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ADVANCED TEACHING METHODS

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AUTHORS

The module, Advanced Teaching methods was written by

Wina Mungala Ruth and Nyimbili Friday Ph. D

Chalimbana University

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RATIONAL

This course LLE 4100 is an Advance Teaching Methods in literacy and language. It is an application course based on the learnt theories and approaches to language and literacy teaching. It provides the practical aspects of teaching and learning of literacy and language with practical examples which are easy to follow by the students. The different theories have been linked to the different testing strategies which have to be used in the teaching of literacy and language and examples are in the Zambian context. Self-evaluative activities have been presented at the end of each unit to enable student to reflect on the unit they have read. With this, they will be able to select appropriate teaching and learning methods for their classes.

Assessment

Assessment for this course will comprise course work inform of two assignments, one presentation and one peer teaching, one test and final course examination. The course is a full year one.

Assessment	Comments	Percentage
Assignment 1	Written	20%
Assignment 2 (seminar)	Individual presentation/peer teaching	10%
Test	Individual	20%
Final examination	Individual	50%
Total		100%

AIM

The aim of this course is to expose student to the teaching of composition, summary, reading and comprehension.

Learning out comes.

By the end of this course, you are expected to:

- a) Demonstrate understanding of the general guidelines to second language teaching.
- b) Comprehend skills needed to teach a literacy and language.
- c) Use the principles of selection, grading and sequencing in the teaching of literacy and language.
- d) Teach grammar in the second language using audio-lingual, structural (cognitive code) method, situational and communicative methods.
- e) Familiarise with various methods of testing learner's language abilities

UNIT ONE: THE TEACHING OF LANGUAGE AND LITERACY USING THEORIES OF LANGUAGE

1.1 Introduction

This unit will take you through the various theories of language learning. As a student, you have to pay keen interest to the definition of the concepts and how they are applied in the teaching and learning of language. Scholars argue that there is no specific method and theory which has to be used in the teaching of language and literacy. This is because every theory and method (approach) has its demerits and merits which are complimented by other theories and methods. The blending of all these in a lesson provides an avenue for proper teaching and learning. In this regard, this section will highlight how the different theories are supposed to be used in the teaching of literacy and language in the primary schools.

1.2 Learning out comes.

By the end of this unit, you should be able to;

- Explain how the different theories have influence the teaching of various components of literacy and language.
- Discuss the challenges associated with the various teaching and learning theories in the teaching of literacy and language in the Zambian context.
- Explain how the different theories have influenced the construction of teaching and learning material in literacy and language.

1.3 Teaching language and literacy through Audio lingual method

As a student, you might have heard and read something about behaviourism in your psychology course. Those concepts are what we apply when teaching learners because they are the ones we use when using audio lingual. Therefore, there is nothing new to worry about.

The teaching of audio lingual was started in the United States of America between 1940 and 1950. It was mainly based on the behaviourist theories of teaching and learning. The main argument was that language teaching is characterised by memorisation, repetitions and responding to teacher's routine instructions which resulted into choruses. Despite the short comings which have been discussed by various scholars and theorists, it is important to acknowledge that language learning is practical hence it has to manifest itself through the learner's behaviour. This manifestation is through accuracy in language presentation (speech), perfect pronunciation which necessitate accurate communication with regards to the use of minimal pairs and imparting linguistic prestige into the learners. The basic canons of audio lingual are still valid to the classrooms of today despite the theory being developed for soldiers.

Every language syllabus has traces of teaching language using the audio-lingual approaches. This section will link the theories of behaviourist to the teaching of some language and literacy components in the classrooms of today.

a. Teaching composition using audio lingual methods

In teaching composition using audio lingua, we actually follow the behaviourism theory of learning. As we discuss the steps involved, you will even realise that your teachers used these steps when teaching you composition at one time.

Teaching composition in language and literacy is a simple task because it involves the combination of the structure learnt and reorganise them into a coherent and comprehensible passage which represents a single idea. The teaching of a composition in language simply starts with a combination of words to represent a thought in language. A thought is either short (phrase), longer (sentence) or monologue (passage). In doing so, a composition is never limited to a single thought of having a publishable monologue which has paragraphs. To a grade 1 class, composition is usually with a simple sentence like the word '**Buy**'. The word 'buy' is a verb of course and has specific

situational connotation and implication to both the listener and speaker. The learners when exposed to such a word, they usually have the situation of the process of buying and selling where there is interaction between the buyer and the seller. In such a case, the learners have to be given a chance to explain how and what the process of buying is in the community.

In order to demonstrate the teaching of composition from this simple level, the teachers have to be familiar with the different learner centred methods which are used in the teaching of language. Teachers can actually use role play in class by following the following procedure.

1. Make learner be in pairs (if the class is large, they can be in groups).
2. Introduce the word of the day which needs practice and write it on the board.
3. Ensure you have prepared **role cards** which will be used by the pupils.
4. Orient the pupils in their groups on what they are supposed to do by demonstrating.
5. Let the groups discuss the word and its use in the community.
6. Mind less on the language because they are in groups and they have to teach each other.
7. As a teacher, ensure that all the learners in groups are contributing to the subject at hand in their convenient language.
8. Learners have to present the discussion findings to the class (either as they are seated in groups or to the whole class by facing the friends. Time factor and class size have to be considered here).
9. The teacher should ensure that the worst presentation is corrected, and the best presentation is adopted and written on the board. (The purpose of writing on the board what the learners have presented acts as a motivation to other learners. Learners will work hard next time so that their work can be written by the whole class as well)

10. The teacher can also use the printed coloured aids to present the real situation to the learners.
11. The teacher can also take the class to the nearby shop and see what it means to buy and sell.
12. A buying and selling scenario can be created in class so that everyone can see what the concept of buying and selling mean. In doing so, the learners will be able to link what they see in the community to the concept presented in class.
13. After that, the exercise can involve another work (verb) so that the learners can explain what it signifies in the community. Examples can be words like, eating, bathing, sweeping and cooking among others.
14. Learners have to explain in class with the help of the teacher's guidance. After the oral explanation, that is when the learners can now write in their books. Writing should be introduced later in the learning process.

In the teaching of composition using audio lingua theory, teachers have to make sure that they build on what they started in the previous lessons where they taught composition using a single word and sentence. The teachers have to use the existing situation to teach the new concepts in language and literacy. The teachers should not forget that they are teaching learners from different backgrounds. Therefore, they have to be linguistic inclusive in the presentation of examples and situations. Real situations to the learners have to be used which will make them learn from the already known information from the community.

Community is the best custodian of knowledge henceforth; we should be always making reference to the existing symbols and cultural artefact available. When introducing longer compositions (monologue) to the higher classes like grade 5-7, the teachers should ensure that they always give an example to the learners. The learners should discuss the example given in class and copy in their books. The role of the teacher is to ensure that the right spellings, general punctuation (paragraphing, capitalisation etc) are

followed. The teacher should not rush in examining the learners but should ensure the children understand what they are supposed to do (write).

At this level, teachers have to use guided composition method of writing until the children are capable of building composition (concept or ideas) abstractly. Notes have to be presented to the learners as they advance in their education ladder, grade 6 or 7 and they have to be simplified. An outline has to be given to the children and be guided on the writing process. In fact, the teachers should start the sentence for the paragraph and learners can continue with it and give supporting sentences.

Marking for the teacher should take into consideration the linguistic aspects which are available in that paragraph and topic. Thus, will make the teacher to look at the spellings, capitalisation, punctuation, word spacing, clarity of handwriting and coherence. The role of the teacher is to guide the learners where they have erred and suggest correct words of letters for the paragraph and sentence. Such will help the learners to be motivated and continue trying in their quest to learn and improve the language and writing skills. Emphasis has to be made to the learners so that minimal errors are made in the next or similar exercise.

b. Teaching structure using audio lingual methods

Many literacy teachers are aware that children learn from constant repetition and practice of specific words for the purpose of enhancing understanding and mastery of words. Teachers are considered to make noise with their learners when they repeat after the teacher. This is the normal way of reinforcing the concept under audio lingual.

Audio lingual is more prominent when it comes the teaching of structure during the literacy and language lessons in the primary schools. This is when the child learns new concepts on a given structure. The linguistic theory involves the teaching through, listening, imitation and speaking. This also involves the teaching of the FORM and not

meaning of a structure. In the teaching of literacy, language is perceived as a system of relationships that are arranged in an ascending order being phones, morphemes, words and sentences. In the presentation of structure, the learners have to respond to a given stimuli so that they can adopt a behaviour. Good behaviour is kept, and bad behaviour is discarded. The teacher should work on making the good behaviour repeat itself while suppressing the bad behaviour in class and individual learners.

The following procedure is followed when teaching structure using audio lingua in the literacy and language classes. The teaching of tenses is an example. A teacher may introduce the plural formation of words to a class and uses the following procedure.

1. The teacher can suggest a word (noun) like boy.
2. He or she should give an example regarding that plural formation of such a word.
3. The teachers should extensively use the board and teaching aids to demonstrate the plural formation of the words by adding 's' at the end of it.
4. There should be emphasis on the pronunciation of certain words because some takes the sound /z/ while others it is /s/.
5. The teacher should present such examples on the board or chart like, girl, and bus. The two will present phonological differences in the two words.
6. In practicing these two concepts, the teacher can engage the class in this manner.
7. Make learner be in pairs (if the class is large, they can be in groups)
8. Introduce the words to be discussed which needs practice and write them on the board.
9. Ensure you have prepared **role cards** which will be used by the pupils with sound /z/ and /s/.
10. Learners have to repeat after the teacher so as to pronounce the words correctly.
11. Masterly of words is the best way of teaching the learners.
12. Orient the pupils in their groups on what they are supposed to do by demonstrating.

13. Let the groups discuss the words and sounds with their use in the community.
14. Mind less on the language because they are in groups and they have to teach each other.
15. As a teacher, ensure that all the learners in groups are contributing to the subject at hand in their convenient language.
16. Learners have to present the discussion findings to the class (either as they are seated in groups or to the whole class by facing the friends. Time factor and class size have to be considered here).
17. The teacher should ensure that the worst presentation is corrected, and the best presentation is adopted and written on the board. (The purpose of writing on the board what the learners have presented acts as a motivation to other learners. Learners will work hard next time so that their work can be written by the whole class as well)
18. The teacher can also use the printed coloured aids to present the real situation to the learners.
19. After that, the exercise can involve another work (nouns) so that the learners can explain their meaning and changes. Examples can be words like, table, chair, word, house, car, etc.
20. Learners have to explain in class with the help of the teacher's guidance. After the oral explanation, that is when the learners can now write in their books. Writing should be introduced later in the learning process.

Structure in this case has been taught using mechanical drills, repetitive, choral responses with teacher-reinforcement, memorizing dialogues and performing pattern drills. This is one way of building the best speakers of a new language like the natives. We should remember that we are only making the learners learn the language in a different environment and not to make them be natives.

c. Teaching comprehension using audio lingual methods

Comprehension is synonymous to understanding. Teaching comprehension is actually teaching learners understanding the linguistic components or reading between the lines. It is the role of the teacher to teach learners how to read and understand the written and spoken works from different sources. In teaching comprehension using audio lingua theories, teacher make sure that they select and present the right material to the learners according to their age and capacity to assimilate the content. Passage selection is key in making learners enjoy the lesson. The teachers can use the following procedure when teaching comprehension to a language and literacy class.

1. The teacher should assess the type of passage the learners have to interact with a class.
2. The teacher should select the type of comprehension topic which needs teaching like, fiction, scientific, cultural and developmental matters.
3. The teacher should also ensure that the language is learner friendly or has simple words which needs learning.
4. Teachers can even write a passage on a manila or on the boards and then ensure the words of emphasis are highlighted or underlined.
5. The teacher should read a paragraph to the learners with correct pronunciation, pace and intonation.
6. Allow learners to also read the sentences one by one until the paragraph is all read.
7. Ask learners to identify some difficult words and phrases in the passage for discussion.
8. Class to ponder on the meaning and possible interpretation and the effects the words have to the overall meaning of the passage.
9. Introduce they synonyms and antonyms of the words and phrases.
10. Consider the cultural meaning of the words with regards to their connotation and denotation.

11. Learners to give examples of the word and phrase meaning in the local languages.
12. Teachers writes the words on the board and ask learners to read them aloud for a number of times. This is to allow phonological acquisition of the words.
13. Ensure you have prepared **cue cards** and a substitution table so that the words are practiced extensively in class.
14. Learners have to repeat after the teacher so as to pronounce the words correctly.
15. Masterly of words is the best way of teaching the learners.
16. Orient the pupils in their groups on what they are supposed to do by demonstrating.
17. Let the groups discuss the words and sounds with their use in the community.
18. The teacher should ensure that the learners are using the target language even in groups.
19. As a teacher, ensure that all the learners in groups are contributing to the subject at hand in their convenient language.
20. Learners have to present the discussion findings to the class (either as they are seated in groups or to the whole class by facing the friends. Time factor and class size have to be considered here).
21. The teacher should ensure that the worst presentation is corrected, and the best presentation is adopted and written on the board. (The purpose of writing on the board what the learners have presented acts as a motivation to other learners. Learners will work hard next time so that their work can be written by the whole class as well)
22. Learners have to explain in class with the help of the teacher's guidance. After the oral explanation, that is when the learners can now write in their books. Writing should be introduced later in the learning process.
23. After that, the exercise can involve word matching, meaning or definitions and filling in the blanks apart from the common optional questions.

Comprehension is actually meant to be taught and not to examine or test learners in classes. The teachers should make sure they make the learners be very familiar with the text and passage before they ask any question or present work in form of exercise. The older children, grade 5-7 should ensure that their writing skills are improved every time they write.

ACTIVITY:

- a. From the steps presented above, what are the disadvantages of teaching literacy comprehension using audio lingua methods?**
- b. How can we improve on this method for the literacy learners?**

d. Teaching listening and speaking using audio lingual methods

As students, you should be remembering that Listening comes first before speaking in any child learning. The emphasis on the teaching of listening and speaking comes from the audio lingua background because this is the most reliable component which deals with the practicing of speech and consequently its mastery. In the teaching of language, the emphasis has been on the oral and aural acquisition and mastery of language unlike reading and writing which comes later. The art of language teaching lies in the realisation which manifests in the learners.

It is generally believed that the speaker of a language is supposed to show evidence by using the language in the community. It is from this ideology that the audio lingua proponents emphasised that language is about teaching how to speak and not any other ways. Indeed, speaking comes second because you have to listen to the spoken language then speak it. The audio lingua concept is related to the theory of language acquisition because a child speaks a language he or she has been exposed to. The role of the teacher

is then to expose the learners to a language in a suitable environment so that they can acquire it.

The process of acquisition from a classroom environment is what translates into the learners listening to the spoken language from the teachers and the significant others and then try to imitate, memorise words and phrases and lastly attempt to speak it. Basically, the teachers work out language items which are listened to by the learners and then spoken. This is where drills are extensively used. An example of the drills which characterise an audio lingua lesson takes the following steps.

1. A grammatical pattern is introduced to the learners and then learners are made to practice it in class by using a table.
2. The patterns are repeated in class using dialogue and pair work.
3. Cue cards are used to help learners engage in dialogue, chorus and repetitive activities.

The following table demonstrates how a dialogue can be presented.

Kalulu	Is	Clever
		Killed
Masuzqo	Was	Going to school
		Not in class today

Learners are then made to repeat after the teacher and master the sentence pattern. It must be realised that there are no rules in the pattern, but learners have to memorise the way sentences are being formed without question. The learners are only receiving instructions and they are passive in class. The teacher ensures that the learners speak the language as correct as the way the teacher is speaking it. There is no room for errors in this context.

An exercise can be given to a higher class and it can involve the giving of filling in the blanks and substituting words in a table. Literacy actually calls for the aural and oral

exercises which includes speaking the target language to the learners. The grade one and two learners do a lot of listening and speaking because the children have to learn the language of instruction, which is at times, different from the community language, then they acquire literacy in it. Speaking is then a manifestation of language acquisition and learning in the teaching of literacy. The emphasis of using listening and speaking activities like dialogue, turn giving and substitution should continue in literacy and language classes. Making learners to the language before they speak is the main purpose of the teachers in the impartation of literacy.

Task:

- 1. Discuss the steps which have to be used by a teacher in conducting a literacy remedial lesson using the audio lingua approach?**
- 2. Discuss why audio lingua is still important to a teacher of literacy and language in Zambia?**

1.4 Teaching language and literacy through Communicative Language Method

The teaching of language and literacy through Communicative Language Teaching (CLT) is simply providing linguistic items which will make learners engage themselves in meaningful communication in a classroom situation. Brown, Yang and Cheung (2003) argue that CLT puts emphasis on purposeful and meaningful activities, the use of authentic elements, the use of extra materials used besides textbook activities, the avoidance of mechanical drills in pair or group work activities, and the diversity of activities. These activities include the following.

1. Classroom goals are focused upon in all the components of communicative competence; they are not restricted to grammatical or linguistic competence.

2. Language teaching techniques are designed to engage learners in the pragmatic, authentic, and functional use of language for meaningful purposes. Linguistic structures do not represent the central focus but rather aspects of language which enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times, fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.
5. The teaching techniques in CLT are usually linked to the learner centred approaches which advocate for the teaching of learners with the aim of making them communicate and interact within themselves.

Teaching language and literacy using communicative language teaching approaches considers teaching to be practical. In teaching composition, the teacher should first consider the context in which the question is asked or presented.

a. Teaching composition using communicative language teaching

Composition teaching using the CLT has been of interest to most scholars of applied linguistics. The call for authentic use of activities to facilitate communication is what is important. For instance, teaching argumentative composition is one of the best ways of presenting a lesson under CLT. In the following topic for discussion, '*primary education is good for children*' argue for or against the statement.

The teacher should demonstrate how an argument is different from a discussion and why it is worthy presenting someone's opinion on a matter. The speaker should speak from an informed mind so that communication can take place. The audience should either

agree or disagree with the speaker. The communicative steps to be taken shall include the following.

1. Divide the learners into groups and present them with tasks to do.
2. Make learners share roles as being the writer of the proceedings or the one to present.
3. Allow the learners to interact in groups with minimal interference on language use.
4. Allow them to discuss and come up with their views regarding the topic at hand.
5. Make sure that learners understand the situation in which the language is being used and taught.
6. For the presentations, allow the learners to use a flexible language (pieces of the target language or broken English).
7. The teachers should present real life situations by comparing reality in the society to what is at hand or prevailing.
8. The teachers should use role cards to facilitate communication and purposive language use in a given situation.
9. Further discussions can be held in class so that learners can practice the linguistic item under use.
10. Learners should be helped to actually present their knowledge in a language with fluency and minimal errors which are corrected at last.
11. Authentic teaching and learning materials should be used whenever a language lesson is being taught. This is because language is practical and has to be taught practically.
12. Linguistic competence is achieved when learners reduce on the errors they make in language and when they use the correct language in a given situation.

The teacher of language and literacy should always use teaching and learning aids when presenting a CLT lesson because they help in information retention in the learners' mind. The teachers should strive to use the target language with less restrictions on

mastery of content or memorisation. Communication in a lesson should be the ultimate goal in writing.

b. Teaching structure using communicative language approach

Teaching structure using CLT approach involves the usage of a number of skills which are combined together so that there is real communication in a class. The teacher in the CLT class is actually a leader and comes in to introduce the lesson. The teacher then explains the concept to the learners so that they can acquire the two needed competencies, i.e. communicative and linguistic competence. Communicative competence is the appropriate use of language in relation to culture, relationship, audience and occupation while linguistic competence is the knowledge of language in relation to grammar, phonology, syntax and lexis (Zulu, 2016). Manchishi (2016) communicative competence is defined as knowledge of a language and the socio-cultural rules governing the use of that language. In teaching structure to learners of language and literacy, the teachers have to prepare their lessons in such a manner that the learners acquire the two competencies. The acquisition is slowly yet systematic. Let us take for example the teaching of punctuation to a primary class and specifically writing disparities between a capital and a small letter. The teacher will have provided sufficient knowledge on the alphabet and its phonemic alterations to the class. Basically, rules are introduced to the learners on each and every structural construction to be learnt. The following steps are followed in the CLT teaching class.

1. The teacher will provide the rules to the learners on the use of the capital letters in a sentence or phrase.
2. The first rule may be we use a capital at the start of the sentence, i.e. the first letter of the word starting a sentence will be a capital letter.
3. The first letter of their names (name cards) starts with a capital letter.
4. Subjects in schools and names of buildings, parents, places and cars starts with capital letters.

5. The teacher will then ask the learner to mention the capital letter in their names.
6. The teacher will ask learners to write their assumed capital letter in their names.
7. Learners will have to exchange the papers where they have written their capital letters of their names.
8. Their friends will check and confirm if the writings correspond to the phonological knowledge of the learners. (This is also a test to the friends if they can realise their friend's phonemic and phonetic awareness of their names).
9. Learners in class break into groups and they write the capitals letters of the following lexemes: their different churches, cars they know and names of head teachers and their teachers.
10. Class presents the findings whilst in groups. (Wrongly written words are corrected by the class while well written letters are praised for).
11. The class exercise can range from a simple to complex exercises. The teacher can ask a number of writing exercises depending on the age and coverage of work in a class.
12. The teacher's role in marking is to ensure that the children write the exercise in line with the rules given.

In light of the examples presented, the teacher should strive to make learners communicate to the world effectively through the use of appropriate linguistic elements in a given language. The role of the teacher is to correct some wrongly presented material so that the learners can improve on their errors. Through this, they will acquire the competencies required.

c. Teaching comprehension using communicative language approach

In the teaching of comprehension using CLT in the literacy and language classroom, we usually consider the communicative and linguistic competencies the learners have acquired. The passages presented are on different social, scientific, medical, religious and cultural related topics. In teaching comprehension, the teacher should strive to make the learners understand the topic the passage has been set from and then consider the

familiarity of the linguistic item in it. The teachers should by all means understand the level of difficulty of the vocabulary and sentence patterns in it and define them in the lesson plan. He or she should provide a link between the written words and the artefacts in the learner's environment. The aim is to bring reality closer to the learner within the class and outside.

To a primary school learner, learning to read is a matter of imitating the teacher's intonation and voice project. The Bemba teacher with the silent 'h' will definitely have to improve and pronounce it in the standard way. This has to take sufficient training before facing the learners. The following steps may be considered in teaching comprehension.

1. The teacher should assess the type of passage the learners have to interact with a class.
2. The teacher should also ensure that the language is learner friendly or has simple words which needs learning.
3. Teachers can even write a passage on a manila or on the boards and then ensure the words of emphasis are highlighted or underlined if the class especially for the lower primary where Zambian language books have wrong spellings.
4. The teacher should read a paragraph to the learners with correct pronunciation, pace and intonation so that they follow.
5. Allow learners to also read the sentences one by one until the paragraph is all read.
6. Ensure all the learners practice the reading.
7. Ask learners to identify some difficult words and phrases in the passage for discussion and possible explanation.
8. Class to ponder on the meaning and possible interpretation and the effects the words have to the overall meaning of the passage.

9. Introduce their synonyms and antonyms of the words and phrases and allow learners to give examples.
10. Consider the cultural meaning of the words with regards to their connotation and denotation in relation to the topic and its context so as to impart linguistic competence.
11. Learners to give examples of the word and phrase meaning in the local languages orally.
12. Teachers writes the words on the board and ask learners to read them aloud. This is to allow phonological acquisition of the words.
13. Ensure you have prepared **role cards on the** words and practice their use in class.
14. Learners have to repeat after the teacher so as to pronounce the words correctly. Wrongly pronounced words are corrected so as to impart communicative competence.
15. Orient the pupils in their groups on what they are supposed to do by demonstrating.
16. Let the groups discuss the words and sounds with their use in the community.
17. The teacher should ensure that the learners are using the target language even in groups.
18. As a teacher, ensure that all the learners in groups are contributing to the subject at hand in their convenient language.
19. Learners have to present the discussion findings to the class (either as they are seated in groups or to the whole class by facing the friends. Time factor and class size have to be considered here).
20. The teacher should ensure that the worst presentation is corrected, and the best presentation is adopted and written on the board. (The purpose of writing on the board what the learners have presented acts as a motivation to other learners. Learners will work hard next time so that their work can be written by the whole class as well)

21. Learners have to explain in class with the help of the teacher's guidance. After the oral explanation, that is when the learners can now write in their books. Writing should be introduced later in the learning process.
22. After that, the exercise can involve word matching, meaning or definitions and filling in the blanks apart from the common optional questions. Sentence conversion and meaning giving is very common.

All these steps are a prerequisite to making learners become linguistic and communicative competent in the in the target language. There are other methods.

d. Teaching listening and speaking using communicative language approach

Teaching and listening in the primary section is key to the teaching of literacy and language. Teaching listening and speaking under CLT ensures that the teacher initiates the communication process. Since CLT emphasises on the use of language appropriately in given instances, it is then this component which takes centre stage in the classrooms.

In striving to reach and acquire communicative competence in a literacy class, the teachers should select activities which should evolve round the following linguistic situations in class;

- a. Grammatical competence that is knowledge of the grammar, vocabulary, phonology, and semantics of a language. The teacher can use songs with different variation, rhyme and rhythm so that they practice they key component of the day. It is for this reason that the literacy lessons in the baby section comprises a lot of singing. The songs have specific knowledge concepts which the teachers impart in the learners. It is only the experts and you teachers who will understand why the singing is significant. Above all, they are also learning to communicate various messages as well as acquiring vocabulary.

- b.** Sociolinguistic competence which is the knowledge of the relationship between language and its nonlinguistic context, knowing how to use and respond appropriately to different types of speech acts, such as requests, apologies, thanks, and invitations, knowing which address forms should be used with different persons one speaks to and in different situations, and so forth. In a literacy class, songs on how to respond in polite manner are composed and sang on a daily basis. The responses from a greeting are in a chorus as well as the welcoming of a visitor to a class are in a chorus. Despite these choruses being an architect of audio lingua, the CLT applies them to a given situation and the teaching such songs are always facilitated by a situation which occurs in class.
- c.** Discourse competence is also considered, and it represents the knowing of how to begin and end conversations. Examples include the teachings of the morning and noon greetings to a class on a daily basis. The learners are first taught the timings in school and then they practice through being asked the interval timing they report for school or have meals at home. Such are necessities for activating communication which is dialogue focused. Teachers in literacy classes should extensively provide sufficient activities to the class according to the level, age and situation so that learners are able to remember how to communicate in when faced with such a situation.
- d.** Strategic competence also are used in teaching listening and speaking. These include the knowledge of communication strategies that can compensate for weakness in other areas. Children with special needs have to be taught using appropriate skills in the local schools and ensure that the teachers facilitate the communication process. Apart from the conventional methods of teaching like listening and speaking to the learners orally, the teacher should also learn to use sign language and possible leading signs to and in an activity so that the eyes

can also be used apart from the ears. This will accord a chance to the children with special needs a chance to participate in a lesson.

With such and other practices of teaching listening and speaking, learners will be able to realize the need for speaking to the class and others in lessons. Learning is not limited to ears but also the ears hence actions in a lesson are significant. In a nutshell, proponents of CLT advocated the use of "authentic," "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts.

ACTIVITY

- 1. Teaching literacy using communicative language teaching has been prominently used in the primary schools. Discuss why learners fail to acquire the standard phonology in the second language.**
- 2. What are the challenges which teachers and children are likely to face when using CLT in the literacy classes?**

1.5 Teaching Language and Literacy using Situational Approach

From the term itself, a person has to realize that this language teaching method deals with the authentic situation application. By definition, situational method of language teaching is sometimes used to refer to a teaching program or method in which the selection, organization, and presentation of language items is based on situations. The teachers have to ensure that they provide a conducive situation worthy teaching the linguistic form. The monologue will provide some ways in which some linguistic components may be presented in a literacy and language teaching and learning class.

a. Teaching composition using Situational Approach

Under the situation teaching methods, the teacher is supposed to be practical in his or her presentation of knowledge to the learners. This calls for the use of authentic situations in presenting language items. For instance, when a teacher is teaching a descriptive or narrative composition, they have to present the elements they are to narrate on or describe to the class so that the learners can see them vividly. The teaching of a procedure writing can be a good example. If learners are to learn how to describe a simple procedure, they have to be shown practically how the procedure works. This may include demonstrating to the class the ideas you want them to learn so that they see and practice what they see. The use of authentic pictures and charts in the teaching of language are what they recommend. A teacher can assess learners by using pictures which have a procedure to be followed. This may be a path representing how a person may reach a given destination, the mode of transport they use to get to school and the process of cooking or ironing cloths. By explaining such ideas theoretically, it is argued that learners will easily forget.

A composition teaching should then be centred on real life situations which prevail in the learner's environment and can also be perceived and observed by the learners. Teachers have to also organise field trips for learners so that they are exposed to real situations in and outside the classroom. When a teacher talks about a nice place, he or she has to take the learners to such a place and make the learners experience the nice things. When a teacher talks about a market or hospital, he or she has to either bring a picture depicting a hospital or a market so that learners can learn through a real situation. Assessment deals with asking for real life experiences and not abstract places and concepts which cannot be seen and used by the learners. It is the teachers' role to create a learning situation in class which will facilitate the acquisition of specific knowledge in class. A literacy and language class should have authentic pictures which depict relevant situations in class so that the learners are able to learn through real life situation. This motivates the learners to concentrate on the lesson being presented.

b. Teaching structure using Situational Approach

Situational language teaching is key in the teaching of structure components in the literacy and language classes. The teacher does not wait for an opportunity to teach but creates a conducive situation to demonstrate a piece of knowledge. For instance, a teacher can teach vocabulary items like; accident, singing, dancing, selling and buying and politeness by demonstrating and using pictures.

Through demonstration, the teachers introduce a song or teach a song to the learners and ask them to sing. After they sing, he can then tell them that they sang a song. The processing of *singing* is the situation of interest while the word *sing* is the word of the day. Then learners can give illustrations regarding the places where singing takes place from. Happenings which are progressive and static like accidents are also presented using charts which depict appropriate situations. Through drama and role play, accidents can be presented situationally. This helps learners to use the appropriate language in a given situation.

c. Teaching comprehension using Situational Approach

Comprehension teaching using situational methods takes into account the aspects which will bring the passage being heard or read into the real situation that exist in the children's community. Such situations emanate from the ideals held by the reader and writer but they are narrowed to the learners. Therefore, a passage has to be brought to the learner's environment at all costs so that the children can be helped understand the way language is organised in that context. Translation of linguistic items into local language is common here and the teacher has to practice this tendency in order to bridge the information gap between the learners and the meaning being presented by the speaker or writer. The following simple procedure can be followed.

1. Ask learners to identify some difficult words and phrases in the passage for discussion and possible explanation.
2. Class to ponder on the meaning and possible interpretation and the effects the words have to the overall meaning of the passage.
3. Introduce their synonyms and antonyms of the words and phrases and allow learners to give examples.
4. Consider the cultural meaning of the words with regards to their connotation and denotation in relation to the topic and its context so as to present the real situation.
5. Learners to give examples of the word and phrase meaning in the local languages orally because the words have to be explained in relation to the situation they have been used.
6. Ensure you have prepared **flash cards on the** words and practice their use in class in relation to the situation being depicted.
7. Orient the pupils in their groups on what they are supposed to do by demonstrating.
8. Let the groups discuss the words and sounds with their use in the community.
9. The teacher should ensure that the learners are using the target language even in groups to represent the right situation.
10. As a teacher, ensure that all the learners in groups are contributing to the subject at hand in their convenient language.

Therefore, the teaching comprehension is simply changing the abstract ideas and bringing them to real life situations which exist in the learner's environment.

d. Teaching listening and speaking using Situational Approach

In teaching listening and speaking using the situational method, the teachers simply present a given situation to the class and guide them into a discussion with reference to specific words to be used. The teachers' role is to bring a real life situation in class using

conversational posters, picture stripes, story books, narratives and videos so that learners can hear and see how language is used in certain situations.

TASK

- i. From the discussed method, explain how you can teach literacy and numeracy using the situational approach?*
- ii. With practical examples, discuss two situations a teacher of literacy can use to teach learners the past and past continuous tense. Which charts can you make and what should they contain?*

1.6 Teaching language and literacy using Text-Based Approach

The students should realize that the term ‘text based’ means any script presented for a purpose to someone and it is worthy using for a specific task. In this context, text based is not limited to a book but any script which a teacher can use in the teaching and learning process according to the prepared lesson. The teaching of language using text based approach uses the text book or related texts to teach language. It is the role of the teacher to follow the given and prescribed books and teaching and learning material to present lessons to learners. The Zambian schools offers the teachers a chance to follow the prescribed curriculum and literacy framework as their guide to teaching language and literacy instruction to the primary school learners. In the case of the Zambian teaching and learning situation for literacy and language, the government has provided guidance on how to teach literacy and language through the availability of the literacy and syllabus.

Primary school learners follow the graded primary school books in all the subjects. In the absence of the texts and books, the teaching of literacy and language lags behind. The textbooks are followed in the teaching and in most cases, they are even divided into

terms. In a given term, the teachers have to prepare a scheme of work and a weekly focused to which lesson plans are prepared. In light of the already planned materials for the schools and specific grades. It becomes easy for the teacher to present a lesson. There are certain books which have jumbled material and makes learners get lost despite them being certified by the curriculum development centre.

In teaching using the text-based approach, the teachers has all the components documented and centred on the different topics to be taught. For example, a topic can be presented in form of a play which will have characters and in dialogue form. From it, comprehension questions can be asked. Additionally, structure, composition, summary and listening and speaking exercises can be crafted from the same passage. From one text, multiple teaching elements are drawn from it. Teachers in this case uses fewer pages of reading for them to have their work well prepared and presented. Language is viewed to be sequential in the text-based classroom. Indeed, a teacher should first teach sounds before teaching word meaning in a class. Teachers have to be more resourceful in this case and they have to improvise and bring in different sources of material which a variety of texts. This method takes teachers to be more resourceful and prepare sufficient material which is appropriate to the level of the learners.

a. Teaching composition using text based approach

We use a passage presented from a given text in a prescribed or unprescribed text book or written material and prepare a composition question from it. The composition exercise is usually second from the reading. The type of a passage will dictate the type of a composition to be taught to the learners. For example, a literature passage extracted from 'The River between' can actually be used in the teaching narrative composition. So from a text, a composition is taught. There are various texts which can be used to teach with learners in different grades.

b. Teaching structure using text based approach

Teaching structure using text-based approach simply follows the prescribed textbooks for a given book for a grade. Usually, the books have the explanations, examples and exercises while the teacher's guide has the answers for the exercises. Mostly, it is very important to prepare the content from the main text book which has to be delivered to the learners before a class. It is easier to use text-based approach to teach

c. Teaching comprehension using text based approach

The teaching of comprehension using text-based approach takes the teacher to bring the written material which contain the passage to read and then analyse for questioning and answering. The text books found in the primary schools have the different comprehension exercises which are given to the learners. Teachers have to demonstrate how the learners should read by reading the first paragraph and then ask them to continue. The teachers' guide has the answers to the passages and the teachers actually counter check the answers with the questions. It is the role of the teachers correct some of the answers according to the changing times. It is actually easier to teach comprehension using the text-based approach.

d. Teaching listening and speaking using text based approach

Listening and speaking takes the usage of the already documented materials and use them as activities for the learners to listen and speak. Speaking is the role of the teacher and listening is the role of the pupils but they later swap roles in the lesson. The teachers can even improvise the teaching of listening and speaking by using a given text in class. This is component can actually use any text provided it is fitting the roles and age of the learners.

e. Teaching summary using text based approach

Listening and speaking is an avenue for the teaching of listening and speaking in the schools. Learners can actually listen and take notes while they also depend on text to do

making. The advantage is that text-based teaching of summary depends on the available books in the grade being taught. The advantage on it is that the teacher's handbook usually has answers for the exercise. The importance is that teachers do not improvise much since the school curriculum has all the books needed for the teaching.

Activity

- 1. With regards to the teaching of literacy and language using text based approach, discuss the disadvantages of using the text based approaches in a literacy class?**
- 2. How can a teacher use the learner's first language in teaching literacy using text based approaches?**

1.7 Teaching Literacy Using Teacher Centred and Learner Centred Approaches

These are not old methods in the teaching profession. Teachers will be made to agree with us that they know these methods it is just the matter of categorising which might be knew to them. There are two main methods which are used in the teaching of literacy and language. The two are divided between the traditional methods and the modern methods.

a. Teaching Literacy and Language using Teacher centred approach

The teacher centred methods are very popular in the teaching of literacy and language. These spring from the behaviourist theory of teaching the children all the ways of life from a single point of dictating what the children should become. The theory behind is that of the farmer and the gardener. The children are perceived to be plants who needs watering by the farmer if they are to grow up responsibly. The children's quest to acquire

knowledge is the reason why the teacher guides them to the specific knowledge which needs acquiring.

The teachers' role in this class is to take centre stage and direct all the activities in class while learners remain passive. Learners are receptive or recipients of knowledge which is prepared by the teachers. The teachers hardly involve the learners in the activities, and they only request partial involvement when he or she feels so. In teaching literacy, it is the teacher's role to ensure that he directs the learners into the forms of literacy which are relevant to acquire at a given time or to a given grade. It is only the teacher who knows the type of literacy which has to be taught to the class. The learners at this point do not participate actively in the lesson because their learning is teacher directed. The teacher should prepare the work in the simplest form at all times.

b. Teaching Literacy and Language using Learner centred approaches

According to Simasiku (2011), learner centered learning is an approach used in teaching which focusing on the needs of the learners, rather than others involved in the educational process teaching techniques must give room for active involvement and participation of learners in the learning process. Teachers should structure their classes in a manner that facilitate this active learner role. This will mean organising learners in smaller or larger groups, or pairs, or working with them individually (Rodgers and Richards, 1992).

Teaching literacy and language using learner centred methods depends on the type of learners and class being taught. Nyimbili (2016) notes that the process will also mean using teaching techniques that fit the purpose and content of the lesson and at the same time encourage active learner participation. These techniques include for example, explaining, demonstrating, posing questions, checking for understanding, helping, providing for active practice, and problem solving (MOE, 1992). Learner centred techniques acknowledges the importance of the learner in the teaching and learning

process, yet the instruction is broadened to include other activities that produce desirable learners outcome.

In the teaching of language and literacy, teachers have to use the various teaching and learning techniques which include role play, drama, projects, discovery learning, presentations, discussion, and debate among others. The teachers must strive to use the learner centred techniques so that learners can learn from each other in groups. The learning of children is considered to be through play amongst the older and young ones. The teachers should use group activities to enable learners talk to each other and interact in the groups of influence. Despite other scholars arguing that such groups are dominated by bullies, it is important to note that bullying is part of the literacy and language class. Instrument for playing in most cases facilitate the playing and usage of language by the learners. The manipulation of knowledge is another concrete learning phase which learners find themselves into because they explore their environment and discover their potentials. The role of the teacher is actually to provide guidance to the learners and ensure that they work in harmony as they talk to each other.

Teachers have the role of creating a conducive learning environment in the classroom. This is done by the usage of the different pictures which are dotted around the classroom. The usage of pictures makes the learners to be kept watching and wondering how beautiful the class is yet the teacher waits for the appropriate time to use them to teach the learners. It is then in same vein that the teachers use a number of dolls and gadgets to ensure learners are kept busy. All these bring to the different forms of literacy which learners have to be taught and acquire in the school system. Teachers have the role of ensuring that the children share facilities and interact for a purpose through meaningful activities.

ACTIVITY

- 1. In line with the traditional and modern methods of language teaching, explain how the two methods helps the teachers to remain focused in the teaching of literacy and language?**
- 2. Discuss the method which you think is more advantageous in teaching the literacy and language classes of the two?**

1.7.1 Teaching Language and Literacy using Translanguaging Pedagogy

Translanguaging is a new pedagogy which has come into existence because of the deficiencies the monolingual educational policy has proved to be presenting regularly in the various countries. The various policies in the teaching of literacy in the Zambian schools have been based on the monolingual practices, teaching using one language, while the reality does not support the idea. Zambia is a multi-ethnic country whose languages do not stand in place or to replace other languages in the Zambian communities. Despite kashoki (1990) arguing that there is some mutual intelligibility within the dialects of the different Zambian languages, it is a notion which has been disapproved by various studies conducted by scholars in Zambia (Tambulukani, 2015; Zimba, 2007; Mwanza 2012; Mubanga, 2012 and Kamalata, 2016). Therefore, they have proposed an alternative approach which will be multilingual inclusive in the teaching literacy and language to the multilingual communities. This is where the notion of Translanguaging as a pedagogical practice comes in to eliminate the linguistic barriers faced in the use of monolingual pedagogy.

Translanguaging is a relatively new notion that is still being developed. The term is the English equivalent of the Welsh word *trawsieithu*, which was coined by Cen Williams in his PhD thesis (1994) to describe a teaching method adopted in bilingual secondary schools in Wales. This involved providing students with information in one language and asking them to produce a piece of written or oral work in the other language. An

example might be preparing a poster in English and explaining it in Welsh. This pedagogical practice was intended to foster learning through meaning and understanding. It has since been developed by a number of educators, most notably Colin Baker (2003, 2006), who first translated the Welsh term as *translanguaging*, and Ofelia García (2009).

García extended Williams' original definition and placed it in the context of emergent bilingual children, mostly from Spanish-speaking homes living in the US. García argues for less rigid criteria of the proficiency of the two languages and focuses on how bilinguals naturally and flexibly use their entire linguistic repertoire. She places equal emphasis on the naturally occurring language practices of bilingual children and the adoption of bilingual pedagogies. She argues in favour of moving away from seeing the two languages as separate entities, recognizing that bilingual students have one linguistic repertoire at their disposal. Hence, they should be allowed to flexibly draw from it in order to choose the aspects that enable them to meet their complex communicative needs. Translanguaging can be used effectively to achieve proficiency in English and their native language as well as enhance their academic attainment.

A number of studies have looked at translanguaging from perspectives that address academic, social, cultural and identity issues. Hornberger and Link (2012) expand on the original idea of translanguaging and focus on the practice of transnational literacies that are based on cross-border identities, skills and social relationships. They argue for increasing awareness of translanguaging and transnational practices in multicultural classrooms in order to increase our understanding of students' resources and how these can be used to enrich their educational attainments. They believe that translanguaging is as much about learning the language as it is about having a positive school experience and academic attainment.

García and Sylvan (2011) have developed the idea of translanguaging within a ‘dynamic plurilingual pedagogy’ which maintains that it is necessary to focus on the individual in multilingual and multicultural schools. Therefore, successful and meaningful bilingual education involves the purposeful engagement of teachers and pupils from a variety of different backgrounds, with their individual cultural and linguistic repertoires. They argue for improving English language skills and general knowledge through the use of translanguaging by emergent bilingual children. They also contend that successful translanguaging is a process based on continuous adaptations of the students’ entire linguistic repertoire in order to create meaning.

Translanguaging does not assume that individuals have two separate language codes, but rather that they have one linguistic repertoire from which they choose the information they need in a particular context. Although it includes codeswitching, it is much more than that. Rather than focusing solely on the second language and therefore essentially ignoring bilingualism, translanguaging enables teachers and pupils alike to see bilingualism as a resource that can facilitate the acquisition of language skills and general knowledge (García 2012).

By definition, Baker (2011:39) as cited by defined Translanguaging as ‘*the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages.*’ Hornberger and Link, (2012:262) is also defined as, ‘*the purposeful pedagogical alternation of language in spoken and written, receptive and productive modes.*’ Translanguaging is also defined as:

Translanguaging is the process performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential, (Garcia, 2009:140).

Translanguaging enables the child to realize and maximize their potentials in the learning of one language using the skills of the already existing linguistic repertoires. Garcia (2009) add that in translanguaging, languages are no longer assigned separate territories or even separate functions, but they co-exist in the same space and they are not graded with regards to their importance in the community. To this effect, translanguaging is an important pedagogical concept in the educational practices of today. Baker (2001) pointed out four educational advantages to translanguaging in a multilingual nation:

1. It may promote a deeper and fuller understanding of the subject matter.
2. It may help the development of the weaker language.
3. It may facilitate home-school links and cooperation.
4. It may help the integration of fluent speakers with early learners.

This means that in the learning of one language, other languages and dialects work as stepping stones to the providing a link between the language being taught and the language in which the children are thinking and can express oneself better. Studies conducted in the world have revealed that translanguaging has been used to teach literacy in the different refugee communities where children use a different language at home which is different with the language of school instruction.

This situation is not different with the Zambian situation. The Zambian languages which are used as official language of instruction are seven to represent the seventy-three ethnic groupings. These seven represents some zones which are divided on unclear boundaries whose borders are unfixed. I say because the children in Chama district uses two languages of instruction depending on the side of Chama they are. The central and part of southern district uses Cinyanja while across the Luangwa River and in the far north of the district they use Bemba. The community language is actually Senga and Tumbuka but the children use two sets language. How this regional language and

boarder defined is the subject of questioning the border line drawer. However, the two communities can use one pedagogy of translanguaging to reduce on political and tribal talks.

Teaching using translanguaging is not so much different from the teaching practices used by the monolingual teachers of today. Blackledge and Creese (2010) speak about flexible bilingualism without clear boundaries, which places the speaker at the heart of the interaction. By drawing on their ethnographic research in ethnic community complementary schools conducted in the UK, Creese and Blackledge (2010) describe how the students' flexible bilingualism, their translanguaging, is used by teachers to convey ideas and to promote cross-linguistic transfer in learners. In examining the translanguaging pedagogies used in complementary schools, Creese and Blackledge (2010) state that both languages are needed simultaneously to convey the information because each language is used to convey a different informational message, but it is in the bilingualism of the text that the full message is conveyed. And in analyzing the pair work students do, they comment that it is the combination of both languages that keeps the task moving forward. This is what the teachers in the multilingual primary schools were supposed to be done.

In the teaching of literacy, it is clear knowledge that children come to class with emergent literacy and the teachers uses the emergent literacy to develop on new literacy skills. This emergent literacy learners come with to class is in the learner's mother tongue or community language. It is in this language that the learners think and understands better all the instruction around him or her. Therefore, using a different language other than the language of the child to teach literacy is a mistake. It will mean the child should learn the second language in which literacy instruction will be conducted which translanguaging has avoided.

A translanguaging class has the teacher using the standard language of instruction which is familiar to both, the teacher and the learner, and they are using it to teach and learn literacy. The teachers hardly code switch and translate. They use the learner's emergent literacy to teach them new literacy in class. In other ways, the teachers introduce standard language and uses it to teach literacy with. The teacher then uses the different learner centred techniques to engage learners into group discussion for example. The children in groups uses their mother tongue to manipulate, understand and use the linguistic concepts to learn with. In other words, the children use the language they know better to understand and practice the knowledge the teacher has presented or taught them. The children are utilising the two languages at the same time. During presentations, the teacher allows the learners to present in the language they understand the knowledge better. This is common in the early grade and days of literacy. As the children progress in literacy instruction, the teachers reduce the use of the mother tongue in presentations and restrict them to the language of instruction prescribed by the ministry. In doing so, the children are demonstrating their bilingual or multilingualism in the education system.

In the teaching of sound association (phonemic awareness), the teacher can introduce the sound **/b/** and explain what it is and give examples in the standard language alongside the local language. The teacher can then break the learners in groups and ask them to come up with words which have the sound **/b/** in their local language and language of instruction if possible. The children are then allowed to come up with as many words as they can in both languages. After that, the learners can present the findings in the language of their choice. By doing so, the teacher is tapping into the children's linguistic knowledge and using it to teach the classroom lesson. The teacher in this case is not supressing the learner's mother tongue but building literacy in it as well as in the target language. Teachers should use authentic teaching and learning materials in their illustration of knowledge using the multilingual notion.

We can have another example from a Tumbuka multilingual class:

Teacher: *Fiske, valako ku door.* (Nyanja: *Fiske* close the door). [The boy stands up and goes to close the door for the class]. Thank you, *nkhala manje.* (Nyanja: sit down). So, *Fiske nangumutuma kuti wacite vici?* (Tumbuka: I sent *Fiske* to do what?)

Pupils chorus: *Avale ku door, wajale cijalo.* (Nyanja: to close the door) (Tumbuka: to close the door).

Teacher: *Cijalo na door nivimoza, kwene mu class ticemenge cijalo kuti 'citseko'.* (Tumbuka: *cijalo* and door are the same. In class we shall be using the word 'door' as 'citseko'). [She writes the word 'citseko' on the board]. *Tonse tiyeni tiwêrengé ma silabe yali muli iyi word nalemba pa board ci/tse/ko.* (Tumbuka: let us all read the syllables which are in the word I have written on the board *ci/tse/ko*).

Pupils chorus: [they read the word through syllables] *ci/tse/ko.*

Teacher: *tonse tiyimilire,* (Nyanja: all of us let us stand up). [Pupils stand up]. *manja mumwamba* (Tumbuka: hands up). [They raise their hands]. *Tikole kumutu* (Tumbuka: let us hold our heads). [They hold their heads]. *Kuliciani kumutu wanu?* (Tumbuka: what can you feel in your heard?).

Pupils chorus: *sisi* (Nyanja: hair)

Teacher: okay, *tikhale pasi.* (Tumbuka: let us sit down). *Naine nili na tsitsi kumutu kwanga.* (Nyanja: I also have hair on my head). [She writes the word 'tsitsi' on the board]. *Tikayangana bwino, mu ma word 'citseko' na 'tsitsi' muli mvekelo imodzi yamene ippezeka monse.* (Nyanja: if we check properly in the first words 'citseko' na 'tsitsi',

there is a common sound). *Ninjani wangatiphalilako iyo sound yusangika mu ma words yawiri aya nalemba?* (Tumbuka: who can tell us the sound which is in both words I have written?). (Extracted from Nyimbili, 2021 Ph. D Thesis).

The teacher has to consider the classroom sociolinguistics and use it to build the lesson for the whole class. Translation from one language to the other has played a key role in the above lesson to make learners understand the concept of the day. The role of the teacher to use the learner's emergent literacy to drive them to the lesson of the day and this is the case in this lesson. When a teacher teaches like this, then all is well for a multilingual class.

With this teaching experience in the above discourse, translanguaging could also be considered as an inclusive and integrational approach to educating all the children in the classroom, regardless of their linguistic and cultural background. It may help, as pinpointed by Nussbaum (2014), to increase communication between teachers and students and among students themselves by accepting other languages into the monolingual classroom. Therefore, translanguaging may break down boundaries between speakers of specific languages and cultures and, thus, encourage integration of foreign students in the educational system. In the Zambian context, it may also reduce the finger pointing regarding the minority and majority languages.

Benefits of translanguaging in a multilingual class

There are a number of benefits in using translanguaging in multilingual classes and this discussion will be in relation to the sound introduced above /b/ if used in a classroom situation. The teacher realised that as a result of teaching grade one learners using the translanguaging practices in a multilingual class, there was improved learner participation in the classroom. This was because learners were able to use their languages without restrictions.

The learners also become literate in their local languages as well as the language of instruction. This can be observed from the answers they gave when they are asked to give words which corresponded to the sound of the day. They provided many answers in line with the sound of the day which existed in their languages. The benefit was that learners were able to actively participate and identify words according to the different languages which were written on the board. Learners were able to identify words from the different languages through matching using a cue cards the word identification tasks,

In a Tumbuka class, the teacher gave instructions in Citumbuka so that learners can easily follow what the teacher wanted them to achieve. The learners were free to seek clarification from the teacher on the task and ask questions for using Citumbuka. Learners also discussed the answers in familiar languages before sending a group representative to go and match the answer on the board. Learners were able to interact socially and academically between languages and correct each other regarding word matching during group work using classroom languages. The other benefit which was realised in learners was the familiar language orthographical development. The learners in the translanguaging class were able to write in both Cinyanja and Citumbuka when they were given chance to do so.

The other benefit was that learners developed language proficiency in their familiar language. This resulted into learners reading level in their familiar language improve and extend from the academic circles to the social setting of the children. The other benefit which the teacher realised in learners was that the minority learners were able to participate and use their languages to give responses to the classroom learning situation. This enhanced social interaction amongst learners and increased their academic power in class.

Improved literacy performance by multilingual learners was characterised by the linguistic freedom and learner speech freedom which accounted to learner

understanding of the content being taught in class. Similar findings were reported Jiménez et al., (2015) who found that translanguaging through translating English text into Spanish enabled students to collaboratively construct meanings at the word, sentence, and text levels while developing more understandings of the forms and functions of language.

Clearly, there is a link between translanguaging, learner participation, motivation and understanding of the content which eventually result into improved learner performance. Thus, the liberating effects of translanguaging and the counteraction of marginalisation of languages and their speakers become cognitively empowering. In the experimental class, learners had the power to socialise and build on their social and cultural knowledge which resulted into improved content assimilation and participation in the lesson.

Translanguaging provide evidence to the fact that when the identities of the learners have been recognised in the school and classroom, learner self-confidence and cognitive powers flourish. Makalela (2019) makes this point poignant when he explained that in Africa where most people grow up speaking more than one language “input and output alternation is the only way to become, gain epistemic access and develop a higher sense of self in education”. This is particularly crucial in urban areas such as Zambian urban multilingual classes where translocal mobility has resulted into linguistic mobility and language contact. Therefore, provision of education in such environments require a context sensitive pedagogy which recognise rather than impose identities on the learners. When this happens, the school and the education sectors realise both qualitative and measurable learning benefits as evidenced in this study (Nyimbili and Mwanza, 2021).

1.7.2 Challenges of translanguaging in the Zambian context

There are different challenges which translanguaging classrooms go through in different parts of the world. Some are discussed below.

1.7.3 Mismatch between language of instruction and dominant learner's familiar language

The language of instruction was a challenge which hindered the acquisition of literacy by the learners in the translanguaging class. The teacher agreed to the fact that there was a mismatch between the language of instruction and the dominant familiar language of the learners in multilingual class. We can draw examples from a Lundazi classroom where Tumbuka is the language of play while Cinyanja is the regional language.

Cinyanja words which are in the learner's books are not familiar to the words which learners in Lundazi area. For example, words like *kamba, kumwamba, phala, kupha, ndeo, ndiwo and nsabwe* have been used in the book to give examples in texts. These words are different in meaning and writing in Tumbuka as: *yowoya, kuchanya, bala, kukoma, mbembe, dende and nyinda* in the same order. Therefore, such words make the Cinyanja text not to communicate the needed information to the learners when used in class because the languages are not similar.

The teachers also acknowledged that the use of Cinyanja in the classroom where the learners were unable to understand the regional language proved to be a challenge. Learners stopped concentrating when Cinyanja was used constantly, and the language became a hindrance to learning.

1.7.4 Rigidity of the language policy premised on monolingualism

The other challenge was enshrined in the policy which officially approved seven languages and gave them constitutional powers to be used as language of instructions in specific regions. These regions are zoned according to the ethnic grouping and settlements. It was pointed out that government has not reviewed the linguistic boundaries since 1966 to see how communities have changed and how certain languages have grown or died in some areas. The government as well has not softened its language policy. The misinterpretation of regional, familiar and community languages has brought about confusion within the learners and teachers. At first, it was clear that a familiar language was to be used to teach literacy.

1.7.5 The Monolingual Ideology in the School and Curriculum

It has been revealed that school curriculum promoted teaching using one language to all the learners as long as they are in that region. The reality is that we have challenges as teachers to teach literacy in the multilingual classes of today. The one language instruction is not a way to teach literacy today because as teachers we are faced with learners from different linguistic background which we have to consider meeting the learner's needs. So, if the syllabus and curriculum was reviewed to meet the classes of today, we can help learners learn literacy better than ever. The other challenge was that teaching of literacy was only aimed at developing the regional language and its language practices or culture. This resulted into learners failing to understand some of the words which were supposed to be of value to the lesson.

1.7.6 Translanguaging perceived to be time consuming

The challenges the teacher faced was regarding the management of time in the translanguaging class. In the first week of introducing the teaching practice, the teacher did not manage time very well and the observation was that learners were given more

time to express themselves which was good on one hand yet turned out to be a challenge as the lessons were not concluded early enough to allow another teacher into the class. Other scholars argue that translanguaging is time consuming. Time was also not well managed in my class because of the process of using more than one language to make meaning. When learners gave examples, the process of translation from one language into another and into another to cater for the majority of the class was taking time. Some words the learners used on a given sound were too abstract that I failed to even explain them. But it was helpful since the learners knew what was taught on that day and how to use the sound.

1.7.7 Phonological and Phonemic challenges

It can also be noted that there were phonological and phonemic challenges which made the classroom languages difficult to teach with literacy in the grade 1 classes. The learner's familiar languages were different from the regional language of instruction. If we can take example from Tumbuka and Cinyanja we can discuss the differences better. There are phonological differences between Cinyanja and Tumbuka. Some sounds which were not in Tumbuka were a challenge to explain and translate from Cinyanja into Tumbuka. For instance, the sound /ts/ and /dz/. Even giving examples it was challenges as the Tumbuka learners found it strange to use such sounds. The language varieties were a challenge to synchronise in class.

The other challenge was the wrong linguistic transfer between the learner's familiar languages and Cinyanja. The Tumbuka words which never existed in Cinyanja were also a challenge when it came to spellings in a translanguaging class. Words like '*skipato*' (shoes) and '*skiaŵa*' (groundnuts) were not found in Cinyanja. Such sounds were translated and provided talking points on the orthographical differences between the two languages so that learners did not combine the spelling systems in their writing of Cinyanja language.

The other challenge reported by the teacher was regarding the combination of the classroom languages when writing a text. This was very common with the learners who did not come to school constantly and those who joined the class late for various reasons like transfer and illnesses among others. Despite the codeswitching manifesting in the learner's written works, it was not a challenge for the translanguaging teacher as it made the teacher to realise that biliteracy was taking place in class.

1.7.8 Monolingual Based Assessment

The other challenge which was observed regarding the teaching of literacy using translanguaging practices was that assessment was administered in standard regional language which was read for the learners. Since learners could not read fluently, the teachers concerned read the assessment for the children as they followed and inserted the missing answers.

The emphasis on language mastery as well has been a challenge in the classroom and termly assessment. We want learners to write the second language as correct as their first language which is not possible. During assessment, I feel correctness of the sentence phrasing would be ideal. We have to look at the correctness of the presented work and the meaning it is making so that mastery can be reserved as the learners advance in the grades.

We have over-emphasised on the need for improved score as the main purpose for assessment and basing literacy development which I feel is just basic and not primary. Learners are literate in their language and when it comes to assessment, we should find better ways of tapping into their languages and the literacy they hold so that we evaluate how learning is taking place. We can easily count literacy scores, but the actual literacy knowledge is not considered which is making the multilingual learners operate in the two or more languages.

1.7.9 Inadequate Teaching and Learning Material

The challenge of teaching and learning material was also reported. It was revealed that the schools lacked learner's books for them to practice and read the target language which was being taught in school.

Teaching and learning materials are in a regional language which is phonemically and phonologically different from the familiar languages of the learners. When such books are brought to the class, they are a second barrier since the first barrier is the spoken language of instruction. Learners only look at the books and enjoy the pictures, yet the written words do not make sense to them. Such make the learners fail to learn in class.

1.7.10 Monolingual Teaching and Learning Materials

The other challenge was that the teaching and learning material which the school had for the literacy class were all designed in regional languages and not other languages. The materials had difficult cultural words which were difficult for a multilingual class of today.

1.7.11 Sociolinguistic Environment for Language Development

The other challenge was the sociolinguistic environment in which the language is taught and practiced. Teaching literacy using monolingual ideologies was found to be challenges because the learners did not have language models outside the classroom. This made the classroom language of instruction be limited to the teacher and the few classroom activities which did not exist in the learner's environment.

Teaching literacy to the learners whose familiar language is not the language of instruction needs constant practice of the language which does not happen to our learners here. For instance, in Lundazi and Chama districts, the children speak Tumbuka and Senga in their play environment and Cinyanja is never heard. So, they fail to adapt to the classroom instruction since it is not their language of play.

As much as literacy is about reading and writing, oral literacy would be another form of testing the literacy skills in the learners whose first language is not the language of instruction. The concentration on the writing system poses a challenge on the multilingual learners in the early grade because their languages are not limited to the language of instruction. It is right to look at literacy in form of writing but as a system we do not allow the learners to use their languages to express their literacy which is not fair (Adopted from Nyimbili and Mwanza, 2021).

Activity:

- 1. In discussing translanguaging there are successes and challenges, discuss the challenges which teachers are likely to encounter in the Zambian primary schools when using this pedagogy.**
- 2. What advantages will the multilingual approach have over the current monolingual practices in the Zambian context?**

1.8 The Teaching of Translation in Literacy and Language

Translation is an activity of mediating meaning from a source language into a target language. The teaching of translation came about by the use of grammar translation method. Can you reflect of what this method is? Have you ever used the method in your teaching? What has been the influence of the grammar –translation in the teaching of language in our schools? What is the purpose of translating? If you have been able to answer these questions, it is well. Translation in the primary school takes various forms (depending on the level of the learners). The lower grades deal with translation at lower level.

a. Types of translation

There are three types of translation: inter-semiotic, intra-lingual, and inter-lingual.

Inter-semiotic (Transmutation) translation refers to the transference of a message from one kind of symbolic system to another. For instance, transmuting a speech into sign language without verbal accompaniment is a good example of a case of inter-semiotic translation.

Intra-lingual translation: This consists essentially in rewording something with the same language. For instance, we may reword verbal signs by means of other signs in the same language or determine meaning by substitution techniques or by hierarchical structuring, eg.

Bemba: bambeeni => icibamfi (for congratulating a hunter).

Tonga: ndagambwa => ndanyandwa 'Am surprised'

Diachronically, English renders Elizabethan English into Modern English. eg, Whence thou cometh? => Where are you coming from?

Synchronically, intra-lingual translation may involve rendering legal English into everyday English. eg, what can you say in mitigation?

What do you have to defend yourself?

Inter-lingual translation: This is a Translation proper. It involves the interpretation of the verbal signs of one language by means of the interpretation of the verbal signs of another language. It is called 'translation proper' because it involves the source language and the receptor language. (The language from which the language is translated is the source language whereas that into which it translated is called receptor (target) language). To translate from one language to another, you will rely also on the language

that is not in the text. It also requires the translator to enter the mind of the writer so as to interpret the background information which the writer and his audience share. In this, the teacher and learners engage in the art and science of reproducing in the receptor language the closest natural equivalent of the source language's message, first in terms of meaning, secondly, in terms of style. Artistically, how the words have been used; scientifically, the theories used. Where there is a conflict between meaning and style, go for style (Nida and Taber, 1969). If the translation is not done well, there would be loss of original touch. If you want to be literal (word for word), the translation would be distorted. As a teacher, you should know that languages differ radically from each other phonetically, phonologically, morphologically and syntactically. So it is difficult to articulate auditory sounds of different languages. What happens in this case is to engage in transliteration, eg.

Mary => Maliya; Peter => Petulo; Moses => Muusa; Martha => Malita.

Sometimes you need to sacrifice the meaning for rhythm, rhyme structure, etc. as can be seen with the Zambian national anthem. Even the syntactical structure is impractical to maintain in the target language, eg.

Nyanja: mtsikana wabwino => girl good.

Activity

Translate the following sentences into a language taught at your school:

- i. Ruth has a clean bill of health.*
- ii. Hardly had he arrived home than it began to rain.*
- iii. Unless you work harder, you will fail the examination.*
- iv. When I went in town, I ran into an old friend.*

b. The procedure for teaching translation in Literacy and Language

The ability to choose the correct translation procedure and technique is an indispensable skill to teachers; therefore, it is essential for teachers of translation to be aware of why a particular technique is used. If one has to translate, generally, they should:

- i. be familiar with the culture of the source and the receptor language.
- ii. understand the basic principles of translation.
- iii. understand both meaning and form.
- iv. understand perfectly the content and intention of the author.
- v. have acquaintance with the subject matter.
- vi. have command of both the source and receptor languages.

Translation is not well taught in schools. As a teacher, you should have well formulated outcomes for your learners. Translation in the primary is at word to sentence level. Here is the procedure to help you.

- i. In the introduction, talk about the theme of the translation passage. Talk about the importance of translation. Deal with the structures that are not familiar to the learners. Ask questions about the passage just like in comprehension.
- ii. Reading the passage: Read through the passage to fully understand its content.
- iii. Get the meaning of the passage culturally, stylistically and semantically, and translate into mouthfuls (not word for word but in chunks). The translation can be done in small groups.
- iv. Translate as individual exercise – encourage learners to make a draft that they can review later or exchange books or give someone to read.

- v. Let learners revise and write a final copy for you to mark.

Note that in translation, we do not talk about the correct translation but the acceptable version of the translation. With beginners, it is necessary to put learners in small groups to translate a text. Different learners and personalities work in different ways and some would instinctively wish for a result, while others would focus on the process. Both ways of working have their merits (Gonzlez, 2004). In fact, Gile (2005) for example promotes the use of evaluation exercises which incorporate two phases in the learning: a process-orientated one and a product-orientated one. This can be employed with effect in a translation lesson.

Activity

1. *Explain the procedure for teaching translation.*
2. *Explain how cultural differences cause more complications in translation.*
3. *State and explain the three types of translation.*
4. *Discuss in your group, the benefits of the following foci in translation:*
 - a) *a process oriented.*
 - b) *a product-oriented.*

The teachers of literacy and language should use the available materials to teach translation in their different schools and classes. The teachers should be resourceful and ensure they look for local language materials to use in their classes for translation. In cases of translanguaging, the teachers can use manila paper and write the relevant words or passage to be taught. This will ease the excuse of saying there is no material for use in schools. The learners can actually start with the word-to-word translation before they go.

Activity:

Explain why translation is supposed to be taught in literacy and language to the learners?

Discuss how translation affect meaning loss and communication barriers?

Summary

We have discussed translation focusing on types of translation and how you can teach it. You the teacher, should have good command of the languages you will be dealing with so that you guide the learners appropriately. One cardinal thing to bear in mind is that a translation has no one-to-one equivalent. An attempt to do so may distort the meaning, cultural aspect and style of the text.

1.9 The concepts of immersion and submission

Introduction

The teaching of literacy and language in a multilingual nation and classroom takes two forms. These are immersion and submission of children. The two concepts are discussed in relation to the teaching of literacy and language in the Zambian context.

a. Immersion

Immersion is a practice which is used in language teaching and learning where the child is put in a class which uses one language. In other words, immersion is the use of a single language in school which is not the child's home language. This is sometimes called an immersion program. For instance, a primary school in Chongwe rural, the teacher will be using Cinyanja in class and expect the learners to be understanding the concepts in the new language. The teacher in this case is immersed in the Soli class and not vice versa. This is the concept which is used by monolingual education. They believe in immersion in their different classes as a way of language learning. Immersion is prominent in language acquisition and not leaning.

Other scholars have argued that immersion is a form of bilingual education and it is used to describe programs which serve language majority students, and which use a second or foreign language to teach at least 50% of the curriculum during the elementary or

primary grades. For example, there are schools in Zambia for Tumbuka speaking children, where Cinyanja is the language of instruction. If these children are taught in Cinyanja for the whole day it is called a total immersion program, but if they are taught in Tumbuka for only part of the day it is called a partial immersion program. It is important to understand the community and school setting so that either total or partial immersion is used in a literacy class.

b. Submersion

The meaning of submersion is sometimes used to describe a situation in which English second language students are placed in regular classrooms and compete with native speakers, and are given no special assistance with English i.e. a kind of “sink or swim approach”. This is the way the Zambian monolingual literacy curriculum is designed. It is either you learn the imposed regional language and get literate, or you fail and fail to get literate. Few adaptations are made to meet the students’ special needs and the goal is to ensure that the students learn English as quickly as possible.

It can also be viewed that submersion is a form of bilingual education in which the language of instruction is not the first language of some of the children but is the first language of others. This happens in many multi lingual countries where the government has selected few languages to be used for instruction in schools. Zambia is the best example where seven languages have been selected out of the many to be used in schools for literacy and instructional purposes.

ACTIVITY:

- 1. With regards to the teaching of literacy and language in the rural Zambia, discuss the importance of translation to a teacher?**
- 2. How can submersion and immersion help in literacy learning in Zambian classes.**

1.10 Summary

This unit is the longest in this module and covers various components with regards to how the different theories have influence the teaching of various components of literacy and language. It has also presented challenges associated with the various teaching and learning theories in the teaching of literacy and language in the Zambian context. Teachers have been presented with various examples which they have to build on and apply in other components according to the class size, location and availability of teaching and learning materials. Lastly, it has also explained how the different theories have influenced the construction of teaching and learning material in literacy and language.

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**UNIT TWO: SOLUTIONS TO THE CHALLENGES OF TEACHING OF
LITERACY AND LANGUAGE USING VARIOUS THEORIES OF LEARNING
IN THE ZAMBIAN CONTEXT.**

2.1 Introduction

This chapter brings to the student's attention on the various challenges that are being faced by teachers of literacy and language through the different theories of language. The student will be made to realise how the theories are helping learners and teachers progress or not to progress in classes. These challenges are associated with the language policy issues for the country, community engagement and language attitude and the literature development in Zambian languages. This section will discuss these challenges according to the Zambian context.

2.2 Learning out comes

By the end of this unit, you should be able to;

- Discuss the challenges which are associated with literacy and language teaching in the Zambian context.
- Explain how the Zambian languages have not improved its literature and,
- Discuss the various ways in which teachers have to employ in solving the problems in literacy and language in the country.
- Justify why these challenges are Zambian made and need immediate solutions.

a. Challenges associated with Language Policy Issues

Out of the many Zambian ethnic tribal groupings, seven Zambian languages were selected out of the 73 dialects to be used for the educational purposes and on the national broadcaster to represent the many languages (Mwanakatwe 1978 and Kashoki, 1998). The seven languages used in schools are perceived to be representing the zones in the country hence they are referred to as 'zonal languages.' MOE (2013) observes that in

Zambia, the seven (7) zonal languages are; Cinyanja, Chitonga, Icibemba, Kiikaonde, Lunda, Luvale and Silozi as well as the widely used community languages in specific school catchment areas will be used for the purposes of teaching in schools.

Prior to this, Sekeleti (1983) observed that the colonial government introduced English as an official language but its implementation into the school was to start later. The teaching of the children in schools was to be done in their mother tongue up to standard four and English would take over thereafter. He further reports that oral language was introduced during the first or second year of the pupil's schooling as a second language. Writing and reading were introduced at the beginning of standard one. Manchishi (2006) add that the British government made recommendations in 1943 that children should be taught in their local language or vernacular in the first two year. They further emphasized that English should be taught as a subject in the fourth grade at the primary level and it will be used as a medium of instruction in all the subjects thereafter. In the 1950s, the policy direction changed a little bit. The use of the dominant language (zonal language) was to be introduced in grade three to the children whose first language was not a zonal language (Simfukwe, 2010). The colonial government even under the federation was comfortable with the policy of teaching learners in their local language from grade one up to grade two and the introduce a regional language at grade three to four while English was studied as a subject.

Upon the attainment of independence, the new *Zambian* government continued with the pre-independence education language policy of using a dominant local language as medium of instruction, as well as school subject in each region. Conversely, in 1965 the government decided to revise the policy and recommended that English would be used as the language of instruction from first year of primary school up to university level (Ohannessian and Kashoki, 1978). The challenges of using the monolingual practices were observed yet the 1977, 1992 and 1996 policies recommended the usage of the considering the multi lingual practices or teaching literacy using the local *Zambian*

language. It was until 2013 that the government policy changed direction and recommended the teaching of literacy using the regional language. The changes were thought the literacy levels would improve in the country. In theory it was thought so yet in practice it was still another form of monolingual policy which was being implemented because seven languages were picked out of the seventy-three.

From such a background, it is evident that teachers in Zambia do not come from the main regional language background hence their competence levels in literacy teaching using these languages was questionable. The teaching and learning material have been developed in the seven regional languages to teach the children of the seventy-three ethnic grouping and yet they can read but hardly understand because it is not their mother tongue. The other teachers who do not belong to the seven regional language have not been assessed regarding their linguistic competence levels in teaching literacy hence they do not start teaching literacy until they are conversant enough. Such trends have made the continuous difficulty of teachers of literacy to continue in the primary schools. Additionally, it might assert that the meaning of using community language has been mixed with regional language. Regions have different communities which speak different languages. Community language meant the literacy community definition we all know, the seventy three language would have benefited as languages of instruction in teaching initial literacy. In conclusion, it might be prudent to advise that political interference in the education system might be the course to such confusion in dealing with language policy. Linguistic dominance might be taking shape while language death is quickly taking place. Teachers must put such challenges in mind so that they can improve on such errors and help the nation improve and raise the literacy levels in our mother Zambia.

b. Challenges associated with community engagement and language attitude

Language attitude deals with how the community and people perceive the language being used in the education system. It can be noted that the tribal arrangements in the Zambian community have been a subject of discussion on different forums. Political divisions have been seen in institutions where even unprofessionalism regarding staffing and recruitment is affected. The more reason is the issue of certain tribes seeing others to be more advantaged while others feel they are disadvantaged. It even comes closer to the usage of a given language in a given region to be perceived as tribalism because of inferiority complex. Indeed, such is normal when a certain language is more prestigious than the other with regards to the number of speakers it attracts, and the social context attached to it. In doing so, the usage of the seven languages has raised the standards of these languages while the others are perceived as inferior because they have no educational attachment at any time. Teachers have to encourage learners to be using their mother tongue whenever they feel like outside class so that even the untaught languages in class can be seen as important. Further, teachers should ensure they use examples in the local languages of the children so that they understand better certain concepts. This will uneasy the negative attitude the community have on each other's language.

c. Challenges associated with Literature development in Zambian languages

The purpose of using local languages in the primary schools and teaching of literacy has been for the purposes of making teachers impart the relevant skills in learners so that they can be writing different literature in different languages of their communities. The lack of positive attachment to the local languages has led to the scanty literature in the different Zambian languages. Suffice to say, the many years the monolingual policy has been in use in the Zambian education, up to date, the Zambian languages are perceived inferior because they do not provide an attachment to the educational standard you have attained in the community. In addition, writing material in Zambian languages have little or no market or readers apart from the tribal grouping. Local languages are only spoken

on lighter note in homes and are not used for important documentation like constitution or even local newspapers hence the literature is scanty. There is need to provide a local (national) policy regarding the development of local languages starting with the teacher's colleges and universities. The other challenge has been that the so-called linguistics who are tasked to work on the language policy hardly save the interest of the nation. This is seen from the non-standardisation of the Zambian language orthography up to now. It is sad that we miss spell words like ing'ombe because it has not received the attention needed in writing the actual symbols or grapheme. This may help save the already disappearing languages in Zambia.

Activity

- 1. With the experience you have as a Zambian, explain how you will help the country resolve the challenges being faced regarding the teaching of literacy and language?**
- 2. What role can you play as a teacher in resolving the literacy challenges in the Zambian communities?**

2.3 Summary of the unit

This unit has discussed the various challenges which are associated with the language policy issues for the country, community engagement and language attitude and the literature development in Zambian languages. It has also explained how these challenges can be solved and the role of the teacher such a society. Practical examples have been given on each subsection.

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UNIT THREE: TEACHING SUMMARY SKILLS

3.1 Introduction

Summary is actually practiced in our daily lives. Summary in the primary school is basically taught through comprehension but we are going to discuss this skill here, independent of the teaching of comprehension skills. The skill of summarising is very useful in our daily lives and we are always using this skill, although most of us have not realised that we are doing a summary of some sort. As a teacher, it is important to emphasise to your learners the skill of summarising and you should make aware of the summary skills.

3.2 Lesson Outcomes

The following are the expected lesson outcomes:

- Identify instances that we use summaries in day-to-day life.
- Categorise summaries.
- State the skills involved in summary.
- Discuss some of the important summary skills.
- Follow the procedure in teaching summary in the primary school.

Imagine the head teacher addressed the teacher for an hour. Would you manage to tell your colleague who was absent in that meeting all the details of what she/ he said? Probably you would only tell them the main or important issues addressed. Summary, therefore, is a brief account of speech or written work (eg, a book). You should, at any level, aim at training the learners to extract what is relevant or significant from a given passage or speech and to express the extracted points clearly and concisely. This will further equip the learners to gain skills in dealing satisfactorily with the summary situations they are likely to meet in real life.

a. Summaries in everyday life

In our day-to-day living, we find ourselves engaging in summary. The summary activities may be spoken or written.

Spoken summaries: This is the shortening of spoken information. If you attended a church service for instance, the preacher will have discussed a lot which you would not be able to narrate it all to a person who did not attend that sermon. Another example of a spoken summary is the answer you would give if someone asked you of what a novel that you have just finished reading is all about.

In all these cases, you would be providing the main information, stated very briefly. You would not give all the details. For instance, if the preacher has been speaking for an hour to the congregation, you would spend less than ten minutes to report what he said.

Written summaries: We also use written summaries in everyday life. These have various sources, but the work is presented in written form. There are various examples of written summaries:

- **Advertisements:** these do not use ordinary language because the aim is to communicate an idea using few words.
- **Study skills such as note-taking and note-making:** These use few words as the summary may require.
- **SMSs:** Nowadays the short message service (sms) has taken place of telegrams that were sent long ago before the advent of the cellular phone.

b. Skills involved in summary

Summary work is a combination of comprehension and composition. You cannot summarise a passage that you do not comprehend. The learner first reads a passage and understands it before he summarises it. Further, you need to be concise, be clear, organise material so that it is easily seen, understood, remembered and referred to, and the expression of material in note form or continuous writing are composition skills

which the learners should acquire. You need to teach specific skills and relate them to life situations. Avoid making the summary lessons artificial and inadequate.

c. Some important summary skills

What summary skills have you taught to the grades that you have ever taught at primary level? How meaningful had the summary tasks? Have the learners been enjoying the lessons? Here are some of the summary skills you may consider for the learners in the primary school:

- Selection of main points.
- Identification of significant
- Minimising redundancies (i.e, avoiding unnecessary repetition and extra information about something which is already clear).
- Identifying examples, introductions and conclusions.
- Making a distinction between facts and opinions.
- Connecting related points.
- Awareness of time sequence.
- Conciseness (i.e. expressing what is significant in the briefest way);
- Clarity (expressing meaning overtly and clearly);
- Tabulation (i.e, Organisation of material so that it is easily seen, understood, remembered and referred to).
- Note-taking and note-making.
- Writing prose summaries.

d. Forms of summary

There are different forms of summary and these would determine how you would summarise information. Which of the following have you ever done in your lessons?

- Oral-Oral: The material is orally presented, and the summary is orally given.
- Written-Written: You read a written passage and answer in writing.

- Written-Oral: You read a written passage and discuss orally.
- Oral-Written: You listen to a talk, or speech and write down main points.

e. The teaching of summary in the primary school

The teaching of summary in primary school should emphasise selection of specific information from the texts and writing it properly. Although summary skills are dealt with in comprehension and composition lessons, we are going to give the general procedure for summary aspects;

- i. Introduction – discuss with the learners the benefits of summarising and relate to everyday life.
- ii. Simple summary skills – teach learners simple but important summary skills.
- iii. Deal with tabulation skills – make learners be aware of the significance of arranging materials or points in such a way that they are easily seen, understood, remembered and referred to.
- iv. Identify important words.
- v. Teach the following summaries:
 - title summaries
 - sentence summaries
 - note summaries.

Activity

From your academic experience, what are the challenges teachers may face in the teaching summary skills to a grade 2 literacy class.

3.3 Summary

This section has discussed the different summary skills which are used in the teaching of language and literacy in the primary schools. Different summary skills have been discussed and how they are used in the daily lives of the teachers and their working environment.

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UNIT FOUR: TEACHING OF COMPOSITION IN MOTHER TONGUE

4.1 Introduction

Once learners are grounded with phonics, they are able to write anything that they can talk about in their local language. This means that they can write stories of any length. The teaching of composition in mother tongue in the primary school is one aspect that the teachers have not given much attention. If the teaching is done, the teachers do not realise they are teaching composition. If they do, the procedures chosen may not be appropriate to the teaching of this language component. There is little guidance on how to do so. This unit will help you teach the basics on how to write a composition and the important things to take note of.

4.2. Learning Outcomes

As you work through this unit, you should:

- Demonstrate knowledge the basic structure of a composition.
- Explain the stages you would use in teaching composition in a mother tongue.
- Explain some of the skills that can enhance creative writing.

a. The Basic Structure of a Composition

Composition in the primary school is categorised as a narrative. This means that your learners are basically narrating a sequence of events from a plot he comes up with. You should think of it as storytelling. Learners have done oral storytelling from the first grade and now you may want them to begin to put in writing what they say.

For every composition, there is a basic structure of four parts: introduction, conflict / complication, resolution, conclusion.

Here's what's expected of each segment of the composition:

- Introduction – Introduce the setting. Set the tone. Generate interest. Lead in to the next paragraph.

- Conflict / Complication – This is the crux of the story. Your characters must be trying to overcome a conflict, or a problem related to the theme of the story.
- Resolution – Here is where the problem or conflict is resolved.
- Conclusion – The ending of the story. Provide closure.

b. Planning the composition

Your learners must first plan for his composition. This is a crucial step that many learners always leave out. Ask your learners to write down whatever ideas that come into his mind while he brainstorms for the topic. Your learners should get to scribble out their ideas:

- i. Who are the characters?
- ii. What is the main problem here?
- iii. How does the story end?
- iv. Is the narration logical?

Then get them to organise the points according to the basic essay outline: Introduction, Conflict/Problem, Resolution and Conclusion.

Failing to plan for a composition can lead to these problems:

- i. Sudden change in plot – loopholes in the story
- ii. Confusion of pronouns (he, she, they...) This happens when learners decide to write from a third person perspective and then switch to a first person midway through the composition, (Or vice versa).
- iii. Writing a pointless introduction (describing weather or alarm clocks or school bells ringing...)
- iv. Inability to resolve the problem or conclude the story.

So, make sure your learners pick up the habit of planning as early as in the fourth grade. This will change the inadequacies that are displayed by many learners up to tertiary level.

c. Writing the first paragraph

Many learners struggle with the first paragraph. Hence, they end up memorising introductions from model compositions to make up for their lack of ideas.

That may help them get over the mental hurdle in the short run, but it totally defeats the purpose of creative writing. Your learners' creative mind might remain under-developed if all they do for 'education' is to simply memorise and reproduce information. In the first paragraph the writer should:

- capture the reader's attention.
- generate interest and.
- be relevant to the story.

d. Writing the problem / conflict

All stories consist of a central problem or conflict which the characters are trying to resolve. This is the most important part of the story. Your learners should spend most of their time on this stage. Get them to throw in additional complications to the problem or conflict. In other words – make the problem worse.

Also, you might want to get your learners to describe in detail at this segment. Many learners simply run through the most important parts of their story in one or two sentences. This may be true about some of the teachers. That's terrible! Reflect on how you have been presenting your essays.

The problem or conflict segment should be 1 -2 paragraphs long. Help the learners to develop their expansive skills. Your learners should try to describe and narrate the events clearly here. They have to be well detailed. Encourage them to describe using their five senses (sight, smell, taste, hearing and touch). Make sure the description aims

at accomplishing a clear purpose. Words should not be used to fill up blank space just for the sake of it.

They must be able to build the suspense and make the reader feel excited, or worried, or nervous in the climax of the story. They can vary sentence structures and use emotive words to put the readers on the edge. They must make the problem or conflict seem so bad that the reader loses all hope for a proper resolution.

Have you ever watched a movie where the situation in which the hero is in, is so terrible that you lose all hope for your hero? Yes, the conflict or problem must bring out that feeling of hopelessness in the reader. Then that is a story. If it does not (that is, if it is all exciting), then it is comedy.

e. Writing the resolution

Writing this portion is fairly simple. All your learners need to do is to resolve the problem or conflict in a logical way. If possible, try to allow the main character to help resolve the conflict. Also, consider solving the problem in other ways, rather than just turning to the police or complaining to the teacher.

Could the problem or conflict be solved by a stroke of luck? Could the community get involved to solve the problem together? Could the characters work out a compromise? The key here is to be creative but logical at the same time.

f. Writing the conclusion

By this time, the learner is likely to be rushing to finish the composition. Most of my new learners mess up this part of their composition rather badly. They would simply write one or two sentences, stating how they have ‘learnt a lesson’.

There’s more to conclusions than simply just learning a lesson. Most of you would just look at the moral lesson.

A conclusion is used to:

- Tie up the loose ends in the story.
- Reflect on the events or the incident.
- Make plans for the future.
- How will your character's life be different from now onward?

Get your learners to spend a bit more time in the conclusion segment. Ensure that the story has a proper closure. Once you have got your learners to do this for each composition you give them, they will develop each writing with skill.

g. Skills and exercises for composition writing

There are various skills that can be used:

- completing compositions.
- writing a paragraph
- writing from tables
- writing from substitution tables
- sequencing of picture strips
- sequencing jumbled words or sentences
- writing about pictures
- writing from conversation posters
- gap-filling sentences
- writing parallel sentences
- Identifying correct sentences, etc.

You can determine which skills to develop at any grade level. Remember that composition can start at word building level to a passage. Young learners will deal with simpler tasks.

Activity

1. *Using the basic structure of a composition, write a narrative of not less than 450 words.*
2. *Devise a lesson plan in which you will be teaching learners to write a composition on what they do every holiday.*
3. *Discuss other effective strategies in composition teaching that you have used in your class and share these with your colleagues.*

4.3 Summary

This unit has explained the basic structure of a composition. We have seen that learners in the primary school are able to write stories in their mother language or more appropriate the zonal language. The teaching of composition can start as early as the learners are able to match the sounds of the language with the letters of the alphabet. If learners are able to think creatively in their mother tongue, then they would be able to use these skills in their second language.

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UNIT FIVE: LANGUAGE SYLLABUS DESIGNING

5.1 Introduction

This chapter discusses issues relating to language syllabus design. The rationale for this is that any formal teaching of any language requires that the teacher should cultivate familiarity with the concepts and arguments and processes involved in this area of linguistics. This is what will enable the teacher to interpret a given syllabus appropriately, so as to be able to design a set of instructions based on it in other words, effective interpretation of any language syllabus rests on the teacher's own understanding of how language syllabuses are designed.

5.2 Definition of Syllabus

The term syllabus is only used in the context of formal delivery of tuition or instruction. The term refers to a document in which it is stipulated as to what exactly should be taught in the name of teaching a language, like English, as a second Language First Languages are usually not taught in the same way as second languages. Instruction on first language tends to focus exclusively on the literacy skills of reading and writing whereas that in the second or foreign language will also include (and even pay much more attention to) all other skills especially the micro skills of vocabulary and structure. Zambia teaches English as a second language. This respects the fact that the syllabus for the teaching of first language skills anywhere will have content different from that designed for the teaching of second Language skills in the same context. Some aspects which are general will be the same, however. Any Language syllabus will on scrutiny be found to have the following characteristics and features. Some of them are clearly stated and others just implied. This syllabus design in this module will be discussed with reference to the Zambian syllabi for the Grades 8, 9, 10, 11 and 12. We shall stress these characteristics in line with the aims, objectives, content, approaches and methods, and method of assessment.

5.3 Aims

Every syllabus has its own aims. As a formal document, any second language syllabus will contain a statement of the general aim of set of instructions. This statement will try to describe the type of person that a learner will have become by the end of a series of the planned instructions.

This statement will not be specific on a particular skill of operation using the language; it will instead refer to the overall ability or competence of the person who has until now been a learner of the language, for example in the *Zambian High School syllabus*, the General Aim are stipulated as follows: By the end of primary and secondary school education, learners should be able to:

- ✓ Use language effectively in social communication.
- ✓ Use the local and international language skills needed in other subject areas.
- ✓ Use regional and international language effectively in the world of work.

In this statement, no reference is made to any specific micro-skill, such as constructing a sentence using the present perfect tense of any verb. Instead, the aims are couched in terms of the general ability expressed through the use of English. What is referred to in this case is the whole English and not any specific aspect of it, as is the case in the objectives, to which we now turn.

5.4 Objectives

The secondary syllabus has general and specific outcomes which are stated as objectives in the syllabus. Therefore, general outcomes are synonymous to general objectives while specific outcomes are also synonymous to specific objectives. Every Language syllabus will also contain a section where objectives are stipulated. These are statements couched in behavioural terms, on what the learners are expected to be able to do in a given period of time. For example, the *Basic Education syllabus in Zambia for Grade 8 and 9* has the

following as some of the objectives focusing on the structure (Listening and Speaking) of English.

5.4.1 General Objectives:

- Acquire knowledge, skills and values to enable them to communicate effectively in and outside school situations.
- Demonstrate basic skills of communicating effectively in situations they are likely to meet in and out of school.

5.4.2 Specific objectives:

- Able to express feelings, thoughts, experiences and convictions clearly and effectively in speech using English.
- Able to comprehend what has been spoken in English language without misplacing meaning.
- Listen and speak in English language competently and effectively in various situations both in and out of school.

The General Outcomes and Specific Outcomes are presented in result terms. While a General Outcome gives a wider coverage of topics, a Specific Outcome tells the teacher precisely which skill each pupil should master if the learning experience has to be successful. The teacher's task, therefore, is to provide effective learning experiences which will enable the learners perform the skill identified in the outcome.

As will have been noticed from the examples given under aims and those given under objectives, whereas what is referred to in the aims is general use for communication purposes, what is referred to in the objectives are specific micro-skills in specific areas of operation.

The tag 'behavioural' is often used in reference to syllabus objectives. This adjective is used to refer to one quality in the statement, namely that should stipulate an observable behaviour stint to be used as the evidence and the measure of the learning that should occur. In objectives, after that are said to have been phrased in behavioural terms, the action that is referred to as the 'evidence of learning' will be the one which can be clearly and objectively observed once carried out. For this reason, statements alluding to inner mental process carried out by a learner will not be accepted in the behavioural objectives. For example, verbs like 'understand' and 'know' will not be used in the statements of objectives because the two verbs are not resultant of the behaviour is not measured. It is for this reason that the behaviourist theory of learning defines learning as sustained change in observable behaviour in a subject (human or animal) as a result of instruction.

The alternative these days is to phrase statements outlining the targeted skills as outcomes. Such statements will include those couched in verbs of cognition, and also those expressing affects, such as understand, or appreciate.

5.5 Content

Every syllabus has the section for the content. This section will usually constitute the largest part of the document. It stipulates the exact content that has to be covered in the teaching and learning, either topic or skill by way of teaching and learning a language like English.

For instance, the teaching of listening and speaking has the following divided content to be taught to the learners.

- Oral Communication Skills
- Stress and Rhythm
- Sounds
- Listening Comprehension

Controversies arise in the design of this part of the document. The controversies are with regard to the following things: how to specify this real content, how to sequence the elements and why such a sequence among others. This is to be explained in detail, with examples, in the section where syllabus types are discussed.

5.6 Approaches and methods.

Most designers of language syllabi have used for teaching second languages have to be specified since they teach content in that language. The secondary school syllable has proposed the use of specific methodologies and approaches. MOE (2014:4) Clearly states that, “It is recommended that the Senior Secondary School English Language Syllabus is interpreted through three general methodologies which should be used concurrently. The Communicative Approach, the Text-based and Integrated Approach.” These methodologies result into the use of eclectic teaching methodologies which do not aim at using one method or approach, but to combine all of them as a result of the complexity of the topics as proposed by (Mwanza, 2016). It is possible for a Language syllabus to remain silent on the question of method or approach. But even in such cases, it will generally be found on close security that the methods and/or approaches are implied, especially in the way in which the content elements have been specified. The classroom procedures are left for the teachers to decide.

5.7 Assessment

With regards to assessment, two things will often be explained in a language syllabus. One of them is the qualification that the instructions based on it will lead to, such as a junior secondary school certificate, or a general certificate of education. The other thing that will often be explained in the institution that is to award the qualification. In Zambia such as institution is the Examination council of Zambia (ECZ) and TEVETA. Like in the Zambia case, it is a quite unusual for the awarding institution to stamp a logo on the top cover of the document, by the way of signalling to the potential candidates for

instruction that the institution recognizes the document which they are to follow in their learning.

The Examinations council of Zambia has its logo on all the syllabuses that are used in secondary schools the Basic Education English syllabus, the High School English Language syllabus, and the High School Literature in English Syllabus. This implies that it endorses the contents of the syllabus and it is from the syllabus that the examinations are prepared by the people teaching the content. At secondary level, all the contents are examined: structure, comprehension, summary, listening and speaking and composition.

5.8 Name of design and definition

As we all know, the designers of the syllabus used in the schools in Zambia is the Curriculum Development Center, commonly abbreviated as CDC. It is located in Lusaka. This is under the ministry of general education.

5.9 Source of influence in syllabus design

Designing a syllabus involves conscious decision making on several issues on which some options are considered very carefully, and a way forward is decided upon. These issues are the factors that influence the way a given language syllabus is designed, in terms of the characteristics that may manifest. The decision points in the process of designing a language syllabus are those relating to the activities of objectives, selection of content, specification of content, and sequencing of content. Let us take each activity type and discuss what issues and options needed to be decided upon.

5.10 Selection and specification of objectives and content

A Language syllabus designer has to make a decision on each of the following two things. What the general aims of the syllabus should be the specific objectives for the learners to attain in order for them to be able to behave in the manner and quality that

the aims seem to target. To be able to do this, the designer has to consider the following as the critical factors: the status of the language in the nation, the learners' needs, and the needs of the society, the resources available, the linguistic theories in fashion and the learning theories in fashion.

5.11 The Status of the Language

The status of the language which a learning syllabus is being designed upon is of critical importance in the way that a syllabus should be designed. The concept of the status of a given language is of importance. For example, a language can be included in the curriculum either as a first language, or a second language, or as a foreign language. Seven of the local languages in Zambia are taught as subjects in their designated regions. These are Tonga, Lozi, Nyanja, Bemba, Lunda, Luvale and Kaonde. Syllabus content is often decided upon on the basis of the status of a language in a given situation. For example, a syllabus intended for the teaching of the first language will focus more on the literacy skills than on those of the micro- skills of phonology, morphology, and syntax. This is because in such a syllabus, it will be assumed that the learners have already mastered these skills.

In addition, a syllabus designed for the teaching of second language will have more content than the one intended for the teaching of a foreign language. This is what often translates into a second language appearing more frequently, and with longer times, on the school timetable than the foreign language.

In the case of the *Zambian* situation, French and Chinese have often been taught as foreign languages in some schools, while English has been taught as a second language in the same schools Experience. It is important to attend to the observation that English has often had more lesson time on the timetable in those schools where the two languages have been offered. What has determined the difference in the amount of time each has been given is the difference in the status that each has enjoyed. The thinking is

that the learners in Zambia need more and better competence in English than they do say in French and Chinese.

5.12 Learners Needs

Both the objectives and the content of language syllabus are selected with a view to meeting some perceived language needs of a learner while in school consideration of such needs will compel a syllabus designer to include in the syllabus those knowledge types and skills that a learner is likely to rely on upon in the course of studying other subjects. This is the idea that is often reflected in the concept of Language across the curriculum. In other words, a language syllabus might stipulate essay writing or report writing as part of the language instructions by way of helping the learner to prepare to go and write essays in history, to write reports in Biology and so on. At a micro-level certain styles of learning use including vocabulary selection, or the selection of certain syntactic structures, might be included in a language syllabus on the basis of their perceived value to language use in situations that the learner will find himself or herself while still in school. For instance, one could suggest here that learners may need to master the structures commonly vital for giving orders because they will be involved in either giving orders, as prefects, or receiving orders, as mere pupils.

5.13 Needs of Society

Selection of what the learners should be able to do after instruction (objectives) is also made on the basis of the projected use of the language in the society outside the school (Munby, 1978). This relates to the appreciation of what the learner will need the language for when he or she leaves school. As the needs of the society change, so should contain features in the language syllabus. For example, it is important to realise how instruction on spelling should respond to the advent of the cellular phone and the habit of texting using wrong spelling. In fact, the terms themselves may need to include in the modern language syllabus, such as terms as texting, paging, blogging, Facebooking, twitting among others.

Consideration of the needs of the society will translate itself into inclusion of those language skills that the learner will need to rely upon in the real world outside the school, either as a young or as an elderly member of the society.

5.14 Resources Available

A language syllabus stipulates what content should be taught and what objectives should be attained. Consideration should still be made, in the course of selecting both of these, as to the resources need for the effective teaching and learning of the content and thus effective attainment of the objectives. Realistically, a language syllabus designer should not bother about resources. This is the reason why it will be observed that the wing of the ministry tasked to design language syllabuses is also the very one tasked to supply the teaching and learning materials. For example, in Zambia, the Curriculum.

Development Center is the wing of the Ministry of Education, which wing designs the syllabuses and supplies the teaching and learning materials to the public schools. By resources here we mean many other things in addition to teaching and learning materials like books, charts, reference books and chalk. On top of these, we include the physical space, time, teachers, teachers' training among others. In practice, however, it is not that syllabus designers pause midway in their work to count how many suitably trained teachers these are. Probably for this reason, this factor might be described as just academic. What we mean here by academic is that it often does not weigh that much in the actual process of syllabus designing.

5.15 Linguistic Theory

Linguistic theory is what suggests the content to stipulate for teaching. This is seen in the way it answers the question of what language is. Linguistic theory stipulates what exactly should be taught in the name of teaching that language. This will be reflected in both what is included in the content section of the syllabus document and the language or terminology that is used to specify what should be learnt. For instance, syllabuses

influenced by structuralist theories of language will stipulate the teaching of structures, whereas the one designed with functionalist theory of perceptive will stipulate the teaching of the language in terms of the functions. In real practice, it does not work out that a syllabus designer is given options of linguistics theories to choose from to base his or her syllabus. Instead, syllabus designers are often constrained by the direction that has been accepted by a prevailing control as the one to follow. In examining the language syllabus currently being used in the secondary schools in Zambia, they were designed under the influence of the functionalist theories of language syllabus designers.

5.16 Learning Theory

Learning theories attempt to the question of how learning a language occurs. It is also the question of what should be learnt, which content, how it should be learnt, which is the method or approach, and to what degree of mastery, which is spelt out in the objectives. Learning theories tend to influence syllabus design in terms of the selection of both the content and the objectives and especially how they are framed. For example, designing a syllabus along behaviourist learning theories will lead to couching the objectives in behavioural terms, that is in terms of the objectively observable type of behaviour.

5.17 Syllabus Types

The type of language syllabus that a designer produces is heavily influenced by the linguistic theory or theories that he or she has espoused are the one(s) to follow in the language instructions. We need to remember that a linguistic theory attempts to describe the nature of language, by answering the question of what language really is. The very tags that are used to describe a given syllabus type reflect the linguistic theory or theories from whose perspective the designer perceived the nature of language. We therefore have such tags as Grammatical Syllabus. A learning theory may also lend its characteristics and its tag to a language syllabus. An example of this is a Procedural syllabus. Some syllabuses might embrace all the various characteristics reflecting a

parameter or dimension. We, therefore, can have a multi-dimension syllabus. We can look at the syllabus designs and see how they are implemented in classrooms.

5.18 Grammatical Syllabus

A grammatical syllabus is the one in which both the objectives and the content are specified using expressions that refer to grammatical elements, or the form of the language. For instance, an objective will be expressed as follows in a grammatical syllabus. Pupils should be able to construct the negative form of the present tense. As content, the elements in a grammatical syllabus are also listed down using expressions that refer to their syntactic description. For example, some of the elements in the Basic Education Syllabus in Zambia are listed down as: Verbs, Adverbs Intensifiers, Pronouns, Relative Clauses, Auxiliaries, Phrasal verbs and conditions among others.

5.19 Functional Syllabus

A functional Syllabus is the one in which both the objectives and the content element are specified to terms of the functions that the learner will need to be able to perform by using the language as a result of a series of language instruction. This syllabus type is influenced by the linguistic theory that views language as tool with which people do things, or a tool which people do things, or a tool with which we perform functions. It is also influenced by the learning theory which views language learning as mastery of how language, as a tool, is acquired in life. The teacher's guide is clear on the objectives which it states on a given topic to be taught by the learners. So, of the functional ones states as: Pupils should be able to (PSBAT)

- Construct sentences using condition.
- Write an article using the sample given.
- Argue coherently using correct connectors.
- Read a speech to the audience.
- Recite a poem to a school gathering.

5.20 Situational Syllabus

A situational syllabus is the one in which the content elements are specified in terms of the situations that the designer has predicated as the ones in which the learner will find himself or herself and in which he or she will need to use the language skills so acquired. This is more easily done where it is known well in advance as to where and when the learner will use the skills at the time of instructions. Language learning courses for professional workers tend to be of this type commonly, they will be referred to as English for medical Practitioners. English for prosecutors. English for Criminal investigating officers, and so on. Such programs are often referred to by the use of the tag of the specific field of operation that they target. Generally, such programs will be categorized as English for specific Purposes, abbreviate as ESP. In a situational syllabus, the content may read as follows:

- at the hotel reception, describe how you attend to clients.
- at the police station, describe how your friend was locked up.
- at the hospital, describe how a nurse spends his or her time.
- in a consulting room, tell how you can describe your illness.

Examples can be drawn from the Basic Education English syllabus in Zambia which has the following entry in specific objectives. Pupils should be able to use and understand English in the following situations:

- a. teacher/pupil classroom interaction
- b. school situations outside the classroom
- c. shopping and restaurant situations
- d. hospital situations
- e. the post office
- f. government offices

- g. places of entertainment

5.21 Topic Based Syllabus

A topic-based syllabus is the one in which the content elements are specified in terms of the topics around which the language instructions are planned to be carried out. It should be noted that such a syllabus type is rare, but it is also feasible when teaching specific skills at higher levels. It is almost like the way a language textbook may be designed. For example, the Grade 10 textbooks in Zambia use the topic-based approach, with such topics as House and Home, Travel, Living Dangerously, efficient builders, leisure Love and Hate. The rationale for organizing what to teach along the lines of topics is that the topics themselves do suggest what notions are to be expressed, what functions are to be performed, and what sort of linguistic exponents are on demand. This is debatable, of course but such a syllabus is quite feasible.

5.22 Notional Syllabus

A strictly notional syllabus (Wilkins, 1976) is one in which the content elements are specified in terms of the notion or concepts and the language will be used to express for example. The elements may read as follows: Reason, Time Cause, effect, result Condition, Contrast, Politeness, egret, Pleasure, Purpose, and so on. In the Basic education syllabus in Zambia, some grammatical content elements read similarity as in the example above.

5.23 Procedural Syllabus

A procedural Syllabus derives that tag procedural from the processes and activities involved in doing something as a project. Prabhu designed a language syllabus based on the Kite Making Project, commonly referred to in literature as the Bangalore Project of India. In such a syllabus, a project is identified in terms of real-life problem-solving set

of tasks. For instance, take a case where the class are tasked to research and write a report on the history of the school. The teacher would then plan a series of instruction on the language skill that the learners would need to use in performing the task. For example, one information gathering procedure might require the learners interviewing older member of the society to hear whatever they could remember about the activities leading to the founding of the school. Preparatory to such interviews, the learners could then be given a chance to master the skills of asking questions, effective listening, note taking, and so on. Preparatory to writing the report the learners could be taught the basic skills of composition writing. This one way of encouraging the Project Method of Zambia High School syllabus which anticipates the planning in this way.

5.23 Multi-dimensional Syllabus

It might be convenient to regard each of the parameters discussed as possible dimension that a syllabus could have, the grammatical dimension, the functional dimension, the situational dimension, and others. It is possible for a syllabus to have either some or all of these dimensions. Such as syllabus is described as multi-dimensional. The prefix of multi is used to signal the fact of the dimensions being many and not singular. Such pieces of syllabi are common for second language designs around the world.

TASK

- 1. With reference to the syllabus design discussed, explain how language teaching in Zambia is not yielding the desired fruits?**
- 2. Compare and contrast the purpose of adopting English as a national language as opposed to a Zambian language?**
- 3. Why is syllabus designing a complex process for Zambia?**
- 4. What factors would you decide as the basis for syllabus specification?**
- 5. Why is item sequencing significant in a syllabus?**

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UNITY SIX THEORIES OF LANGUAGE AND LITERACY CURRICULUM PLANNING IN ZAMBIA

6.1 Introduction

What theory do you think allow you as a teacher to teach the language you are using in class today? Have you ever thought of the challenges which make the teacher fail to understand why the learners are not becoming literate enough as projected by the policy guidelines in your school community? These answers lie in the theories which were used in the making of the language and literacy program in the Zambian context. In this section, we look at just how you can make use of these theories to make your class and learners excel beyond policy expectations.

6.2 Learning Outcomes

As you work through this unit, you should be able to:

- Demonstrate understanding of the concept of language planning.
- Explain the different types of curriculum planning.
- Discuss the current language and literacy theories used in Zambian policies.
- The future of language planning in Zambia and its multilingualism.

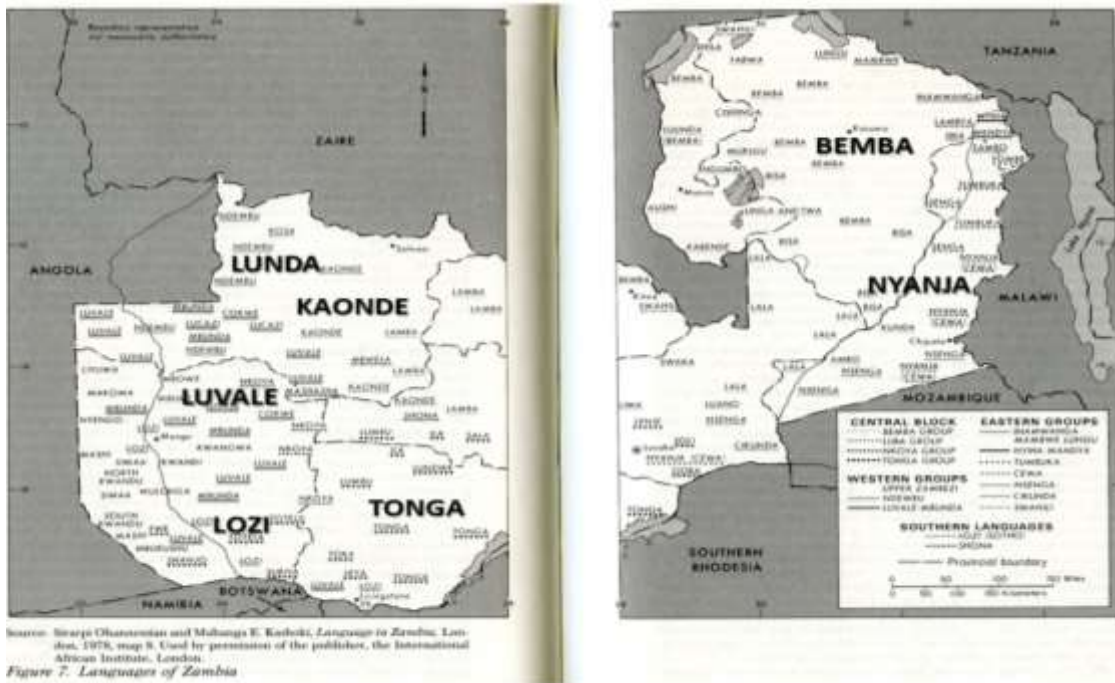
6.3 History of Language Planning in Zambia

“One Zambia, One Nation” was the motto adopted when Zambia gained independence from the British in 1964. This motto highlighted the people’s desire to become a unified nation after being disintegrated during the colonial period (Marten & Kula, 2007). Following the belief that “one nation equals one language,” Zambians adopted English as their only official language. Although Zambia has identified seven national languages, English still remains the official language and was the only language recognized in the 1991 Constitution. English is used in official governmental activities

and has been the main language of instruction in Zambian schools. The majority of Zambians, however, are multilingual. Banda and Bellononjengele (2010) argue that complex multilingualism is an essential part of Zambian identity and communication. In order to not lose the linguistic resources available to Zambians, the roles local languages play need to be examined more carefully and protected. In particular, the role of local languages in education is crucial since schools are a primary site for the implementation of language policies and can have a strong effect on the overall vitality of a language and this should be understood by the teacher.

6.4 Languages in Zambia

The history of Zambia reflects its current state of multilingualism. As far back as 300 AD, the area now known as Zambia was inhabited by Khoisan people. Around the 12th century, other groups, including the Bantu, Tonga, and Nkoya, settled in parts of Zambia. European settlers and missionaries began arriving in Zambia at the end of the 19th century. Shortly thereafter, the British colonized the area and became involved in the mining of copper. The area that is now Zambia underwent several name changes, including North-Western and North-Eastern Rhodesia and Northern Rhodesia before becoming the Republic of Zambia in 1964 (“Zambia,” 2013). The 1990 and 2000 censuses revealed that there are approximately 72 tribes within the current boundaries of Zambia and about 22 different languages spoken. Almost all of the local languages belong to the Bantu family, including the seven national languages: Bemba, Nyanja, Tonga, Lozi, Lunda, Luvale, and Kaonde. These particular languages were chosen because of their influence in various regions of the country (Marten & Kula, 2007). Figure 1 shows the general distribution of these languages.



Although some languages are more dominant than others, no language is spoken by more than 50% of Zambians; Koffi (2012) describes this situation as “ethnolinguistic equilibrium” (p. 194). Based on the 2000 census, Bemba is spoken as either a first or second language by 50.3% of Zambians, Nyanja by 30.2%, English by 28%, Tonga by 15%, Lozi by 10.9%, Kaonde by 3.9%, and Luvale by 3.6% (Marten & Kula, 2007). The new sociolinguist shows that the favoured language or language of choice is Nyanja because it has no ethnic tie like the other languages which exist in Zambia though this assertion needs practical proof by research.

6.5 Past Language Policies in Zambia

The language policy of Zambia has been strongly shaped by colonialism and its aftermath. Prior to 1899, the first European missionaries used local languages to preach and teach. Things changed, however, with the Phelps-Stokes Commission of 1924 which encouraged the use of local languages as lingua francas and taught them in a “three-tie model”: the first two years of education were taught in a local language, the

next five years in a regional LWC, and any further education was carried out in English only (Muyebaa, 2009). This system allowed for Africans from different tribes to communicate with each other as well as with British settlers in the Copperbelt mining area. From the 1930s, English became more widespread and received high prestige. The main growth of the English language occurred after Zambia gained independence. There was an eagerness to become a unified nation; the country was ruled by a one-party democratic system headed by President Kenneth Kaunda (Marten and Kula, 2007). English was used as the only medium of instruction in schools in hopes of achieving this unity.

Further research showed that the 1996 policy change did not lead to higher achievement. A baseline study was conducted for the Primary Reading Programme in 1999 and revealed that students in grades 1-6 were still reading at an average of two grade levels below their own level in both English and local languages. Muyebaa (2009) believes that this is partially due to the fact that English and Zambian languages do not pair well together; initial literacy skills in a local language do not necessarily transfer to literacy skills in English. He claims that Zambian languages are phonetically based whereas English is not. Furthermore, the syllabic method of teaching local languages does not work so well with English. Students will be left confused if they are forced to transfer new literacy skills in such an ineffective manner as early as grade 1. He and others, like Mwila (n.d.) and Tambulukani and Bus (2011), believe that more time is needed to teach literacy in the local languages, “Let us allow the local languages enough time of 2 to 4 years in order to consolidate initial literacy. Thereafter, English can take over as medium of instruction” (Muyebaa, 2009).

Other Zambian linguists, such as Mubanga Kashoki, argue that African languages should be the sole language of instruction and should be associated with modernity since they can serve all national needs. He believes that English should serve only international needs as a second language (Marten & Kula, 2007). The new policy

guideline calls for the teaching of literacy from grade 1-4 in the regional language which show no change to the other old policy guidelines. Therefore, we have to understand that the policy cannot change without making a constitutional amendment on the language of instruction in schools. the constitution calls for the use of the 7 regional languages to be taught in schools. Therefore, this is an impediment to the use of ‘community language’ which the New Literacy Framework talks about. This situation lead us to ask as to why are we not being progressive by allowing the teaching of literacy using the community languages yet we still linger around the problems of low literacy levels as a result of using the regional languages which are not mutually intelligible to the community languages. The understanding is embedded in the policy theories which Zambia used. We shall specifically look at the Orientations in Language Planning by Ruiz (1984) and its influence on the Zambia policy.

6.6 THREE LANGUAGE ORIENTATIONS THEORY

Ruiz set forth the three fundamental orientations as a way to guide critical analysis and reflection about “what is thinkable about language in society” not only to facilitate examination of the *status quo* but also as a way to imagine policy possibilities (Ruiz, 1984, p.16). Any particular policy document or national policy situation may have tendencies that lean towards one or more of the orientations. Highlighting these tendencies raises awareness about what kind of policy development is needed in order to establish or maintain equity. In the following sections, we draw upon Ruiz’s own work as well as the work of other scholars who have been inspired by him in order to unpack and reflect upon the ideas aligned with each orientation.

In formulating the orientations, Ruiz sought to draw attention to the values about language underlying policymaking. Specifically, he was concerned about the prevailing deficit perspective on linguistic minorities and sought to offer an alternative and

empowering perspective that could draw attention to the positive aspects of individual and societal multilingualism (Hornberger, 1990 and Ruiz, 2010). He proposed that language can be viewed in three perspectives: as a problem, as a right and as a resource to the education and school system. It is these three aspects which will be discussed in relation to the way a teacher uses language practices in the Grade 1-4 literacy classes.

6.6.1 Language as a Problem

The concept of language as a problem sets around the ideas that language is the centre of discussion in the curriculum planning hence it has to be taken as a problem. Scholars use LPP oftenly to refer to language problems that policy and planning are meant to address (Hult, 2016). Although, as Ruiz (1984: 18) points out that early LPP work was focused on solving societal problems stimulated by linguistic conflicts in the nation-building efforts of developing countries. Problem in the language as problem orientation is not associated with the object of focus in LPP. Since multilingual nations have issues with language use in their education systems, the planners then take advantage and consider the situation as a language problem.

Problems in this sense might best be characterized as issues or themes that emerge from practical needs and circumstances that are the object of focus in applied research (Hult, 2010). Adding further discussion, problem-centered is sometimes rendered as problem-oriented, which must not be confused with the language as problem orientation. It should also be noted, though, that some early LPP work has been criticized for taking a language as problem orientation to language problems (Ruiz, 1984). The language as problem orientation is a set of values that stem from a monolingual ideal and assimilationist mindset which tends to dominate on the minority languages (Hornberger, 1990). The vitality of linguistic minority languages, in turn, weakens the status of a national language by competing with it in various domains of society (Ruiz, 1984; Horner, 2011: 502). Through this, language teachers view the other languages which are minor to be a problem and they ensure that they suppress these learners from the minority

speakers. By being a problem, the Zambian language policy ensures that only the so called 'regional languages' are promoted by the curriculum and the other languages are forced to shut down their development and eventually die. This is a long-planned focus of teaching literacy using the regional language. For the sake of argument, the missionaries taught literacy using the community languages and there was no problem with multilingualism as the learners transitioned to a regional language easily because literacy is universal. These are the elements which the olden teachers used to force learners at grade 8 to use only English in class and school because the local language was taken to be a problem.

It is common knowledge that policies following this orientation aim to limit or entirely eliminate multilingualism in society are in favour of encouraging the development of the dominant majority language (Ruiz, 2010:166). In this context, linguistic minorities are framed using a deficit perspective that emphasizes their lack of linguistic abilities in the dominant majority language rather than focusing on their bi-multilingual repertoires (Ruiz, 1984: 19). Their languages are not seen as an asset, but as a disability that needs to be overcome (Ruiz, 1984). Language problems may be (falsely) aligned with social problems such as poverty or low academic achievement (Ruiz, 1984). From this, we may hear unacademic arguments that if we used the community language, we shall not be able to teach literacy effectively because of lack of teaching and learning materials as well as teachers. Indeed, this thought sounds mature, yet it is a political and not an academic thought. Just put it in mind on how the missionaries managed to teach literacy without the teaching and learning materials in our communities and they never knew our local languages. meanwhile, every trained teacher has a home or origin and speak his or her local community language. Then, why not use their knowledge to build their community literacy? Politics and academics do not mix hence we are blind folded that we cannot teach literacy using our community languages by the unacademic rhetorics.

From the foregoing discussion, educational programs that follow the language as problem orientation seek to remedy this deficit with subtractive language teaching that emphasizes transition to the dominant majority language (Mora, Wink, & Wink, 2001: 438; Hult, 2014: 169). Indeed, minority language maintenance is deemed unnecessary because at its best, it contributes to linguistic marginalization of certain communities and at worst, it contributes to splintering a nation (Ruiz, 1984:20; Petrovic, 2005:398-399; Ruiz, 2010:166). It may be seen as a duty for linguistic minorities to learn a national language in order to prevent these possibilities (Horner, 2011, p. 503). The majority language imposition is a recipe to linguistic anarchy in a nation since the country practically lacks a national language. This makes the some of you teachers to abandon your local language and align yourself to the language of the majority, regional language' because you sound villegish and inferior when you use your language in public. It is the colonial mentality which has been cultivated into the Zambian literacy and language policy and we are promoting it as teachers.

The educational program models informed by this orientation tend to be monolingual in structure, with the rationale that linguistic minorities are best served by as much exposure to the dominant language as possible in the interest of “inclusiveness” (Ruiz, 1984:20). Programs may take the form of specialized second language courses focusing on the dominant majority language or of immersion in mainstream classrooms, which in extreme cases can become submersion as students are placed in classes with no structured support for language learning (Wong, 1988; Mora, Wink, and Wink, 2001:439; Wright, 2014). This theory then informs the Zambia literacy and language policy which calls for the use of regional languages at the expense of the majority languages in Zambia. The language planning in this context was taken as a problem hence at independence and the succeeding reviews did not consider changing the language policy to solve the problem. Teachers are mandated by the language policy currently in use to eliminate the learner’s language in classrooms because it is a problem to the smooth acquisition of literacy skills. Therefore, the learners who are outside the

seven local language brackets are viewed as a problem to the regional language maintenance.

6.6.2 Language as a Right

This can also be discussed in the context like language as problem, the language as right orientation is compensatory in nature, albeit with entirely different underlying premises. Hult (2016) contends that whereas the language as problem orientation rests on the idea of compensating for a linguistic deficit by focusing on assimilation and transition to a dominant majority language, the language as right orientation seeks to address linguistically based inequities using compensatory legal mechanisms. Although Ruiz (1984: 23) took into account the international scope of language rights in his original formulation of this orientation, it is worth noting that his perspective was particularly informed by the US policy context where language-related rights have been advanced with respect to civil rights rather than language rights *per se*. Although fundamental principles of language rights may transfer globally, how they take shape in practice will vary based on the legal system in which they are implemented (Kontra, Phillipson and Skutnabb-Kangas, 1999).

There is a distinction between civil rights and language rights notwithstanding, advocates for linguistic minorities in the United States invoke language rights to argue for equitable treatment in education and in society more widely (Ruiz, 1984). In a broad sense, language rights can be understood as what is legally codified about language use, often with special attention to the human and civil rights of minorities to use and maintain their languages (Hornberger, 1990: 24; Hult, 2014:164). More cynically, in some states, legal rights to language might be related to advancing primarily the acquisition and use of a national/official dominant language rather than to protecting

minority languages. Language rights can be expansive or limited in scope depending on the context in which the country would like to inform its policy (Ruiz, 1984: 24).

In many instances, language rights can be understood as what is legally collected about language use, often with special attention to the human and civil rights of minorities to use and maintain their languages (Hult, 2014). More cynically, in some institutions legal rights to language might be related to advancing primarily the acquisition and use of a national/official dominant language rather than to protecting minority languages (Horner, 2011). Language in the social context of the Zambian community is diverse in that different communities use different dialects to share meaning. These dialects are rather not congruent with the language of instruction hence planners of language policies have been taking a root that fits the linguistic diversity of Zambia. These routes have all been hampered by the constitution which does not give rights to education to the minority language speakers in Zambia. There is no promotion of language minority interaction and usage in the Zambian schools which is against the United Nations which has placed emphasis on the languages as a right to every child in this world.

The implications of taking language as a right in the education system which is multilingual presents some challenges related to implementation. When bilingual education is offered or specified in state educational policy, it is often transitional in nature. Academic development of English rather than minority language maintenance or lifelong bilingualism tends to be the primary objective (Mora, Wink and Wink, 2001: 438). To this, educational policy multilingual nations can be said to be potentially tolerant of minority languages on state and local scales. For instance, even if the national 'No Child Left Behind' policy tended towards a language as problem orientation in the USA (Evans and Hornberger, 2005), flexibility in program implementation meant that anything ranging from immersion and English as a second language to transitional and even developmental bilingual education was possible as long as the acquisition of

English was a core educational goal. Therefore, the right to language is cut short before it matures and consequently there is no hope in the language of the learners to develop further since at transitioning, it is seen as a language of less importance to the learners.

With countries which has implemented language as a right have made progress in making use of the community language for the learners in class. In Finland, Keskitalo and Paksuniemi (2018) mentioned that in the 20th century, decision-making powers related to the school system were transferred to the municipalities, largely because it was felt that the municipalities would be able to make the best decisions on matters concerning their inhabitant's language of instruction. Sami is used as a language of instruction in Sami areas while Finish is used later in the school curriculum. Such rights have promoted the Sami language and helped learners acquire the linguistic competence in their mother tongue. This situation can be well utilised in the Zambian classrooms in that every school is situated in a community which is influenced by the community language of the learners. Taking language as a right in Zambia would help language planning achieve the liberties enshrined into the learners' classroom practices and language use to achieve their educational needs. Teacher in this course should there understand that they are a whip being used to ensure that the minority do not have a right to a language in their schools. this has to be reversed if ethnic conflicts can be avoided in future.

6.6.3 Language as a Resource

Hult (2016) mention that in viewing language as resource orientation, Ruiz envisioned it as both descriptive and aspirational (Ruiz, 1984, p. 16). He outlined several ways in which linguistic diversity could be viewed as a resource rather than as a problem. He added that heightened awareness of language as a resource could be used to draw attention to places in policies, what Hornberger (2005) refers to as “ideological and implementational spaces,” that can be used to influence multilingual education.

Similarly, it could be used to identify schools and programs making use of such implementational spaces. In addition, Hult (2016) add that it could be used to envisage future policy and practice that promotes societal multilingualism by expanding individuals' linguistic repertoires.

Fundamentally, language as resource is the converse of the language as problem orientation. Multilingualism and cultural diversity are valued and seen as fully compatible with national unity (Hornberger, 1990: 25). Rather than agents of disagreement, speakers of minority languages are seen as a source of specialized linguistic expertise that is useful for themselves, their communities and society as a whole. It is thus an inclusive orientation in which linguistic diversity is good for everyone in society, not only linguistic minorities (Cummins, Chow and Schecter, 2006: 299). In relation to the classroom and literacy teaching, minority language users in class should be given chance to express themselves in their own languages so that they share the knowledge they hold using their language as shared by the society. A classroom should be perceived as a resourceful place for language use which should translate into knowledge acquisition for a good learning environment.

In addition, language as a resource is ultimately an additive perspective in which languages are not pitted against each other in an either minority language or majority language conflict; rather, the ability for speakers to develop advanced bilingualism in both a national language and another language is considered desirable (Skutnabb-Kangas, 2000:50; Hult, 2014). Viewing language as a resource provides a window for schools and teachers in the classrooms to appreciate the multilingualism that exist in their classrooms and use the situation to the advantage of teaching learners in their languages unlike suppressing it. Realising that diversity in language is not confusion, but a resource for literacy sharing makes teachers teach freely and help learners develop their linguistic power in classrooms.

It is advantageous to realise the significance and educational potential embedded in the local languages which exist in the multilingual schools. A nation's social, cultural, economic, and strategic potential is enhanced when its citizens have well developed linguistic repertoires including the national language as well as minority languages and other modern languages (Ruiz, 1984 and Hornberger, 2002). To that end, the orientation encompasses the development and expansion of new multilingual resources as well as the conservation which include language maintenance of existing resources.

As a resource, language may have intrinsic value in relation to cultural reproduction, community relations, inter-generational communication, identity construction, building self-esteem, and intellectual engagement, among other possibilities (Crawford, 1998:52; Ruiz, 2010: 164). Language may also have extrinsic value with respect to, *inter alia*, national security, diplomacy, military action, espionage, business, media and public relations. Therefore, adopting another language as a resource apart from the local languages compromises such factors.

Furthermore, a language is positioned as having value only in the extent to which it can be marketized. Language maintenance is only beneficial if it also serves the needs of the nation, which is potentially morally and ethically problematic (Petrovic, 2005). Such arguments are potentially dangerous because they may perpetuate a power imbalance between minority and majority language users whereby the value of minority languages depends upon whether they also serve the greater interests of society as a whole and not only a linguistic minority community.

Alternatively, linguistic minority speakers may be asked to serve society by helping speakers of dominant majority languages learn the minority language, either as interlocutors in language-related internships or as peers in dual-language bilingual programs (Ruiz, 1984:28). In fact, dual language programs in which both majority and

minority language students learn both languages together are becoming increasingly popular among majority language parents who see bilingualism as a potential asset for their children (Hult, 2015). While it may be a political trap in that such a state of affairs creates a favourable climate for bilingual education, one must still ask the potentially uncomfortable question of whether linguistic minority students are becoming part of the curriculum for dominant majority students or not. In the multilingual classrooms, there is need for the teachers to consider the language of the minority learners and make them realise the importance of their language in the learning process. This will provide the motivation to use their language to learn as well as other languages.

In applying the three-language orientation theory to the teacher training, this theory will be used to understand the teacher's practices in relation to how they view language in their classes and the extent to which they should stand to promote literacy instead of viewing other languages as problem instead of being a resource to learning. Taking language as a right by the teachers will enable them to support the learner's languages in class and build literacy from that point. This will then result in respecting the UN Universal Declaration of Human Rights (1948, Article 2) and in reference to educational rights which states, "Everyone is entitled to all the rights and freedoms Such as colour, race, religion, and language." In addition, UNESCO (2003, 2018) state that mother tongue instruction is cardinal for literacy acquisition and that it should be extended in the learning situation to as late as possible. Indeed, the Zambia literacy policy extended the literacy instruction from two years to four years, yet it has been characterised by monolingual practices thereby not adhering to the declaration discussed herein. With the translanguaging practices at play, such important matters are taken into consideration and seeing how they manifest in the classroom through the teachers provide concrete evidence on how teachers and schools should engage the learner's local language to develop literacy skills which are universal.

The use of the language orientation theory provides classroom learning experiences that may be more meaningful for pupils if school teaching materials are more motivating and conform to the learner's language needs (Rahko-Ravantti, 2016). It seems that students' linguistic background affects their assessment of performance in school since instruction is dependent on linguistic knowledge which is either suppressed or encouraged in class. The teacher should understand that each child brings to school certain disadvantages and advantages according to his or her personal capacities or home background which have to be turned into opportunities for them to appreciate the education system. These factors decide the extent to which the school is able to provide the student with knowledge, skills, values, attitudes and help over the course of the student's educational life (Nyimbili, 2021). Therefore, the teacher is key in understanding that the learner's emergent literacy should not be suppressed but encouraged in the provision of literacy in the Zambia schools despite the policy not pointing to this fact. Evidence has come to show that the classrooms of today are multilingual, and the policy should evolve from monolingual to multilingual and view the classroom languages as resources which should be used to build the literacy instructions in class.

With migration due to land and economic factors, the Zambian districts and provinces have come to accept multilingualism to some extent because some districts are able to use two languages of instruction in teaching literacy from grade 1-4. A good example is Kapiri where Tonga is used, and the other section Bemba is used. As a region, Tonga and Bemba are used at the same time. Taking our memories back into time, central province was never Tonga occupied apart from Mumbwa yet the sociolinguistics of the province has evolved. This is what the teacher has to understand and think beyond the policy to help learners learn at the expense of political boundaries which were drawn in the 1960s. The teacher is always the agent of change and not a whip for the government because the learner's performance is in his or her hands instead of the government. Therefore, decisions are made in class and not at policy planning which is always top down.

UNIT SEVEN: THE TEACHING OF LITERATURE

7.1 Introduction

This unit will look at the teaching of literature in line with the Zambian literature syllabus for English languages and Zambian languages. It will discuss literature in relation to the Zambian and international norms of handling literature classes. The teaching of the literature components and analysis of books for learner's consumption, the relation of these texts to the Zambia and world happenings will be discussed too.

7.2 What is literature?

Literature is the study of human culture in different forms, prose aural and artefacts according to the time, place and motivation the scholars have. It is also the study of every day lived life experiences, norms and values manifested in different societies. Therefore, literature is centred on language which can be symbolic or written. This then brings to a conclusion that there is no literature without language and society. We should also remember that language and culture are the two sides of a coin and the two co-exist for humans to interact. In a nutshell, literature is what we see, feel and appeal to our emotions for the sake of lived experiences. The teacher lives in a society where language exist and manifests through day-to-day communication which makes him or her to use and experience literature.

Few individuals are able to see and realise that literature exist in their community and needs to be appreciated. To the writers and other people who cultivate literature, we say they have developed a sixth sense. This is the sense which makes them see beyond what a mare person can see and not make meaning from. A sixth sense enables a person to use language in an ironic manner, express emotions, views and symbolism to ridicule society and its ways, yet few will realise what the message is all about. A teacher of

literature should have a sixth sense to enable the learners to develop the sixth sense as well. If this is achieved, then, the learners will live a positive life and influence society in a positive way. The syllabus is designed to use the local or traditional knowledge to make learners realise their potential to develop this sense which will lead to self-identity amongst the many people in the society. The teaching and learning of literature lead to cultural preservation and appreciation of other people's culture different from theirs. Therefore, there is no culture which is inferior to the other.

The general aims of the Literature in English syllabus are to develop learners in the following realms:

1. Intellectual or cognitive
2. Emotional or affective
3. Linguistic or communicative

It should be noted that the study of Literature must also help learners towards acquisition of knowledge, skills and positive attitudes and values of the society they live in. The reflection on characters encountered in stories, and their actions, makes students reflect on themselves and issues that take place in society. This should help them build their positive self-image and contribute in developing values to guide members of their society in making decisions in the processes of daily life.

7.3 Types of literature

There are many types of literature. For the sake of teaching literature in English for Zambian students, we can say we have the following types which include drama or play, poetry, prose and songs. These are the ones which manifest into the classroom teaching of literature in the Zambian syllabus. The four types aim at inculcating the following behaviour in learners.

- i. Recording of human experiences
- ii. Exploring of cultural values
- iii. Creating emotional response from the reader
- iv. Enabling people imagine situations/personalities they had never seen
- v. Creating pleasure
- vi. Teaching morals (e.g. ills of the society)
- vii. Improving language use
- viii. Broadening students' personal experiences
- ix. Preparing students for pursuit of literary studies later in life.

The four types of literature enable the teachers to ensure that the learners appreciate the subject and society in which they live. The objectives surround the learner's family and community life experiences and with an aim of making them be part of the community needs and solutions.

7.4 Importance of literature in the Curriculum

The importance of literature cannot be over emphasized since it is manifested into the writer or speaker and the community in which the literature exists. Some of the significant points to note on literature are:

- i. Literature reflect and shape the lives of people.
- ii. It offers people insights into the values of different communities.
- iii. It is a medium for the transmission of culture.
- iv. It represents a national philosophy.
- v. It uses language to communicate views and emotions.
- vi. Specific languages and symbols are useful to this subject.
- vii. It provides identity for a person and community.
- viii. It helps to inform, entertain and educate the community through its types.
- ix. It inculcates the norms and values of a community.

- x. It makes people realise their foolishness and wiseness without being told directly.
- xi. It creates a sixth sense into the learners.
- xii. It is a tool for change in society.
- xiii. It helps students to appreciate each other's culture.
- xiv. It is a religion with members who are very committed.

There are many more aspects of literature which are important but cannot be written under here due to the limitedness of the discussion. This module aims at bringing out the teaching aspect of literature and how literature has to be taught in secondary schools. The relevance of literature is what makes the teachers who teach it be critical and ensure they make the school management work to the expectations of the society and its people.

7.5 Teaching learners to read beyond the text

Literature in English (in the case of Zambia) is usually taught as an independent subject, in which the learners are examined at school certificate level, at Grade 12 level (again in the case of Zambia). It is reasonable to suggest here that there are some recommendations among the following three lesson types, namely intensive Reading Extensive Reading and Literature in English (or/ and in any other Language). The relationship among these three lesson types in terms of what each maybe viewed as contributing to, and benefiting from, the other. This relationship can be illustrated by the use of a Triangle, such as the one here.

7.6 Triangle Diagram

The apex of the Triangle maybe viewed as the position where Intensive Reading IR is situated. Here is where the learners have a chance to acquire the requisite constituent skills of reading with comprehension. In Extensive Reading ER and in Literature in English LE, however, the learners have a chance to employ some of the constituent skills acquired through Intensive Reading. At the same time. the use of these requisite constituent skills in the practical aspects of reading with comprehension as may be

thought to be found in Extensive Reading and in literature may be viewed as contributing to the automatization of these very skills in the learner's abilities (Mc Laughlin 1990) To complete the Triangle, the bottom two may also be viewed as feeding into each other, in the learners taking literature in English may thereby enhance their appetite to read extensively, while reading extensively may give the learners an advantage in the literature in English as a subject. That being the case, however, it is important to stress that literature in any given language is a subject on its own with the quite distinctly additional objective of preparing the learners for the final examination.

We need to bear in mind that although Intensive Reading is also examined, it is only done so as one part of the assessment of the mastery of reading skills in the language that has been learnt, whereas Extensive Reading is not examined at all or at least not directly. What all this means therefore is that the learning of literature in any given language has got to be done more elaborately and more precisely than those of extensive reading, this is, learners need far more guidance in literature as a subject.

The other practical features that differentiate literature from the other two lesson types is that most schools, literature as a subject is not on the curriculum at all. In some schools in Zambia, the classes taking the Arts based subjects take literature as one of them, while the class designated for Science based subjects take something else, commonly additional mathematics. In some rare cases a class is divided into two parts with one part taking literature while other takes some other subject. Whichever one among the situations just described above a teacher finds either himself or herself in, the teacher needs to be equipped with sufficient knowledge of the procedures and strategies of not only cultivating in the learner's appetite to read for enjoyment but also giving them the skills to be able to respond to the questions set by way of formal assessment, i.e preparing the learners for the final examination. We now would like to suggest ways to go about this task, i.e how to teach the texts set for the final examination in the case of

Zambia, it is the Curriculum Development Center that stipulates which books should be studied, and it is the Examinations Council of Zambia that sets and processes the actual examination.

For the suggestions being made here, to hear ‘fruit’ there is need to ensure that the requirement of availability of books should be fully satisfied. The best scenario is the one whereby every individual learner has a book to himself or herself. A barely satisfactory one is the one whereby the learners have to share one book per pair. The worst scenario is the commonly seen in Zambia whereby, for a literature class of 40 or more, the only book available is the one that the teacher is holding in his or her hands. The suggestions to be made here will assume a situation whereby every individual learner has a book all to himself or herself, it being this author’s strongly held that in literature lessons, learners should be learning to read stories and not to listen to them being told by someone reading them aloud.

7.7 Things to Enjoy Reading About

Before we go through the process of teaching literature, we need to have a clear appreciation of what it is exactly that the learners have got to enjoy as they read a story. This requires us to understand what an author does in composing and writing a story. In any story narrated in prose, the writer will describe the following things that readers are meant to enjoy states, actions or events, and relations. Let us take each one of these in turn and explain what is meant. We shall use the following two stores to give examples of states/or actions/events and relations. These are Things Fall apart, by Chiuna Achebe.

7.8 States

The word state is a noun referring to how something or someone is, either permanently or temporary. For example, being short in height can be regarded as permanent in case of a fully grown adult who is not getting any taller. Being angry can be temporary, although it is possible for one to be angry over something almost forever. In the case of some of the characteristics in Things fall Apart, we are told that Okonkwo has the

physical stature of an athlete, while his father, Unoka, had that of a thing weakling. In terms of temperament, we are told that Okonkwo was brave, where as his father Unoka was a coward who could not stand even the mere sight of blood. we are also told that Okonkwo was respected among the Umuofians, something which his father was not. States also include beliefs, attitudes and values.

7.9 Actions and events

Each of these two terms refers to something being done (action) and something happening (event, whether one calls something an action, or an event is really a matter of perspective. But both words refer to something that either is carried out or done (action) or happens as if all by itself (event. Thus, for example in Things Fall Apart, Okonkwo beats up his wife, beheads the boy Ikemefuna, beheads the messenger, and hangs himself. All these are examples of actions, that is things deliberately done. In the same story, the following maybe cited as one of the things that just happened without any person's deliberate planning: the accidental killing of a young lad by Okonkwo, whose gun went off accidentally. The appearing of the white missionaries in Umoufia was an action by the white men, in that they planned it and consciously carried it out. But to the Umofians, it was an event, because they had no hand in it, it just happened almost in the same way that a swarm of locust could suddenly appear over the horizon.

7.10 Relations

The word relation is commonly used to the connection between a thing and the other. It can be between two states. For example, one aspect of Okonkwo, state is that he stammers (he is a stammer), and we are told that because of being in that state he easily resorts to physical fighting. This is one case in which a certain type of state causes a certain type of behaviour or action of throwing punches. As the learners learn to read stories with comprehension, they need to acquire the skills of working out different types of relations among states, actions, and events. Some relations could be casual, such as Okonkwo's accidental killing of the young lad being the reason why he is sent into exile.

Some of the relations maybe that of simply one state or action facilitating one state or action, that is facilitative relation. For example, Okonkwo's being exile facilitates the white missionaries' settling down in Umouofia throughout. A word of caution to the upcoming teacher is warranted here. it is not expected, let alone being recommended here, that the teacher should use these terms when discussing the literature text with the learners. Rather, these terms should act as beacons signifying to the teacher what the learners should be guided into appreciating about any story. These beacons should guide the teacher in designing the sort of questions to pose to the class by way of provoking and steering discussion of parts of the story. For example, focus on the states may lead to questions such as.

- What kind of a husband is Okonkwo?
- What kind of father is Okonkwo?
- What kind of an Umofian is Okonkwo?
- What kind of father was Unoka?
- What kind of Umofian was Unoka?

7.11 Focus on casual relations may lead to such questions as

- Why was Okonkwo given to keep the boy Ikemefuna?
- Why did Okonkwo kill the boy Ikemefuna?
- Why did Okonkwo kill Ikemefuna?
- What was the sequence of Okonkwo beating his wife at the time of the year?
- How did Okonkwo react to Nwoye's having been converted?

7.12 Teaching a set Book

In the case of Zambia, the Curriculum Development Center selects the books to be studied and the Examinations Council of Zambia does the examining. What this means therefore, is that the teacher has no say in both the selection of the books and the setting of the examination, except that some of the teachers are also hired and trained to be examination setters and markers. The point of focus for our discussion here will be the teacher's responsibility of guiding the learners through the process of reading in the texts that have been selected. It is being stressed that the teacher will need to keep both objectives in focus throughout the process of guiding the learners namely, showing the learners how they can have fun by reading a story, and also preparing them to answer examination questions. It should be made known that some sets of books cannot be introduced to learners at the sometime because of the discussed importance of literature. It is feared that they may influence the community in a positive but negative way which is or maybe against the wish of the state. Some examples of texts that cannot be read in one year or session is *Animal Farm*, *The Government Inspector* and *Enemy of the People* among others.

It is being recommended here that teaching a set text should be split into clear phases, as follows a quick reading of the text to establish the plot, and then a slow and very careful reading to finally digest the content of some specially selected episodes. Let us take each one in turn and explain what may be involved, and how a teacher might proceed.

7.13 Reading to Establish the Plot

The assumption that is usually made at this stage is that the learners have not yet read the full text and do not know the plot as yet, and so they need to be given a chance to read the whole story and work out the entire plot. In practice, particularly as has been observed in Zambia, this is done in several alternative ways. Let us now review some of these ways and point out the advantages and disadvantages.

One way that has been observed is the one whereby the teacher takes the class through reading sessions, during which time pupils take turns to read aloud sections of the narrative allotted to them by the teacher. One advantage of this way of reading the text is that it gives the teacher some measure of satisfaction arising from the belief that the learners have indeed read the text and the feeling by the teacher that he or she has witnessed the actual reading. However, it is doubtful as to whether loud reading by the learners in turns can help them work out the plot. To begin with, learners are very rarely good loud readers, the misplaced pauses and hesitations will all the other dysfluencies tend to spoil the text and may thereby impair comprehension. The teacher can demonstrate the reading and then set the tone for learners to follow. It should be appreciated that the teacher should not make the learner be a laughing stock if they cannot read fluently. He or she should be guided by the teacher through helping out on the difficult words.

During this time, the teacher should demonstrate to the learners how to identify the main points of the content of the chapter, in terms in terms of the states, actions and relations. For instance, take the case of the first chapter of Things Fall Apart. The teacher would need to help the learners come to the realization that the main points in the first chapter relate to the states in terms of what kind of a person, especially contrasting Okonkwo with his father Unoka. It is in this chapter where the learners have to be helped to realize first and foremost the fact that Okonkwo is a man who is very highly respected in his society because of his own personal achievement and that he is obsessed with his fear to be likened to his father who has not only a weakling but also a coward and a failure in life.

The Teacher can then demonstrate how to write in note form a summary of the chapter by summerising Okonkwo's key attributes and actions. After such a demonstration, the

teacher can then ask the learners to go away, read the text of the next chapter on their own and to make a summary of it in note form, Identifying the key states, actions and, events and relations. In the lesson following the assignment, the teacher should then take the class through the chapter. In other words, the pattern is that the learners read and make chapter summaries outside class time and then class discussion of the chapter summary during the scheduled lesson should help the learners to check whether or not their summaries are acceptable and to make modifications whenever necessary. It is being recommended here that the entire story should be read by the class in that way, learners reading and summarizing chapters on their own, individually, out of the class time, and the scheduled lesson time being used to help the learners to check their work and probably to make corrections where necessary. This is only possible where books are available. Otherwise, the teacher spoon feeds that learners by reading the text for them, analyzing the text for them and even giving them notes to write. This leaves the class to believe that there is no exercise in literature but notes and bulky reading. Such becomes boring and learners drop the subject.

By way of guiding the teacher here, we would like to suggest the sort of strategies that many a reader can use to work out the kind of a person that a targeted character is. Generally, a reader can work out the personality of a character through the following ways, among many other possible one:

- What the narrator says about the character
- What the character says about himself/ herself
- What other characters say about himself/herself.
- What a character either does or is fond of doing
- How a character does what he or she does

A Teacher may help the learners to become conscious of these strategies. However, what is of value is that the learners should be able to actually use them to work out a given

character's personality. Their being able to actually state or explain the strategies upon the teacher's demand may be of limited value. Secondly, we need to bear in mind that not all strategies can be used to work out the personality of every character in every story. In some stories, character's might be portrayed as saying nothing about themselves, for example. In some stories again, the main character's personality might be portrayed only through what the character does and how he or she does.

We can exemplify on the character identification of Wiza in the Quills of desire by Sinyangwe. Facts about Wiza is that he is the protagonist, an intelligent, tall, handsome and athletic looking young in his youthful days.

7.14 What the narrator says about the character

He is hardworking, hot tempered and desires to be successful. Because of his hot temper he is prone to trouble He is also prone to making irrational decision. As can be seen when he goes to Lusaka hoping to find Martin Thole as he waits for his brother Kocha's return.

7.15 What the character says about himself/ herself

He says he is hardworking and knows he cannot fail as he made his school proud during the JETS festival. Wiza is an ambitious young man who wishes to be successful. He draws his inspiration from his elder brother Kocha who is at the university. He also wishes to be a successful father and marry a girl of her dreams Everlida.

7.16 What other characters say about himself/herself

Wiza is a likable character. he is a famous boy among his peers at school. Wiza dislikes the headteacher for embarrassing a visiting government official. He likes the deputy

headteacher because he encourages him to do better academically and is also his teacher of English.

7.17 What a character either does or is fond of doing

During the teaching by the minister, Wiza is able to ask the minister on the philosophy of humanism adopted by the government of his excellency president Kenneth Kaunda. His language teacher Mr. Stevenson is proud of the boy who he feels has potential to excel as far as oxford university.

7.18 How a character does what he or she does

He is forced in marriage. due to this pressure, Wiza decides to take his own life.

Through the answering of these questions successfully, the teacher with the help of the learners can make a summary for their understanding. These questions when answered enable the teacher to come up with simple explanation to help the learners digest the reading and make sense out of it. It is the teacher's role to guide the learners to only pick what is important for the lesson.

7.19 Reading to Digest the Details

After the learners have been assisted to read the story for themselves and to work out the entire plot, the teacher should then select episodes that illustrate and contribute to both the subtitles and the main theme of the story. Here is where the teacher will need to help the learners to come to a realization that in any story.

- It is the series of actions that move the story forward, in the sense that one action causes a follow up action. For example: the love which

Obatala had for his long friend Shango. The action that follows is the consultation of the trip from Babalawo who predicts death yet Obatala never heed the advice. His imprisonment causes infertility in the land since he was the father of creation. After realization, his release from prison brings about new life and the society continues to flourish.

- It is the contrasting of the actions that either facilitates or allows other actions to be carried out. For example, things would not have gone the way they did in the novel if Obatala had heeded the Babalawo's advice of the journey being a fateful one. The imprisonment would not have taken place and the fertility in the community would not have paused.

There are threads woven through state and actions which (threads) constitute and demonstrate the relations among the episodes. For example, let us take the theme that Obatala is the father of creation. This can be shown in that the action does not pause taking action to think of the consequences of his intended action. This subtheme is demonstrated in several episodes, such as. Obatala failing to read his danger from the shrines of the chief priest and him being captured by his friend and thrown into prison. Being a father of creation, no new life springs up due to his absence and there was no new yam celebration. In order to teach these sequences, the teacher can ask learners to identify the parts and page numbers in the book where these events and actions are falling. The teacher can also help the learners to understand the story through dramatization of such sequences or events in class. This can be demonstrated in the Zambian situation through traditional stories which are similar to the shrines described books.

7.20 Literature development and teaching in primary School

The teaching of literature in the Zambian primary schools has some suggested methodologies. This teaching is not a *prescriptive guide* to be followed passively. It provides guidance to a teacher in order to:

- Structure lessons from simple to the complex
- Help learners understand and appreciate literary concepts in local languages.
- Guide learners reading, understanding and appreciating the texts.

The structure of the outcomes in the syllabus presents a carefully considered approach to the effective teaching of Literature. Nevertheless, teachers are at liberty to make alterations that will produce positive results in making learners understand and appreciate learning the subject. The teaching of literature involves eclecticism because the learners are different and so are their abilities and beliefs. No one method can be sufficient to teach a full literature lesson hence it is the role of the teacher to be innovative and include all the learners in class despite materials being insufficient.

To make the learners feel at home in a primary school, Zambian songs can be used to teach some literature concepts and activate their minds. “Common Man by PK Chishala” is what we shall use to demonstrate how literature in primary schools can be taught. Sorry it will not be translated to enable you find its meaning through interaction with the owners of the language and learners.

Wemufyashi watufyala niwe trade union

Mayo, umfwa fwebana tule ilishanya

Tatuleyikuta ubwali bulechepa pantu umutengo wa bunga

Naunina ukuchila amalipilo elyo nabambi tababomba

Tuletasha inchito tulabomba, nokulya

Tufwile tulelya bwino

Imilile isuma iwamya amatontonkanyo nokubombesha

From the song, questions like the following can be asked:

1. Why is the trade union being referred to as ‘parent’?
2. What is the lamentation about?
3. What are the two figures of speech which are making us realise that this is a song of rebelling against the government?
4. What is relationship between this song and ‘*koswe mumpoto*’
5. Why has this song stood the taste of time compared to other old songs in Zambia?

The three extracts are examples of textual questions. the answers as earlier stated are found in the text itself and little is sourced outside the text.

7.21 The teaching of the four genres of literature

The four genres of literature are taught differently and have to be mastered if learners are to be interested in literature. The genres are: prose, drama or play, poetry and songs. These are discussed extensively in this section.

7.22 Teaching of prose

Prose is one of the types or genres of literature, which is ‘straight forward’ and whose basic unit is the sentence. Prose literature can be classified into literary and non-literary works. Literary works include novels, short stories, biographies, essays etc. Non-literary works include scholarly and scientific books, articles, guidebooks, manuals and law reports. We are going to discuss two of such approaches, namely, using small groupings within a class and using a single class are used to teach literature in English.

a. Small Groupings within a Class Approach

You will find this approach very useful at primary and junior secondary school levels. The ideal thing is to expose your students to as several texts as possible. This approach works like this:

- Organize your students into small groups with common interest.
- Appoint a leader for each group who should lead the discussion after textual reading.
- Select an interesting reading text e.g. short story or a novel.
- Each group is to read part of the text for example, a chapter or two chapters and then make a presentation of the parts/chapters read in form of a play or discussion.

Advantages:

- ✓ It instils confidence in the students and so aids learning.
- ✓ Many portions of a textbook or novel are covered in a short time.
- ✓ Since it is a variation from the traditional approach of everybody reading the same thing, it arouses interest.

7.23 A Single Class Approach

This is an approach, which engages all the learners as a class. You may use the following strategies when you adopt this approach: Choose a short story or novel and ask learners to do the following.

- Let each learner rewrite portions of the story the class has read.
- Each learner is to provide alternative end to a story the class has read but whose ending the class feels is not suitable.
- Ask the class to rewrite sections of the story into a play. The whole class can then dramatize it.
- Encourage learner to make pictorial representation of scenes or sections found to be humorous.

- Encourage your learners to weave new stories around existing characters, while at the same time retaining the characters' individuality.
- Ask learners to rewrite incidents they did not enjoy suiting their own expectations and taste.

You will find out that these activities will enhance your learners' understanding, aid retention of what they read. This will encourage artistic tendencies in them.

7.24 Teaching of drama

Drama is action and performance and is relevant in literature. Dramatic literature is any literary composition written in dialogue meant to be spoken through acting or dramatizing. It is actually not meant to be read as one would read prose and poetry. Of the three genres of literature, drama, prose and poetry, none is closer to the people than drama. Drama permeates man's activities; he is naturally being continually placed in situations that demand action.

Though poetry and drama have a lot in common, the same origin and literary composition, they are different in purposes to certain extent. A poem can be read by a solitary person, but a piece of drama is usually read by more than one person since it is meant to be acted out. Poetry originated from Heroic or Epic stories as well as satirical stories. Tragic drama originated from Heroic stories while comedies originated from satirical stories. The styles of writing of both literary genres are poetic.

7.25 Difficulties in Teaching Drama

Drama presents problems of teaching you would not encounter in the teaching of other genres. The difficulties of teaching drama arise from the fact that one cannot just read it for pleasure. To enjoy drama and bring out its theme it ought to be acted out. You can

only do this if your learners have been grounded very well in the area of drama production. You will have to be familiar with certain theatrical elements listed below.

1. Characterization
2. Physical stage settings showing entrances and exits.
3. Costumes to show either the period or characters.
4. Lighting effect to help in the interpretation of the mood of the play at different acts and scenes.
5. The audience's reactions at any given time of production.

The question at this point is how you can manage all these in order to bring the playwright's ideas into the classroom. This definitely requires a lot of work and calls for adequate preparation on your part. You will have to:

- Read the play as a whole. Then break the play into a number of lessons in a school term, paying attention to the logical presentation of the play – beginning, middle and ending of a particular episode.
- Look for relevant teaching aids both improvised and commercial ones. You can even encourage your learners to make some props and costumes to be used.
- Create the setting of the play and use this to give the play its proper background.

Before you begin the teaching of a play you should identify the following and use appropriate questioning techniques to lead your students to do the same:

- Writer of the play
- Setting
- Plot arrangement of incidents
- Main and sub-themes
- Characters and characterization

7.26 Approaches to Teaching Drama

The teaching of drama entails the use of diverse approaches. You will have to make your choice of the approaches to use since there is no best way drama can be taught. There

are various methods, but our focus will be on two of them. These will be discussed below.

A. Line-by-line Approach

In this approach you will:

- Assign your students different characters
- Make them read out the dialogue and personify or imitate the characters assigned to them.

This method explores every speech and meanings of all literary devices used in the text.

B. Dramatization Method

This method involves actual acting or dramatization of the play. Your students will be expected to speak the lines of the characters with conviction, accuracy and rhythm. This demands a full knowledge and understanding of the text. You can make your students dramatize different scenes in the classroom. This is the most effective method of making a play interesting. This method aids the possibilities of interpretation. It encourages improvisation and creativity. You can video record your students' presentation and play it back for the class for criticism.

C. Connectivity or video approach

This method involves the use of internet connectivity and access YouTube videos and watch the play of your choice. It should made mention that most of the classic plays have been acted before international forum and have been kept in soft copies for future use. Therefore, it is the role of the teacher to access or seek permission from the source to have the video shown to the learners. Just like the way World Wars movies are available, that is the way classic plays are also available. The teacher should be resourceful enough to make the learners access the right material and teach the learners through seeing the actual action. This teaching should involve the teacher find it simple to teach the play after watching it or to first the teacher to teach and allow the learners watch the movie for reinforcement. An example is all the movies which you watch from whichever channel, are dramatized pieces of work which were written. So, you can write

and later in life someone can dramatize your work. The birth and death of Jesus is dramatized yet the passion of Christ goes an extra mile in dramatizing the suffering of Jesus.

7.27 Teaching poetry

By definition, Poetry is an imaginative piece of literary work in verse form. It is a literary mode that operates through the principles of imagery, sound and rhythm, with the aim of creating thought, feeling and beauty. Wordsworth's well-known definition of poetry refers to it as "emotions recollected in tranquility" and Coleridge defined it as "the best words in the best order." Poetry centres on a few general characteristics. It:

- Is drawn from real life experiences.
- Makes comments on life.
- Comprises the truth of the world and the truth of man's perception of that world.

Poetry has a definite role to play in society. In addition to be a tool for intellectual development, for training in aesthetic appreciation, and for emotional growth, poetry is a preserver of our culture as such its value should not be overlooked.

7.28 Approaches to Teaching Poetry

Poetry is as diverse as life itself. There are varieties of subject matter, type, form, mood and so on. So, also are their various approaches of teaching poetry. However, we are going to discuss just one approach.

7.29 Reading / Listening, Question and Answer Approach

This approach is similar to what you do in loud reading and listening lessons. You will read out the poem while your learners listen. The essence is on listening. Your learners are not expected to open to the page where the poem is written. They should just listen

to your reading and form their own impressions. After reading the poem ask the learners some leading questions, such as:

- i. What is the poem about?
- ii. Where did the whole incident in the poem take place?
- iii. Which figures of speech are used by the poet?
- iv. What mood is expressed in the poem?

After discussing these questions, allow the learners to open to the poem while you read the poem again. Pick out words from the poem and ask learners for the explanation of these words. Discuss the poem in full detail, the language, the movement of the lines for effect, the arrangement of words and other important aspects of the poem.

7.30 Teaching Poetry

At this level, a poem should be seen as an organic whole creation. The teacher cannot afford not to be a master of the subject. You should prepare a well-developed lesson plan and use it effectively. You should highlight those essential internal characteristics that contribute to make a poem whole in your lesson plan.

o Poem type

o Features of the poem

o Background information on the setting of the poem

o Poetic devices – similes, metaphor, personification and so on

o Imagery. This is the essence of poetry. It is the concentrated way in which a poet describes things. It deals with the pictures conjured up in the reader's mind by the poet in an attempt to clarify his/her idea.

There are three types of imagery:

- i. Mental imagery – visual, auditory, tactile and gustatory
- ii. Symbolic imagery – a word is used to symbolize deeper things. For example, words like “desert” could be used to symbolize desolation and loneliness.
- iii. Metaphorical imagery – this deal with analogies.

An example can be the ‘Echoes of Desire’ where we have the lamentations of the grave digger. The writer brings about the new challenges that the world is faced with which are not ending but rather on an increase. The pandemics and other calamities have increased the diggings sounds and the work for the grave diggers. Every human action has a counter reaction to another human.

The teacher should ensure that the teaching of the literary terms is well taught at grade 10 so that as the learner progress with the texts, they will be able to make reference to the terms and make meaning. The recommended ways of teaching poetry at grade ten is to make sure learners develop a relationship between the literary terms and their environment. That is, the teacher should explain the terms with good examples and probably ask learners what the terms are or relate to their local environment and local languages. This helps the learners to confirm their emergent literacy and get familiar with the literary terms.

In summary, literature is taught a guided subject throughout the years the learners are in school. Many teachers fail to teach literature because they are unable to commit themselves to the reading of the materials and explain to learners. Laziness is mostly at play. When interest comes, literature is the easiest subject in the languages, and it is always interesting if the teacher lives and knows the content.

In teaching literature, even when you have one book, you can read for the learners while they listen attentively. The listening should be guided by some questions on the board on the passage being read. If the learners are not given questions, they will think it is

just another way of time wasting. So, engaging pupils in literature is through giving them question to read with or to listen and answer with. In most cases, teachers can even write a list of questions on a scene to be read, discuss with the learners the difficult words in the passage before reading and then read the passage for the learners. This helps the learners to be able to understand what has or will be read since all the difficult words have been discussed. Through the list of questions, learners can be writing answers as the teacher reads and such becomes their notes if the questions are well answered. It is not always that the teacher writes for the learners, but through a guided way of writing.

7.31 Task for revision

1. Literature is defined differently, and these definitions are too old for the world of today. Give your definition of literature in line with the technological advancement of today.
2. Why is literature important to the learners of today?
3. Why are teachers like some of you feel that literature is difficult to teach than language?
4. How can teachers improve their teaching skills of literature as a subject in the Zambian secondary school?
5. What challenges are teachers of literature faced with in the secondary schools?
6. Why should the setting of questions surround both textual and contextual knowledge?

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