Learner S, Learner G, Learner Y, Learner M, Learner U, Learner T etc.

5.2 What are the teachers' understanding of remedial teaching?

In order to answer the question of teachers' understanding of remedial teaching (Catch-Up programme) at Mazabuka primary school, a focus group discussion with the teachers was conducted by the researcher. Throughout the discussion, questions such as, What is the Catch-Up programme? Are you trained in remedial teaching? What are the recommended techniques in remedial teaching? How do you identify learners that need remedial teaching? And, what are

some of the remedies that you use to help your learners? Were asked by the investigator. The findings have been presented below.

5.2.1 Teachers

5.2.1.1 What is remedial teaching (Catch-Up)?

Data collected through the focus group discussion with the teachers revealed that, from the teachers' perspectives, the Catch-Up remedial teaching initiative was an activity or exercise that takes place outside normal learning hours aimed at aiding pupils grasp concepts that they may be facing challenges comprehending, one of the teachers said the following in response to the question, What is the Catch-Up programme?

That is the teaching we teach learners outside the classroom to help them, more specially on the slow learners, we teach them mostly in our spare time, we don't respect the what, the normal period. Sometimes, while others are writing in class, you can call that learner you want to help in that particular time maybe you are teaching her on addition or subtraction, while others are doing the activities, other activities in class, you can, you can call that pupil at your table one to one so that you can help that person cos most of the time teaching them outside the normal period we don't have too much time. (R1)

Another teacher said that:

The Catch-Up programme is a remedial programme that is tailored from the start to address learners in Grade 3, 4 and 5 from the start that is the prescribed way of delivering the programme. It started in India, yeah, and people from Ghana saw it working, yeah, they applied it in Ghana, it was extended to Kenya, they applied it, it worked their performance improved, then we also adopted it. (R2)

It was also revealed that:

The other name for Catch-Up is teaching at the right level. It can be discovered that a learner may be in grade 5 but their performance is

equal to one who is still in grade 1, so this learner must be grouped according to their performance and given activities according to their level. So it is rightly called teaching at the right level. So if you hear anyone talking about Catch-Up, they are talking about teaching at the right level. (R3)

The above gave an insight into the teachers understanding of remedial teaching (Catch-Up), and the manner in which they believed it can be delivered to learners. It was also mentioned that remedial teaching was aimed at helping learners, especially slow learners, it occurs outside normal learning hours, and it was stated that the teaching may also take place whenever the chance presents itself.

5.2.1.2 What are some of the recommended techniques in remedial teaching?

When asked to mention some of the recommended techniques in remedial teaching, it was observed that some of the instructors, especially those not fully cognisant or properly trained in Catch-Up were not sure of what answers to give. However, it was noted that the only techniques the teachers were familiar with were the ones recommended by the Catch-Up programme. One of the respondents trained in Catch-Up stated the following:

Usually, it's just the teaching at the right level, because some children cannot move at same level with others, so you attend to the pupil according to his or her pace, yes, so that they Catch-Up with what others are doing, you can't give him the same work that the first learners are doing because you will get nothing. (R2)

5.2.1.3 How do you identify learners that need remedial teaching?

When asked about how the teachers identified the learners that needed remedial teaching, it was revealed that the initial assessment of a specific learner helped in giving the teachers an idea on whether the pupil required remedial teaching, and at what level he/she needs to be placed. One teacher said that:

In Catch-Up we have what we call samples, so those samples we have sample 4,5 and 6, so when you are assessing those learners, if I'm

assessing a learner in sample one in Chitonga, I'm supposed to assess the same learner in sample one in numeracy, there we start by identifying the numbers when she is able to identify the numbers we go to addition, subtraction, so you will be able to know in which category or level he or she is supposed to be, so we use samples in short. (R3)

Another teacher revealed that:

We use carefully prepared samples, yeah. When we started, our samples were titled sample one, sample two, sample three. Currently we are using sample four, sample five and six. So, these samples are carefully prepared that a learner would be placed according to where they are going to fall because the samples are segmented into three different sections. So, to speed up to the....in literacy, we call it a simple paragraph, so any assessor who understands Catch-Up would start by assessing the learner starting from level three, which looks at a simple paragraph, a learner will be subjected to read a simple paragraph. If they fail to read the simple paragraph, and failure is defined by making mistakes, if they make three or four mistakes in the simple paragraph then you down grade them to level two where they start attacking words, if they fail in words, you take them to letters, then if you find that they are doing well in letters then you classify them under letters. (R2)

In responding to the research question number one, it emerged that, from the teachers' perspectives, the Catch-Up remedial teaching initiative was an activity or exercise that takes place outside normal learning hours aimed at aiding pupils grasp concepts that they may be facing challenges comprehending. It was observed that some of the teachers, especially those not fully cognisant or properly trained in Catch-Up were not sure of what answers to give. It was also noted that the only techniques the teachers were familiar with were the ones recommended by the Catch-Up programme. Finally, when asked about how the teachers identified the learners that needed remedial teaching, it was revealed that assessment of a given learner helped in giving the instructors an idea on whether a given pupil required remedial teaching and at what level he or she should be placed.

5.3 What are the teachers and learners' experiences regarding remedial teaching/learning?

In order for the researcher to determine the teachers and learners' experiences regarding remedial teaching/learning at Mazabuka primary school, focus group discussions with the teachers, then later the pupils were conducted. Questions such as, why were you picked to attend remedial teaching? When do remedial lessons take place? Describe your experiences during these lessons? Is remedial teaching helpful, how? Would you say there is improvement after remedial teaching? Provide evidence, were asked. The findings have been presented below.

5.3.1 Teachers Experiences

5.3.1.1 Describe your experiences during these lessons?

One of the teachers stated that:

Depending on the group that the learner has fallen to, for example, letter level, the letter level child, there are specific remedies that are meant to address that challenge. We have what we call an informal story, yes, an instructor who enters to teach this level is expected to begin their lesson by telling learners an informal story, also known as an informal talk. An informal talk here, is meant to bridge the gap between the learner and the teacher. Learners are supposed to learn that a teacher is also a human being just like them, so a teacher will tell their life experience, what happens to them when they were coming to school, then later on they can get into a basket game, the basket game would include some letters, where, a learner once they pick a letter card, they are expected to give the sound of that card, yeah, whatever is written on that card, they need to sound that letter. Then when you go to learners in story level, learners in story level, we simply say those learners are struggling with comprehension. They are able to read the text, but they can't comprehend what they are reading, so they are help to grasp the comprehension skill. These learners also suffer with fluency, they can be reading, but they say 'baaamaaabaaboola,' you know, something like that, so for them pick up on fluency, and understanding, a lot of texts is

given to them and a lot of activities based on the story they are reading are given. (R2)

Another teacher highlighted that:

When we are given a class for the first time, those that are supposed to do Catch-Up, we get the assessment samples, we assess the children to put them in their right pace group. When we do that, we know who belongs to which level, and then we start working on those levels. At the end of certain periods, we do assessments again, these children who were in the beginner level should move to the next level, to show that they are progressing, if they are not moving, it means work is not being done. (R3)

It was also revealed that:

Also, when we evaluate, after teaching, usually, we write the names of the learners who are not doing fine, three quarters of the class did well except for Chilufya, Banji this this, these still need some help, so from there I'll get the idea to say these children need help. (R4)

5.3.2 Learners Experiences

5.3.2.1 Describe your experiences during these lessons?

The learners were also asked to describe their experiences with Catch-Up lessons. Most of them informed that the lessons were mainly characterised with interactions between them and the teacher. Question and answer, demonstrations and repetitions were among the exercises that the pupils described as common activities during remedial lessons. Some of the pupils stated that:

Learner S

The teacher writes ba be bi bo bu on the board, after, she tells us how they are pronounced, she then asks us to say the words as a group, thereafter, she points at one pupil to demonstrate how the sounds on the board are pronounced, so that the other pupils know how to pronounce ba be bi bo bu.

Learner H

The teacher gives us tests to see if we know how to read or write.

Learner G

The teachers give us exercises so that they know the pupils that are lagging behind and those that are not.

Learner X

I am able to understand Chitonga, but it is hard for me to read and write in that language.

Learner M

We are just told to read, that's all.

5.3.2.2 Why were you picked to attend remedial teaching?

When the pupils were asked why they attend Catch-Up lessons, a good number of them said, it was because Catch-Up would assist them develop their reading, writing, spelling and vocabulary skills. Some the pupils stated that:

Learner U

Because Some of the people know how to read, while others don't.

Learner Y

So that we know how to read.

Learner T

We attend Catch-Up so that we know how to write.

Learner M

I don't know, I was not told why I should be attending Catch-Up.

Learner B

So that we do not forget how to read and write.

Learner O

Catch-Up helps us know how to write words.

Learner N

So that we know how to write correct spellings.

5.3.2.3 Is remedial teaching helpful, how?

Furthermore, when the pupils were asked if the Catch-Up lessons helped them improve their reading performance in Chitonga, a majority of them agreed. To a certain extent, the enthusiasm in their response indicated the confidence they had in the Catch-Up's ability to help them enhance their literacy skills in Chitonga. The following are some of their answers:

Learner N

Catch-Up helped me learn how to read.

Learner T

Catch-Up helped me learn how to write, read and pronounce sounds.

Learner F

I learnt sounds and how to do multiplication in math.

Learner H

Catch-Up helped me learn how to write correct spellings.

Learner M

Catch-Up helped me improve on my reading skills.

5.4 Lesson observation

As indicated earlier, during data collection, lesson observation was also conducted. Lesson observation was conducted to allow the investigator to observe how the instructors delivered remedial lessons in Chitonga. This was important because having first hand experiences during a remedial lesson made it possible for the researcher to see if what the participants did, correlated

or contradicted with what they said during interviews. Further, lesson observation was conducted to determine if the teachers understood the theory enough to effectively deliver a lesson in an actual classroom.

During the observation, the investigator noted that the teacher was trained in remedial teaching and was fluent in Chitonga. There were 45 pupils in class, all at the Beginner/Letter level group. The teacher had prepared a lesson plan. Additionally, document analysis of the Catch-Up timetable at Mazabuka primary school revealed that the school endorsed a model that saw remedial lessons taking place before curriculum time for an hour. Hence, the learners that were observed for this study first attended remedial lessons before going for their normal classes. The following is a description of the lesson observed by the researcher.

The teacher introduced the lesson by presenting a poster to the learners. The poster was an illustration of various activities that were happening in a community. She stuck the poster on the board and, in Chitonga, asked the learners to discuss what they saw. The teacher took note of all the answers the learners were presenting. However, the focus of the lesson was on the sounds s,t,v,w,y,z, which the teacher had not yet disclosed to the learners. After the exercise, the teacher displayed a syllabic chart on the board and read the consonants s,t,v,w,y,z, while pointing at them. The teacher encouraged the class to pay attention as she did this, after she instructed the pupils to utter the sounds after her. This exercise was followed by an activity that involved modelling of consonants and their syllables. The teacher initiated the exercise by revisiting the sounds she took note of earlier in the lesson. The teacher modelled her own examples, then later distributed smaller syllabic charts and let the learners point at sounds as she pointed at the big chart.

This activity was followed by an exercise that saw the learners being encouraged to practice the pronunciation of the sounds in groups. The lesson proceeded to the next stage which saw the teacher displaying cards flipped upside down with syllables on them to the learners on the desks. The teacher asked the learners to pick a card and relate the sound/syllable to the big syllabic chart. Most of the learners did as they were told, judging from the responses, they understood what was requested of them. As the lesson developed, a mind map activity was introduced to the pupils. The teacher wrote some letters on the board; s, t, v, w, y, z. The teacher then asked volunteers to walk in front of the class and come up with words with the letters in them. The

pupils did as they were told, and some of the combinations they came up with included; waama, tata, and taama.

However, in certain instances, it was observed that some of the learners were not able to understand the language of instruction (Chitonga). The researcher noticed some learners asking their fellows to explain what their teacher was saying in a language they were familiar with. For example, a learner once said ‘sininvenla vilivo nese’ and a peer who was able to understand provided help to her classmate by trying to explain what the teacher was saying in a language she could understand.

As the lesson progressed, the teacher then asked the pupils to form small groups and practice writing words on a mind map. The learners started brainstorming, and as this happened, the teacher went around checking on their progress. The mind map was then followed by a writing activity based on the sound/syllables introduced. Unfortunately, the pupils’ books were not marked as the period had come to a sudden end due to lack of time.

During lesson observation, a sample of the Beginner/Letter level literacy in Chitonga lesson plan was collected. This was done to establish whether or not the teacher understood, effectively planned and applied the remedial teaching techniques recommended by the Catch-Up programme during a lesson. This was aimed at giving the investigator an idea of the teacher’s understanding of remedial teaching (Catch-Up programme).

Document analysis revealed that the lesson was focused on improving learners listening, speaking, reading and writing skills which are vital in real life situations. Additionally, some of the objectives of the lesson were, to recognise long and short vowels, to recognise consonants and their syllables, and to write words using sounds/syllables taught.

Furthermore, it was observed that some of the activities that the teacher took part in during the Catch-Up lesson included, the introduction of the lesson, picture reading, engaging learners to discuss what they saw, syllabic chart reading, reading of both short and long vowels to the learners, demonstration of mind map activities to learners on the board and, conclusion of the lesson.

An outline of this lesson has been presented below:

Name of school: Mazabuka Primary

Learning area: Literacy

Duration: 1 hour

Lesson: 4

Level: Beginner/Letter

Teaching/Learning aid: Big Syllabic Chart, Syllabic Cards

Specific outcomes

- To recognise long and short vowels.
- To recognise consonants and their syllables (s, t, v, w, y, z).
- Write words using sounds/syllables taught.

Rationale

This lesson will focus on improving learners listening, speaking, reading and writing skills which are vital in real life situation. Using demonstration (look and say), discussion, question and answer methods. This is the 2nd lesson out of 3 planned for this week.

Table 5.1 Catch-Up lesson plan

Time	Teacher's activities	Learners' activities
10min	Introduction Picture reading -Display a poster and ask learners to discuss what they can see.	(Whole class activity) -Say words/sentences.

15min	<p>Lesson development</p> <p>Step1</p> <p>Syllabic chart reading</p> <p>-Display a syllabic chart on the board.</p> <p>-Read short and long vowels while pointing at them.</p> <p>-Model consonants and their syllables s,t,v,w,y,z.</p> <p>-Distribute smaller syllabic chart and let learners point at sounds as the teacher points at the big chart.</p>	<p>(Whole class activity)</p> <p>-Sound after the teacher.</p> <p>(Sounds and syllables)</p> <p>-Practice pronunciation of letter sounds in pairs and groups.</p>
10min	<p>Step 2</p> <p>Flipping the card</p> <p>-show cards (syllables) to the pps (pupils) and put them upside down on the table.</p> <p>-Ask learners to pick a card and relate the sound/syllable to the big syllabic chart.</p>	<p>(Whole class activity)</p> <p>-Do the correct sound pronunciation.</p> <p>-relating sounds and syllables.</p>
10min	<p>Step 3</p> <p>Mind map</p> <p>-Demonstrate mind map activity with learners o the board.</p> <p>-Ask learners in small groups to practice writing words on a mind map.</p>	<p>Group work</p> <p>-Working out the mind map activity in groups.</p>
10min	<p>-Teacher to give writing activity based on the sound/syllables introduced.</p>	<p>Individual work</p> <p>-Write down words using</p>

		sounds/syllables introduced.
5min	<p>Conclusion</p> <p>-Ask learners to display their work.</p> <p>-Learners to share their work for comments and praise.</p>	-Share their work and make corrections where necessary.

Evaluation _____

5.5 Findings from VVOB

The VVOB education manager’s data on Catch-Up further revealed that:

The programme endorses the idea of locally made teaching materials. Implying that the instructors or teachers are meant to develop their own teaching materials. Additionally, the duration of the Catch-Up intervention is 2 terms out of 3, and learners are supposed to be subjected to 3 assessments, one in January, April and July.

5.6 How effective is remedial teaching (Catch-Up)?

In order to answer the question of how effective is remedial teaching (Catch-Up) in improving learners’ reading performance in Chitonga at Mazabuka primary school? Focus group discussions with the teachers, then later the pupils were conducted. Questions such as, would you say remedial teaching improves performance? Any evidence from your school of improved performance in terms of results? And, any comments on the efficacy of remedial teaching? Were asked by the researcher.

5.6.1 Teachers

5.6.1.1 Would you say remedial teaching improves performance?

During the focus group discussion with teachers, it emerged that most of the educators were positive about the efficacy of the Catch-Up remedial teaching programme. Some of them argued that the initiative did aid in the improvement of learners' performance in Chitonga because they were able to notice changes in the performance of their pupils before and after receiving remedial teaching. One of the teachers stated that:

Before, most of the learners before receiving remedial teaching they're in what? You can say their performance is poor, but after, more especially if they are given a dedicated teacher, you will see the improvement, but sometimes there is no improvement if the teacher is not putting in the input. So sometimes we cannot just blame the learners, we also blame ourselves, cos most of the time because of this technology which has come, instead of teaching, you are busy playing on your phone. As a result, you are not what, you are not putting the input in the learners and they will never break through. (R3)

Another teacher stated that:

So, after remedial, of course, three quarters they improve, they have to improve. It's just maybe 10 percent of the class that cannot break through. But otherwise at the end of all the line, that is the, the what, the beginning line? What do we call it, the baseline, the midline and the end line. At the end of this, at least 75 percent of the learners should break through. (R1)

One teacher revealed that:

It is not always 100 percent that all the learners will move. Some learners are learners at a different pace. There are some pupils were by from January to December, there just at the same level, but us as teachers we are not just supposed to give up, so we just continue with

them until one day they will breakthrough to the other level. Others are fast learners; others are slow learners. (R2)

5.6.2.1 Teachers

5.6.2.1.1 Any comments on the efficacy of remedial teaching?

When asked to share their final remarks on the efficacy of remedial teaching, most of the teachers stated that the initiative had been helpful, especially towards ensuring that no learners are left behind. One teacher stated that:

I think we should just continue with remedial work, because it has really helped the learners, more especially in government schools. If you look at that class, there are more than 60, so teacher pupil ratio in class is not 100 percent. So when the pupils are in their pace groups, it is easier to identify them and to help them, so I can say the Catch-Up programme has come at the right time and should continue. (R2)

Additionally, another teacher argued that:

Also, for learning to take place effectively, children need to know how to read and write, so if they do not know how to read it means even in these other subjects, they will not perform well, they will only perform well if they know how to read. That will also improve the record for you as a teacher, because, if every time, your mark schedule is indicating that children are below average, it means that you are not putting in your best. So, they have to read in order for them to improve in other subjects so as to improve your record as a teacher because you are analysed alone. (R1)

It was also highlighted by another teacher that:

It is good because they are put in pace groups were by, they are in their level. Because when you are teaching a normal class, fast learners will always put up their hands and the lesson goes on. But when they are in their pace groups, you say, what sound is this, there will be no one to

answer on their behalf, and from there at least even me I should answer. And a number of them, one can notice that things are looking promising, to say they are moving to the next stage. (R4)

5.6.2.1.2 Any evidence from your school of improved performance in terms of results?

When asked to present evidence of improved performance in terms of results, one of the participating teachers submitted summaries of the Catch-Up assessment from baseline to endline at Mazabuka primary school. These can be seen below.

Table 5.2: Mazabuka primary school Catch-Up assessment summary (Baseline data-2021)

SCHOOL NAME	EMIS NO.	NUMBER OF LEARNERS ENROLLED	NUMBER OF LEARNERS ASSESSED		TOTAL ASSESSED	LEARNING LEVELS				
			BOYS	GIRLS		LANGUAGE				
MAZABUKA PRIMARY SCHOOL	1412	521	241	272	513	BEGINNER	LETTER	WORD	PARAGRAPH	STORY
						73	131	105	75	129

Source: Mazabuka primary school ZIC (2021)

Table 5.2 is Mazabuka primary school’s Catch-Up assessment summary at baseline. The number of learners that were enrolled in the programme was 521. However, the total number of learners that were assessed at this stage of the programme was 513. The number of learners assessed at beginner level was 73, the number of learners assessed at letter level was 131, the number of learners assessed at word level was 105, the number of learners assessed at paragraph level was 75, and the number of learners assessed at story level was 129.

Table 5.3: Mazabuka primary school Catch-Up assessment summary (Midline data-2021)

SCHOOL NAME	EMIS NO.	NUMBER OF LEARNERS ENROLLED	NUMBER OF LEARNERS ASSESSED		TOTAL ASSESSED	LEARNING LEVELS				
			BOYS	GIRLS		LANGUAGE				
MAZABUKA PRIMARY SCHOOL	1412	542	259	266	525	BEGINNER	LETTER	WORD	PARAGRAPH	STORY
						57	113	119	80	156

Source: Mazabuka primary school ZIC (2021)

Table 5.3 is Mazabuka primary school’s Catch-Up assessment summary at midline. The number of learners that were enrolled in the programme was 542. Nevertheless, the total number of

learners that were assessed at this stage of the programme was 525. The number of learners assessed at beginner level was 57, the number of learners assessed at letter level was 113, the number of learners assessed at word level was 119, the number of learners assessed at paragraph level was 80, and the number of learners assessed at story level was 156.

Table 5.4: Mazabuka primary school Catch-Up assessment summary (Endline data-2021)

SCHOOL NAME	EMIS NO.	NUMBER OF LEARNERS ENROLLED	NUMBER OF LEARNERS ASSESSED		TOTAL ASSESSED	LEARNING LEVELS				
			BOYS	GIRLS		LANGUAGE				
MAZABUKA PRIMARY SCHOOL	1412	547	226	276	502	BEGINNER	LETTER	WORD	PARAGRAPH	STORY
						32	88	92	91	199

Source: Mazabuka primary school ZIC (2021)

Table 5.4 is Mazabuka primary school’s Catch-Up assessment summary at endline. The number of learners that were enrolled in the programme was 547. However, the total number of learners that were assessed at this stage of the programme was 502. The number of learners assessed at beginner level was 32, the number of learners assessed at letter level was 88, the number of learners assessed at word level was 92, the number of learners assessed at paragraph level was 91, and the number of learners assessed at story level was 199.

From the illustrations above, it can be noted that the number of learners that progressed to story, the highest level, increased from 129 (baseline) to 199 (endline).

5.7 Findings from the DRCC and VVOB

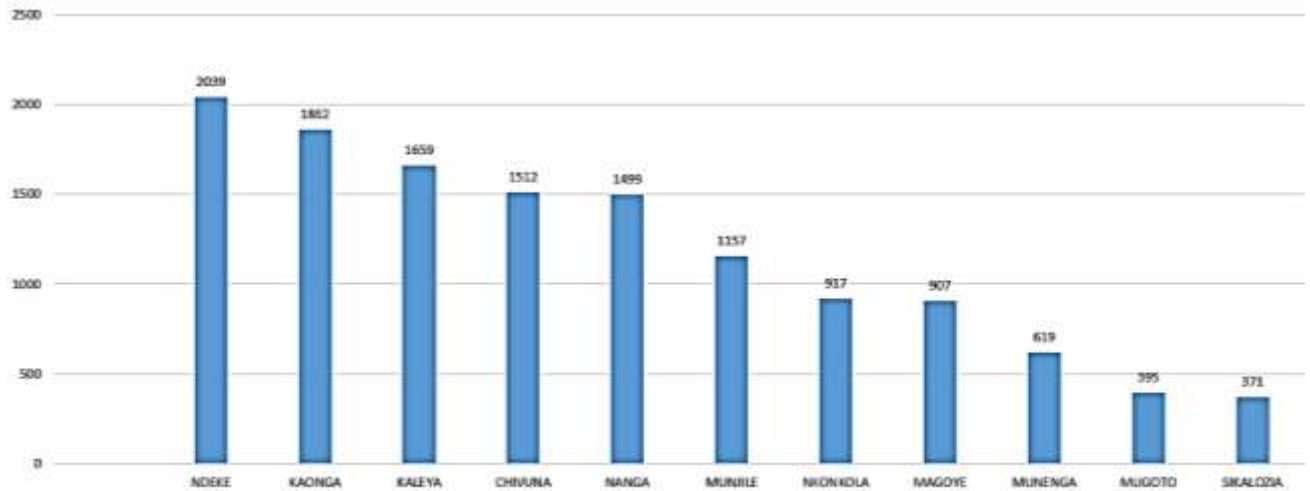
5.7.1 Findings from the DRCC

5.7.1.1 How effective is remedial teaching (Catch-Up)?

In order to collect additional data to answer the question of how effective is remedial teaching (Catch-Up) in improving learners’ reading performance in Chitonga at Mazabuka primary school? An interview with the DRCC and document analysis was conducted. Questions such as, would you say remedial teaching improves performance? Any evidence from your school of improved performance in terms of results? And, any comments on the efficacy of remedial teaching? Were asked by the researcher.

The Mazabuka midline data of 2021 presented by the DRCC gives illustrations of the number of learners tested, and an evaluation of pupils' performance in literacy according to zones in Mazabuka district, Zambia. Mazabuka primary school falls under Ndeke zone.

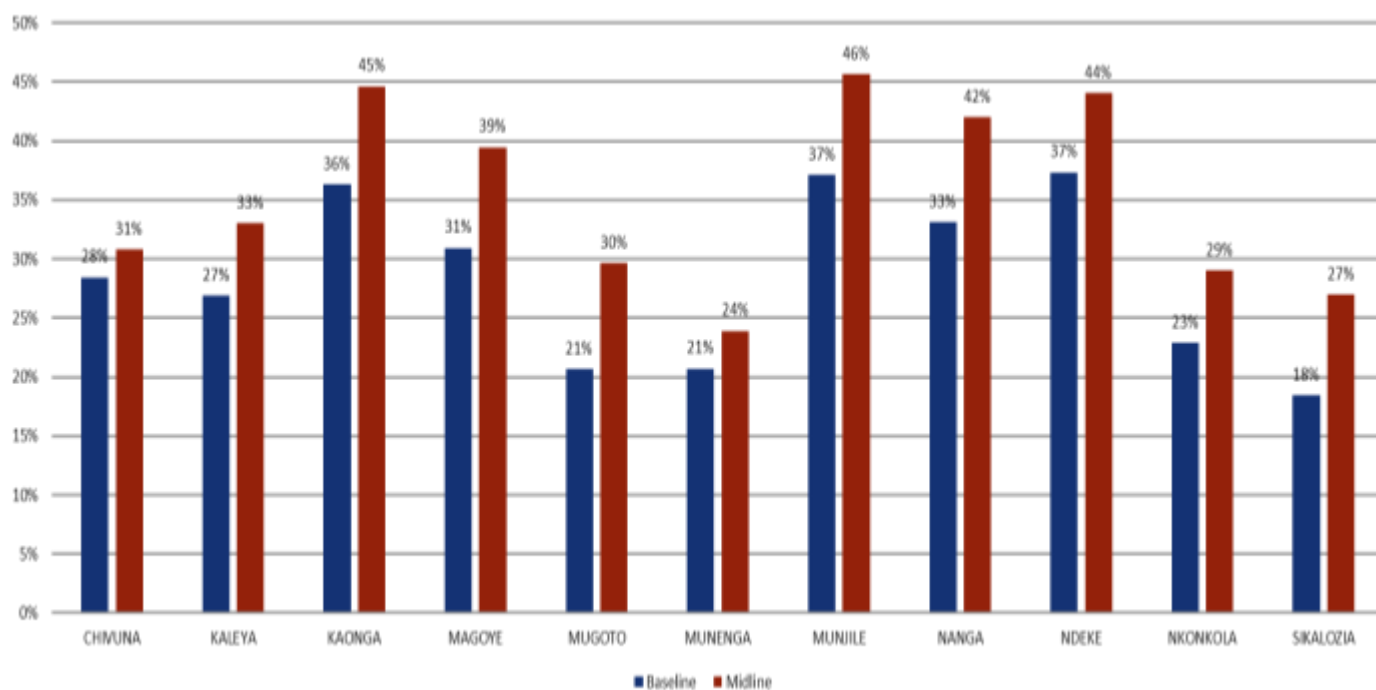
Figure 5.5: Zone share: Total learners assessed at midline



Source: DRCC (2021)

The figure above shows the different numbers of learners tested at midline according to zones in Mazabuka district under the Catch-Up programme. Mazabuka primary school falls under Ndeke zone.

Figure 5.6: Mazabuka data analysis: Learners who can read at least a simple paragraph



Source: DRCC (2021)

Figure 5.8 illustrates a comparison of the learners’ performance in literacy according to zones in Mazabuka district, Zambia. It can be observed that there was a notable change in the performance of learners who could read at least a simple paragraph under Ndeke zone. This is because the data indicates that the pupils’ performance at baseline was 37%, while at midline it rose to 44%.

5.7.1.1.2 Any comments on the efficacy of remedial teaching?

However, it must be mentioned that, some of the participants revealed that the initiative does not always work in certain situations. The DRCC stated that, there were instances where learners had to be re-evaluated after it was noticed that they were not positively responding to the remedial teaching programme, the following are the DRCC’s comments on the matter:

It has been noted in some classes that certain learners don’t seem to respond to the intervention, so our wonder was why, why should these learners fail to pick up even after we have exposed them to these

remedial interventions. So, there are some suggestions among my colleagues that maybe they be tried for other learning disabilities that they may be suffering from, but otherwise, where Catch-Up has been applied, learners are really expected to pick. That is the general picture.

5.7.2 Findings from VVOB in Lusaka

In order to collect additional data to answer the question of how effective is remedial teaching (Catch-Up) in improving learners’ reading performance? An interview with the education manager at VVOB Lusaka, and document analysis was conducted by the researcher.

5.7.2.1 How effective is remedial teaching (Catch-Up)?

The figure below is the Year-over-Year learning outcomes for pilot and scale years presented by the education manager at VVOB.

Figure 5.7: Year-over-Year learning outcomes for pilot and scale years

Year	Reach	# of intervention hours	Results			
			Children who can read at least a simple para		Children who can do 2 by 2 subtraction	
			Baseline	Endline	Baseline	Endline
Nov'16 – July '17 (Pilot)	• 80 Schools	• 60 hours	40%	47%	37%	50%
Scale Up						
Jan – July 2018	• 470 Schools	• 60 hours	40%	55%	35%	51%
Jan – July 2019	• ~1100 schools	• 60 hours	35%	56%	27%	51%
Jan – July 2020	• ~1800 schools	• 30 hours	37%	Midline: 48% Baseline 2: 42%	29%	Midline: 42% Baseline 2: 35%

Source: Education manager-VVOB (2021)

The Year-over-Year learning outcomes for pilot and scale years indicated that from January to July 2020, the programme had reached 1,800 schools, and during that particular period, the percentage of children who could read at least a simple paragraph increased from 37% (baseline) to 48% (midline).

5.7.2.2 Any comments on the efficacy of remedial teaching?

The Education manager at VVOB revealed that:

Evidence consistently shows TaRL to be among effective basic skills development interventions, especially compared to other approaches such as textbooks for top quintile (Kenya), school committee grants (Indonesia), reducing class size (India) textbooks (Kenya), school committee grants (Gambia), flipcharts (Kenya) and building/improving libraries (India). This is because, unlike other interventions, the TaRL methodology had been found to be highly cost effective, and is often embedded within existing government systems.

5.8 What are the challenges teachers are facing in implementing remedial teaching at Mazabuka primary school?

In order to answer this research question, focus group discussions with the teachers were conducted. Questions such as, what challenges do you face when implementing remedial teaching? And how have you tried to mitigate them? Were asked by the researcher.

5.8.1 Teachers

5.8.1.1 What challenges do you face when implementing remedial teaching?

It was noted that, the Catch-Up teachers at Mazabuka primary school lacked venues to conduct their remedial lessons, appropriate remedial teaching materials, revealed that the numbers of pupils in need of remedial teaching was overwhelming, lacked trained manpower, lacked appropriate storage space for remedial teaching materials, lacked refresher courses by supervisors, and pointed out that teachers who have been trained in remedial teaching may be transferred to other schools, hence taking their skills and experience with them.

i. Lack of appropriate storage space for remedial teaching material

One of the teachers involved in the focus group discussion elaborated that:

Even where to store the materials like the phonic chart and the food charts we are using. We don't have, like at our school, we don't have

where to stole them. Meaning we have to move with them. when we leave them in class, because the senior pupils use the class rooms in the morning, the don't consider those things, they say /a/, we don't look at letter sounds anymore. Just like what happened last week, I did most of the charts, but today, there is only the timetable, they have all been removed, by the seniors that use the class in the morning. (R4)

ii. Lack of trained human resource

One teacher pointed out that:

We need man power to help especially on the beginners, because you find maybe you have Seventy beginners and you are just the two of you, meaning you are going to share thirty-five, which is almost a full class. So at least if you are maybe four, you share fifteen or ten, that one would be hundred percent. (R2)

iii. Lack of venues to conduct their remedial lessons

Additionally, another teacher revealed that:

We cannot do Catch-Up under a tree because there are other pupils passing meaning concentration will not be hundred percent. So, they should be in an enclosed space, now rooms are not enough, so you find that it is a challenge. (R4)

iv. Lack of refresher courses

One instructor revealed that:

It would be wise for our supervisors, and the higher authorities to be arranging for refresher courses, because, it's just a percentage of the staff who were trained in this Catch-Up, three quarters of us were not trained. The same people who were not trained are the ones that have remained doing Catch-Up. now, we have been running up and down to request or to inquire, to say what were you told, how were you trained, what were you told to do, and the advance is not all that much. So we

request supervisors to organise refresher courses so that even those who were not trained can acquire something. (R1)

5.8.2 Deputy head teacher and senior teacher

5.8.2.1 What challenges do you face when implementing remedial teaching?

Interviews with the administrators at Mazabuka primary school also helped shed some light on the challenges involved in implementing the Catch-Up programme. The major challenge stated by the administrators was:

i. Late arrival of pupils to remedial classes

One of the major challenges is late arrival of pupils to remedial classes was one of the challenges faced in employing Catch-Up, and this resulted in them missing out on some key steps.

ii. The programme was time consuming

Yes, you see the Catch-Up programme was time consuming, and this makes it difficult to effectively implement.

5.8.3 Findings from the DRCC

5.8.3.1 What challenges do you face when implementing remedial teaching?

i. Timetabling of remedial lessons

The DRCC pointed out that because Catch-Up is expected to take place outside the classroom hours, this frustrates the teachers, hence affecting the delivery of remedial lessons. The DRCC stated that:

Catch-Up is supposed to take place outside the learning hours, yeah, so sometime because of poor timetabling, teachers will be required to come back for Catch-Up. This frustrates a lot of them. The teachers get really frustrated, they say they are tired, and cannot attend another class. Those that do deliver remedial lessons, after a while start to demand for some

extra payment. This is a serious problem, even when we remind them that this is a Ministry of Education programme, and should take place within the 8 hours policy prescribed by the documents, still teachers find it very difficult, especially those that do not have the heart for the child.

ii. Parents negative attitude towards the programme

Additionally, the DRCC highlighted that:

some parents tend to withdraw their children from taking part in remedial lessons, hence hindering the pupils from benefiting from the Catch-Up programme. The other challenge is the learners themselves.

iii. Teachers' negative attitude towards the programme

The participant further added that poor attitude from both the teachers and the head teachers towards the Catch-Up programme was also among the challenges faced in ensuring that the initiative is properly implemented. The DRCC revealed that:

Among our implementers still, there is poor attitude towards the programme. They have accepted it yes, but their acceptance was mainly due to some moneys that was attached during their training. Immediately the moneys finished they said no, the money that I was paid is finished so there is nothing to be suffering for. So you find that, probably a school trained maybe six teachers, when you get back to that school, you find that only two or three are active, the rest have abandoned the programme. The issue of timetabling, you have to force them to do a time a timetable.

iv. Transfers of trained remedial teachers

The DRCC also mentioned that:

The other thing that has hit us are transfers. Those that are trained in the programme you find that they have upgraded and have moved to a secondary school. Asking them to teach Catch-Up they feel inferior, or some may have transferred completely to different schools.

5.8.3.2 How have you tried to mitigate the challenges?

It was noted that, when asked about how the participants have tried to mitigate the challenges mentioned above, the common response was that talks with various stakeholders, aimed at addressing some of the challenges were still taking place, and a consensus was yet to be reached. However, some of the responses have been presented below.

i. Transfers

The DRCC highlighted that:

For teachers on transfer, we advise them to hold TGM, that is teacher group meetings. Those that have knowledge to share with their friends. We have also encouraged that zonal meeting. During zonal meetings we expect the ZICs to take lead and help other schools in the zone so that we can be on the same level.

ii. Negative Attitude towards the programme

The DRCC also mentioned that:

For bad attitude, we have talked to the headmaster to talk to their teachers, however, one can find that even the headmaster themselves do not like the programme. Some parents do not avail their children to the remedial lessons, yeah, but we have tried to talk the parents that please make your children available for these lessons by providing them with enough food, and in fact asking them if they attended remedial lessons, and from the parents' point of view, this time, it's not a very big challenge because they have appreciated.

iii. Timetabling

It was revealed that:

One of the tasks that I have right now is to write a letter, ask our DEBS to sign it, so that they can surrender their timetables to the

district so that we monitor them, otherwise without timetabling it, they are not going to implement the programme.

5.9 Summary

This chapter sought to assess the teachers' understanding of the Catch-Up programme. It also aspired to describe the teachers and learners' experiences regarding remedial teaching/learning. Additionally, this chapter sought to evaluate the efficacy of Catch-Up remedial teaching in improving learners' reading performance. Finally, this chapter was aimed at establishing the challenges teachers were facing in implementing remedial teaching at Mazabuka primary school. Among the findings, it was revealed that the teachers involved in this research had a general understanding of the Catch-Up programme. Furthermore, the data collected showed that there was a noticeable difference in the performance of learners after receiving remediation. The next chapter will present the discussion.

CHAPTER SIX

DISCUSSION OF FINDINGS

6.1 Overview

The previous chapter presented the findings of this study. The discussion is guided by the research objectives, which were; to assess the teachers' understanding of remedial teaching, describe the teachers and learners' experiences regarding remedial teaching/learning, evaluate the efficacy of remedial teaching in improving learners' reading performance, and establish the challenges teachers were facing in implementing remedial teaching at Mazabuka primary school.

6.2 Teachers' understanding of remedial teaching

The findings revealed that teachers with appropriate training in Catch-Up had a general understanding of the tenets of remedial teaching. Some of the tenets mentioned include the fact that Catch-Up involved teaching learners according to levels instead of grades, that the remedial lessons are supposed to take place outside normal learning hours, and that the teachers had to facilitate remedial activities that are recommended by the Catch-Up remedial teaching programme, including assessment and monitoring of the learners' progress.

Furthermore, the remedial teachers at Mazabuka primary school highlighted that remedial teaching is an important exercise with a credible track record of giving some form of intellectual benefits to grade 3, 4 and 5 pupils of Chitonga at Mazabuka primary school taking part in Catch-Up. In other words, the data collected in this study revealed that, from the teachers' perspectives, the Catch-Up programme is an effective remedial teaching intervention aimed at aiding pupils grasp concepts that they may be facing challenges comprehending.

However, it must be mentioned that the uncertainty observed by the researcher depicted by some teachers during interviews, highlighted that not all the respondents were fully aware of what remediation is all about. This is so because some of the respondents portrayed limited knowledge on issues such as how to effectively implement the Catch-Up programme. This revelation was in line with Padakannaya (2008) who argued that, in certain situations, even the individuals that are expected to deliver remedial teaching may not have sufficient knowledge on the matter. This was also observed by Townsend (2007) who concluded that certain teachers lacked sufficient

knowledge on various issues pertaining to the effective delivery of remedial teaching. This affected the way they handled students who faced challenges in English due to dyslexia. Hence negatively affecting the effectiveness of the remedial teaching.

6.3 The teachers and learners' experiences regarding remedial teaching/learning

A majority of remedial teachers and learners that took part in this study emphasised that remedial lessons were intellectually enriching experiences to them. It was revealed that instructors subjected the pupils to various learner centred activities targeted at enhancing their listening, speaking, reading and writing skills which are vital in real life situations. It was also noted that the pupils participated in activities such as whole class exercises, practicing pronunciation of letter sounds in pairs and groups, relating sounds and syllables, working out mind map activities in groups, and writing down words of sounds/syllables learnt. Additionally, it was revealed that the duration of the Catch-Up intervention is 2 terms out of 3, and learners are supposed to be subjected to 3 assessments, one in January, April and July. This suggests that by the time an academic year elapses, learners would have been subjected to various remedies and assessments by their teachers aimed at helping them improve their performance.

During the focus group discussion with teachers, it emerged that most of the educators were also confident about the efficacy of the Catch-Up remedial teaching programme. Some of them argued that the initiative did aid in the improvement of learners' reading performance in Chitonga because they were able to notice changes in the performance of their pupils, before and after receiving remedial teaching. The teachers further added that the programme was effective because it does not only help them identify the learners that are facing challenges, it also prescribes some of the remedies that may be used to help curb the challenges those learners were facing.

Furthermore, when asked to share their final remarks on the efficacy of remedial teaching, a good number of pupils said Catch-Up assisted them in developing their literacy skills. This was in line with the literature presented by the Innovations for Poverty Action (2017) which also highlighted that under the Catch-Up intervention, the learners are subjected to different activities and assessments in literacy instruction, and learners are expected to proceed to the next level after receiving successful remediation in literacy.

Additionally, in order to get more insight on the teachers and learners' experiences with remedial teaching, the investigator observed a remedial lesson. During the observation, the researcher noticed that a good number of the learners faced minimum challenges while learning Catch-Up because it was taught in Chitonga, which, according to the researcher's observation, was a language most learners were familiar with. This was evident in the way most of them actively participated in the lesson without facing major complications when making contributions, working in groups and giving feedback to each other and the teacher. This contradicts the findings in Smith and Wallace (2011) who highlighted that a good number of the learners in England's high schools who were sent to remedial lessons argued that it was an embarrassing experience, hence making it difficult to encourage learners to take part in remediation.

It was also observed that in certain instances, some of the learners who had challenges in comprehending the language of instruction (Chitonga) resorted to asking their fellows to explain what their teacher was saying in a language they were familiar with. For example, during a Catch-Up lesson observation, the researcher heard a learner say 'sininvenla vilivo nonse' to her peer, and when translated from Chichewa to English, the pupil said 'I can't understand anything,' and this resulted in her being assisted by her classmate in a language she was able to understand. This indicated that, similar to main stream classrooms, remedial classes may also house diverse learners, and remedial teachers are supposed to be aware of this fact. On the other hand, this also reaffirms the critical role that social interaction plays in the development of cognition (Iversen & Mkandawire, 2020).

Additionally, it was revealed that Mazabuka primary school endorsed the model that saw remedial lessons taking place before curriculum time for an hour. Entailing that, from Monday to Friday, the learners first attended remedial lessons before going for their normal classes. However, this contradicts with some of the information presented by the Innovations for Poverty Action (2017), which elaborated that the Catch-Up remedial lessons are meant to take place after school hours for an hour, when pupils have already attended their normal classes. Furthermore, from the researcher's observation, the model endorsed at Mazabuka primary school may not be ideal because, as mentioned in chapter five, if a teacher fails to conclude a lesson within time, the lesson is ended abruptly because learners were supposed to return to their normal classes.

6.4 Efficacy of remedial teaching in improving learners' reading performance in Chitonga at Mazabuka primary school

Analysis of the Mazabuka primary school baseline to endline data revealed that there was some distinction in the number of pupils who proceeded to different stages of the Catch-Up intervention at baseline, midline and endline. For instance, from the summary of Mazabuka primary school's Catch-Up assessments, it can be noted that the number of learners who advanced to story level, the highest level in the programme, increased from 129 (baseline) to 199 (endline).

Additionally, figures 5.5 and 5.6 in chapter five gave illustrations of the number of learners tested, and an evaluation of pupils' performance in literacy according to zones in Mazabuka district, Zambia. Mazabuka primary school falls under Ndeke zone, and in this zone, it was indicated that 2039 pupils were tested. After assessments, the findings indicated that there was a notable change in the performance of learners who could read at least a simple paragraph in the zone under discussion. This is because the data showed that the pupils' performance improved from 37% (baseline) to 44% (midline). Hence, it can be argued that this data gives an insight into the impact of the Catch-Up intervention on the development of learners, and this is evidence of the efficacy of remedial teaching in improving the performance of pupils in Chitonga.

Furthermore, the Year-over-Year learning outcomes for pilot and scale years presented by the education manager at VVOB, revealed that the programme's efficacy had improved over the years, even with the expansion of its coverage. For instance, figure 5.8 indicated that from January to July 2020, the programme had reached 1800 schools, and during that particular period, the percentage of learners who could read at least a simple paragraph increased from 37% (baseline) to 48% (midline). Therefore, it can be argued that, apart from being additional proof of the Catch-Up's efficacy, this is also an indicator that because of its successful expansion so far, the programme may have the potential of assisting struggling learners in other parts of the country that are currently not implementing it. This is very important for the development of literacy levels in Zambia.

The findings above can be said to agree with Banerjee et al (2007) who found that the Balsakhi Programme which also employs Pratham's "Teaching at the Right Level" methodology resulted in learners improving in their literacy performance, hence resulting in epistemic access for the

learners. This is so because the study recorded increased average test scores of all learners in treatment schools by 0.28 standard deviation.

The findings were also in line with Banerji, Duflo, and Khemani (2010) who found that after treatment, children who could read nothing at baseline of the Learning-to-Read programme had a 60 percent chance of progressing to letters at endline. For children who could read letters at baseline, the classes resulted in a 26 percent higher likelihood of reading a story, the highest level on the test. Banerjee et al (2010) also found that an in-school learning camp intervention had similar impacts as the Read India programme and the Learning-to-read programme, as test scores for treated learners increased from 0.7 to 1.0 on average.

Innovations for Poverty Action (2017) also highlighted that the Catch-Up remedial teaching programme has been confirmed to be effective in different countries around the world such as India and Ghana. Additionally, a programme in Kenya which divided classrooms by ability level also showed positive results. Abu Armana (2011) also asserted that remedial teaching managed to aid seventh grade low achievers in Rafah to enhance their capabilities in tackling exercises such as writing in an accurate manner. Furthermore, Aragon (2004) also revealed that the students in Midwest USA had higher cumulative grade point averages (GPA) and scored better English grades than the participants that did not take part in the remediation exercise. This was also in line with the findings by Lavy and Schlosser (2005) who concluded that under-performing pupils in Israel significantly improved their reading achievements. This was argued to be evidence that the remedial intervention was effective in the improvement of the learners' performance.

However, it must be mentioned that, some of the participants revealed that the initiative does not always work in certain situations. One of the participants stated that there were instances where learners had to be re-evaluated after it was noticed that they were not positively responding to the remediation. This revelation was also noted by Klinger, Cramer and Harry (2006) who asserted that one of the issues associated with remedial teaching involved learners stagnating and not progressing to the next stage of a remedial programme. From this, it can be argued that different learners have different learning needs. Hence, remedial teachers need to be able to figure out how they can successfully help stagnating learners break through to literacy. For instance, motivation has been argued to be key in the learning process. Therefore, the instructor can either

use extrinsic or intrinsic motivation tactics to help ignite the pupils' interest in learning. Additionally, as one of the participants highlighted, the teacher may also re-evaluate stagnating learners to try and see how they can be assisted. Alternatively, the teacher may talk to parents about their children's performance, and try to come up with a consensus on how they may help those particular children.

6.5 The challenges teachers were facing in implementing remedial teaching at Mazabuka primary school

Most of the Catch-Up teachers at Mazabuka primary school revealed that the school lacked venues to conduct their remedial lessons, appropriate remedial teaching materials, revealed that the numbers of pupils in need of remedial teaching was overwhelming, lacked trained manpower, lacked appropriate storage space for remedial teaching materials, lacked refresher courses by supervisors, and pointed out that teachers who have been trained in remedial teaching may be transferred to other schools, hence taking their skills and experience with them.

The revelations mentioned above can be said to be consistent with some of the data presented earlier in this work. For instance, the challenge of inadequate support from supervisors was also in line with the findings by Innovations for Poverty Action (2017) in which it was revealed that the major challenges that may hinder the successful implementation of the Catch-Up intervention had to do with the frequency of lessons and sufficient support by mentors to instructors. It was informed that, during the pilot, "the main challenges were whether lessons took place at all due to co-curricular activities and bad weather, and mentors making visits to support teachers in class" (Innovations for Poverty Action 2017: 55). In other words, lack of support from key stakeholders to ensure that Catch-Up takes place may lead to a decline in remedial lessons.

The argument of lack of teaching materials was also highlighted in Gutierrez and Rodrigo (2011), in which it was stated that lack of materials that can be useful in aiding remedial students in Mexican secondary schools were among the common challenges highlighted by the instructors.

Additionally, it was revealed that Catch-Up is expected to take place outside the normal classroom hours. However, because of poor timetabling, this frustrates the teachers, hence affecting the delivery of remedial lessons. Some of the participants further added that poor

attitude from both the teachers and the head teachers towards the Catch-Up programme was also among the challenges faced in ensuring that the initiative was properly implemented. Additionally, the DRCC stated that some parents tend to withdraw their children from taking part in remedial lessons, hence hindering the pupils from benefiting from the Catch-Up programme. Interviews with the school administrators at Mazabuka primary school also helped shed some light on the challenges involved in implementing the Catch-Up programme. The major challenges stated by the administrators included, late arrival of pupils to remedial classes, which resulted in them missing out on some key steps, and that the programme was time consuming.

Similarly, Bettinger and Long (2008) revealed that remedial programmes in certain schools located in New York were generally demanding because they needed to be financed, lacked adequate teaching and learning aids, and were time consuming. Mumba & Mkandawire (2019), and Musongole (2019) also contented that, certain teachers believed that having to teach more lessons in remedial sessions was like adding extra tasks to one's work schedule. These are among the common challenges that may make it difficult to frequently and successfully implement remedial programmes.

6.7 Summary

This chapter presented the discussion of key findings. The discussion was guided by the research objectives. The data that was presented in this chapter was analysed thematically. The findings revealed that the reading performance of learners in Chitonga had improved, as there was a noticeable distinction in their results after receiving Catch-Up remedial teaching. It was also revealed that teachers with appropriate training in Catch-Up had a general understanding of what remedial teaching was all about. Additionally, most of the teachers and learners emphasised that remedial lessons were intellectually enriching experiences to them. Furthermore, it was revealed that remedial teachers faced certain challenges in implementing remedial teaching. Some of the challenges mentioned included lack of trained human resource, and timetabling of remedial lessons. The next chapter contains the conclusion and some recommendations.

CHAPTER SEVEN

CONCLUSION AND RECOMMENDATIONS

7.1 Overview

The previous chapter presented the discussion of key findings. The findings were discussed according to the themes developed from the research objectives. The research objectives were to; assess the teachers' understanding of the Catch-Up programme, describe the teachers and learners' experiences regarding remedial teaching/learning, evaluate the efficacy of Catch-Up remedial teaching in improving learners' reading performance, and establish the challenges teachers were facing in implementing remedial teaching at Mazabuka primary school. This section presents the conclusion and the recommendations based on the study's findings.

7.2 Conclusion

7.2.1 Assess the teachers' understanding of remedial teaching

Based on the findings, it can be concluded that the teachers at Mazabuka primary school that participated in this study had a basic understanding of remedial teaching. The teachers highlighted that Catch-Up involved teaching learners according to levels instead of grades, that the remedial lessons are supposed to take place outside normal learning hours, and that the teachers had to facilitate remedial activities that are recommended by the Catch-Up remedial teaching programme, including assessment and monitoring of the learners' progress. However, it can be argued that this comprehension was mainly observed in teachers with proper training in Catch-Up.

7.2.2 Describe the teachers and learners' experiences regarding remedial teaching/learning

The findings on teachers and learners' experiences regarding remedial teaching suggested that instructors subjected the grade 3, 4 and 5 pupils of Chitonga at Mazabuka primary school taking part in Catch-Up to various learner centred activities with the intension of developing their cognitive abilities. As such, a majority of the participants concluded that remedial lessons were intellectually enriching experiences to them. They further highlighted that remedial teaching was

a potential antidote to challenges such as low performance in literacy at Mazabuka primary school.

7.2.3 Evaluate the efficacy of remedial teaching in improving learners' reading performance

It has been revealed that the number of learners at Mazabuka primary school who progressed to story level, the highest level in the programme increased from 129 (baseline) to 199 (endline). Additionally, Figure 5.6 illustrated a comparison of the learners' performance in literacy according to zones in Mazabuka district, Zambia. Mazabuka primary school falls under Ndeke zone, and from the data, it was noted that the performance of learners in that zone had improved. Furthermore, during the focus group discussion with teachers, it emerged that most of the educators were also positive about the efficacy of the Catch-Up remedial teaching programme because they were able to notice changes in the performance of their pupils. Moreover, most of the pupils that participated in this study said Catch-Up assisted them in developing their literacy skills. Therefore, it can be concluded that the Catch-Up remedial teaching programme results in grade 3, 4 and 5 learners of Chitonga at Mazabuka primary school gaining some intellectual benefits in literacy after remediation.

7.2.4 Establish the challenges teachers were facing in remedial teaching at Mazabuka primary school

Most of the Catch-Up teachers at Mazabuka primary disclosed that the school lacked venues to conduct their remedial lessons, appropriate remedial teaching materials, revealed that the numbers of pupils in need of remedial teaching was overwhelming, lacked trained manpower, lacked appropriate storage space for remedial teaching materials, lacked refresher courses by supervisors. Moreover, some of teachers pointed out that instructors who have been trained in remedial teaching may be transferred to other schools, hence taking their skills and experience with them. It can be argued that these challenges make it difficult to effectively implement the Catch-Up programme at Mazabuka primary school. However, like any phenomenon, it was also observed that most of the challenges presented are as a result of one's limited knowledge and experiences with remedial teaching, and how to appropriately deliver it. With that said, the following are some of the recommendations.

7.3 Recommendations

Based on the findings presented in this study, the following recommendations are proposed:

1. The researcher recommends refresher Courses to Remedial Teachers trained in Catch-Up. This can help some of the teachers that were initially trained in Catch-Up enhance their understanding of the programme.
2. The researcher recommends training programmes concerned with remedial teaching for both in-service and student teachers. Arming teachers with skills for them to be able to treat remedial learners can help curb teachers' lack of adequate knowledge on remediation.
3. The researcher recommends recruitment of more trained and qualified remedial teachers. This maybe a solution to the issue of limited specialists in remedial teaching. This may also lead to successful remediation of lower performing learners.
4. The researcher recommends that acts that can motivate and raise the awareness of learners, and make them realise the significance of the concepts or skills they have challenges with, can be a possible solution to remedial learners stagnating, absenteeism and negative attitude towards the programme. Additionally, tolerance of remedial learners and consistent treatment of challenges which are persistent is also encouraged.
5. The researcher recommends that all government departments concerned with the betterment of education, school heads, teachers and parents collaborate in addressing challenges affecting the successful employment of remedial teaching (Catch-Up). This is because, it was revealed that the Catch-Up remedial teaching intervention and its instructors lacked sufficient support from certain stakeholders such as parents and school administrators. In turn, this affected its effective implementation.

7.4 Suggestions for future research

This study was aimed at evaluating the efficacy of the Catch-Up remedial teaching programme in improving the reading performance of learners. Therefore, the study recommends that, for future studies, a comprehensive study comparing the performance of classes/learners taking part in remedial teaching (Catch-Up) with those that are not (regular classes), should be conducted in order to determine if there are any major distinctions between the two. This may help to shed more light on the efficacy of remedial teaching in improving the performance of learners in literacy.

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APPENDICES

APPENDIX A

UNZA DATA COLLECTION PERMISSION LETTER


THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

Date: 7 APR 2021

Permissio granted
Dated
DEES

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. *MUKHAGA M.* Computer number *2019125005* is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.


We shall greatly appreciate if the necessary assistance is rendered to him/her/.


Yours faithfully

JB

Bibian Kalinde (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS


-7 APR 2021
SCHOOL OF EDUCATION
P.O. BOX 32379, LUSAKA


04 OCT 2021
MAGAZINE TOWN SCHOOL
P.O. BOX 27008
LUSAKA
Samba
H.T.R.

*DISTRICT RESOURCE CENTRE (DRC) UNZA
(DREC)
7th
4 October, 2021.*

APPENDIX B

CONSENT FORM

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

CERTIFICATE OF INFORMED CONSENT

I have read the foregoing information, or it has been read to me in a language that I understand. I understand the purposes and procedures described in the research project. The purposes of the study and the procedures as well as the benefits and any risks have been explained to my satisfaction. I had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print Name of Participant _____

Signature of Participant _____

Date _____

Day/month/year

*If illiterate*¹

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness _____

Thumb print of participant

Signature of witness _____

Date _____



¹ A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

APPENDIX C

INTERVIEW GUIDE WITH THE EDUCATION MANAGER AT VVOB THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES

INTERVIEW GUIDE WITH THE EDUCATION MANAGER AT VVOB

I am a post graduate student at the University of Zambia pursuing a Master of Education in Applied Linguistics. I am conducting “AN EVALUATION OF THE CATCH-UP PROGRAMME AT MAZABUKA PRIMARY SCHOOL, MAZABUKA DISTRICT, ZAMBIA.” I need to get your sincere experience in order for me to write on the above topic. You are assured that your identity will not be revealed to the public.

Section A: Catch-Up programme

1. What is the Catch-Up programme?
2. How were the schools that participated in the programme selected?
3. What learning and support were the participants given?
4. Has this programme been implemented somewhere else before?
5. What was key to the successful implementation of this initiative?

Section B: Teachers understanding of remedial teaching

6. Did the teachers welcome the Catch-Up intervention?
7. Were the teachers trained in remedial teaching?
8. How do you identify learners that needed remedial teaching?
9. Did the teachers effectively delivery remedial lesson to their learners?
10. What are some of the remedies that were used to help learners?

Section B: Efficacy of remedial teaching

11. Do you feel the remedies used during the programme the helped the learners overcome their challenges?
12. Explain the learners' performance before and after receiving remedial teaching?
13. Would you say remedial teaching improves performance?
14. Any comments on the efficacy of remedial teaching?

Section C: Challenges teachers are facing in implementing remedial teaching

15. What challenges do you face when implementing remedial teaching?
16. How have you tried to mitigate them?

APPENDIX D

INTERVIEW GUIDE WITH THE DRCC THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES

INTERVIEW GUIDE WITH THE DRCC

I am a post graduate student at the University of Zambia pursuing a Master of Education in Applied Linguistics. I am conducting “AN EVALUATION OF THE CATCH-UP PROGRAMME AT MAZABUKA PRIMARY SCHOOL, MAZABUKA DISTRICT, ZAMBIA.” I need to get your sincere experience in order for me to write on the above topic. You are assured that your identity will not be revealed to the public.

Section A: Catch-Up programme

17. What is the Catch-Up programme?
18. How were the schools that participated in the programme selected?
19. What learning and support were the participants given?
20. Has this programme been implemented somewhere else before?
21. What was key to the successful implementation of this initiative?

Section B: Teachers understanding of remedial teaching

22. Did the teachers welcome the Catch-Up intervention?
23. Were the teachers trained in remedial teaching?
24. How do you identify learners that needed remedial teaching?
25. Did the teachers effectively delivery remedial lesson to their learners?
26. What are some of the remedies that were used to help learners?

Section B: Efficacy of remedial teaching

27. Do you feel the remedies used during the programme the helped the learners overcome their challenges?
28. Explain the learners' performance before and after receiving remedial teaching?
29. Would you say remedial teaching improves performance?
30. Any comments on the efficacy of remedial teaching?

Section C: Challenges teachers are facing in implementing remedial teaching

31. What challenges do you face when implementing remedial teaching?
32. How have you tried to mitigate them?

APPENDIX E

FOCUS GROUP DISCUSSION GUIDE WITH TEACHERS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES

FOCUS GROUP DISCUSSION GUIDE WITH TEACHERS

I am a post graduate student at the University of Zambia pursuing a Master of Education in Applied Linguistics. I am conducting “AN EVALUATION OF THE CATCH-UP PROGRAMME AT MAZABUKA PRIMARY SCHOOL, MAZABUKA DISTRICT, ZAMBIA.” I need to get your sincere experiences in order for me to write on the above topic. You are assured that your identity will not be revealed to the public.

Section A: Teachers understanding of remedial teaching

1. What is remedial teaching?
2. Are you trained in remedial teaching?
3. What are the recommended techniques in remedial teaching?
4. Do you give remedial work to your learners?
5. How do you identify learners that need remedial teaching?
6. What are some of the remedies that you use to help learners?

Section B: Efficacy of remedial teaching

7. Do you feel the remedies used during the programme the helped the learners overcome their challenges?
8. Explain your learners’ performance before and after receiving remedial teaching?
9. Would you say remedial teaching improves performance?
10. Any comments on the efficacy of remedial teaching?

Section C: Challenges teachers are facing in implementing remedial teaching

11. What challenges do you face when implementing remedial teaching?
12. How have you tried to mitigate them?

APPENDIX F

FOCUS GROUP DISCUSSION GUIDE WITH LEARNERS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES

FOCUS GROUP DISCUSSION GUIDE WITH LEARNERS

I am a post graduate student at the University of Zambia pursuing a Master of Education in Applied Linguistics. I am conducting “AN EVALUATION OF THE CATCH-UP PROGRAMME AT MAZABUKA PRIMARY SCHOOL, MAZABUKA DISTRICT, ZAMBIA.” I need to get your sincere experiences in order for me to write on the above topic.

You are assured that your identity will not be revealed to the public.

1. Why were you picked to attend remedial teaching?
2. When do remedial lessons take place?
3. Describe your experiences during these lessons?
4. Is remedial teaching helpful, how?
5. Would you say there is improvement after remedial teaching? Provide evidence.

APPENDIX G

INTERVIEW GUIDE WITH HEAD TEACHERS/SENIOR TEACHERS THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES

INTERVIEW GUIDE WITH HEAD TEACHERS/SENIOR TEACHERS

I am a post graduate student at the University of Zambia pursuing a Master of Education in Applied Linguistics. I am conducting “AN EVALUATION OF THE CATCH-UP PROGRAMME AT MAZABUKA PRIMARY SCHOOL, MAZABUKA DISTRICT, ZAMBIA.” I need to get your sincere experiences in order for me to write on the above topic.

You are assured that your identity will not be revealed to the public.

Section A: Understanding of remedial teaching

1. What is remedial teaching?
2. How do you identify learners that need remedial teaching?

Section B: Efficacy of remedial teaching

3. Would you say remedial teaching improves performance?
4. Any evidence from your school of improved performance in terms of results?
5. Any comments on the efficacy of remedial teaching?

Section C: Challenges in implementing remedial teaching

6. What challenges do your teachers face when implementing remedial teaching?
7. How have you tried to mitigate them?

APPENDIX H

LESSON OBSERVATION CHECKLIST

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES

LESSON OBSERVATION CHECKLIST

I am a post graduate student at the University of Zambia pursuing a Master of Education in Applied Linguistics. I am conducting “AN EVALUATION OF THE CATCH-UP PROGRAMME AT MAZABUKA PRIMARY SCHOOL, MAZABUKA DISTRICT, ZAMBIA.” I need to get your sincere experiences in order for me to write on the above topic.

You are assured that your identity will not be revealed to the public.

- Organisation of remedial classes.
- Implementation of teaching at the right level methodology during a lesson.
- Attention to the slower learners.
- Teaching of lessons again and providing additional teaching on parts of lessons that students have yet to understand.
- Teachers’ ability to work directly with students not learning well in a small group.
- Letting weaker students work in a mixed group with other children who understand.
- Employment of diverse learning activities.
- Design of meaningful learning solutions.
- Focus on the learning process.
- Encouragement of pupils’ active participation in class activities.
- Enhancement of learning interest and motivation.
- Teachers’ summary of the main points.
- Teachers’ concern for the performance of individual pupils.