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교육학석사학위논문

**The Factors Hindering the Implementation of
a School English Literacy Program in Zambia**

잠비아 초등 영어 문해 교육 프로그램의 실행에
영향을 미치는 요인 분석

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The Factors Hindering the Implementation of a School English Literacy Program in Zambia

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Abstract

The Factors Hindering the Implementation of a School English Literacy Program in Zambia

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With the objective of improving reading and writing levels among school learners, the Zambian Ministry of Education introduced the new literacy policy called the Primary Reading Programme (PRP) in 1999. As an initial English literacy course under the PRP, the *Step In To English (SITE)* was designed to enable Grade 2 pupils to read accurately and write clearly in English. Given that English is used as a medium of instruction from Grade 2 onwards, Zambian students need to master a sufficient level of literacy skills in English for their academic success. Despite the adoption of SITE, however, it was observed that the majority of the lower grade students were failing to achieve favorable levels of English literacy skills. It seemed

that their challenges using English for learning result from a number of constraints hampering the full implementation of the current school English literacy program.

This study aimed to identify significant problems affecting the implementation of SITE and analyze them in depth. For this purpose, this study employed a single case study design and closely examined its internal operations in one basic school in Zambia. The data was collected mainly through a) reviews of relevant documents such as policy documents and program evaluation reports, b) participant observations of the SITE class in a Grade 2 classroom for three months, c) interviews with school administrators, teachers, government officials, and curriculum specialists, and d) English reading and writing test administered to eight students. In addition, students' households were visited to find out family factor that influences students' English literacy acquisition apart from the interventions of SITE.

The results of the study showed that three critical factors had hindered the full implementation of SITE in a selected school; a) shortage of experienced SITE teachers, b) lack of SITE materials, and c) insufficient supports from the school. Specifically, Grade 2 teachers were not properly prepared to teach SITE classes, as they had not received sufficient trainings in SITE; students could not have enough time to understand and do their assignments, for the activity books were not adequately supplied for them; the school leaders did not provide financial supports and conduct continuous monitoring of SITE, because they did not fully understand the literacy program. Consequently, these constraints brought about low learning achievements in English literacy among the students observed; most of them had

not achieved the desired level of English literacy skills as proscribed in the policy. However, the result of the household visits indicated that family background of the students could be an external factor influencing students' literacy acquisition. In other words, learners performed better in achieving literacy if they frequently used English at home and received regular help from their parents or guardians for their schoolwork.

Based on the research results, this study argues that the successful implementation of SITE depends highly on school leadership and supports as well as teachers' competence and commitment in the absence of sufficient government supports and in resource-poor teaching environment. It additionally contends that parents and guardians' engagement in and assistance to SITE could be beneficial to children's literacy learning. From the findings, this study finally emphasizes the importance of close collaboration among school, teachers, and parents or guardians not only to promote successful implementation of the current literacy program but also to improve English literacy skills among Zambian learners.

Keywords: Primary Reading Programme (PRP), Step In To English (SITE), Zambia, literacy policy, language choice in education, curriculum implementation

Student Number: 2010-23608

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Abbreviations

BTL	Breakthrough To Literacy
DANIDA	Danish Development Agency
DEB	District Education Board
DEBS	District Education Board Secretary
DfID	Britain's Department for International Development
FPE	Free Primary Education
JICA	Japanese International Cooperation Agency
NBTL	New Breakthrough To Literacy
NRC	National Reading Committee
NRF	National Reading Forum
PEO	Provincial Education Office
PRP	Primary Reading Programme
PTA	Parents-Teachers Association
ROC	Read On Course
SACMEQ	South African Consortium for Education Quality
SITE	Step In To English
ZMoE	Zambian Ministry of Education

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Chapter 1: Introduction

Language is not everything in education, but without language, everything is nothing in education.

< Ekkehard H. Wolff >

1.1 Background

In many sub-Saharan African countries, most of which are multilingual, the language choice in education is a contentious issue. Over the past few decades, they have been struggling to introduce an effective and appropriate medium of instruction in their education system, taking into consideration African values and languages, people's socio-cultural and linguistic background as well as their educational needs (Alidou et al., 2006). With respect to the central issue of language in education, there are currently two distinctive trends in the context of Africa (Brock-Utne, 2000). One trend is that the current practice in most African countries advocates for the continued use of the former colonial language (e.g. English or French etc.) as a primary and ultimate medium of instruction throughout their educational system. As is well known, each European colonial power imposed its own language in the regions where it ruled, with far-reaching consequences for the educational, literacy, linguistic and cultural development in Africa (Abdulaziz, 2003). The other trend is that, after gaining independence, many African countries have attempted to adopt language policies using mother tongue or a familiar local language to children upon school entry as a medium of instruction. New leaderships in Africa are now trying to promote indigenous languages for educational purposes in line with the general quest for establishing

its own identity (Mohochi, 2003). This political awareness is also supported by the educationists and linguists who recognize the benefits of mother tongue or local language education. This view, however, does not reject the use of the foreign language as an official language of a nation (Abdulziz, 2003).

I stayed in Zambia, one of the Southern African countries which brings together several cultures and holds a number of languages, in 2012 and saw this language issue in education at first hand. I visited several basic schools in neighborhood whenever I had a free time.¹ Since young pupils approached me and talked to me without any hesitation, I could interact with school children quite often. When I asked them simple questions such as “What is your name?” or “Where is your classroom?”, many of them gave me proper answers. However, when I asked them quite difficult questions such as “What is your favorite subject?” or “What grade are you in?”, most of them told me just “Yes!” or only smiled. I assumed that lots of Zambian pupils don’t understand English well. I reaffirmed that students have significant challenges using English for the purpose of learning while observing Grade 2 and 3 classes. English was used as a language of instruction in the classrooms, but a large number of children didn’t even know how to write English alphabet. Moreover, many of them did irrelevant assignments during the class because they did not understand teachers’ instruction. After the classes, I asked some teachers about the reasons of low level of English ability among their students. I was told that pupils begin to learn English from Grade 2, but lower grade students spend about three and a half hours a day at school, and

¹ Schools which have Grades 1 up to 9 are known as Basic schools in Zambia.

therefore, they do not have enough time to learn English. The teachers also told me that most of the students usually use their local languages in their immediate environment rather than English, and thus they don't get exposed to English much. Accordingly, unfavorable literacy skills in English seemed to be a general problem among school children in Zambia.²

After several visits to schools, I started searching information on language policy for education in Zambia. I found that a major literacy initiative called the Primary Reading Programme (PRP) has been in place since 1999 when the program was officially launched. PRP is a school literacy program designed to improve reading levels among Zambian school learners through targeted interventions at each of seven primary grade levels, which has three main courses; New Breakthrough To Literacy (NBTL), Step In To English (SITE), and Read On Course (ROC). NBTL attempts to introduce Grade 1 pupils to initial basic skills of reading and writing in one of the seven official Zambian languages, while SITE aims to help children develop English literacy skills from Grade 2.³ ROC intends to enable Grade 3 to 7 students to consolidate literacy in both one Zambian language and English.

² Literacy refers to the cognitive skills of reading and writing in this research (UNESCO, 2006).

³ These seven official local languages are Cinyanja, Chitonga, Ibibemba, Kiikaonde, Lunda, Luvale and Silozi which are widely understood and used in the region. They are lingua francas in the areas where they are spoken, and therefore considered as the language of play, which are familiar to the children. Therefore, when selecting the seven familiar languages, it was not the language spoken at homes, since this varied from home to home. But it is the most common language spoken by the majority of children at school. One Zambian language, which is the most common language spoken by the majority of children at school, is assigned by each provincial district (Sampa, 2003).

Given the important role of SITE as an initial English literacy course, some inevitable questions came into my mind: 'If SITE was design to improve literacy level of children in English, why have most pupils I met had problems in understanding English?', 'Is the course effectively implemented at schools as originally planned?' and so on. Hence, the present research began with not only my curiosity about the implementation of SITE, but also my concerns about the pupils' difficulties using English for learning.

1.2 Problem Statement

Learning to read and write is one of the greatest accomplishments in childhood because it is the foundation for learning and academic achievement later in someone's life. Considering the fact that English is used as a medium of instruction from Grade 2 onwards, Zambian students need to master a sufficient level of literacy skills in English for their academic success. It is therefore of great importance to build a solid foundation of reading and writing in English from the beginning. As Clegg points out (2007), if language cannot be used for the purpose of learning, it becomes a barrier, rather than a channel for education, since language is at the heart of school learning.

Despite the adoption of SITE under the new language policy, however, the majority of lower grade students observed were failing to learn to read and write in English. It seemed that their challenges using English for learning result from a

number of constraints hampering the full implementation of the current school English literacy program.

1.3 Theoretical Framework

The concept of “Curriculum Implementation” was applied as a theoretical framework to guide this research. Curriculum generally refers to a written document that systematically describes learning goals, objectives, contents, activities, evaluation procedures and so forth (Pratt, 1980). Tanner and Tanner (1980, p. 13) define curriculum as “the planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learner’s continuous and willful growth in personal social competence”. As Saidu (1995) argues, the written form of curriculum has to be translated into action for the achievement of the goals the curriculum is designed for. This process of putting curriculum into practical application is called “Curriculum Implementation”.

When a curriculum is delivered in a classroom, however, there exist substantial discrepancies between the written document and its actual practice, since it is technically simple but socially complex process (Fullan & Stiegelbauer, 1991; Mojkowski, 2000). Intractability of some factors and uniqueness of individual settings can account for these discrepancies while curriculum is implemented (Fullan & Stiegelbauer, 1991). It is thus necessary to understand the sets of factors causally affecting curriculum implementation. Fullan (1994) identifies four groups of factors contributing to an educational change process as

presented in Table 1.1.

[Table 1.1] Factors affecting curriculum implementation

Groups of factors	Specific factors
Characteristics of the innovation	<ul style="list-style-type: none"> • (Perceived or felt) Need • Clarity (about goals and means) • Complexity • Quality, contextual suitability and practicality
Local characteristics	<ul style="list-style-type: none"> • Regional administration (e.g. school district) • Community characteristics • Contextual stability
Characteristics of organization	<ul style="list-style-type: none"> • Compatibility of the innovation goals with the strategic goals of the organization • Organizational structures and processes • System of incentives and career patterns • Characteristics of the existing curriculum and assessment procedures • Organizational culture
Government and external agencies	<ul style="list-style-type: none"> • Quality of relationships between central and local actors • Resource support and training

(Source: The International Encyclopedia of Education, 1994, p. 2840)

These all factors individually as well as interactively affect the implementation of curriculum. As Fullan and Stiegelbauer (1991, p. 67) contest, “the more factors supporting implementation, the more change in practice will be accomplished.” Among these factors, the focus of this study was drawn to the characteristics of organization where actual implementation of an educational change takes place. Given that the same program is successful in one school system but a failure in another, each school, as a unit of change, may have different organizational conditions to either facilitate or limit the implementation of a certain educational program. For this reason, this study tried to look at how the

main actors implementing curriculum in a school such as school management and teachers translate the ideas in the policy into practical applications to achieve intended goals of an educational change in a particular setting.

1.4 Aim and Objectives of the Study

The overall aim of this study was to discover the critical factors affecting the implementation of SITE in a selected school. Thus, the specific objectives of the study were;

- i. to understand the current school literacy program in Zambia.
- ii. to identify the significant problems associated with the implementation of SITE in a selected school.

1.5 Research Questions

With the aim and objectives of the study mentioned above, two main research questions were raised as below:

- i. What is Primary Reading Programme (PRP) and Step In To English (SITE) course?
- ii. What are the critical factors hindering the implementation of SITE in a selected school?

1.6 Significance of the Study

Early evaluation studies of PRP conducted by the program agency and the Zambian Ministry of Education (ZMoE) tended to put emphasis on the outcomes of

the program with a large sample size at a national level (Kotze & Higgings, 1999; Kelly, 2000; Higgins, 2000; Constable et al., 2001; ZMoE, 2001). Unlike these evaluations, the present study paid a great deal of attention to the various aspects related to the implementation process of SITE at a school level. This study, therefore, would provide an in-depth understanding about the issues under question. It is also expected that the findings of this research may be useful in helping teachers and school management, as the key education providers, decide upon how best they can support and improve the implementation of SITE in schools. Moreover, the results of the study may enable the Zambian language policy makers and curriculum specialists to understand the current situation of literacy acquisition of Zambian pupils in schools. This, in turn, would help them come up with better options or alternatives to make the literacy program more suitable and effective.

1.7 Delimitation of the Study

Only one basic school in Lusaka District was observed for this research, as this study adopted a single case study design.

1.8 Limitation of the Study

The results of the study may not be generalized, since the purposive sampling employed in this research decreases the generalizability.

Chapter 2: Literature Review

This chapter is concerned with the literature dealing with language and literacy issues for education in Africa. It first reviews three main factors affecting the formation of language policy in post-colonial African countries and its influence on language choice in education; the three factors are colonial experience, political will after independence, and socio-linguistic situation of each country. Then, it turns its attention to the discourse on the issues of language and literacy for education in Africa in the development context. For the discussions, two international development theories, Dependency Theory and Capability Approach, which have different perspectives viewing those issues were adopted.

2.1 Factors Affecting Language Policy in Post-colonial African Countries

“Africa is the most complex multilingual part of the world in terms of the number of languages, the size of the communities speaking them, and the area each language covers” (Alexander, 1972 cited in Abdulaziz, 2003). According to Ouane and Glanz (2010), the number of languages spoken in Africa varies between 1,000 and 2,500 depending on different estimates and definitions. There are only few monolingual states in the continent and languages are spread across borders in a range of different constellations and combinations. In multilingual societies like many African countries, language choice in education is critical for effective learning (EFA, 2005). Yet language policy for education has never been made on educational grounds alone. Rather it has been affected by a number of factors

mainly based on the colonial experience, the political will after independence and the socio-linguistic situation of each country etc. (Obanya, 1996; Orekan, 2010). In this sense, this section reviews the prevailing patterns in matters relating to language issues for education in Africa.

2.1.1 Colonial experience. Most African countries were colonized from the middle of the 19th century to the 1960s by the European colonial powers. During the period of colonialism, defined language policies were emerged in Africa for the first time (Abdulaziz, 2003). Each colonial power had its own particular language policy in accordance with its cultural and political standpoint (ibid.). According to Orekan (2010, p. 19), “imperial educational and colonial policies often determined (a) the level of entrenchment of the colonial language and (b) the extent to which indigenous languages were tolerated and promoted in the educational system.” For instance, the British approach of indirect rule left a great space for the use of local languages as part of the relationship between colonial administrators and local people (Robinson, 2006). Under the British control, the predominant form of education was to begin teaching in the medium of the vernacular at the early stage of formal education, whilst English-medium instruction was encouraged within higher education (Albaugh, 2004; Orekan, 2010). The policies of French colonial authorities, on the other hand, were considerably different. They tried “to integrate colonial possessions into metropolitan governance structures and to promote French culture and language” (Robinson, 2006, Colonial Overhang, para. 2), which is known as assimilationism (Albaugh, 2004). Hence, French was only used as the

medium of instruction at all levels of education system in the former French colonies.

The colonial legacy has given rise to the emergence of multilingualism in African states (Ferguson, 1959). The local languages have the role of day-to-day communication and function at the lower levels of education system and sometimes in the administration. They serve as regional *lingua francas* in the immediate or wider community and therefore every member of the group masters those languages (Orekan, 2010). On the other hand, the European languages function as an official language in the public sectors of the country's life and as the language of modern education and culture (Abdulaziz, 2003).

In summary, the historical experience of colonialism left an indelible impact in Africa. As part of it, the colonial language policies were entrenched in the post-colonial era; most African countries are still maintaining the former colonial language as a medium of instruction in the formal education system.

2.1.2 Political will after independence. After independence, it was widely expected that the new government in many African nations would pursue language policy to enhance the status of African languages as well as to promote indigenous languages for education (Mohochi, 2003). In respond, some African countries such as Tanzania, Ethiopia, Somalia and Madagascar started undertaking the innovative language policy initiative which involved the choice of the indigenous languages as well as their full development for use in basic education and literacy (Obanya, 1996). It was a determined political will which was required to put the initiatives

into practice (Clegg, 2007). However, many of the programs for mother tongue or local language education often ended at the experimental phase, because little or no support had been given to such initiatives (Obanya, 1996; Robinson, 2006).

In addition to this trend, there has been a fear that the promotion of particular African languages could lead to political unrest. That is because language choice in education is a sensitive issue in linguistically diverse societies where there is possibility of conflicts among groups of different linguistic backgrounds. As Abdulaziz (2003, p. 110) puts, “nobody wants the language of another ethnic group to be chosen, as this gives a special advantage to the native speakers of that language.”

Nonetheless, a large number of studies support the educational use of mother tongue or local languages (Mehrotra, 1998; Diki-Kidiri, 2001; Heugh, 2002; Clegg, 2007, Foley, 2010). They suggest that learners learn best through their mother tongue and that those who have a firm grasp of their mother tongue more easily acquire a second language. Accordingly, it seems necessary to stimulate a revival of African languages as a medium of instruction in at least the primary schools with a strong political determination in Africa (Brock-Utne, 2000).

2.1.3 Socio-linguistic situation. African continent is characterized by tremendous language diversities. The national socio-linguistic situations of each country vary from country to country, which have influenced decisions regarding language policy (Diki-Kidiri, 2001). The less multilingual, the easier the country develops a national language policy. According to Obanya (1996, National Socio-

Linguistic Contours, para. 3), “the few monolingual countries of Africa (Somalia, Burundi, Rwanda, Botswana, Lesotho, Swaziland, Madagascar, etc.) have found it relatively easy to promote their single national language within education.”⁴ In Somalia, for instance, the Somali language is used as a medium of instruction at all levels although English and Italian are added in tertiary education (Obanya, 1996). On the other hand, most of the multilingual countries in Africa south of Sahara tend to favor the employment of the colonial language after three or four years of primary education (Prah, 2008).

It is, however, worth stressing again that the promotion of African languages in education and implementation of such language policies depend highly upon the level of political commitment or government action (Chimhundu, 2002; Williams, 2011). As one of the examples of multilingual societies, President Nyerere of Tanzania made a concerted effort to enhance the status of Swahili across the nation, which resulted in the promotion of Swahili as an official language and a language of instruction at all levels of primary education (Rabin, 2011). Simultaneously, there was a significant attempt to standardize Swahili terminologies to be used within technological and academic circles under the strong political leadership (ibid.). Such a political desire in some multilingual countries has sometimes led to the adoption and development of zonal or regional languages widely spoken in the nation; Zambia now uses seven dominant local languages, Democratic Republic of Congo four, and Togo four etc. (Obanya, 1996).

⁴ Mother tongue of each monolingual country: Somalia (Somali), Burundi (Kirundi), Rwanda (Kinyarwanda), Botswana (Setswana), Lesotho (Sesotho), Swaziland (Seswati) (Lodhi, 1993).

However, it is worth noting that even in the countries where strong indications and initiatives in favor of local languages had been made, there have subsequently been reversals to the *status quo ante* as soon as there was a change in regime (Obanya, 1996; Prah, 2008).

2.2 Language and Literacy in the Development Context

This section is intended to discuss the issue of language and literacy for education in Africa in the development context. To this end, two different international development theories were chosen; Dependency Theory and Capability Approach. The main purpose of this section is to see how each of these theories would view the central issues of language and literacy for education in Africa.

2.2.1 Dependency theory and dependence on colonial languages.

“Dependency” is often used to explain the relationship between two or more countries. According to Dos Santos (1971), dependency is a certain structure of the world economy to favor some countries, but to limit the development possibilities of the subordinate economies. He holds that the dominant countries are able to achieve self-sustaining growth, while dependent countries might develop as a reflection of the expansion of dominant ones (ibid.). The central argument of Dependency Theory is that the mainstream economies became wealthy at the expenses of the nations in dependent positions (Mamdani, 1996).

Dependency theorists divide this world into two: the dominant (also called the center or the metropolitan) and the dependent (also called the periphery or the satellite). The dominant states include the industrialized capitalist countries, while the dependent states indicate the so-called developing countries which have low *per capita* GNPs and which rely heavily on the export to the dominant states (Ferraro, 2008). The theorists views “he relationship between the two, in which periphery countries are subjected to decisions taken in the center, is dependence” (Mochoci, n.d., p.4). The following statements more clearly define the relationship between the two:

It is true that centers, in particular the main dynamic center of capitalism, have concerned themselves with the development of the periphery only in so far as it served their own interests, and generally with little breadth of outlook. They have been indifferent to look for ways in which interests could converge. An enormous and enlightened effort, a tenacious and long-drawn-out effort of its own, will be necessary before a peripheral country can cease to be peripheral (Prebisch, 1988, p. 33).

In short, Dependency Theory attributes the present underdeveloped state of many nations in the world to the unequal interactions among nations (Ferraro, 2008). It is, however, important to note that Africa’s dependence to the European colonizers has not merely been limited to economics. In fact, culture and language constitute a significant part of that dependence. According to Mbaabu (1996),

dependence can be divided into two categories; structural dependence dealing with economic, military and political dependence, and cultural dependence affecting peoples' values, tastes, skills and ideas. Given the role of language shaping one's identity, it is in the second category that language plays an instrumental part. As reviewed in the earlier section, it is obvious that dependence on the European languages still exist in many post-colonial African countries by reason of the pragmatic advantage of using them in education. Phillipson (1992; 2001) calls this "linguistic imperialism" which is part of colonial exercise to conquer minds.

There is also prevailing perception among Africans that "opportunities for good job and higher education depended on one's knowledge of the foreign language" (Mbaabu, 1996, p.7). As Mohochi (2003) contends, knowledge of colonial language has been regarded as a mark of education and a major contributor to one's socio-economic advancement in Africa. African elites and leaders therefore have "a built-in tendency" to preserve the hegemony of the colonial languages for their own social interests (Prah, 2008, p.2). In this regard, the use of the former colonial languages throughout the colonial period, and even after independence, has perpetuated Africa's dependence to the colonial power (Abdulaziz, 2003).

2.2.2 Capability approach and literacy as a basic capability. Amartya Sen has developed Capability Approach from the 1980s as an alternative framework of welfare economics and utilitarianism (Fukuda-Parr, 2011). Sen does not only emphasize the significance of humanity which has often been underestimated in

welfare economics, but also link development with quality of life and freedom (Atkinson, 1999). He also pays attention to “expanding human freedom through a focus on what people are able to do and not just how much resource they have” (Walker, 2005, p.103).

The core concepts of Capability Approach are “functionings (achievements)” and “capabilities (abilities to achieve)”. A functioning is a set of things a person may value doing or being, whereas capability refers to freedom to promote or achieve valuable functionings. For Sen (1999), freedom is the range of options a person has in deciding what kind of life to lead, and substantive freedom is to lead the lives one has reason to value and to enhance the real choice one has. In this regard, freedom is not only the pre-requisite for the opportunities to develop capabilities and the process of deciding on valuable capabilities, but also the result of them (Walker, 2005).

However, there are several conditions to achieve freedoms at both individual and institutional levels. These include social and economic arrangements and political and civil rights etc. This fact is well explained by Sen as below:

What people can positively achieve is influenced by economic opportunities, political liberties, social powers, and the enabling conditions of good health, basic education, and the encouragement and cultivation of initiatives. The institutional arrangements for these opportunities are also influenced by the exercise of people’s freedoms,

through the liberty to participate in social choice and in the making of public decisions that impel the progress of these opportunities. (Sen, 1999, p. 5)

The central ideas of Capability Approach are people's well-being, the purpose of development, and their agency, an essential element of the development process. Sen (1999) views development as a process of expanding the real freedoms that one enjoys, and agency as one's ability to pursue goals that one values. By focusing on human wellbeing, this approach weighs the intrinsic value, including education, health, employment, and participation for valuable and flourishing lives, over the instrument value of development goals (Fukuda-Parr, 2011).

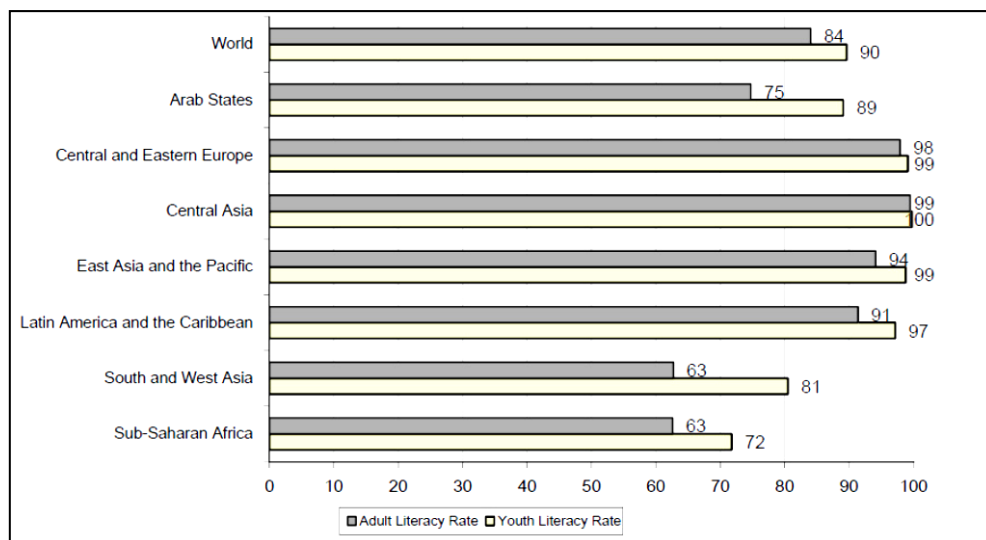
In Capability Approach, basic capability refers to "the ability to satisfy certain elementary and crucially important functionings up to certain levels" (Sen, 1992, p.19). Sen has regularly cited literacy as a basic capability and a necessary condition for well-being (Maddox, 2008). He argues literacy per se enables people to have a good life, since those who are able to read and write can develop other skills to increase their agency and freedoms. It means that literacy is a crucial determinant of well-being, an important social entitlement, and a goal of human development (Maddox, 2008). Accordingly, Sen sees illiteracy as a significant form of capability deprivation:

A child who is denied the opportunity of elementary schooling is not only

deprived as a youngster, but also handicapped all through life (as a person unable to do certain basic things that rely on reading, writing and arithmetic). (Sen, 1999, p. 284)

Despite the critical role of literacy for quality of life, both adult literacy rate (for the population 15 years and older) and youth literacy rate (15-24 years) in sub-Saharan Africa is fairly low comparing with other regions. As shown in Figure 2.1, only 63% of the population who is 15 years and older in this region is able to read and write. It indicates that about one third of sub-Saharan Africans are deprived of the likelihood of leading better life through literacy skills.

[Figure 2.1] Literacy rate by region, 2010



(Source: UNESCO Institute for Statistics, September 2012)

One of the factors contributing to this unfavorable literacy rate is an

inappropriate language policy for the majority of the population in the region, as language policy has a great impact on achievement of people's literacy capability (Mohochi, 2003). As stated in Section 2.1, most African countries use the former colonial language which is not mother tongue of the people as a medium of instruction. There have been accordingly profound political transformations introducing more appropriate language policy in Africa. Given that literacy capability regulate to people's potential uses of it, a proper medium of instruction might help people to have more possibility to enhance their wider freedoms and agency.

Meanwhile, a careful balance is also necessary between enabling people to acquire literacy in local languages and providing access to global languages of communication, albeit there are strong arguments in the benefits of mother tongue or local language education. A balance between two might help people not only enhance the choices they can have but also empower them in this global era (UNESCO, 2003).

Chapter 3: Methodologies

This chapter is devoted to explain what methodologies were used in this research. These include what research design was adopted, how the case and participants were selected, what data collection methods and procedures were applied, and how the collected data were analyzed. Issues concerning validity and research ethics are also discussed at the end of this chapter.

3.1 Research Design

Philliber et al (1980) defines a research design as a “blueprint” of research. It means that a research design is a strategy to integrate the different components of the study in a coherent and logical way (USC Libraries, n.d.). Also, a research design functions as an overall operational framework for acquiring the information needed to address the research problem (Green & Tull, 1978). More specifically, a research design deals with at least four main issues of the research: “which questions to study, what data are relevant, what data to collect, and how to analyze the results” (Yin, 1994, p.20). An appropriate and well-designed research, therefore, reduces the risk of wasting time and effort on pointless research (De Vaus, 2001). According to Bryman (2008), a choice of research design depends on the priority being given to a range of dimensions of the research process. These include the importance attached to:

- expressing causal connections between variables;

- generalizing to larger groups of individuals than those actually forming part of the investigation;
- understanding behavior and the meaning of that behavior in its specific social context; and
- having a temporal (i.e. over time) appreciation of social phenomena and their interconnections. (Bryman, 2008, p.31)

This study employed a single case study design to look at the implementation of the school English literacy program in its geographical, cultural, and historical context, by closely examining its internal operations in a selected school. In a case study, a single person, program, event, process, institution, organization, social group or phenomenon is investigated with the aim of rich description, explanation, or assessment and evaluation of a phenomenon (Creswell, 2003; Gall et al., 1996). Furthermore, a case study seems to be the preferred strategy “when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context” (Yin, 1981, p.59).

A policy analysis was deemed most suitable for the present study, since this research was concerned with a range of aspects related to the implementation of the current literacy policy, PRP, and its English component, SITE. The interviews and observations used a qualitative methodology while documents were analyzed using document analysis. This mixed method approach allowed for a fuller examination of the case study (Dunn, 2011). In qualitative methods of interviews and observations, researchers tend to see how the particular phenomenon

naturally occurs and evolves to illuminate and understand what goes on in the setting being examined (Marshall & Rossman, 2011). As in Denzin and Lincoln (2005, p.3), “qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them”. This view is supported by Cassell and Symon (1994) who describe characteristics of qualitative research as below:

a focus on interpretation rather than quantification; an emphasis on subjectivity rather than objectivity; flexibility in the process of conducting research; an orientation towards process rather than outcome; a concern with context—regarding behaviour and situation as inextricably linked in forming experience; and finally, an explicit recognition of the impact of the research process on the research situation. (Cassell & Symon, 1994, p.7)

3.2 Selection of School / Class / Participants

A purposive stratified sampling method was adopted in this research. “Purposive sampling often applies to the sampling of the cases in which the research will be conducted and then to people within those cases” (Bryman, 2008, p.414). The goal of purposive sampling is to purposefully select participants or sites or cases in a strategic way, so that those sampled best help the researcher understand the problems and the research questions being posed (Marshall, 1996; Creswell, 2003). Hence, purposive sampling was used to select one basic school

within Lusaka District where I found many Grade 2 pupils were failing to acquire a certain level of English ability to read and write. The same technique was employed to come up with one Grade 2 class from this school whose class teacher was willing to participate in this study. The school management (e.g., head teacher and deputy head teacher) and other Grade 2 teachers from this school were also selected as the key participants of this investigation. This approach was used again to identify additional participants such as the Zambian language specialists, the PRP managers and the government officials who were directly involved in the implementation of the current literacy program.

After selecting the school examined in the field, I wrote a letter to the District Education Board (DEB) in Lusaka District to get permission to carry out this research as well as had official support from the local authority before beginning data collection from the school.

3.3 Data Collection

The present study utilized a wide range of data collection methods (e.g., class observations, interviews, documents analysis, students achievement test, household visits etc.) to obtain and integrate multiple sources of information (e.g., field notes, documents, interviews transcription, student test results etc.). Use of many different data collection methods and sources of evidence allows an investigator to provide a comprehensive perspective of the information collected on a particular research project (Patton, 1987). As Yin (1994) points out, no single method and source has a complete advantage over all the others, and therefore, the

various methods and sources are highly complementary to make any findings and conclusion in research much more convincing and accurate. This strategy is well-known as “triangulation” which aims at increasing the validity of evaluation and research findings (Mathison, 1988). The followings show the detailed data collection methods and sources of information used in this study.

3.3.1 Document analysis. Documents review is a systematic procedure for identifying, analyzing, and describing useful information from the existing documents (WBI Evaluation Group, 2007). Documents are “a good place to search for answers,” as they can provide a convincing answer when other data collection methods fail to resolve a question (Weiss, 1998. p.260). As Marshall and Rossman (2011) observe, qualitative researchers supplement observations and interviews with gathering and analyzing existing documents. Hence, researchers attempt to review a variety of documents with the intention of collecting verifiable data and information. There are both advantages and disadvantages of using documents as follows.

Advantages:

- Documents can provide good source of background information;
- Documents can help look at a program that may not be directly observable;
- Documents can bring up issues not noted by other means.

Disadvantages:

- Information in exiting documents may be inapplicable, unavailable, out of date, incomplete or inaccurate. (Creswell, 2003, p. 186)

In this study, different types of documents were used to understand the current school literacy program. For instance, the program documents, evaluation reports, and news articles dealing with PRR and SITE were reviewed to ensure the accuracy of the information, comparing the documents that contain similar information and checking the documents against other data collected. Additionally, teacher's guide, pupils' activity book and notebooks were also collected for analysis.

3.3.2 Class observations. Class observation is one of the data collection methods, often found in education, which a researcher documents and describes actions and interactions taking place in a classroom (Marshall & Rossman, 2011). Observation can range from a highly structured and detailed notation of behavior by checklists to a more holistic description of events and behaviors (ibid.). As Creswell (2003) summarizes, this method has several advantages and limitations:

Advantages:

- A researcher has a firsthand experience with participants.
- They can record information as it is revealed, and also notice unusual aspects during observation.

Disadvantages:

- A researcher may be seen as intrusive, and may not have good attending and observing skills.
- Private information may be observed that the researcher cannot report during observation. (Creswell, 2003, 186)

This study adopted a structured observation with an observation guideline rigorously to see literacy teaching and learning in a Grade 2 classroom while the SITE lessons were taught (See Appendix 1). For example, particular attention was paid to the teacher's teaching methods, the utilization of teaching materials, pupils' participation in class, and individual assignments and the like. Class observations for this study were conducted during the 2nd term of the academic year 2012 in Zambia, which was from 7 May to 3 August 2013. I provided the class teacher with detailed information on what would be observed from her classroom before beginning observation. Then the teacher was asked to sign the informed consent form which guarantees confidentiality of her personal information and misuse of the data during and after the research process before she engaged in the research (See Appendix 2). I respected all participants who got involved in the class observation and their culture, and also tried to minimize disruption of the physical setting of the site examined. While observing the SITE lessons, I took field notes (both descriptive and reflective information) meticulously, since these were one of the major sources of information for this study.

3.3.3 Interviews. Interview is probably the most frequently employed method in qualitative research. Kahn and Cannell (1957, p. 149) describe interviewing as “a conversation with a purpose”. This method is based on an assumption fundamental to qualitative research: the participant’s perspective on the phenomenon of interest should unfold with the participant’s view, not the researcher’s view (Marshall & Rossman, 2011). There are various types of interviews, but unstructured and semi-structured interviews are generally associated with qualitative approach (Bryman, 2008). An interviewer conducting unstructured interview typically has only a list of topics and issues, and the style of questioning is usually informal (ibid.). On the other hand, a researcher carrying out semi-structured interview usually has a series of questions that are in the general form of an interview schedule but is able to vary the sequence of questions (ibid.). According to Creswell (2003), interviews are a useful method when informants cannot be observed directly, and when they can provide the historical information. However, weaknesses of this method include that informants may provide indirect information filtered through their views, and that researcher’s presence may bias responses.

With the aim of discovering major problems when implementing SITE in a selected school, this study mainly used semi-structured interviews with the head teacher, the deputy head teacher, and all Grade 2 class teachers. Also, the Zambian language specialists, the PRP manager and the government official provided information on the implementation of PRP during the interviews. To carry out these interviews smoothly, the interview guide was developed (See Appendix 3, 4,

5 & 6). However, the interviewees had a great deal of leeway in how to reply. Questions did not follow on exactly in the way outlined on the interview guide, but I utilized it to a certain extent to avoid the collection of irrelevant data. Further questions that were not included in the guide were also asked in response to what were seen as significant replies. Along with the semi-structured interview, unstructured interview was also used whenever I had questions for the class teacher and pupils during my class observations.

I provided the interviewees with detailed information on the purpose of the study. Interviews were set up according to the informants' schedule in advance. Before interviewees engaged in the research, they were asked to sign the informed consent form which guarantees confidentiality of their personal information and misuse of the data during and after the research process (See Appendix 7). All interviews were recorded with a digital recorder, while I was taking interview notes. Throughout the interviews, I tried to convey the attitudes that the informants' views were valuable and useful.

3.3.4 Student achievement test. At the end of the 2nd term, English reading and writing test was administered to eight pupils. In the SITE class, the pupils were divided into four ability groups according to their English proficiency, and therefore, two students were selected from each group at random. The selection of these pupils was simply done by drawing lots. Small pieces of paper drawn “☆” or written nothing were distributed to the students of each group. Then those eight

who picked up a piece of paper with a star were chosen as the participants of this achievement test. Gender of the pupils was not under consideration of this study, so that all students in each group had an equal chance.

The purpose of this test was to see how much the students learned from the SITE lessons throughout the 1st and the 2nd term. The test was intended to figure out whether the eight students succeed in achieving English literacy as originally described in the policy. Therefore, the test questions were made based on what the students had learned from the SITE lessons. The test consisted of four areas; English alphabet, phonics, reading (words & sentences) and dictation (words & sentences).

The test was conducted in a quiet room; mostly in the teacher's office, but sometimes in the administrative office to make the pupils concentrate on the test. This test was also conducted to one pupil at a time. I tried to create a free atmosphere before starting the test, having a friendly talk with the child. When administering the test, I served as a facilitator helping students take the test in a proper manner. First, each pupil was asked to write English alphabet both in a capital and small letter and then to read them. Second, each of them was asked to sound out English phonic sounds. Lastly, they were asked to read and write some single words and sentences given. The eight pupils were encouraged to try their best to answer the questions throughout the test. There was no time limit; enough time was given to each child until the pupil no longer to read and write the words and sentences given so as to enable them to answer as much as possible.

3.3.5 Household visits. After the test, I selected four students from the eight for the household visits: two from the stronger group and two from the weaker group. The purpose of the visits were to look at and compare their household environment, including their exposure to English at home and the education level of their parents or guardians etc. The premise of the visits was that the family background could be a crucial factor of having different strengths in English among children. Considering the fact that the Grade 2 pupils were too young to provide exact information on their household environment, I met with their parents or guardians. A local translator accompanied to ensure smooth communication. During the visit, a checklist and household visit guide was used (See Appendix 8). Appointments for the household visit were set up according to the parents' or guardians' schedule in advance with help from the class teacher and the pupils. I provided the parents and guardians with detailed information on the purpose of the study before they engaged in this research.

3.4 Data Analysis

Qualitative data deriving from interviews or observations typically take the form of a large corpus of unstructured textual material (Bryman, 2008). As stated earlier in detail, the sources of information of this study relied mainly on text data such as field notes, interview transcripts, and documents. To analyze the data collected, the present study used qualitative content analysis, which is a method of analyzing written, verbal or visual communication messages (Cole, 1988). According to Hsieh and Shannon (2005, p.1278), qualitative content

analysis is “an analytic tool for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns.” Similarly, Mayring (2000, p.2) views qualitative content analysis as “an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step models, without rash quantification.” The aim of qualitative content analysis is therefore to attain a condensed and broad description of the phenomenon, and the outcomes of the analysis are concepts or categories describing the phenomenon (Elo & Kyngas, 2008).

Considering the definitions of the qualitative content analysis, data analysis for this study involved a process to condense raw data into themes or categories based on valid inference and interpretation. To support valid and reliable inferences, the present study used a set of systematic procedures for processing data as described as follows:

Step 1: I transcribed and transformed all the data collected into the written text for analysis. When the data came from existing texts, the choice of the content was justified by what I wanted to know (Patton, 2002).

Step 2: I read through initial set of field notes, transcripts, and documents without taking any notes or considering an interpretation.

Step 3: I swept through the data again and coded or labeled words and phrases found in the transcript or text by highlighting.

Step 4: I created themes by grouping codes or labels given to words and phrases. During this process, connections were made amongst the themes and the sub-themes.

Step 5: I drew conclusions from the coded data by exploring the properties and dimensions of the themes, identifying relationships between the themes, uncovering the patterns, and making inferences.

Data analysis was conducted during and after the data collection in the field, because coding proceeded while new data continued to be collected. In doing so, I continually added new themes and concepts to the coding manual as well as refined the themes and their interconnections.

3.5 Validity Issues

To validate the accuracy of the findings, three strategies were used: first, I triangulated different data sources of information to build a coherent justification of the findings. Second, I spent prolonged time-four months- in the field to develop an in-depth understanding of the phenomenon under this study. Lastly, I used rich and thick description to convey the details about the site and the people investigated.

3.6 Ethical Considerations

I got permission from the Lusaka District Education Board (DEB), the head teacher, the Grade 2 class teacher, and all participants involving in this study to

carry out this research beforehand. I maintained the privacy of all participants, including assurance of anonymity and confidentiality of the information they provided. I also ensured that the participants voluntarily took part in this study: either physical or emotional harm was not inflicted on them throughout the research.

Chapter 4: School Literacy Program in Zambia

This chapter is about the current school literacy program in Zambia. It explains why PRP was initiated, how PRP was developed, and what achievements and challenges have been found during the last 14 years since this program was initially introduced in 1999. Then, it pays attention to the general features of SITE which is a main topic of this research. The purpose of this chapter is to provide background information to understand the research results which are well presented in Chapter 5.

4.1 Primary Reading Programme (PRP)

4.1.1 Background to the policy formation. Like many other post-colonial African countries, the issue of language choice in education is controversial in Zambia. As one of the former British colonies, Zambia had adopted English as a medium of instruction from Grade 1 onwards since independence. It was, however, evident that the first thirty years of English medium had not been effective, because the reading levels among school children in primary schools, especially at foundation level, were distressingly low (Williams, 1993; SACMEQ, 1997). In his research, Williams (1993) showed that most Zambian pupils have inadequate reading ability in both English and a local language, and pointed out that there is a need to review the language policy for literacy. Another study conducted by the Zambian Ministry of Education (ZMoE) under the auspices of the South African

Consortium for Education Quality (SACMEQ, 1997) further found out that only twenty five percent of Grade 6 pupils could read at defined minimum levels and only three percent could read at defined desirable levels. It also reported that Zambia was ranked almost at the bottom level of the Southern African Countries.

There was a growing awareness within the ZMoE that reading and writing are better developed first in a familiar local language to children (Linehan, 2004). In 1995, the Ministry formed the National Reading Committee (NRC) which was mandated to improve literacy standards of the country. In particular, the committee was tasked to “raise awareness of the reading problems, seek solutions as a matter of urgency, and identify partners who would assist in implementing these solutions” (Linehan, 2004. p. 4). In the same year, the NRC held the National Reading Forum (NRF) where a cross section of professionals in education, donors and government officials came together to discuss the reading problems among primary children in Zambia. The forum concluded that the main cause of the poor reading levels was the inappropriate language policy for initial literacy, which used English from Grade 1 for both literacy and as a medium of instruction. From this forum, it was all agreed that the following practical objectives should be achieved to resolve the poor reading performance among pupils in primary schools:

- i. basic literacy in a familiar language by the end of the first year of primary education;
- ii. basic literacy in English by the end of the second year of primary education; and

- iii. improvement in the teaching of reading at all grade levels through appropriate training materials. (Linehan, 2004, p. 4)

After the forum, the language policy changed in 1996 and was documented in *Educating Our Future* which is the third major educational policy document of Zambia. This policy also endorsed the recommendations from the forum by articulating the use of mother tongue in the initial literacy acquisition as below:

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

To enhance the status of the Zambian languages, the 1996 policy gives students the opportunity to learn basic reading and writing in a local language with which children are familiar. However, the policy also clearly stipulates that the significant role of English as “the official language of public life and the *sine qua non* for all further education in Zambia”:

In the light of these considerations, all pupils will be given an opportunity to learn initial basic skills of reading and writing in a local

language: where as English will remain as the official medium of instruction. By providing for the use of a local language for initial literacy acquisition, children's learning of essential reading and writing skills should be better assured. By providing for the use of English as the official language of instruction for other content areas, children's preparation for the use of this language in school and subsequent life will be facilitated, while the implementation problems of changing over to another language will be avoided. (ZMoE, 1996, pp. 39-40)

4.1.2 Development of PRP. With the objective of providing interventions to improve reading and writing levels among school learners, the ZMoE initiated the new literacy initiative, the Primary Reading Programme (PRP). This deliberate school literacy program started as a pilot project with the South African Literacy course called the Breakthrough to Literacy (BTL) in one local Zambian language, Bemba, in 1998. Twenty five schools, 50 teachers and 200 pupils in Kasama and Mungwi districts were involved in this pilot project supported by Irish aid. After the pilot phase, the BTL was evaluated as a great success, since "children in the BTL classes were reading and writing at a level equivalent to Grade 4 or higher in non-the BTL class" (Kotze & Higgins, 1999, p. 4). Based on the positive evaluation, it was decided to scale up and to modify this course in order to meet the needs of the Zambian child and to suit the Zambian context. As a result, the new version of BTL, the New Breakthrough to Literacy (NBTL), was developed as one of the PRP components in 1999. It aimed at teaching initial literacy skills in the seven official

Zambian languages for Grade 1 pupils. Oral English course for Grade 1, Pathway to English 1, was also designed to build up a level of spoken English that would allow the skills developed in the local language to transfer to English at Grade 2. Materials for NBTL and Pathway to English 1 were finalized in 2002, and finally, these two courses were fully introduced in every school countrywide as from February 2003 (Sampa, 2003).

In response to demand of similar literacy courses for other grade levels, the government developed three more literacy courses for both English and Zambian languages; Pathway to English 2, Step In To English (SITE), and Read On Course (ROC). Pathway to English 2 was designed to continue the development of oral English for Grade 2 and to support SITE which is a transitional literacy course from the Zambian languages to English. SITE covers much of the ground that is covered in NBTL such as the supplements of learning (this time in English), methodology, and classroom management etc. (Sampa, 2003). ROC was designed to provide for bilingual literacy development and consolidation in both English and the local languages in Grades 3 to 7. SITE and ROC were piloted to ensure quality and success in the five districts, namely Chipata, Kasama, Luangwa, Lisaka and Mongu, in 2001 and the results were also positive. Finalization of the materials for these courses was done in 2003 before they were rolled out nationwide in February 2004. Table 4.1 shows the brief explanation of each PRP course.

[Table 4.1] Five PRP components

Name	Object	Learning Hrs.	Objective	Focus Area
NBTL	Grade 1	One hour every day	To teach initial literacy skills in one of the seven Zambian languages	Reading and writing in one Zambian languages
Pathway to English 1	Grade 1	Half an hour twice a week	To support English literacy	Oral English
SITE	Grade 2	One hour every day	To develop literacy skills in English	Reading and writing in English
Pathway to English 2	Grade 2	Half an hour every day	To support English literacy	Oral English
ROC	Grades 3 to 4	An hour every day	To develop literacy skills in English and one of the local languages	Reading and writing both in English and one Zambian language
	Grades 5 to 7	Two and half an hours a week		

4.1.3 Achievements and challenges of PRP. After the pilot in Kasama and Mungwi districts, PRP received a £10 million grant from the British Department for International Development (DFID) to run for seven years. “The funding from the DfID had enabled PRP to use the funds to meet various annual budget allocations to ensure the success of the program.” (Primary Reading Programme gives children a head start in literacy, 2005) Supports from the DfID included the evaluation of the pilot and the eventual development and the implementation of all PRP courses in phased approach from 1999 to 2005. Specifically, the DfID funded program design, materials development, publishing and distribution to schools, training for national, provincial and district trainers, teacher and head teacher training on the methodologies of the PRP courses, monitoring and evaluation of the PRP courses

etc. The following is the estimated breakdown for PRP by the ZMoE and the DfID through Basic School Sub-sector Investment Programme (BESSIP):⁵

- £4 million: teacher's Guides, learner's activity books, readers, conversation posters, flip charts and any other support materials
- £4 million: trainings for in-service and pre-service teacher, head teachers, in-service providers, Ministry officials etc.
- £2 million: staff overheads, office equipment, maintenance etc.

(Sampa, 2003. P. 42)

PRP had been successfully implemented with the interventions of the DfID. A number of evaluations of PRP conducted since 1999 had consistently recognized the success of this program (Kotze & Higgins, 1999; Kelly, 2000; Higgins, 2000; Constable et al., 2001; ZMoE, 2001; Sampa, 2003). More than anything else, the biggest achievement was improved learning achievement of literacy among pupils. The two test results undertaken in 1999 and 2002 attested to this fact. As part of Primary Reading Programme baseline study (Kelly, 2000), the reading and writing test in both English and Zambian languages was administered to 5,424 pupils. The results showed that Grades 1 to 6 children were reading two grades below what was expected in English, and three grades below what was expected in Zambian languages. Surprisingly, when the same test was repeated in 2002 in schools where

⁵ BESSIP is a basket for all donors who put money together for various projects which are under the Ministry of Education.

had received interventions under the PRP, the results exhibited that there had been tremendous improvements in reading and writing levels in both English and Zambian languages. Table 4.2 presents how much improvement had been made by the pupils in Grades 1 to 5 in the 2002 test compared to the results of the 1999 test.

[Table 4.2] Improvements in reading and writing test in 2002 over results in 1999 (Raw scores)

Grade	English (%)	Zambian Language (%)
1	Not tested	780
2	575	613
3	417	484
4	300	484
5	165	218

(Source: *Primary Reading Programme: Improving Access and Quality Education in Basic Schools, 2003*)

According to the Danish Development Agency (DANIDA) and UNESCO evaluation of the program (DANIDA & UNESCO, 2002), PRP had revolutionized the learning mechanisms and transformed the teaching cultures in Zambia. Another program review report further added that PRP had contributed to not only a radical change in the approach to teaching in the Lower Basic grades, but also wide awareness among parents, teachers, and pupils of children's literacy learning (ZMoE & DfID, 2004). It was evident that PRP had a great influence in Zambian education system beyond the boundaries of PRP itself (Barrett et al., 2007). These achievements included intensive and effective teacher training in all PRP courses, high-quality materials production, sensitization of all stakeholders on the

implementation of PRP, team work among teachers and ministry officials, and targeted community support etc. (Sampa, 2003; Barrett et al., 2007).

Based on the positive evaluations on PRP, it was obvious that the program had been worked very well during the initial stages of implementation when the program was supported by the DfID in the collaboration with the ZMoE. It was believed that this program would be sustained by the Ministry with assistance from the central government after the expiry of the sponsorship by the DFID in 2005. However, the implementation of PRP has faced a number of problems since PRP was mainstreamed into the Ministry structures and system. The followings are the major challenges hindering effective implementation of PRP after the donor support, which were identified by the government official, the PRP manager, and the curriculum specialists of the program during the interviews:

- Funding to PRP has stopped, because there had been much reliance on donor support;
- Materials which were distributed to schools have gotten torn through tear and wear, but they are too expensive to replace for schools. Especially after decentralization of textbook procurement where schools are required to buy their own books according to their needs, the situation has become more difficult for most of schools. Not only that, they are not easily accessible in book shops because the publishers are not based in Zambia;
- Teachers who were trained have retired or been promoted, and

therefore, in-service teachers are not confident with the literacy methodology in the PRP courses;

- Even senior officials at the Headquarters who were involved have eventually retired, but their replacements have been inadequately oriented towards PRP; and
- New teachers from the teacher's colleges are not sufficiently equipped to teach reading, since the colleges have not given much emphasis to practical aspects of teaching the PRP courses.⁶

Now this literacy program receives less attention from the district, inspectorate, and the Ministry. Accordingly, PRP is not effectively implemented in schools as the recent monitoring report in the Northern Province warned that the PRP activities are currently almost collapsing in several districts (IOB, 2008).

4.2 General Features of Step In To English (SITE) Course

Step In To English (SITE) course was designed to ensure that pupils in Grade 2 learn to read fluently and write clearly and accurately in English. SITE assists learners to transfer their literacy skills developed in Zambian languages through NBTL to English by using familiar methods, materials and lesson routines. From the SITE lessons, children in Grade 2 build a foundation of reading and writing in English with comprehension. SITE is a critical transitional stage bridging the gap between NBTL for Grade 1 and ROC for Grades 3 to 7. For this purpose,

⁶ In 2003, training of teachers in PRP was embedded in the teacher's training colleges.

SITE covers as much as possible of the vocabularies and structures that learners are likely to need for Grades 3 to 7 (ZMoE, 2002).

According to the Basic School Curriculum Framework (ZMoE, 2000), literacy should be delinked from languages to better tackle literacy by dealing with it as a subject in its own right. SITE does not thus replace the learning of English and local language courses. One of the curriculum specialists who was involved in the development of SITE clearly said that “SITE is about learning to read (skills focus on learning to read such as phonics and phonemic awareness), while English as a subject focuses on reading to learn (for meaning and understanding, cuts across acquiring skills to understand all subject matter)” (personal conversation, 20 March 2013). Like any other PRP courses, SITE was mainstreamed into the basic school curriculum with a high priority, and it was allocated time on the Grade 2 curriculum as below.

[Table 4.3] Grade 2 curriculum

	Subjects	Hours per week
1	Literacy in English	5
2	Zambian language	4
3	English language	2.5
4	Numeracy	5
5	Environmental Science	3
6	Social Studies	3
7	Physical Development	3
	Total	25.5

(Source: Basic School Curriculum Framework, 2000 p. 13)

SITE adopts the language experience approach to literacy and the learner-centered methodologies to better help learners develop literacy skills. Children are encouraged to use language relevant to them and to build on their own particular experiences during the SITE lessons. In the SITE class, a teacher is more of a facilitator of learning, and should be sensitive to each and every child's learning needs and their own pace. For this purpose, the class is divided into four ability groups according to pupils' literacy level in English. While a teacher teaches one group at the teaching station, the other three groups are given learning activities at their level of performance.

SITE consists of five stages with ten lessons each; Stage 1, Stage 2 Early, Stage 2 Middle, Stage 2 Late, and Stage 3. At the end of every stage, except for Stage 3, SITE requests a teacher to conduct continuous assessments of pupils' progress in reading and writing. During this assessment, learners are supposed to read and write some English words and sentences covered in the stage which pupils just finished learning. If a child fails in the assessment, he/she should remain in the same group and repeat the same stage. If a child passes, he/she can be put into the faster group and proceed to the next stage of the lessons. From the results of the assessment, a teacher can see the level of performance of learners as whole class, as ability groups and as individuals, which helps a teacher prepare for proper lessons, activities and assignments. After every assessment, a teacher is supposed to update and keep the record of every child's performance.

To make a teacher's lessons transparent and effective, SITE provides a monitoring system such as self monitoring, peer monitoring, school monitoring,

zonal monitoring, and external monitoring with a specific monitoring instrument. Monitoring is not an option but the core activities of SITE to ensure the effectiveness of the school literacy program. These all features of SITE mentioned were devised to contribute to successful teaching and learning of literacy.

Chapter 5: Presentation of Research Results

This chapter presents a number of significant problems influencing the implementation of SITE in a selected school. Based on the research results, three critical factors hindering the successful implementation of SITE were identified; a) shortage of experienced SITE teachers, b) lack of SITE materials, and c) insufficient supports from the school. Due to these constraints, most of the pupils observed had not achieved the desired level of English literacy skills as proscribed in the policy. However, it was also found that learners performed better in achieving literacy if they frequently used English at home and received regular help from their parents or guardians for their schoolwork.

5.1 General Information about the School

Lutanda Basic School belongs to Kabwata Constituency in Lusaka District.⁷ This is basically a residential area with a few economic activities taking place such as trading at markets, welding and carpentry activities (Mumba, 2000). The school was opened in 2001 with the support from the Japanese International Cooperation Agency (JICA). It is a government school under the Ministry of Education of Zambia and directly supervised by the Lusaka District Education Board (DEB).

⁷ The name of the school selected was given by the researcher in the present thesis.

[Figure 5.1] Exterior of Lutanda Basic School



Fifty two teachers (44 female teachers and eight male teachers) and seven support staff were working for this school when the field research was conducted. Academic qualifications of the teachers are presented in Table 5.1 below. The majority of the teachers had attained Primary Teachers Certificate or Diploma with 46.1 percent and 51.9 percent respectively. It is indicative that 98 percent of the teachers working at this school had received at least a minimum of two years of pre-service training.

[Table 5.1] Academic qualifications of the teachers

Academic Qualifications	Male Number (%)	Female Number (%)	Total Number (%)
Secondary Education (Grade 12)	0 (0)	1 (2.0)	1 (2.0)
Certificate	2 (3.8)	22 (42.3)	24 (46.1)
Diploma	6 (11.5)	21 (40.4)	27 (51.9)
Total	8 (15.3)	44 (84.7)	52 (100)

(Source: School Profile)

The age group for the pupils in this school ranges from seven years to 16 years. The enrollment stood at 2,004 pupils, comprised of 1,054 boys and 950 girls as of July 2012. For the administrative purposes, the school has three sections: Lower Basic comprising of Grades 1 to 4 classes, Middle Basic comprising of Grade 5 to 7 classes, and Upper Basic comprising of Grades 8 to 9.⁸ The total number of classes is 40 (four streams of Grades 1 to 7 and six streams of Grades 8 to 9), but the classrooms available are only 21. Four sessions are therefore held per day for the Lower and Middle Basic and two sessions for the Upper Basic in this school to accommodate all the pupils. Table 5.2 shows how these sessions are operating in the school. This is a common situation in Zambia which is attributed to high population of pupils against the number of schools.

[Table 5.2] Four sessions operating

Session	Time	Lower and Middle Basic	Session	Time	Upper Basic
1 st	6:45 - 10:20	Grade 1-2	1 st	6:45 - 12:30	Grade 8-9 <i>*Grade 7 also starts at 6:45 to 12:30.</i>
2 nd	10:30 - 13:45	Grade 2-3			
3 rd	13:45 - 17:20	Grade 4			
4 th	12:30 - 17:20	Grades 5-6	2 nd	12:30 - 17:20	Grades 8-9

(Source: School Profile)

Lutanda Basic School is run not only by the school administrators and teachers, but also by the parents and the community. The head teacher reported

⁸ Lower Basic and Middle Basic are categorized into the primary education in Zambia.

that the school collaborates with the Parents-Teachers Association (PTA) as the school holds a general meeting to discuss school-related issues. The executive committee of the PTA is involved in decision making of the school on behalf of all parents and the community when the school faces big challenges to be addressed. She also reported that the PTA of the school is fairly active in helping school operations in various ways.

5.2 Critical Factors Hindering the Implementation of SITE

This section exclusively describes the major constraints of the implementation of SITE in Lutanda Basic School. The problems were mainly identified through a) in-depth interviews with the school management and the Grade 2 teachers and b) the SITE class observations for three months. On the account of those constraints, this study found that success of the implementation of the literacy program could be hindered by three critical factors in the school; a) shortage of experienced SITE teachers, b) lack of SITE materials, and c) insufficient supports from the school. Each of the factors will be presented in detail below.

5.2.1 Shortage of experienced SITE teachers.

Insufficient trainings in SITE for Grade 2 teachers. In academic year 2012, three teachers were responsible for four Grade 2 classes in Lutanda Basic School. Teacher A had been teaching for 14 years after she finished her training at a teachers' training college in 1999. When she started working at the school, she was asked to teach Grade 1 and taught this grade for seven years. And then she had

been in charge of Grade 7 class for three years before she took over Grade 2 class in 2012. Teacher B had eight years of teaching experience mainly in primary section, since she obtained a Teacher Certificate. She was given Grade 2 class in 2012, and it was the first year for her to work with Grade 2 pupils. Teacher C had a Primary Teacher Diploma, and taught Grade 3 and 7 classes for one year respectively before she was assigned to teach Grade 2 in 2006. Since then she had been in charge of Grade 2 classes for seven years in a row at this school, and especially in 2012 she was teaching two Grade 2 classes. One class was taking place during the 1st session, and the other was during the 2nd session.⁹

One year after Teacher A was given Grade 1 at the school, NBTL was rolled out in all Zambian schools and the government started training in all Grade 1 teachers for NBTL through each district. She was picked up for this training with other two colleagues and received the 7-day training in NBTL. After that, she immediately had to implement NBTL and use what she learned from the training in her Grade 1 class. While she was teaching NBTL for seven years, she had confidence on her work. However, she inevitably encountered difficulties in teaching SITE, because she had never been trained for that. She was struggling to handle her SITE class during the first term when she just moved to Grade 2 class. She expressed her feeling, remembering those days:

⁹ As stated in section 5.2, there were four Grade 2 classes in Lutanda Basic School, but only three teachers were available to teach this grade. Therefore, Teacher C was given two Grade 2 classes in 2012.

"I had a challenge especially at the beginning because I have not been trained teaching SITE. I used Teacher's Guide that is available to just check from time to time if I forget maybe certain methods. I would go back to the Teacher's Guide and just remind myself on the correct methods of teaching."

Teacher B also had not trained in SITE. She once participated in the SITE orientation organized by the school after her colleagues in Grade 2 went for the official SITE training provided by the government several years ago. From that orientation, she only learned some tips on teaching SITE lessons, but she did not obtain much useful information on course methodologies. She also participated in workshops where she learned how to handle the ROC class. Mumuni zone where the school belongs held those workshops for Grades 5 to 7 teachers, when she was teaching Grade 5 class.¹⁰

Unlike others, Teacher C was trained in NBTL when she was attending a teachers' training college. PRP training was mainstreamed into all primary teacher training colleges in 2003 as a course component with the aim of training student teachers for the PRP courses. She wrote her exam on NBTL and had an experience to teach NBTL when doing her teaching practice at one basic school. However, she had never passed through any SITE orientation, workshop, or training. She simply acquired knowledge on how to go about teaching SITE from the book. The following comments were made by Teacher C:

¹⁰ Zone is a cluster of schools. Lusaka district is divided into 8 zones and Mumuni zone is one of them.

"I didn't go for training and I was just reading a book on SITE. I just got the SITE book and started studying how I should go about and how I learn."

Table 5.3 briefly illustrates the Grade 2 teachers' qualifications of Lutanda Basic School, including their education, teaching experiences, and training in the PRP courses.

[Table 5.3] Grade 2 teachers' qualifications

Teacher	Academic qualification	Total years of teaching	PRP training	Type of the training
		Grade (Years)		
Teacher A	Diploma	14 years	NBTL	Official NBTL training by the government
		Grade 8 (2) Grade 9 (1) Grade 1 (7) Grade 7 (3) Grade 2 (1)		
Teacher B	Certificate	8 years	ROC	School-based orientation
		Grade 5 (2) Grade 3 (3) Grade 4 (2) Grade 2 (1)		
Teacher C	Diploma	9 years	NBTL	Teacher's college course component
		Grade 3 (1) Grade 7 (1) Grade 2 (7)		

(Source: Field Notes)

Despite the absence of training in SITE, all Grade 2 teachers perceived that their experiences in NBTL or ROC are helpful for them to teach SITE because all PRP components shared similar features on methods, materials, and lesson routines etc. The following comments were made by the teachers:

“There are a lot of connections between NBTL and SITE because almost same methodologies used in NBTL are also applied in SITE. I possibly teach SITE because of NBTL training. If not, it would be very impossible for me to take SITE class. I still have ideas I got from the other program and I also use them in SITE.”

“The methods, almost same. For me, it is easy because I went through NBTL at college even while I was doing my teaching practice. So when I was employed I was able to teach SITE course because I had a background of NBTL. “

Nevertheless, they reported that they wanted to know how to sort out certain matters when they are faced with a number of barriers on handling the SITE class.

Unhelpful teacher group meeting for SITE teachers. Teachers in the same section had a regular meeting called Teacher Group Meeting to discuss various issues of teaching in all subjects. The meeting usually took place every three week under the leadership of a senior teacher in charge of supervising that section. In this meeting, teachers tried to find out how they can help each other to resolve their difficulties hand in hand. Grade 2 teachers also brought out the particular problems that they frequently experienced in their SITE class. However, this meeting was not very helpful for the SITE teachers, since there was no experienced teacher who can best advise others on teaching SITE with comprehensive knowledge. The meeting normally ended without giving the SITE teachers any feedback. The following comments were made by one of the teachers about this matter:

“As I told you, when we have a teacher group meeting, we ask each other how to go about certain things. But sometimes our problems on SITE are not sorted out because nobody knows it very well. So it is better to have training from time to time.”

Need for school-based training in SITE. Teaching reading and writing in Zambian languages and English basically requires different teaching strategies due to their different phonic and phonemic systems. These differences caused a lot of confusions among Grade 2 pupils who moved from Grade 1 class where they learned all subjects in their local language, Nyanja.¹¹ They were already used to the phonic and phonemic systems of Nyanja after they completed Grade 1. Moreover, as the majority of the pupils came from the community where they have very little contact with English, the language introduced in Grade 2 was alien for most of them. Hence, both teachers and learners faced challenges in teaching and learning to read and write in English. Teacher A and B gave a number of problems on this issue:

“Most of the pupils, they don’t know how to read. They are coming from Grade 1 where they read in Nyanja. Now you find out that letter ‘a’ don’t be reading it as [a], and then letter ‘e’ is believing it as [i] because it is Nyanja. So it is very difficult for them to adjust especially in the 1st term. And some of them, they come from the background where they have never done and they just came from Grade 1 where they have never heard of it. So reading is very difficult for them. So you find out that when you assess them, they even fail to read very simple words and you have to take them back.”

¹¹ Nyanja is one of the seven official Zambian languages which was adopted as a language of initial literacy in Lusaka district.

“Having learnt in their local language at Grade 1, they are experiencing a lot of difficulties to move away from their language. For example, when writing English words, they write in the local language. Equally in reading they want to read English words in the local language.

Teacher C also said that,

“These children have started with their local language. Most of them are coming from where they are using the same language. So as children begin SITE, it is a very big challenge both on the learners and teachers because the teacher must have enough time and strategy to teach children to understand that language being introduced. Though you take them slowly, but again, it is very very difficult because children at that time they are so much used to their local language. For them, each and everywhere English is strange to them apart from a few children who are coming from homes where they use English as a work of communication. But for others, practically, impossible. They can’t understand.”

It was turned out that the school used to organize SITE workshops or orientations after Grade 2 teachers received official training for SITE when the course was initially introduced in schools. There were several teachers who played a key role in leading SITE workshops and orientation for their fellow teachers who had not undergone any official training. As they had retired or been transferred to another school over time, the training programs for PRP had stopped taking place during the past few years. In addition, the school managements had not put their priorities on PRP since the first head teacher, who took this program very seriously, left for another school. This had resulted in weakening institutional memory such as teachers who were experienced in SITE. Consequentially, the Grade 2 teachers were not able to entirely implement the SITE methodology in practice and they sometimes taught SITE generally or randomly just like any English subject. All Grade 2 teachers strongly expressed their concerns that school-based continuous

training programs for SITE are in need of consideration with high priority. They put it in this way:

“School must renew of training every time. We need to be oriented. It is better to continue training or even retraining because it will continue remind us of the program that we are doing. If we continue to undergo training then maybe the problems we are encountering will be sorted out because I have not been trained, I don’t know whether I am doing correctly now.”

“The school needs to organize training workshops for the teachers especially in SITE, because it is not all teachers who have an idea about SITE. They should not put any teacher in a particular class to teach. So I suggest that maybe if school can be orienting all the teachers, it would be more effective to implement SITE.”

As seen from the teachers’ comments above, they need to be trained in the particular SITE method to apply it when teaching English literacy. Not only that, they should have comprehensive knowledge on how to handle certain issues related to SITE with more practical guidance.

Teachers also argued that the school needs to train all teachers in primary section for SITE on a regular basis, so that all teachers have at least the potential and ability to handle Grade 2 classes. It is worth comparing Lutanda Basic School with another school which had supported this idea. Malaika Basic School in the same zone had developed school-based teacher training programs to sharpen all primary teachers’ skills in PRP.¹² The programs had taken place as scheduled throughout the whole year, and every teacher in Lower and Middle Basic section

¹² The name of this school was given by the researcher in this thesis.

had an opportunity to receive SITE orientation by the school. This initiative on teachers' development was highly appreciated by the teachers working at this school. The head teacher mentioned how their training programs work:

"SITE is a very important program. SITE is very key for our education system. When one teacher move from one grade to another grade, then they may not have the skills that are required for SITE, so we have to always facilitate some orientation to make their work easier and also to help the children. We have trained all our teachers here. None of the teachers had been trained professionally at colleges to teach SITE. But they have learned the skills from the workshops that we conducted in this school. We have key teachers for SITE who went for trainings. Those are the ones who normally demonstrate to their colleagues."

Inappropriate teacher placement plan for SITE classes. School management, including the head and deputy head teacher, is influential in making decisions on assigning teachers to a certain grade. It means that teacher placement plan is up to school management with autonomy. The head and the deputy head said a critical criterion had been applied when the school placed a teacher in Grade 2 class; that was whether or not a certain teacher goes through any SITE training. The school management perceived that Grade 2 is an important period where pupils start building a foundation in reading and writing in English. The head teacher said:

"Those teachers who are trained, they are the one who teach children in Grade 2. It is not every primary teacher who can teach so basically undergo training and then they teach the children. When we place someone in a certain class, we know the teacher will manage to teach. We don't place anyhow. They are trained and placed. Even as we place them to lower grades, these teachers went through that education then they are able to teach children."

Ironically, they assigned the three teachers to Grade 2 who had not gone through professional training in SITE. Moreover, two of them had never taught learners in Grade 2 before they were given that grade in 2012. That might be because of shortage of experienced teachers to be assigned to the SITE classes. All Grade 2 teachers disagreed with the decision on teacher placement of the school, since they thought the school management did not take their concerns into consideration. For example, Teacher B was given Grade 2 class even though she was not confident with the literacy methodology in the course. She further added that the school management should discuss their teacher placement plan with the teachers before they assign a teacher to a certain grade.

Regarding the system of teacher placement, Teacher A and C who had taught NBTL or SITE more than seven years made a suggestion on introducing a different initiative. Both of them seemed to have a feeling that it would be more effective in teaching literacy if they could take the same children from Grade 1 to 2 or from Grade 1 to 4. They felt that they could be monitoring the progress of their students better if they could be maintained with the same pupils for a certain period of time:

“When I started SITE with those children, I was supposed to continue because children got used to me as I was able to teach them. It would possibly help much if there is a system where I start with children at Grade 1 with NBTL then from there I take the same children to Grade 2 and start SITE with them. Because they already know how I teach, they understand the way I talk and so on. So when I get to Grade 2 for example for the SITE with the same children, then I proceed with the same children to Grade 3, I think by the time they reach Grade 4. Then their reading and writing could reach a certain level. I believe so because

the teacher can work more effectively. I feel this system works very very well. From Grade 1 you maintain the same teacher up to Grade 4, then from Grade 5 again you maintain the same teacher up to Grade 7. That will be very ok with the particular class like NBTL or SITE."

"I have an idea if I could be given a chance to take those children to somewhere. Now, this day, I am given this class, and next day, another teacher takes over. It will take a long time to understand the children even to start identify who is doing better and who is doing badly and so all those things are not helping the children. We must have the system where one starts with the children and maybe leave them somewhere. It is just good between Grade 1 and Grade 2 because this is a critical period where you must insist on teaching child out to read and write with their local languages and English. But you hand over this class and give this class to the other teacher and that other teacher start knowing children and understanding this and that. That takes a little bit of time again."

Unlike Lutanda Basic School, Malaika Basic School had a policy introduced in 2010 which a teacher starts with children in Grade 1 and then goes with them up to Grade 4. The head of the school explained that all teachers in her school had been motivated to make sure that they help their children improve their reading ability with a great responsibility through this policy. The head further added that she found the achievements of the children so far good, anticipating that the results would turn out to be positive when the learners reach Grade 4.

5.2.2 Lack of SITE materials.

SITE class overview. There were 52 learners in the SITE class observed; 31 boys and 21 girls who had different backgrounds such as tribes and ages etc. By the SITE course methodology, the class was divided into four ability groups called Blue (Highest), Red (Mid-high), Orange (Mid-low), and Green (Lowest). The exact

number of students belonging to each group had varied after every continuous assessment, but it usually ranged between 10 and 15. Of the whole class, approximately 93 percent attended the SITE lessons every day, while about 17 percent tended to be absent on rainy days and Fridays on average.¹³

The SITE classroom was kept clean and well lit most of time, and desks and chairs were adequate for all the pupils to be seated. When the whole class sat in front of the teaching station, the space was not enough to accommodate 52 students, so they had to be squeezed. Notebooks and pencils were enough supplied to the students.

[Figure 5.2] SITE classroom



¹³ I checked student attendance every day from Monday to Friday during the SITE lessons.

[Figure 5.3] Teaching station



At the beginning of the 2nd term, the teacher used to put some SITE supplementary readers written in both English and Nyanja on the table in the corner. This was called Class Library where the pupils were expected to read story books after they complete their assignments. However, it was hard to find this library set up in the SITE classroom at the end of the term because many of them were lost.

[Figure 5.4] Class library



Many things to be written on the board. There were three Teacher's Guides, three Pupil's Activity Books, three sets of conversation posters, and some supplementary readers available for the SITE lessons in Lutanda Basic School. Lack of teacher's guide and conversation posters was not a serious problem, because the teacher utilized only one teacher's guide and one poster when teaching the whole class and the groups. However, inadequate activity books made both teachers and learners in Grade 2 struggle to successfully teach and learn literacy skills. Furthermore, over enrollment which is a common problem of Zambian schools was worsening this situation.

SITE Activity Book is for learners to be used as the main source of learning activities. While a teacher is teaching one group at the teaching station, the other three groups use this book to do their group assignments. It is clearly stated that "You (teacher) MUST have one book to share between two learners, otherwise they will not be able to do all the activities properly." (ZMoE, 2002, p. 10) It means that students are not able to improve their literacy skills if adequate books are not provided.

It was identified by the teachers that lack of learning materials was the most serious problem hampering effective teaching and learning of the SITE lessons. There was, however, only one activity book against fifty two students for the SITE class observed. The teacher always tried to borrow other activity books from the other two Grade 2 classes so that each ability group could have one book. Ten to fifteen pupils in a group usually shared one book while they were doing

their learning activities. It sometimes did not work well because the other SITE class was also using their books concurrently.

This situation required a lot of efforts and time from both the teacher and the children. For example, the teacher had to continuously use the board to give pupils assignments. It took long for the teacher to put everything in the activity book on the board, and then to find time to explain what her students were supposed to do. While the teacher was writing and drawing learning activities on the board, the pupils wasted of their time, just sitting at the desk, wandering in the classroom, or playing with peers etc. That was because the teacher was not in control of a number of pupils when she concentrated on this work. Learners got easily distracted, which required some time again to make them pay attention to their task. When a certain activity had lots of pictures to be drawn on the board, then the teacher decided to “Let me just teach other subjects” and skipped the lesson of the day as one SITE teacher mentioned. This extra work also demotivated teachers in various way; they felt lazy to give attention to the slow learners who need more supports, to check whether the children were doing correct things or not, and to do remedial works and so on.

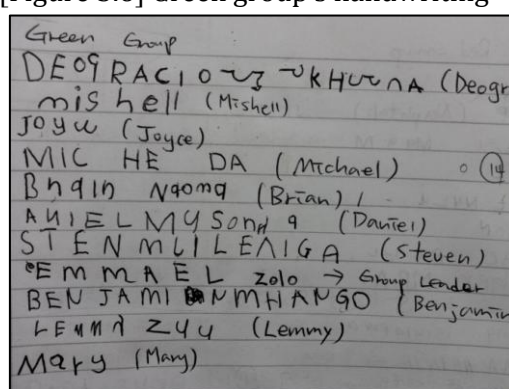
Many things to be written on the notebooks. It was the students who were greatly suffering from inadequate activity books. Especially, it had a considerable effect on those who were in the two weakest groups, the Green and the Orange group. During the group activity, only one book was placed in the front-middle of the group table as shown in Figure 5.4. Some pupils sat in the visible distance from

the book, whereas others had to see it from a distance. In order to clearly see their assignments, pupils kept going back and forth from where the book was placed to their seats. They easily forgot about what they saw from the book while they were coming back to their seats, because they tried to get the words and pictures by rote. This was very challenging and demanding for most of them who were not able to accurately write English alphabet (See Figure 5.7).

[Figure 5.5] Group activity



[Figure 5.6] Green group's handwriting ¹⁴

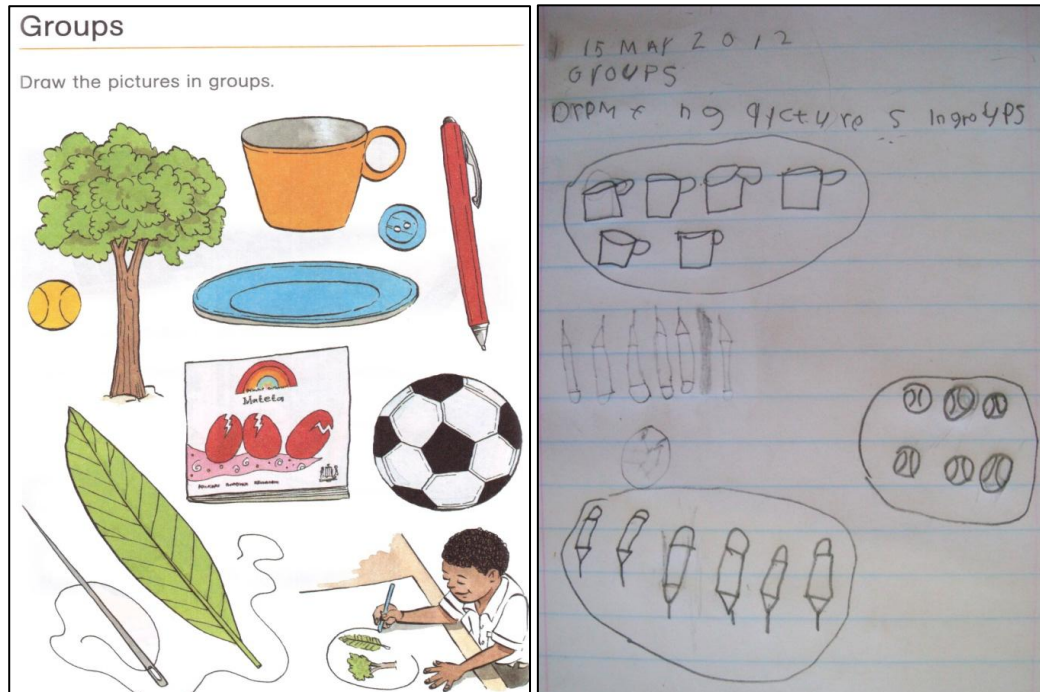


¹⁴ Pupils were asked to write down their names on the paper. The names in brackets were written by the researcher to recognize their names properly.

All mentioned above contributed negatively to children's literacy learning. A number of mistakes were easily found in their assignments, although they were asked to perform a simple and easy task. Figure 5.5 shows what the activity book instructs a child to do (left side) and how one pupil from the Green group completed his work (right side). The teacher additionally gave an account of what the group was supposed to do in both English and Nyanja. He was asked to write "Draw the pictures in groups" and put the things in the book into the same category like "tree and leaf", "cup and plate" and so on. However, he "drew" some incorrect letters with six cups, balls and pencils in a group respectively.¹⁵ The boy was asked to read the words used in the instruction, but he was not able to read them and just looked blank. It is worth noting that the words, "draw", "pictures" and "groups", were very frequently used in the SITE class, which means that the boy might have heard and seen them quite often. He was expected to finish his learning activity correctly, but failed to write, more accurately, to copy the instruction and to draw the pictures in groups properly. Similar learning problems were commonly occurred among most of the pupils in these groups. They seemed not to grasp what they have learned.

¹⁵ I used the word "drew" instead of using "wrote" because many of the pupils in the Green and Orange group did not know how to write English alphabet correctly. They really drew the alphabets when they were doing their assignment, looking at the words in the book or on the board.

[Figure 5.7] Green group pupil's work completed



(Source: *Step In To English Activity Book Grade 2, 2002, p. 52*)

It was also often observed that many of the pupils in these groups tended to lose their interests in their group activities immediately after they were given them. That was because they could not have a chance to see the book until they understand what they were supposed to do. From time to time, the teacher put one more activity book on the group table when the other groups utilized supplementary readers for their group activities. Then almost all the children in these groups started actively participating in their learning activities. Literally, they were immersed in their work, showing great interests, even if mistakes were still


found in their work completed. It obviously means that the slow learners are able to learn better with more books.

On the other hand, learners in the Blue group were not only well motivated but also eager to learn more usually. They mostly took their group assignments seriously and focused on them even under the same condition. They also enjoyed competing with the peers in the same group when they were doing their tasks. Figure 8 shows the activity given to the Blue group (upper left side) and the work completed by two students (upper right side, lower one). The group was asked to draw the pictures in the book and write the correct sentence that describes each picture. They almost perfectly finished their work, and fluently read the sentences written. Similar levels of achievements were made by the most of the pupils in this group. It was also often observed that many pupils in the Blue group, especially girls, showed friends their work when they got back their notebooks from the teacher. They seemed to feel proud of themselves and satisfied with the results of what they had done.

[Figure 5.8] Blue group pupils' work completed


Write the correct sentence for each picture.

1




Hare is in the basket.
Hare is in the cupboard.

2




Hare is eating carrots.
Hare is eating fish.

3




Hare likes cakes.
Hare likes beans.

4




Hare is jumping.
Hare is sitting.

5

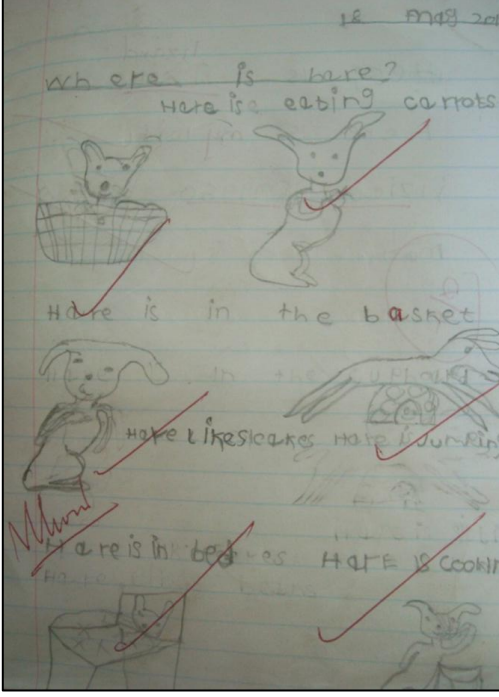


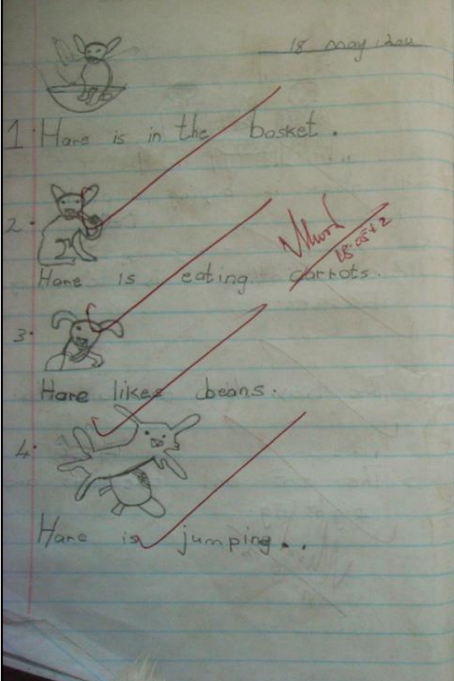
Hare is in the garden.
Hare is in bed.

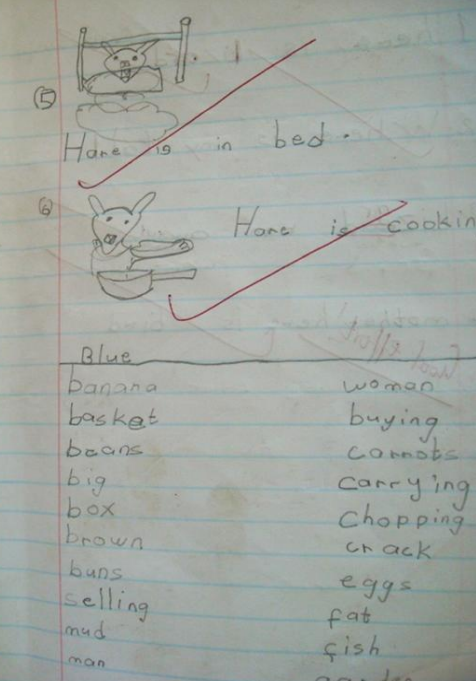
6



Hare is cooking.
Hare is crying.







Blue

banana	woman
basket	buying
beans	carrots
big	carrying
box	chopping
brown	crack
buns	eggs
selling	fat
mud	fish
man	garden

(Source: Step In To English Activity Book Grade 2, 2002, p. 69)

However, they spent quite a long time completing their activities, because their tasks usually required them to draw many pictures and write many words or sentences. Not only this group but also other three groups needed additional time to learn to read and write in English with only few activity books. This situation often caused the teacher not to finish the SITE lessons within one hour. She taught English literacy on average about one and a half hour every day, which affected teaching other subjects. The following comments showed her concerns on this problem:

“Because of this, other subjects suffer. If I am not finishing SITE within one hour but if it goes beyond, the other subjects I am supposed to teach I will not teach. It means that the period will be just wasting.”

No encouragement for the use of class library. Class Library should be set up with the story books in the SITE classroom to facilitate learners’ reading ability. Initially, the school received three sets of thirty six graded story books, but many of them had been lost. Each child hardly had a chance to read books because there were only 16 English story books left. It was also found that teachers rarely encouraged students to read books from the library.

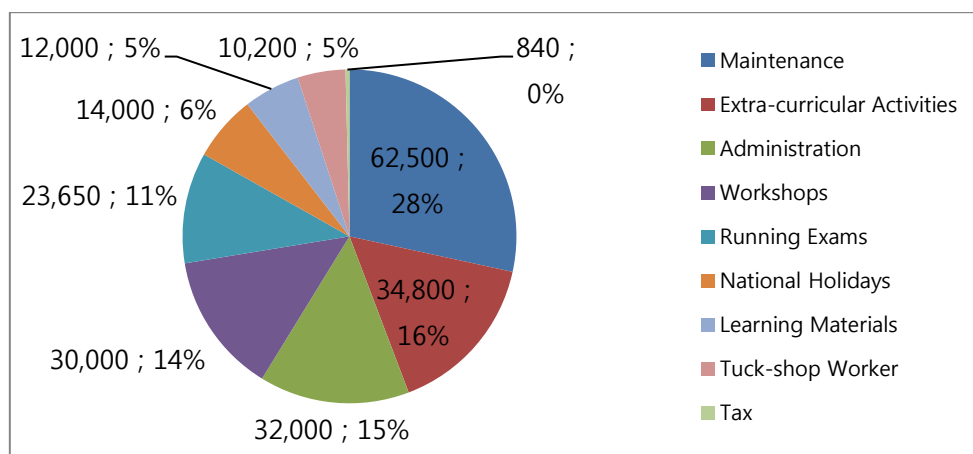
5.2.3 Insufficient supports from the school.

No financial support for SITE. Two main financial sources of Basic Schools in Zambia are the government grants and the fees from Grades 8 to 9 pupils. After the introduction of Free Primary Education (FPE) for Grades 1 to 7 in 2002, the

Zambian Government has given schools some grants to cater for operational expenses. The amount of funds provided to government schools varies from school to school and depends on several factors, such as enrolments, distance of school from the district headquarters, and gender parity etc. (SACMEQ, 2010). On the other hand, each school decides on the amount of the user fees to be paid from Grade 8 and 9 pupils. Apart from those two resources, a school may collect funds from parents with approval from the education authorities through the District Education Board Secretary (DEBS) and the Provincial Education Office (PEO) if a school needs to charge additional levies (ibid.). Consequently, school income is combined from the government to the community.

In 2012, the total income of Lutanda Basic School was 240,600 Kwacha which is equivalent to about 48,120 USD. The school made a budget and spent the income according to its priorities and needs identified by the teachers and the members of the school. As shown in Figure 5.9 below, the greater part of the school income (73%) was expended for the maintenance (28%), the extra-curricular activities mainly for Upper Basic section (16%), the administration (15%) and the workshops (14%) in 2012.

[Figure 5.9] 2012 School budget



(Source: 2012 School Budget)

However, it is important to note that there was no budget to support the implementation of SITE or even for PRP. The deputy head said the separate budget was not appropriated for SITE or PRP, but it was within Learning Materials item. In contrast, the SITE teachers gave an opposite answer that “there was literally nothing for SITE or PRP in terms of money”. According to them, the current school management had never put a budget on SITE materials although Grade 2 teachers had consistently reported the need of learning materials for SITE. Besides, they had not organized any SITE workshops or orientations for the teachers even though 14 percent of the school income was spent for the workshops in 2012. No financial support from the school possibly means that the implementation of SITE was not the priority of the school management to deal with. All SITE teachers expressed their feelings that the school does not take this program seriously because the primary section is free education where the government is responsible for the

provision of what the section needs. The teachers also perceived that the management of the school relies on teachers' creativity too much when it comes to teaching SITE without any financial support.

It is interesting to note that a case of Malaika Basic School shows that school management has considerable potential to make a supportive environment for more effective implementation of SITE in schools. Based on the great need of learning materials, the school management decided to make photo copies of pupils' activity book, and to spend a small amount of school income for that. By doing so, the school tried to improve learning material-pupil ratio, which helped pupils enjoy learning English literacy during the SITE lessons. Not only that, the school management had allocated separate budget to support teacher training workshops for all PRP courses. The budget was basically expended for the training aids and the extra allowance to the key teachers who lead the workshops etc. This simple comparison between the two schools indicates that financial supports could be full of help for a better implementation of the literacy course.

Lack of rigorous monitoring of SITE. Monitoring is a way of checking on whether quality education is being achieved. It might take place in form of a visit, class observation and discussion etc. Through the monitoring, school management is able to see how teachers and students are progressing. Monitoring enables school management not only to understand what actually happens in classrooms while a particular program is being implemented, but also to find out how they can fully support teachers psychologically and with resources.

SITE provides a systematic monitoring instrument and requires schools to conduct a rigorous monitoring at least once a term. Monitoring is not an option but a core activity for the successful implementation of SITE. However, it was hard to find evidence that the management had monitored the SITE lessons to any great extent: No monitoring activities were observed throughout the 2nd term. All in the management position mentioned the necessity of monitoring, but they seemed not to get actively involved in the monitoring process to make sure the program keeps on running properly. They tended to utilize senior teachers responsible for each section to conduct monitoring, and be informed by them on how SITE is implemented in the classrooms. Through their eyes, the management understood the program in actual practice. They perceived that the program is well managed in the school, and therefore, they had simply advised where they see some weakness. Due to lack of rigorous monitoring by the school management, the following climates were created among teachers:

- Teachers feel unmotivated to make lesson plans; they tended not to prepare lessons in advance;
- Teachers do not feel compelled to teach SITE rigorously; they even skip the SITE lessons;
- Teachers do not apply correct methods that SITE requires, but use their own way of teaching like any other English lessons;¹⁶

¹⁶ This problem was also pointed out in section 5.3.1 as a result of lack of trainings on proper methodology.

- Teachers sometimes report mendacious information to the management concerning pupils' progress.

It was also revealed that the school management could give a psychological support to the teacher by conducting monitoring of SITE. The teachers seemed to want to have a feeling that the management is closely working together with them to improve the challenges and the supports for better implementation of SITE. They thought that the school management does not understand what actually happens in their classrooms, so that they cannot provide the teachers with proper feedback and resources. They expected more rigorous monitoring by the school management:

"This program is not doing very well in this school because the management do very little to ensure that this program is being taught in the classes. Monitoring is very important. Management has to be on the actual ground to see what is happening in this class."

Lack of understanding about SITE. It was quite often observed that the head called for meetings in the course of the SITE lessons. Then the teacher had to leave her pupils in the classroom to take part in the meetings. When she moved out from the classroom, most of the learners gave up doing their work. Sometimes she could not come back until the time when the lesson was supposed to be finished, so she had to start teaching another subject after the meeting. This happened from time to time because the management was not able to understand how the SITE lessons are supposed to be. They only had about two years of experience in

running basic school curriculum, and therefore they seemed not to have a keen interest in the implementation of SITE, and not to know how to fully implement and support SITE in the school. In contrast, it was found that under the supervision of the first head, the school management never called for a meeting as long as the literacy courses were in session. The management was aware of the importance of PRP, and the literacy program was strictly implemented and managed. School in-service coordinator of the school recalled those days:

“When we had a first head teacher, he took things seriously. When NBTL just started, even SITE started, he was very very serious about the program. When we went to be trained, he went to be trained with us so that he knew very well what should be expected from us. During session of NBTL, no teachers, no parents for a meeting. He didn’t call for a meeting because he knew teachers have to do their work within a given time. Even if there was an important meeting, he would say “Let them finish teaching.” Even for SITE, there was no way. Even fellow teachers shouldn’t come to disturb you.”

All of these problems had kept the school management and the Grade 2 teachers from the successful implementation of SITE. This, in turn, gave rise to the low learning achievements in English literacy among the Grade 2 pupils in Lutanda Basic School.

5.3 Consequence of the Unsuccessful Implementation of SITE

This section deals with the consequence of the unsuccessful implementation of SITE; pupils’ low learning achievements in English literacy. For

this purpose, it shows the results of the student achievement test administered to the eight pupils selected.

Preparation of English literacy test. At the end of the 2nd term, English reading and writing test was administered to the eight pupils picked at random; two from each ability group. A couple of weeks earlier than this test, the teacher carried out continuous assessment when each group finished their stage of the lessons, and put the learners into four pace group based on the results of the assessment. A few pupils moved to the higher level or the lower level, but most of the students remained in the same group. The Blue group could proceed to the next stage, Stage 2 Middle, while the Red group had to repeat the same stage, Stage 2 Early. The teacher had to take both of the Orange and the Green group back to Stage 1 over again, although the learners in the Orange group were slightly better than those in the Green group. Table 5.4 briefly shows how each group had been progressing during the 1st and 2nd term.

[Table 5.4] Progress of each group during the 1st and the 2nd term

Group	Progress
Blue	Stage 1 → Stage 2 Early → Stage 2 Middle
Red	Stage 1 → Stage 2 Early → Stage 2 Early
Orange	Stage 1 → Stage 1 → Stage 1
Green	Stage 1 → Stage 1 → Stage 1

(Source: Field Notes)

The purpose of the test was to find out how much the learners had learned from the SITE lessons throughout the 1st and 2nd term. Therefore, the test was basically designed to cover what the students had learned in their SITE lessons; alphabet, phonics, words, and structures from the lessons in Stage 1 were used in the test for the learners from the Green and Orange group, while those from the lessons in Stage 1 and Stage 2 Early for the students from the Red and Blue group. Accordingly, the test was developed to consist of four areas; English alphabet, phonics, reading (words & sentences) and dictation (words & sentences).

Expected outcomes described in the policy. In order to see the gap between the expected outcomes which are described in the policy and the test results which the learners had actually achieved, the expected outcomes for Stage 1 and Stage 2 Early are presented in the following table.

[Table 5.5] Expected outcomes for Stage 1 and Stage 2 Early

Stage	Expected outcomes
Stage 1	<p>By the end of Stage 1, learners will:</p> <ul style="list-style-type: none"> • read the 58 words and sentences for this stage. • recognize and write all the letters of the alphabet in English. • copy familiar words accurately and with neat handwriting. • spell the words in the spelling lists. • sound out most initial beginning consonant sound in English.
Stage 2 Middle	<p>By the end of Stage 2 Middle, learners will:</p> <ul style="list-style-type: none"> • read 116 words and sentences for this stage. (58 of these words are from Stage 1 and there are a further 58 new words.) • spell the words in the spelling lists. • sound out short vowel sound and short vowels with consonants like -at, -ig, etc. and make up new words with

	these patterns.
	• write sentences using key vocabulary and structures.

(Source: Step In To English Literacy Course Teacher's Guide, 2002, p. 19)

Test results of Green & Orange group. The test results of these groups were very distressing. No one could achieve the expected outcomes in the policy; rather, all of the four pupils performed much lower than that. Table 5.6 shows both what test items were given to them and how many items each child answered correctly in each of the tasks. It was found that there was almost no difference between the pupils from the two groups in terms of ability to read and write in English. The most serious problem of these groups was that they were not even able to read and write the letters in English, which is a foundation of learning English literacy. They could not identify each letter in English alphabet. Naturally, they had difficulties in sounding out initial beginning consonant sounds in English. As a result, they almost failed to read the words and sentences given although they tried to read them. What was even worse was that it was too much challenging for them to write something in English. They tried to put some letters down when I read the words, but they could not manage to write them accurately. When I asked them to write sentences, they just looked empty and eventually gave up the test. It is worth noting that they had already repeated Stage 1 three times. It means that they must have heard and seen the words and sentences used in the test very frequently through their activities during the SITE lessons. Nonetheless, they could not develop basic skills of reading and writing in English through the interventions under SITE.

[Table 5.6] Test items and the results of Green and Orange group¹⁷

Areas	Test Items	Test Results			
		Green		Orange	
		Child 1	Child 2	Child 3	Child 4
English Alphabet	• Read letters in English (26)	6	4	8	5
	• Write capital letters (26)	5	4	0	1
	• Write small letters (26)	4	7	0	4
Phonics	• Sound out 17 initial beginning consonant sounds (e.g., b-, c-, d-, f-, g-, h-, j-, k-, l-, m-, n-, p-, r-, s-, t-, w-, y-)	3	0	1	6
Reading (Words)	• Read 30 words given	0	3	1	12
Reading (Sentences)	• Read 5 sentences given	0	0	0	0
Dictation (Words)	• Dictate 15 words	0	0	0	6
Dictation (Sentences)	• Dictate 4 sentences	0	0	0	0

Test results of Red & Blue group. The test results of the children from these two groups were not desirable; they were not able to read and write as expected level. Table 5.7 shows both what test items were given to them and how many items each child answered correctly in each of the tasks. It was seen that English literacy skill of the pupils from the Blue group was slightly better than that of the pupils from the Red group in this test. All four of these children knew how to write the letters in English alphabet, although some of them were a bit confused about which one is capital letter or small letter. The test results in phonics revealed that Children 7

¹⁷ I did not count the sentences where mistakes were found. I only count when the child could read and write all words correctly used in the sentences given.

and 8 grasped how to sound out initial beginning consonant sounds and short vowel sounds in English quite well, while Child 5 and 6 had difficulties in pronouncing some consonant and vowel sounds.

Better performance was exhibited in reading words than reading sentences in both groups. The children from the Red group tended to read more words from the lessons in Stage 1 than those in Stage 2 Early in the test, even though they had repeated Stage 2 Early twice. It means that they had learned few words in Stage 2 Early, which caused them to repeat the same stage once more. The results also showed that they lacked the ability to read sentences. When Child 5 was asked to read the sentences given, he read them all totally incorrectly. For example, when he was asked to read the sentence, "The teacher has a green dress", he read it like "A table and a gate see." It seemed that sentences look strange for him. Compared with this boy, Child 6 from the same group had a fair ability to read the sentences given even though she made some mistakes. For example, When she was asked to read the sentence, "There are four fat fish in the basket.", she read it like "What are four fat fish in the desk." The pupils from the Blue group exhibited that they had developed skills of reading single words. Although Child 7 was able to read few words from the lessons in Stage 2 early, he could read the words from the lessons in Stage 1 almost perfectly. He also made some mistakes when reading the sentences given, but managed to read a number of words used in the sentences. Child 8 showed the best performance among children in reading test with high scores.

The test results in dictation of these children showed that the lessons in SITE was not effective for the pupils in Grade 2 to help them develop an ability to write sentences using the words and structures which they had learned. Overall, it seemed that Grade 2 students had not mastered the basics of reading and writing in English through the two-term of the SITE lessons.

[Table 5.7] Test items and the results of Red and Blue group

Areas	Test Items	Test Results			
		Red		Blue	
		Child 5	Child 6	Child 7	Child 8
English Alphabet	• Read letters in English (26)	26	26	26	26
	• Write capital letters (26)	25	26	23	23
	• Write small letters (26)	26	26	22	23
Phonics	• Sound out 17 initial beginning consonant sounds (e.g., b-, c-, d-, f-, g-, h-, j-, k-, l-, m-, n-, p-, r-, s-, t-, w-, y-)	12	11	15	17
	• Sound out 5 short vowel sounds (e.g., -a-, -o-, -e-, -i-, -u-)	2	3	4	4
Reading (Words)	• Read 60 words given	11	15	32	56
Reading (Sentences)	• Read 10 sentences given	0	2	3	8
Dictation (Words)	• Dictate 30 words	3	9	9	21
Dictation (Sentences)	• Dictate 8 sentences	0	1	1	4

5.4 An External Factor Influencing Students' Literacy Learning

This section discusses how the degree of using English at home and the level of parents and guardians' education affected the pupils' literacy acquisition. As all Grade 2 teachers pointed out, there was a strong relationship between pupils' home background and literacy learning apart from the interventions of SITE. With the aim of identifying home-related factors influencing the children's ability to read and write, I visited four students' homes and had interviews with their parents or guardians. Child 2 and 3 who gained the lowest scores and Child 7 and 8 who gained highest scores in the reading and writing test were selected for the visits.

The results of the household visits proved that pupils learn English literacy better at school if English is frequently used at home. The more opportunity to use English at home the pupils have, the higher performance the pupils show in literacy learning. It was also revealed that Child 7 and 8 attended a private nursery or preschool, where they started learning English before they entered Grade 1. It might help them have the stronger levels of literacy in English than Child 2 and 3 from the beginning of the 1st term in Grade 2.

The results also indicated that those parents or guardians with higher educational backgrounds more care about their children's education. As a result, they more frequently assist their children with schoolwork at home. In terms of schoolwork, Child 2 and 3 did not receive much help from their guardians, while Child 7 and 8 were regularly helped with their schoolwork by their parents. Given that Child 7 and 8 showed more confidence and favorable attitudes in learning

English, assistance from the parents or guardians with schoolwork might encourage the pupils to learn English literacy better at school.

[Table 5.8] Home background characteristics

	Child 2	Child 3	Child 7	Child 8
Area of Residence	Chawama Compound ^a	Kamwala South ^b	Kamwala South	Kamwala South
Distance from home to school ^c	About two hours	One hour	Forty minutes	Thirty minute
Whom pupils stay with	Grandmother	Grandmother and aunt	Both parents	Both parents
Education level of parents/guardians	Upper primary ^d	Upper primary	Father: Diploma in mechanic Mother: Senior secondary	Father: Diploma in engineering Mother: Certificate in accounting
Occupation of parents/guardians	Maid	No job	Father: Trucker Mother: Company worker	Father: Office worker Mother: Housewife
Language spoken at home	Nyanja	Bemba	English	English and sometimes Bemba
Frequency of help with school work at home	Never	Never	Often	Everyday

Note a: Compound is a mixed enclosure of middle class and shanty residences.

Note b: Kamwala South is a residential area where most of the pupils of Lutanda Basic School come from.

Note c: Pupils normally walk to school from home.

Note d: Upper primary means they finished Grade 6.

In short, the nature of the family background of the pupils could be an external factor that resulted in different levels of English literacy skills among children.

Chapter 6: Discussions of Research Results and Suggestions

This chapter discusses the major findings derived from the research results and makes suggestions to improve the situation the school encountered when implementing SITE in the school. The findings of the study indicates that the successful implementation of SITE depends highly on the school leadership and supports as well as the teachers' competence and commitment to deal with the program in the absence of sufficient government supports and in resource-poor teaching environment. It additionally discusses that the parents and guardians' engagement in and assistance to SITE could be beneficial to the children's literacy learning.

6.1 School Leadership and Supports

As one of the main facilitators of curriculum implementation, school leaders have a strong influence on shaping organizational conditions necessary for the success of school curriculum such as development of shared goals, supportive climates, cooperative work structures, and monitoring procedures etc. (Fullan & Stiegelbauer, 1991). The results of this research found that the school leaders could make important contributions toward the successful implementation of SITE especially in an absence of sufficient government supports. The results was also showed that if the school leaders seriously take the literacy program in actual practice and try to manage the implementation process with active supports, the program is likely to work well. Another finding of this research was that Grade 2

teachers in Lutanda Basic School did not prefer the distributed leadership of the school management; rather they needed more detailed directions for improvement of the implementation of SITE. Based on the findings of this research, the followings are suggested for the school leaders to play and maintain a conducive role in the implementation process at the school.

Cultivate leadership and management skills. All participants involved in this research perceived that professional school leadership, with capacity to manage a particular school curriculum, was decisive for positive change. This requires an understanding of the literacy program in practice and skills to lead the actions for change from the school leaders. To this end, the school leaders should try first to learn and gain some knowledge about SITE, not necessarily as an expert, through interactions and communications with other school leaders and teachers on the ground. Then they could develop appropriate strategies and adopt standard operating procedures for improvement. School leaders, for example, could set up a specific action plan for SITE; they could identify the tasks to be undertaken, designate who would be responsible for the tasks, and specify a timeline for completion of each task and so on. This all would make good progress towards better implementation of SITE in the school.

Provide active supports. The research results pointed out that the successful implementation of SITE could be impeded by lack of supports from the school. Without active supports, the school literacy program is not likely to be sustained.

However, active supports for SITE do not mean that the school leaders should place their top priority on that program; rather, they need to identify what should be supplied among many demands and to commit the school budget to their purchase. For example, the most pressing issue to be addressed is to provide school-based teacher training workshops for SITE to ensure the quality of teaching of English literacy. It might help the teachers build confidence to take Grade 2 classes, acquire skills and knowledge relevant to teaching the SITE lessons, and foster a learning culture in the school. If necessary, the school leaders can cooperate with other schools in the same zone which have key instructional players to develop the SITE training programs. It might help the school increase the institutional capacity to have ongoing, interactive, and cumulative staff trainings for SITE at the school level.

Another possible intervention necessary is to undertake rigorous monitoring for SITE. The school leaders should codify monitoring procedures in collaboration with the teachers and make sure that monitoring activities are conducted in the school. They need to create the positive climate that every member of the school is responsible for better implementation of SITE, since the whole school could eventually take advantage of improved literacy skills of the pupils if the SITE lessons are effectively taught. The school leaders should not just sit back and say “Everything is OK in this school”, relying so much on the teachers’ creativity for the day-to-day implementation of SITE. They, themselves, are supposed to actively engage in the monitoring activities by visiting classrooms to see what is happening and by following through on decisions and so on. It might help them build deep understandings of what should be expected from the school

management and respond appropriately to the teachers' concerns in order to successfully lead the change.

6.2 Teachers' Competence and Commitment

Teachers are the main agents of change because they have a constant influence in classroom innovations (Havelock, 1970). Their commitment, attitudes and competences toward change are crucial factors contributing to the quality and directions of the change process (Altrichter, 2009). The results of this research indicated that the teachers' competence and commitment for teaching SITE could influence the likelihood of the successful implementation of the literacy program in resource-poor teaching environment. Especially in Zambia where many pupils greatly rely teachers on their knowledge due to lack of learning channel like books, TV, or Internet, teachers' role as implementer of the literacy program could be central to the successful outcomes such as continuous improvements of pupils' literacy skills. Nonetheless, the Grade 2 teachers observed were neither experienced enough to lead this success, nor committed to making progress with implementing effective strategies for SITE. They were mostly discontented with the poor situation where there were insufficient supports from the government and the school. However, "the degree to which people are committed to a reform is reflected in the time and energy they devote to its implementation and in the extent to which they remain faithful to their role in the face of opposition and operational difficulties" (Thomas, 1994, p. 1852).

More efforts from the individual teachers, accordingly, seem to be needed to better deal with the problems arising while daily teaching the SITE lessons in their classrooms. The results also indicated that lack of collaborations between fellow teachers within the same section could be a barrier to the successful implementation of SITE. As Altrichter (2009) contends, it will be easier for teachers to increase the program effectiveness if they collegially fill in individual's gaps of motivation and qualification in a network. In light of the findings of this research, the following suggestions are proposed for the teachers to make more favorable conditions to facilitate the implementation of SITE both at the classroom level and at the section level.

Deepen understanding about SITE elements. As noted in Chapter 5, all SITE teachers had Teacher's Guide which includes detailed instructions on every element necessary for managing the SITE class. With this book, teachers can check themselves on whether they are following the directions when teaching SITE; preparing appropriate lesson plans and activities, conducting assessment and remedial work properly, and giving feedback and attentions to pupils in a timely manner etc. If they find discrepancies, they should make the necessary adjustments by themselves, which might bring about better outcomes. This, for example, could be done by establishing self-review process and by maintaining it on a regular basis. It might help them construe their roles as a facilitator in their classrooms and develop competence to handle the SITE class better. This would be the starting

point to lead success of the literacy program at the classroom level under the conditions of a poor teaching environment.

Create collective working culture. As some researchers argue, successful implementation equals success of building up a “community of learners” with respect to the innovation (Reinmann-Rothmeier & Mandl, 1999, p. 306 cited in Altrichter 2005). To this end, the teachers need to make full use of Teacher Group Meeting, although each individual is not an expert in teaching of literacy through SITE. The teacher group within the same section could be a learning network where the teachers collectively work together by exchanging and synthesizing their own individual knowledge, experiences, ideas, skills and creativities to better teach the SITE lessons. Not only that, the teachers need to create cooperative mode through this meeting so that they can boost motivation and share positive feelings about their work in spite of a number of challenges they have faced. This might be helpful for the teachers to make good progress towards implementation, since “the quality of working relationships among teachers is strongly related to implementation.” (Fullan, 1994, p. 2843)

6.3 Parents and Guardians’ Engagement and Assistance

Parents or guardians are not the main actors who are directly involved in the implementation process of the school literacy program. Nevertheless, this study found out that they could play complementary role in improving children’s experience of literacy learning. They might help their children to perform better by

making a follow up on progress made by them in cooperation with the teachers. For instant, they can from time to time engage in teaching and learning process at the school when SITE is implemented; they can visit the classroom to see how their children read and write English during the SITE lessons and furthermore discuss with the teachers on how they could help them with schoolwork at home. Their interventions would have a positive impact on the pupils' literacy acquisition.

Based on the findings, this study finally emphasizes the importance of close collaboration among school, teachers, and parents or guardians not only to promote successful implementation of the current literacy program but also to improve English literacy skills among Zambian learners.

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Appendices

[Appendix 1] Class Observation Guideline

	Area of observation	Comments
Environment	<p>Is the classroom clean?</p> <p>Is the classroom well lit?</p> <p>Are the desks and chairs adequate for the pupils?</p> <p>Is the library equipped with the reading materials?</p> <p>Is the teaching station well-prepared as stated in the teacher's guide?</p>	
Instruction	<p>Does the teacher prepare the lesson in advance?</p> <p>Does the teacher use easy words when giving an instruction?</p> <p>Does the teacher write words clearly on the blackboard?</p> <p>Does the teacher use the teacher's guide and other teaching aids properly?</p> <p>Is the teacher able to cover the prepared work within the specified time?</p> <p>Does the teacher provide timely feedback to the learners? (Marks, Comments etc.)</p> <p>Does the teacher keep the class time?</p> <p>Does the teacher know how to manage the class?</p> <p>Does the teacher use English all the time during the SITE lessons? When does he/she use Zambian local language and why?</p>	
Learning	<p>Do the pupils attend the SITE lessons every day?</p> <p>Do the pupils bring their notebooks and pencils?</p> <p>Are the learning materials enough and adequate for the pupils?</p> <p>Do the pupils actively participate in all class activities and follow the teacher's instructions well?</p> <p>Do the pupils ask the teacher questions and request for his/her help when they don't understand lessons and instructions?</p> <p>Do the pupils complete their assignments on time?</p> <p>Do the pupils use English all the time throughout the SITE lesson?</p>	

[Appendix 2] Informed Consent Form: Class Observation

Research Title: The Factors Hindering the Implementation of a School English Program in Zambia

You are being asked to take part in a research study of the implementation of English literacy course under *Primary Reading Programme (PRP)*, especially *Step In To English (SITE)* course for Grade 2 pupils in your class. This study is being conducted by Sohee Won who is a master's candidate in Global Education Cooperation Program at Seoul National University, South Korea. I am asking you to take part in this study because you are the right person who can provide me with relevant information for my research. Please read this form carefully and ask any questions you may have before agreeing to take part in the study.

What the study is about: The purpose of this study is to discover the major factors hindering the successful implementation of SITE in your school.

What I will ask you to do: If you agree to be in this study, I will conduct a class observation in your classroom. During my observation, I will mainly focus on two aspects of the implementation of the SITE course; 1) your teaching and 2) pupils' learning when acquiring English literacy during the SITE lessons. I will observe every literacy class during the 2nd term of the 2012 academic year in your classroom. With your permission, I would like to take notes of, record, and film teaching and learning taking place in your classroom.

Risks: I do not anticipate any risks to you participating in this study.

Benefits: There are no benefits.

Your answers will be confidential: The field notes, recording files, and videos for this study will be kept private. In any sort of report I make public, I will not include any information that will make it possible to identify you, your pupils and your school.

Taking part is voluntary: Taking part in this study is completely voluntary. You may ask me to stop taking notes, recording, or filming if you do not want. If you decide to take part, you are free to withdraw at any time.

If you have questions: If you have further questions later, you may contact me at sohee.joy.won@gmail.com or through 82-10-2745-0415. You will be given a copy of this form to keep for your record.

Statement of consent: I have read the above information, and have received answers to any questions I asked. I consent to take part in the study. In addition to agreeing to participate, I also consent to having my class will be recorded or filmed.

Your Signature _____ Date _____
Your Name _____

Signature of person obtaining consent _____ Date _____
Printed name of person obtaining consent _____

[Appendix 3] Interview Guideline: Head teacher and school management

Section A: Personal Information

1. What is your position in your school?
2. How long have you been serving as a head teacher/deputy head teacher/one of the members of management at your school?
3. Please briefly explain about your professional teaching/working experience.

Section B: Operation

4. Please briefly introduce your school including history, faculty, students, community where your school belongs to etc.
5. Do you know what the PRP and SITE course are? Have you ever taught any PRP courses before?
6. What responsibilities do you have for the implementation of the SITE course?
7. What is the budget for the implementation of the PRP in your school? Do you have separate budget for the SITE course? What are the main sources of the budget?
8. How do you use that budget? What is your priority? (Teacher training, material etc.)
9. Why did you place teacher A to teach Grade 2 pupils this year? Did you discuss this matter with the teacher before he/she was assigned to teach Grade 2 class?
10. How do you evaluate your teachers for teaching the SITE course? Do you think they are well equipped for it?
11. What comments or complaints have you received from your Grade 2 teachers about the SITE course?
12. When you receive the comments or complaints from your teachers about the SITE course, what actions do you take?
13. How often do you monitor the SITE lessons? When you find any problems for the implementation of the SITE course from the monitoring of the lessons, what actions do you take?
14. Does your government also monitor and evaluate the PRP on a regular basis?
15. How do you work with your government for the effective implementation of the PRP?
16. How do you evaluate your government in terms of supporting the implementation of the PRP?

17. Do parents are actively participating in the implementation of the SITE course at school? If so, how?

Section C: Perceptions of the informants

18. Do you think the SITE course helps Grade 2 pupils develop their English literacy skills? If so, why? / If not, why?
19. How do you find the English language competence of your pupils because of the SITE course?
20. Do you think the PRP, including the SITE course, is being implemented well in your school?
21. What are the significant challenges to operate the SITE course in your school?
22. Do you have any suggestions or ideas for more effective running of the SITE course?

[Appendix 4] Interview Guideline: Grade 2 class teachers

Section A: Personal Information

1. What is your position and the role in your department at school?
2. What is your education level?
3. How long have you been teaching?
4. How long have you taught Grade 2 pupils?
5. Have you ever received training to teach the SITE lessons or any other PRP courses before?
6. If so, what kind of training was it, and how long? Do you think your training was enough? Do you still receive in-service training for SITE?
7. If not, how do you teach the SITE lessons?
8. Do you have confidence to teach English literacy for Grade 2 pupils?
9. Before you were assigned to teach Grade 2 class, did you discuss this matter with your head teacher? Do you think why you were assigned to teach Grade 2?

Section B: Operation

10. What kinds of support does your school provide for the implementation of the SITE course? (Financial support, training, material etc.)
11. What supports have helped you in the implementation of the SITE course in your classroom?
12. Do you think what kind of support should be improved for better implementation of the SITE course from your school and ministry?
13. Do you sometimes have workshops or meetings with your colleagues to share ideas to teach the SITE lessons well? How it works? Is it helpful for better teaching for SITE?
14. What comments or feedback have you reported to your school management about the SITE course?
15. When you give the comments or feedback to your school management about the SITE course, what actions do they take?
16. How often does your school management monitor the SITE lessons? After the monitoring of the SITE course, what actions do they take?
17. How do you evaluate your school management's ability to administer the PRP, including the SITE course?

Section C: Implementation

18. Do you find the teacher's guide is useful for you?
19. What aspects of the SITE course implementation are working particularly well for the pupils?
20. What specific curriculum elements are not being implemented as expected??
21. Do you think the contents in the teaching and learning materials are appropriate to help Grade 2 pupils develop their English literacy skills?
22. Do you think one hour a day is enough for Grade 2 pupils to learn English literacy?
23. Is it possible to cover all the three stages of the SITE course in one year?
24. Do you regularly conduct self-assessment for the SITE lessons?
25. What are the significant challenges to implement the SITE course in your classroom as planned?
26. What were the outcomes of the SITE after 1-year teaching SITE?

Section D: Perceptions of the informants

27. Do you think the SITE course is well designed to help Grade 2 pupils develop their English literacy skills? If so, why? / If not, why?
28. What are the other external factors affecting your pupils' English; literacy skills?
29. How do you describe English language competence of your pupils because of the SITE course?
30. What is the attitude of your pupils towards the use of English?
31. Is there any suggestions, comments, criticism, or ideas that might help the Ministry of Education (MoE) improve the effectiveness of the SITE course?

[Appendix 5] Interview Guidelines: Curriculum Specialists

Section A: Personal Information

1. Name:
2. Organization/Department/Position:
3. Could you tell me about your professional experience and specialization?
4. What responsibilities do you have in your organization?
5. What specific roles do you and your organization have for the implementation of PRP?

Section B: Policy Formation

6. Why did the Zambian government decide to introduce the new literacy program, PRP, in schools? Were there any specific reasons and needs for the development of the PRP? Please specify.
7. Many studies dealing with bilingual or multilingual education suggest that local languages should be taught at least 4 to 6 years at schools. Why English should be used as a medium of instruction and language of literacy from Grade 2 in Zambian schools? Was there a theoretical background applied to support this quick transition?
8. Were you involved in the discussion and/or decision-making of the introduction of the PRP? What were your roles/responsibilities?
9. Who else was involved in the discussion and/or decision to introduce PRP?
10. What policies and policy documents have guided the introduction of PRP in Zambia?
11. Before coming up with the PRP, was there enough mutual understanding and discussions concerning the new language policy among various stakeholders including ministries, curriculum specialists, policy makers, teachers and parents etc?

Section C: Support for the Implementation of the PRP

12. Who supported the development of the PRP? From when to when? What were the donor's inputs in assisting this programme?
13. Why did (the donor) stop supporting this programme?
14. Since (the donor) stopped supporting the programme, what challenges have the Zambian government faced for the implementation of the PRP? How have those challenges been solved?

15. To what extent has the Zambian government been committed to the implementation of the PRP?
16. What have been the financial contributions of the government to implement the PRP so far?
17. Are sufficient resources allocated to ensure the implementation of the PRP? What are the government's priorities when utilizing the resources for the implementation of the PRP?
18. Have other stakeholders such as the private sectors and civil society played any role in the implementation of the PRP?

Section D: SITE

19. What are the ultimate goals of the SITE course? Do you think those goals have been achieved since the SITE was introduced? What are the general achievements so far?
20. In your opinion, what are the strengths and weakness of the SITE?
21. Have English reading levels among Zambian pupils improved since the SITE course was introduced? If yes, do you have any evidence for that? (any study results?)
22. What should be improved to achieve the goals of the SITE as stipulated in the policy?
23. How is the SITE (English literacy) different from the English as a subject?
24. In your opinion, why is English literacy education is important in Zambian context? What role should English play in the PRP and education for Zambian pupils?
25. What comments and complaints have been reported from the teachers and parents about the SITE?
26. When you receive the comments and complaints, what action do you take?
27. In your opinion, what are the significant challenges or problems of the implementation of the SITE?
28. How do you evaluate the effectiveness of the SITE after 15 years?
29. What is the evaluation from the teachers and parents on the SITE?
30. What do you think of the relationship between children's literacy skills and their capacity development?
31. What rating would you give to the SITE as a curriculum specialist?

[Appendix 6] Interview Guidelines: Government Officials

Section A: Personal Information

1. Name:
2. Organization/Department/Position:
3. Could you tell me about your professional experience and specialization?
4. What responsibilities do you have in your organization?
5. What specific roles do you and your organization have for the implementation of PRP?

Section B: Policy Formation

6. Why did Zambian government decide to introduce the new literacy program, PRP, in schools? Were there any specific reasons and needs for the development of the PRP? Please specify.
7. Many studies dealing with bilingual or multilingual education suggest that local languages should be taught at least 4 to 6 years at schools. Why English should be used as a medium of instruction and language of literacy from Grade 2 in Zambian schools? Was there a theoretical background applied to support this quick transition?
8. Were you involved in the discussion and/or decision-making of the introduction of the PRP? What were your roles/responsibilities?
9. Who else was involved in the discussion and/or decision to introduce PRP?
10. What policies and policy documents have guided the introduction of PRP in Zambia?
11. Before coming up with the PRP, was there enough mutual understanding and discussions concerning the new language policy among various stakeholders including ministries, curriculum specialists, policy makers, teachers and parents etc?

Section C: Support for the Implementation of the PRP

12. Who supported the development of the PRP? From when to when? What were the donor's inputs in assisting this programme?
13. Why did (the donor) stop supporting this programme?
14. Since (the donor) stopped supporting the programme, what challenges have the Zambian government faced for the implementation of the PRP? How have those challenges been solved?

15. To what extent has the Zambian government been committed to the implementation of the PRP?
16. What have been the financial contributions of the government to implement the PRP so far?
17. Are sufficient resources allocated to ensure the implementation of the PRP? What are the government's priorities when utilizing the resources for the implementation of the PRP?
18. Have other stakeholders such as the private sectors and civil society played any role in the implementation of the PRP?
19. Were there any unforeseen results when implementing the PRP at schools?
20. Do you think PRP is being successfully implemented at schools?

Section D: Monitoring & Teacher Training

21. What monitoring and evaluation activities have been put in place to monitor the PRP?
22. How often do you monitor the SITE and how do you conduct it? When was the last monitoring and evaluation of the SITE conducted by the government? What criteria are used to evaluate the SITE?
23. What results or problems have been found in the SITE from the monitoring so far? How have the results been used? What actions have you taken to solve those problems?
24. In your opinion, what are the most significant challenges of the SITE?
25. Who is responsible for the teacher trainings and workshops for the SITE?
26. How often do you organize teacher training or workshops for the PRP at the government level? Who are the targets? What do teachers learn from the teacher training or workshops?
27. Do you think there are a sufficient number of trained teachers for teaching SITE lessons?

Section E: Coordination between various stakeholders

28. I heard that various stakeholders are working closely together to implement the PRP. What mechanisms and systems have been put in place to improve coordination among those stakeholders such as schools, zones, district, and ministry?
29. What have been the challenges for the coordination between the stakeholders? What efforts were successful and what were not?

[Appendix 7] Informed Consent Form: Interview

Research Title: The Factors Hindering the Implementation of a School English Literacy Program in Zambia.

You are being asked to take part in a research study of the implementation of English literacy course under *Primary Reading Programme (PRP)*, especially *Step In To English (SITE)* course for Grade 2 pupils in your class. This study is being conducted by Sohee Won who is a master's candidate in Global Education Cooperation Program at Seoul National University, South Korea. I am asking you to take part in this study because you are the right person who can provide me with relevant information for my research. Please read this form carefully and ask any questions you may have before agreeing to take part in the study.

What the study is about: The purpose of this study is to discover the major factors hindering the successful implementation of SITE in your school.

What I will ask you to do: If you agree to be in this study, I will conduct interviews with you. The interview questions will include the various aspects of the implementation of SITE. The interview will be undertaken several times. With your permission, I would like to take notes of, and record your interview.

Risks: I do not anticipate any risks to you participating in this study.

Benefits: There are no benefits.

Your answers will be confidential: The field notes, recording files, and videos for this study will be kept private. In any sort of report I make public, I will not include any information that will make it possible to identify you, your pupils and your school.

Taking part is voluntary: Taking part in this study is completely voluntary. You may ask me to stop taking notes, recording, or filming if you do not want. If you decide to take part, you are free to withdraw at any time.

If you have questions: If you have further questions later, you may contact me at sohee.joy.won@gmail.com or through 82-10-2745-0415. You will be given a copy of this form to keep for your record.

Statement of consent: I have read the above information, and have received answers to any questions I asked. I consent to take part in the study. In addition to agreeing to participate, I also consent to having my class will be recorded or filmed.

Your Signature _____ Date _____
Your Name _____

Signature of person obtaining consent _____ Date _____
Printed name of person obtaining consent _____

[Appendix 8] Checklist and Household Visit Guide

Section A: Basic Family Information

1. Place of Residence of the Child _____
2. Mother's Name _____
3. Father's Name _____
4. Mother's Mother Tongue _____
5. Father's Mother Tongue _____
6. Mother's Level of Education _____
7. Father's Level of Education _____

Section B: Degree of Exposure to English at Home

8. What is/are the main language(s) used at home?
9. How much do you use English with your child?
10. After school, do you check what your child learned at school? If yes, how often and with what language? If not, why?
11. After school, do you help your child do his/her homework or study? If yes, how often and with what language? If not, why?
12. Do you have a television or radio which your child can watch or listen to the English programs? If yes, how often does your child watch or listen to the English programs?
13. Do you encourage your child to watch and listen to the English programs? If yes, why? / If not, why?
14. Do you have the books written in English at home? If yes, how often does your child read those books?
15. Do you encourage your child to read those books? If yes, why? / If not, why?
16. Do you sometimes read English books with your child?
17. When your child plays with his/her siblings or friends, what language(s) do they use?

Section C: Perception about Learning English at School

18. Have you ever heard of the Primary Reading Program or SITE? If yes, what do you think about the course?
19. Do you know that your child begin to learn English at school from Grade 2? If yes, have you seen any changes in English language proficiency or

confidence using English of your child since he/she finished Grade 2? What are they?

20. Have you ever observed the SITE lessons from the school? If yes, how often? / If not, why?
21. What has been changed in terms of learning progress of your child after he/she finished Grade 2?
22. Was your child struggling to learn in English at school?
23. Do you want your child to be taught in English or in his/her local language at school? Why do you prefer that language to be taught at school for your child?

국문초록

잠비아 초등 영어 문해 교육 프로그램의 실행에 영향을 미치는 요인 분석

잠비아 초등학생들의 읽기·쓰기 능력을 향상시키기 위한 목적으로, 잠비아 교육부는 1999년 Primary Reading Programme (PRP)이라는 문해 교육 프로그램을 도입하였다. PRP는 세 개의 과정으로 구성되어 있으며 이 중 초기 영어 문해 교육 과정인 Step In To English (SITE)는 초등학교 2학년 학생들이 영어로 정확하게 읽고 쓸 수 있는 능력을 개발할 수 있도록 고안되었다. 초등학교 2학년부터 영어가 잠비아의 공교육 체제에서 교수학습(敎授學習) 언어로 사용된다는 점을 고려해 보면, 잠비아 학생들은 성공적인 학습을 위해 일정 수준 이상의 영어 문해 능력을 갖추어야 한다. 하지만 SITE의 도입에도 불구하고, 많은 저학년 학생들의 영어 문해 능력은 만족할 만한 수준에 도달하지 못하는 것으로 관찰되었다. 이는 잠비아 교육부의 불충분한 지원과는 별개로 단위 학교에서 SITE를 운영할 때 직면하게 되는 여러 제약 요소들로 인해 SITE 수업이 효과적으로 이루어지지 못하기 때문인 것으로 보여졌다.

이에 본 연구는 SITE 실행에 영향을 미치는 주된 문제들을 발견하고 이를 심층적으로 분석하기 위하여 잠비아의 수도인 루사카에 위치한 한 공립초등학교를 대상으로 단일 사례 연구를 설계하였다. 자료 수집은 주로 관련 정책 문서 및 프로그램 평가 보고서에 대한 검토, 선택된 학교의 2학년 학급에서 세 달간 집중적으로 진행한 SITE 수업의 참여 관찰, 학교 행정가, 교사, 정부 관료, 교육과정 전문가들을 대상으로

진행한 심층 면담을 통해 이루어졌다. 또한 참여 관찰을 종료하는 시점에 해당 학급에서 8명의 학생을 임의로 선발하여 성취도 평가를 실시함으로써 SITE 수업을 통해 학생들이 어느 정도 수준의 영어 문해 능력을 갖추게 되었는지 확인하고자 하였다. 이와 더불어 SITE 이외에 학생들의 영어 문해 학습에 영향을 미칠 수 있는 외부 요인을 밝히기 위하여 8명의 학생 중 4명에 대해 별도의 가정 방문을 실시함으로써 그들의 가정 환경을 조사하고자 하였다.

위와 같은 방법론을 적용하여 수행한 본 연구의 결과는 세 가지 주요 요인, 즉 가) 학교 내 숙련된 SITE 교사의 부족, 나) 학급에서 활용할 수 있는 SITE 교보재의 부족, 그리고 다) 학교 차원의 불충분한 지원 등이 해당 학교에서 SITE를 성공적으로 실행하는데 제약 조건으로 작용해 왔음을 보여준다. 구체적으로, SITE를 가르치는 교사들에 대한 불충분한 훈련으로 인해 영어 문해를 지도하는 교사들의 전문성이 결여되어 있다는 점, 학생 수 대비 현저하게 적은 영어 문해 교과서의 보급으로 인해 학생들이 학습 내용을 충분히 이해하며 과제를 수행할 시간이 부족하다는 점, 학교 운영진의 SITE에 대한 이해 부족으로 인해 SITE 실행을 위해 필요한 재정 지원 및 지속적인 관리가 이루어지고 있지 않다는 점 등이 주된 문제로 분석되었다. 이와 같은 제약 조건은 연구에 참여한 학급의 학생들 대부분이 PRP 정책에서 규정하고 있는 수준의 영어 문해 능력을 개발하는데 어려움을 겪도록 하는 결과를 초래하였다. 하지만 본 연구는 아동들의 영어 문해 능력 향상에 SITE 이외의 외부적인 요인, 즉 개별 학생의 가정 환경이 직접적인 영향을 미칠 수 있음 또한 보여준다. 요컨대, 가정에서 영어를 자주 사용하고 부모의 교육 수준이 높은 학생들일수록 그렇지 않은 학생들에 비해 상대적으로 영어 문해 성취도가 더 높음을 알 수 있었다.

이러한 분석 결과를 토대로, 본 연구는 부족한 정부의 지원으로 인해 단위 학교의 교수·학습 환경이 열악할 때 SITE 실행의 성공 여부는 해당 학교장의 리더십과 지원,

교사의 역량과 헌신에 크게 영향을 받을 수 있으며, 부모 혹은 후견인의 SITE 실행을 위한 참여와 지원이 아동의 문해 학습에 긍정적으로 작용할 수 있음을 시사한다. 따라서 학교장은 해당 학교에서 효과적인 SITE 실행이 가능하도록 리더십과 운영 능력을 배양해야 할 뿐 아니라 교사와 학생의 필요에 반응하여 적극적인 지원을 제공할 수 있어야 한다. 또한 SITE 교사들은 SITE를 구성하는 각각의 요소들에 대해 충분히 이해하고 교사들간의 학습 공동체를 형성하여 지식과 경험을 공유함으로써 제한된 환경에서 그들의 능력을 최대한으로 이끌어 낼 수 있어야 한다. 이에 본 연구는 잠비아 초등 영어 문해 교육과정의 성공적인 실행과 잠비아 초등학생들의 영어 문해 능력의 지속적인 향상을 도모하기 위해 학교와 교사, 그리고 부모 혹은 후견인간의 긴밀한 협력이 필요함을 제안하고자 한다.

주요어: Primary Reading Programme (PRP), Step In To English (SITE), 잠비아, 문해 정책, 교수학습 언어 선택, 교육과정 실행

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