



Chalimbana University

School of Social Sciences and Humanities

Department of Literature and Languages

ELE 4203

ADVANCED ENGLISH TEACHING METHODS

Bachelor of Education - Secondary

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ELE 4203 ADVANCED ENGLISH TEACHING METHODS

Background

This course crowns the course on teaching second language skills by presenting the various language components as they can be presented through the different methods. The components include grammar, compositions, comprehension, and summary showing how they can be taught through the various approaches and methods to language teaching such as audiolingual, situational, cognitive code and communicative. The aim is to equip teachers with what actually happens in the classroom.

Rationale

The aim of the course is to equip learners with methods, theories and principles of second language teaching and learning. The course focuses on teaching using different theories and approaches to language teaching. It is designed to equip learners with skills for second language teaching in the various components of the English language thereby making them competent teachers of English.

Course Delivery

The course will be offered to full time and distance learners. Delivery will include group work where learners will work as a team and question and answer during lessons.

Learning Outcomes

At the end of this course, learners will be expected to:

- identify methods, theories and principles of second language learning and teaching
- conceptualise the principles of selection, grading and sequencing second language content
- apply various theories and approaches to language teaching and learning
- illustrate the teaching of grammar through the Text-Based Approach
- demonstrate understanding of the general guidelines to second language teaching
- comprehend skills needed to teach a second language
- apply various grammar methodologies in the classroom
- develop the essential skills to teach English Language with understanding, competence and confidence
- explain some of the skills that can enhance creative writing.

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Unit 1: The Teaching of Second Language Skills

Introduction

This unit will look at the teaching of second language skills in the Zambian schools in relation to the syllabus. It will also discuss how these skills can be taught and how they make a teacher realise their significance in the classroom and beyond.

General guidelines to second language teaching

The teaching of language in Zambia is premised on the monolingual ideologies or methods and yet bilingual curriculum is used. The inherent childhood capacity to acquire a second language without explicit instruction (Hakuta, 1986) provides the first pillar upon which two-way bilingual immersion programs have been constructed. It may also provide a springboard for exploration of the related issues of culture and identity. Key issues in child second language acquisition include the relationship of cognitive development and proficiency in the first language to acquisition of the second language, the difference between simultaneous and sequential bilingualism, and the distinction between second-language acquisition and second-language learning. Theoretical constructs notwithstanding, all children are unique, and their roads to bilingualism are idiosyncratic. The important issue is that they are provided with an environment conducive to developing bilingualism. Data from the Center for Applied Linguistics (Howard, Sugarman, & Christian, 2003) indicates that two-way programs have been successful in this endeavour. Taken collectively, results of one large scale quantitative study and a number of smaller qualitative ones indicate that bilingualism and biliteracy typically result for both native speakers of English and for English Language Learners within two-way programs.

Zambia was using the additive bilingual education at independence. By definition, additive bilingualism is a form of bilingual education in which the language of instruction is not the mother tongue or home language of the children and is not intended to replace it. In an additive bilingual education programme the first language is maintained and supported. This was the reason the constitution maintained that the teaching of Zambian languages be continued as subjects. This kind of education creates room for the death of the native languages and promotes the foreign languages just as we saw in the past 50 year of independence.

The second one is called subtractive bilingualism. This is when the language of instruction is likely to replace the children's first language. This is what we are practicing today at the primary section. We introduce literacy to learners in a regional language and later we switch the teaching into English language at grade 4. We are replacing the local language with the national language. The long-term results are that the local language is seen to be irrelevant since it has no academic power in someone's life. So, a subtractive bilingual education has its disadvantages as well. The adoption of the two second language teaching theories is to help develop ambi-bilingualism in an individual. This is the ability to function equally well in two or more languages across a wide range of domains. Understanding the two brings about the realities on how to teach a second language.

Bilingual education in Zambia has been characterised by the use of a second or foreign language in school for the teaching of content subjects. Bilingual education programmes may be of different types and include:

- a. The use of a single school language which is not the child's home language. This is sometimes called an **immersion programme**.
- b. The use of the child's home language when the child enters school but later a gradual change to the use of the school language for teaching some subjects and the home language for teaching others. This is sometimes called **maintenance bilingual education**.
- c. The partial or total use of the child's home language when the child enters school, and a later change to the use of the school language only. This is sometimes called **transitional bilingual education** or **early exit bilingual education**. When the school language is a standard dialect and the child's home language a different dialect (e.g. Hawaiian Creole, Black English) this is sometimes called **bidialectal or biloquial education**.

In order for the teaching of a second language to be successful, the teacher should be competent in the second language if he or she is to impart the right knowledge into the learners. The aim of the teacher is to build the linguistic competence which calls for the learners to communicate effectively in the different situations they are exposed to. Localisation of the language instruction is key in such a classroom since the teacher has to use the locally available materials to ensure that they build the learners to the expected

level of competence. Policy influences the teaching of a second language and how it can be taught.

From the Zambian context, the disagreement between policy specification and people's preference can be seen from the context of the growing number of English-medium schools. The above instances of asking for English as first language, second language and third language indicate dissonance with regard to language choice in our Zambian schools. The dissonance at the policy level arises by leaving unresolved some contradictions between curricular objectives and pedagogical methods of language teaching. In other countries, the Indian Education Commission recommended in 1968 that English should be the library language, meaning that it would be the language for knowledge acquisition, more so for knowledge not available in Indian languages. It also meant that the knowledge available in English would be transferred to Indian languages through translation and other means. The results were expected to spread to other countries and make them realise that the use of a foreign language should be limited to a certain extent in the curriculum which Zambia did not adopt.

The pedagogical method of teaching English as a second language with such a curricular objective of bilingual education should concentrate on receptive skills, decoding texts, technical registers, translation, simplifying language among others. But the actual method of teaching English in the classroom is structural and communicative, which aims at developing productive skills. This stems from the *de facto* use of English in Zambia for communication with other Zambians among the middle and upper class and the increasing use of English in business communication. Such a use of English in life does not find due recognition in the policy, which expects Zambia to become the language of wider communication for all classes.

Second language teaching methods are used in countries where English has institutionalized status and functions and where one is exposed to English passively, if not actively, outside the classroom at home, in the marketplace and from the media. We have to acknowledge that Zambia is heterogeneous with regard to exposure to English. The first-generation learners from rural areas, who form a large percentage of learners in government schools, have nil or severely limited exposure to English before and after school. The ESL method is not best suited for teaching English to them; it must be combined with the

principles of teaching English as a foreign language (EFL). The language policy does not make a pedagogical distinction of social conditions when English will be taught as a second language and as a foreign language in Zambia.

To this end, we have to accept that teachers have noted that teaching and learning through the medium of a poorly acquired additional language is time consuming, and as a result they frequently do not complete the syllabus. In addition, it is stressful for second language learners as well as teachers, who feel helpless in the face of such problems. It has been suggested that learners may feel alienated from the subject content when it cannot be expressed in their own language because the corpus has not been developed to express subject specific terminology. Therefore, teaching second language calls for the teaching of relevant skills at the right time for skills development.

The teaching of four language skills

The four skills which need teaching in a language class are the listening, speaking, writing and reading. There is need to ensure that the teaching of these skills is related to the second language acquisition and theories that guide the non-native speakers.

Listening

Listening is an active creative skill that enables someone to comprehend a speaker's utterance. It is a process by which we receive, construct meaning from, and respond to spoken messages (Emmert, 1994). The act of listening involves hearing, thinking, as well as having a good deal of interest to what the speaker is saying. When we listen to someone speaking, we hear sounds. These sounds are a combination of several language components such as words (vocabulary), arrangement of words, (syntax), stress and intonation (the rise and fall of the speaker's voice). Comprehending a speaker's utterance requires our mentally processing these language components in order to create meaning or significance from the speaker's utterance. Listening entails three components: the speaker, the listener and the meaning being shared. How then do we ensure that our learners understand when they listen to? We present and discuss below some factors that determine a listener's comprehension of utterances.

Factors that Determine a Listener's Comprehension of Utterances

There are a number of factors which make a listener to pay attention to the speaker. Rivers (1981), states that the meaning or significance that a listener attaches to a speaker's utterance is dependent on three factors namely, the linguistic information perceived by the listener, the situational context, and the listener's comprehension of the speaker's intentions. We can add more factors like the kind of a topic or subject of speech and the listener's interest and attitude towards the speaker which can also be said to be the relationship that exist between them.

The linguistic information emitted by the speaker

This is also a factor that needs consideration. This is what the listener perceives aurally of the speaker's utterance. Linguistic information is made up of sounds, words and their arrangements and the rise and fall of the speaker's voice. Comprehension occurs as the listener creates meaning from what she hears. The implication of this is that when teaching listening skills, selected listening comprehension exercises must contain mostly vocabulary and grammatical structures your learners are familiar with. Unknown words and grammatical structures must be very few and should appear in contexts where their meaning is easily understood. When this is not so, comprehension is impeded. In the secondary school language textbooks, the difficult words are highlighted or are in italics to demonstrate that there is need for the definition of such words in order to make the listener understand. This even goes further and appear in the examination under the comprehension section. Some difficult words are either underlined or bold for the sake of capturing the reader's attention.

The situational

Context is another factor that determines the listener's attentiveness. This is the setting in which the utterance was made and will determine the meaning the listener will attach to the utterance heard. The situational context will also determine the listener's expectation of what the speaker would say next. A listener's understanding of an utterance in any communicative setting will largely be affected by what the listener knows and understands of the setting. Examples of typical communicative settings are the marketplaces/shops, classrooms, places of worship e.g. churches/mosques, political rallies, social gatherings e.g. naming ceremonies, weddings, birthday parties etc. The implication of this is that you

must teach your learners variety of vocabulary and registers of communicative situations they are likely to come across in their everyday lives. Equipping them thus will enable them to learn and understand what vocabulary and registers speakers will likely use in a given communicative setting. It is then viable to say an insult only matters with the setting, tone and the relationship the speaker and the listener have. For example: insults at the bus station are not worthy fighting because you expect such in Zambia.

The listener's understanding of the speaker's intentions

This is another factor worth considering. Every speaker in any communicative setting has a reason(s) for speaking. These are her intentions or purposes for speaking. The goal of any speaker is to make the listener/audience understand the purpose for speaking. This should also be the listener's purpose for listening. This, however, is not the case sometimes. There are instances for example when you listen to some one and you do not understand the speaker's purpose. This may not be because you do not understand the linguistic information in the speaker's utterance. Rather, it may be due to a number of other factors. Such factors include, your lack of knowledge of the topic/subject the speaker is talking about, or your lack of interest in the topic or speaker or both.

Understanding the speaker's utterance means understanding her intentions. This understanding has to do with what we know about the topic and the speaker or persons like the speaker. (Examples are: pastors/imams, teachers, parents, children, friends and political associates). Understanding also depends on the expectations the situation and previous utterances have aroused, the tone and nonverbal behaviours (body language) of the speaker. All these constitute what Rivers (1981) terms interactional content. Research has shown that the more the interactional content the more the listener's understanding of the speaker's utterance. This is because interactional content gives the listener more insight into the meaning the speaker intended to encode.

What does this mean to you as a language teacher? This has implication for planning your listening comprehension lessons. The texts you use must be interesting and on topics/subjects familiar to your learners. Additionally, the medium (e.g. video/audio cassette players, television or live voice) through which you deliver the listening comprehension passage must be appropriate. To this, the teacher's role is to ensure that

they make the learners use the learnt material to understand their environment and make it rich for their own purpose.

The topic/subject of speech

Comprehension requires a listener's prior knowledge of the theme or topic of the speaker's discourse. This knowledge enables the listener to infer or guess the speaker's meaning beyond what is contained in the linguistic information. In the application of this assertion, we do not have to consider other written works like the Bible and Quran because such are spiritual. However, some issues are beyond comprehension like the apple and the snake making the humans realise their nakedness, this is beyond mere listening.

Prior knowledge can be activated by the speaker through preparatory discussion of related topics and by ensuring that key words in the listening passage are known by the learners or have been learnt by them in recent language lessons. This makes the text-based syllabus be progressive since the word defined previously is not defined in the current passage. If there are new words in the text, you must ensure that they appear in context where their meanings are easily understood. Learners' familiarity with the topic or subject of speech is very important if they are to understand what you are talking about as a teacher. This is why we write the topic and lesson of the day on the board; it is not just for fun.

Understanding is often impeded when we listen to someone speak on an unfamiliar topic. If for example you select a text in the area of Law or Government or Economics or Education, you must make sure that your learners are conversant with the vocabulary and registers and general notions about the particular field of profession. If that is not the case, your learners will have a hard time understanding the text selected. As second language teacher and examiners, we have to ensure that we select Zambian friendly texts and give them to learners to read. This will help them contextualize the difficult words and make meaning within the context and text using textual analysis. Being cruel is bring a passage talking about snow and submarine which does not exist in Zambia and we pretend we have set a comprehension passage, it is time wasting and teachers need to change such manners of punishing instead of teaching.

The listener's attitude/interest to the speaker and topic

Attitude and interest play a vital role in achieving our lives' goals. Positive attitude and interest will yield positive results. The meaning a listener gets from a speaker depends on

the listener's interest and attitude towards the speaker and what he or she is saying. When we do not show interest to a live lecture or television/radio programme for example, we are likely to miss a lot of what the speaker is saying. As a teacher, you must encourage your learners to listen with interest and pay attention when someone is speaking to them. A useful way of kindling your learners' interest is by selecting texts they can connect with. Examples are texts on family, social, political economic issues at national and international levels. You must also ensure that the language of the text (vocabulary and registers) is at your learners' level of understanding. The teacher should tell the learners that listening is a skill which needs development. The learners should ensure that they look the teacher in the eyes, observe the lip movement, gestures and the general body language. This will keep them entertained and make them follow the conversation.

Types of Listening

As a teacher, it is important to be aware that there are five types of listening skills:

- **Informational Listening:** In this type of listening, we listen for the content of the message to get the gist of the message. For example, when we are listening to a lecture in a classroom or being given instruction to carry out.
- **Critical /Evaluative Listening:** Here, we judge/evaluate the message we received in terms of its worth or whether we agree with the speaker or not. For example, we do this at debates, discussion sessions etc
- **Appreciative /Aesthetic Listening:** This type entails listening for entertainment (enjoyment). For example, listening to music, drama, concerts, poems, entertaining radio and television programmes etc
- **Therapeutic/Empathetic Listening:** Listening to support or encourage others, for example, a sick person, angry person, disturbed/ worried person
- **Inferential Listening:** We do this when we interpret a speaker's message beyond what s/he has said.

If you look at all the above types of listening, you will find that they are for academic purposes as well as for personal and social purposes. You must teach your learners to develop the ability to perform these types of listening. This will help them appreciate the school and its goals beyond classroom learning.

Goals/Purposes of Listening

Listening skills should be taught not as an end in themselves but as a means for attaining specific communication purposes. Below are listed purposes for listening. You can see that they are closely related to types of listening discussed above. In this section you will learn of different purposes of listening and the activities for teaching learners the skills for attaining these purposes.

The National Curriculum for Junior and Senior Secondary Schools in Zambia has listed the following as goals for teaching listening.

- Listening for main ideas
- Listening to follow directions and to note details and sequence
- Listening to understand a speaker's purpose, tone and mood
- Listening to the same ideas repeated in different words
- Listening for verbatim recall
- Listening for implied meaning
- Listening for critical evaluation in order to express one's opinion or to judge

The teacher should strive to teach these skills so that the learners are well vested with the language and its skills. It should be realized that the skills are also applicable in the second and other languages. Other important purposes for listening are:

- Listening in a conversational interchange
- Listening during group discussions
- Listening to identify another viewpoint
- Listening to radio and television programmes
- Listening to someone speak over the phone
- Listening for a sequence of ideas or plot of a story
- Listening to anticipate an outcome
- Listening for exact statements of a speaker
- Listening to identify lexical and grammatical errors
- Listening to distinguish facts from fiction
- Listening for appreciation and pleasure
- Listening for new vocabulary/words

- Listening to recognize relationships expressed or implied
- Listening to learn various subject matter areas

The above list of purposes may seem too many to you, but these are essentially the purposes or reasons why anybody would want to listen. It takes some learning and practice to acquire skills for these purposes, whether in our mother-tongue or in another language. In the case of English as a second language, learners at various school levels should be taught how to acquire and use these the skills needed to attain the above purposes.

Speaking skills

What is Speaking? Speaking is a complex cognitive process. It is an interactive process of constructing meaning, which typically involves receiving, processing and producing, information. This can be through the use of verbal or non- verbal symbols. Speaking is context bound, that is, its form and meaning depend on the context in which it takes place. The context includes the participants (speakers and listeners), their collective experiences, the physical environment and the purpose for speaking.

Goals for Teaching Speaking

The purpose of teaching learners speaking skills is to ensure that they can:

- Recognize English sound patterns and produce English sounds correctly
- Express their thoughts using words, sentence structures and registers, appropriate for given social settings/situations, audience and subject matter of discussion
- Express themselves using correctly, the stress, intonation patterns and rhythm of English.
- Organize their thoughts in a meaningful and logical order.
- Use the English language as a means of expressing values and judgments.
- Speak the English language fluently.

Language Features involved in Speaking

There are two groups of features involved in speaking. These are the segmental and the supra segmental features of a language. The ability to use these features, enables someone to speak a language fluently. Although this has been discussed under the unit on teaching sounds.

Segmental Features

Segmental features are the basic units of sounds which combine to form the spoken language. These are called phonemes and they serve to distinguish words from one another. You can teach your learners this distinction through discrimination exercises of sounds using minimal pairs. For example, teaching the English vowel sounds in words like bee and tea, see, and tea.

Supra segmental Features

Supra segmental features include: stress, rhythm and intonation.

□ *Stress*: This is the combination of length, loudness and pitch applied to syllables in a word. All words that have more than one syllable have word stress. What this means is that at least one of the syllables is longer and louder than the other syllable(s). Most often your learners may simply learn word stress as they acquire new vocabulary. You should however teach your learners some rules for identifying word stress such as shown in the following:

Rhythm: This is the regular patterned beat of stressed and unstressed syllables and pauses in a sentence. For example: He WANTS to EAT later.

Intonation: This is the variation of pitch of the voice when speaking. In English, intonation is used to convey some ideas or concepts, such as surprise, irony or to change a statement to a question.

Factors that Influence One's Ability to Speak

The ideal goal for teaching learners to speak is for them to acquire native-like pronunciation in a second language. However, certain factors make this goal unattainable. These factors include:

1. *Age*: Some studies have revealed that after puberty; Lateralization (the assigning of linguistic functions to the different brain hemispheres) is completed and adults' ability to distinguish and produce native-like sounds is limited. This is also referred to as the "Critical Period Hypothesis". This hypothesis states that if humans do not learn a second/foreign language before a certain age, then due to changes such as maturation of the brain, it becomes impossible to learn a second/foreign language like a native speaker. (Graham, 1994).

2. *Home/ School/Community Environment*: The amount of exposure to spoken English that your learners have at home/school/community will affect their speech pattern.
3. *Individual Ability*: Due to biological and physiological differences, some of your learners will be more sensitive to and better at imitating sounds than others.
4. *Attitude*: Learners' attitude toward the target language, culture and native speakers can support or impede their speech development.

Functions of Speaking

Speech is usually used for purposes of interaction, transaction and performance.

Talk as Interaction

You are not new to conversation. Talk as interaction is the same as conversation. When you meet people, you exchange greetings, engage in small talk, recount recent experiences etc. You do these because you want to be friendly and wish to establish a relationship with others. The main features of talk as interaction include the following. It:

- Acts as a social function.
- Shows role relationship.
- Reveals speaker's identity.
- Is formal or casual
- Reflects degree of politeness, familiarity

For the learners to effectively use talk as interaction, you need to teach them how to do the following:

- Open and close conversations
- Choose topics to speak on
- Engage in small talk
- Joke
- Recount personal incidents and experiences
- Take turns in discussions, debates etc
- Use appropriate style of speaking for formal and informal
- Settings and respecting standard speech etiquettes

Talk as Transaction

Examples of talk as transaction include, classroom group discussion, asking someone for direction, buying something in a shop, ordering food from a menu in a restaurant etc. For the learners to use talk as transaction effectively you will need to teach them the following skills.

- Explaining a need or intention
- Describing something
- Asking questions
- Making requests
- Asking for clarification
- Confirming information
- Justifying an opinion
- Clarifying understanding
- Making comparisons
- Agreeing and disagreeing with somebody

Talk as Performance

This last type of talk refers to public talk, that is, talk that transmits information before an audience. This is one area where learners are afraid. They panic when you ask them to stand before an audience to make a speech, for example at debates. You will have to teach the learners the following skills to be effective speakers. Teach them how to:

- Use appropriate formats of presenting information in logical/chronological sequence.
- Maintain audience involvement creating an effect on the audience.
- Use appropriate vocabulary and registers for given audiences
- Use appropriate opening and closing remarks

Conclusion

Speaking is key to communication. You should monitor your learners' pronunciation/speech production patterns in English to determine what skills they already have and what areas need development. By determining what speaking tasks your learners

can perform and what specific skills your learners need to further acquire, you can help them improve their speaking and overall oral competency.

Reading

Reading is an active receptive skill, which entails comprehension and analysis of information presented in writing or print. It is an essential part of language mastery. The reading process involves the interaction between the reader and the text.

Goals of Teaching Reading

Under this section, we discuss how to improve the reading skills of your learners, you should encourage them to:

- Comprehend texts written in English when studying English as a subject and when studying other school subjects, e.g. Mathematics, Science and Accounts among others.
- Read a wide range of texts in English outside the classroom.
- Acquire a wide range of vocabulary, phrases and grammatical structures which would facilitate reading.
- Adapt a reading type appropriate to a given purpose of reading.
- Read to comprehend and recall main and detailed ideas, infer implied meanings, compare and contrast opinions, evaluate opinions etc

Reading Approach /Method

There are a variety of approaches and methods for teaching reading. These include the phonic, whole word, whole sentence, language experience and basal reading approaches. The first three of these are based on the Audio-lingual approach/method of language teaching while the last two are based on the communicative approach/method of language teaching. We are however, going to focus our discussion on just the last two, namely language experience and basal reading approaches.

Language Experience Approach/Method

This approach although and recommended for teaching initial reading in second language is equally useful in teaching learners who are already reading but with difficulties. You may thus find it very useful particularly in the junior secondary classes as a remedial approach for improving your learners' reading proficiency.

The Language Experience approach uses the child's experiences as the content for reading. What this means is that the learner's oral language and his/her environment form the basis of the reading content. Typically, the approach involves the use of a written record of the child's experiences, planned cooperatively by the pupils and the teacher. This plan is kept on a chart known as the experience chart. You should encourage individual and small group recording and reporting of experiences.

You can use the Language Experience Approach to develop your learners' reading by following these steps in your class. These are:

1. Encourage learners to talk about events in their lives, for example, journeys they made, parties they attended, problems they encountered and incidents they witnessed etc
2. Learners write these experiences in charts. If it is a small class of 15 – 20 learners, each learner writes his/her experiences and reads these out to the class. Your role is to guide and correct the learners.
3. You can also write these experiences yourself on the chalkboard as the learners narrate them. (You may find this very tasking especially if you have a large class size). If the class is large, then organize it into small groups. Appoint a leader for each group. The leader will write in the chart the experiences of the group on a common incident
4. Let the learners read these write ups while you provide the needed guidance for correct pronunciation of words and correct intonation and reading fluency. Your learners will find the exercise very interesting, because the content of the story is theirs and the vocabulary and expressions used are within their proficiency level.

Basal Reading Approach

The Basal Reading Approach is the most widely used method in the teaching of reading in the Zambian school system. This approach uses a method of reading instruction, which is highly controlled in terms of vocabulary, language expressions/phrases, grammatical structures and levels of reading skills being developed. Basal reading approach uses commercially published course books which usually consist of the learners' course reader, workbook or practice book as well as the teacher's handbook. Examples of basal readers used in Zambia include Zambia Basic Education Course Book Series, Longman English

Course Book Series, Macmillan English Course Book Series, MK English course book series, among others.

These basal readers are written and developed in collaboration with specialists in English language, language educators and language curriculum developers. These readers provide a sequential and controlled programme of reading instruction in such areas as pronunciation, word recognition/distinction, development of vocabulary, comprehension skills, and grammatical structures. Most basal readers contain several controls, one of the most important being vocabulary. The words selected are determined in part by earlier studies of word list compiled to show the frequency of use of words at various reading levels.

Advantages:

- They provide carefully designed sequence of reading skills developed throughout the programme.
- They are prepared with different grade levels in mind, for example, Primary 1 – 6 or JSS 1 to JSS 3.
- Learner’s workbook/practice book provides adequate practice for your learners if properly used.
- Teacher’s handbook contains a lot of useful materials and guidance, which can aid you in teaching.
- Nearly all the basal readers contain attractive illustrations, which attract learners’ interest.

Disadvantages:

- Basal readers are followed rigidly as learners are made to read the same stories irrespective of their varied individual reading interests and needs.
- In some cases, stories are not typical of the experiences encountered by the majority of the learners.

Types of Reading

Reading is essentially a process of decoding a written text. It has various purposes, such as reading for academic purposes, personal interest, pleasure or for gaining information. Your purpose for reading will determine the type of reading to adopt. There are various types of

reading you can teach your learners to equip them to read for different purposes. Six of these will be treated in the subsequent sub-sections.

Silent and Loud Reading

Silent Reading

Most of our daily reading is done silently. It is the natural way of reading. Silent reading involves individual reading without vocalization. No sounds must be made, no lisping. Silent reading is ideal and helps an individual learner comprehend what he is reading. This type of reading is especially useful to a learner who needs to concentrate to absorb and reflect on what he/she is reading. This type of reading is recommended for doing assignments, preparing or writing examinations. You must help your learners develop the ability to read silently by giving your class a few minutes during class to read silently.

Loud Reading

Loud reading involves vocalization or reading out loud. It involves reading aloud to other people's hearing. When we read aloud our concentration is divided. This makes reading difficult and may cause problems of comprehension. However, there are situations when you may have to read things aloud when others do not have access to the materials. You can also use this type of reading to encourage your learners to read aloud so that you can find how fluently they can read. It will also help you to guide your learner's pronunciation, intonation and general speech fluency. You will be developing both reading and speaking skills at the same time using this.

Skimming and Scanning

Scanning

Scanning is a quick reading process with the primary focus of locating a particular information. It involves quick eye movements, in which the eyes wander until the reader finds the specific piece of information, he/she is searching for. It is used when specific piece of information, such as key words like names, date, symbol, formula or phrase is required or when someone is looking for a particular topic in a table of content of a book. The reader knows what he/she is looking for and so knows when he/she locates it.

Skimming

Skimming is reading for the essential meaning. It is a quick reading process to get to know how a passage is organized, that is, the structure of the text: heading, sub-headings, title etc. It can also be used to get an idea of the writer's intention or the theme of the passage.

Skimming is a more complex task than scanning because it requires the reader to organize and remember some of the information given by the author, not just to locate it. Skimming is a tool by which the author's sequence can be observed unlike scanning by which some predetermined information is sought after.

Extensive and Intensive Reading

Extensive Reading

Extensive reading refers to a relatively rapid style of reading typically of longer texts, which are judged to be within the language proficiency of the learners. It involves learners reading long texts or large quantities for general understanding with the intension of enjoying the texts. There are only a few tasks or comprehension exercises associated with the texts or there may be none at all. Reading novels, newspapers, poems etc are forms of extensive reading.

For extensive reading, learners are allowed to choose the books they read depending on their interests, and there is not always a follow-up discussion or work in class. In this way you encourage your learners to read for pleasure and become better readers.

Features of Extensive Reading

Reading Materials

Extensive reading involves a large selection of books. You will have to make available a large quantity for learners to choose from at their level.

Learners' Choice

Learners choose what they want to read based on their interest

Teachers' Role

The teacher's role in extensive reading procedure is to encourage and help learners with their reading. Learners are put off reading when it is tied to class assignment. You can ask

your learners about books they are reading informally and encourage occasional mini presentation of the books review but these should not be seen as obligations by the learners.

Intensive Reading

Intensive reading refers to a careful reading where the aim is to gain complete comprehension of the text. Here the reader aims at a detailed comprehension and analysis of a short passage. Intensive reading is recommended for academic purposes where the goal is to study and learn. It requires concentration by the learners and often needs that the learners reads silently. Texts for intensive reading are generally short (often around 500 words) and at a language level judged to be slightly above the reader's proficiency level. It usually has a high proportion of tasks to be done or questions to be answered by the learners at the end of the reading. In order to complete the tasks the learners may have to resort to frequent re-reading of the text.

Examples of tasks/ exercises your learners may after an intensive reading of a passage include:

- Looking for main and detailed ideas.
- Understanding what is implied as against stated ideas.
- Making inferences.
- Making judgment of what the author wrote
- Looking at the order or sequence of information and how ideas are linked from paragraph to paragraph.
- Identifying transition words that indicate change from one paragraph to another.

Extensive reading enables learners to build on a topic and write out some specific tasks assigned to them. Grade 11 book has fewer extensive reading passages while Grade 10 book 2 is rich in such. It is not bad for Grade 11 learners to be exposed to the Grade 10 bk 2 for extensive reading since they did not read at that time. It calls for initiative from the teacher to accomplish this task. An extensive reading passage is rich in information which has to be planned for before giving learners. There is need to guide the learners before they could read so that they know what they will be doing in that passage. The teacher can pick vocabulary items for discussion, allow learners to make notes, tell a similar story in their language, describe the events in the story, complete the story, role play the passage or even compose a poem from the reading. The teacher plays a big role in ensuring that children

are well guided in this reading. Learners dislike extensive reading because teacher leave books with learners and ask them to read everything while they are away playing with phones on social media. This has made learners realize that they don't need to read such passages which have no questions.

An example is a passage on growing up under unit 8 in the grade 10 book 2. The teacher can read the passage with guiding questions. as for the vocabulary part, the passage has meaning given for each word at the end of each passage. From this passage, the teacher can develop an argumentative composition on the feeling the youths have about the elders of today, a summary of the stages of growing up and a descriptive composition of a youthful person. It is then evident that using an extensive reading passage a teacher can kill many birds using one stone. It just calls for the teacher to be innovative in order to achieve the set objectives in the syllabus.

Barriers to Reading

The Reading Process

Reading is the translation of symbols or letters into words and sentences. When you read you must follow a sequence of symbols or letters arranged in a particular order. In English we read from left to right, in Hebrew from right to left and in Chinese from top to bottom.

You can easily observe how people read. Ask your colleague or course mate to read a book, preferably one produced with large prints. He/she should read it holding it just below his/her eye level. Watch his/her eyes, you will notice that, rather than making one smooth sweep across the page, his/her eyes move sporadically, going forward with a jump and then pausing. This type of "jumping" movement is referred to as "saccadic movement". This stopping and starting movement is essential since the eye can only take in information when it is not moving. When the eye is motionless, it takes in part of a sentence and then moves on to the next part, so that, in fact we read sentences in small chunks.

Factors that slow down Reading Speed:

1. Faulty visual perception, that is limited perceptual span which invariably leads to word-by-word reading
2. Slow perceptual reaction time, that is slowness in recognition and response to materials.
3. Vocalization (reading aloud). This slows down reading speed

4. Head swinging, finger pointing or pencil/pen pointing can slow reading speed.
5. Sub-vocalization (murmuring, making unnecessary sounds).

You can however help your students to overcome these problems through constant practice under timed conditions.

Conclusion

Reading is a receptive skill and there are various types for different purposes. Knowing what each of the different types of reading entails and when to use them will help you make better choices with your learners.

Writing skills

Writing is a productive skill. When we write we use graphic symbols, that is, letters or combinations of letters, which represent the sounds we make when we speak (Byrne, 1979). These symbols need to be arranged properly to form words, and then sentences in paragraphs.

Purpose, Audience and Types of Writing

For you to successfully launch your students into the art of writing, there are three main issues in writing that you will have to take them through. These are:

Purposes/Objectives of Writing

Writing is defined by its purpose which is the goal or intention of the writer. The goals of writing vary and are of the, following types:

- i. Taking notes at lectures or when you read.
- ii. Summarising e.g. the main ideas of a text; (iii) answering test or examination questions.
- iii. Describing an incident, event, an experience.
- iv. Describing a process, procedure and event, an object or a person; (vi) persuading someone or people.
- v. Exposing an idea, a procedure, a belief a philosophy. The last four are usually in form of essays or composition.

Audience

In any form of communication, the aim is the transmission of ideas from one person to another. In the case of writing the audience is not physically present. However, you should have at the back of your mind the target group you are writing the piece for. You should be able to ask yourself such questions as: Who is going to read this piece? For whom am I writing? Are they: familiar known (friends, family, peers), extended known (community, student body, local media), extended unknown audience (wider range of media, other publications?).

Writing in English language

There are various types of writing which include reports, letters, composition / essays and summary. Your purpose of writing will determine type of writing you are going to do.

The Writing Process: Useful Tips for Writing

Essays/Composition

- i. *Choosing a topic* – You give a topic to your students to write on. (ii) *Planning* – Guide them to think about the topic and gather related ideas or points.
- ii. *Shaping* – Show them how to organise the ideas into sections/ paragraphs in a related and orderly manner to signal relationship of ideas. Teach them that a good composition must have – **introduction, body and conclusion**
- iii. *Drafting* – Teach them how to write the ideas in appropriate sentences arranged in paragraphs. Teach them the use of link words such as additionally, then, next etc in linking ideas, paragraphs.
- iv. *Revising* – Students revise their work under your guidance. Based on their evaluation, they make decisions on whether to re-write the draft of their work by adding, deleting, rewording or reorganising.
- v. *Editing* – Under your guidance students edit their work by checking the technical correctness of grammar, flow of expression and punctuations.

Hints to Enhance learner's Writing

Teach learners to do the following things to enhance their writing skills:

1. Write on topics / ideas they are familiar with whenever they have a choice.

2. When given questions to answer, read through the questions carefully before writing their answers, for example, in comprehension and summary exercises.
3. Write full meaningful sentences.
4. Vary sentence and paragraph lengths.
5. Vary sentence constructions.
6. Ensure correct sentence agreement/concord.
7. Use the most suitable tense
8. Use direct speech/dialogues with discretion.
9. Write numerals in words unless for dates and monetary amount or an instruction.
10. Avoid:

Repetition of words at the beginning of sentences. E.g., I went to the market. I met my friend. I talked with her for over an hour

- Overusing adjectives and adverbs.
- Overusing words.
- Slang (except you are using it in direct speech to make a point.)
- Redundancy and tautology
- Verbosity
- Unnecessary “big words”
- Distinguish between American and British English words

Teacher characteristics

The teacher is role model to every learner despite what and how you are. It is for those reason that you have to write clearly to motivate learners to be good writers. Never copy other people’s work but be innovative enough to create your own passages for your learners. Such will motivate them to be creative too. Ensure you are consistent with the writing rules you have set for the class and the English language guidelines. Be up to date with the changing writing models, punctuation skills and new language being used at that particular time. A teacher should be ready to learn from what the learners have written because some of them are better exposed than the teacher. Therefore, do not make the learners stop reading as a result of your ignorance and do not accept everything the learners write. This put a teacher in the position of being a researcher on a daily basis so that learners are not ahead of the teacher where knowledge on writing is concerned.

Teacher characteristic

The teaching of composition seems difficult when the learners are not well guided in class and not encouraged. Teaching composition needs proper guidance of the learners so that they are able to follow through. It is all simple if the teacher is ready to guide the learners and not to test them in writing on a particular topic.

The teacher should ensure that the topic is explained, and the class makes a plan on how the question needs to be answered. The teacher should guide the learners on how to plan the ideas, how to put the ideas together, and how to ensure that the supporting statements are coordinating with the ideas before the writing is started. The teacher should spend more time on this practical work to ensure the learners grasp the skill of planning. If this step is skipped, the learners fail to plan and only go to write a composition which is archaic. We do not blame the learners but the teacher for not guiding them.

As teachers, we have to view learners as individuals who need guidance everyday just like the farmer and the plants. The teacher should guide the learners through constant meeting them and giving them pieces of guidance on how to write a composition step by step. The basic concepts about composition is to start with sentence construction for a type of composition. This will lead to the teacher talking about a topic sentence, explanation of the concept or point, an example and a conclusive statement as constituents of a paragraph depending with a composition type. The teacher has to demonstrate how to write the first paragraph. If it is a grade 8 and 10 class, the teacher should write with the learners the three or four chapters and ask learners to finish the last paragraph and a conclusion. As the learners become conversant with the writing skills, the teacher reduces on the number paragraphs he or she writes on the board until he only guides them with the introduction. More guided compositions are needed for the junior secondary even after they master the skill of writing the contents of a paragraph.

The relationship between the syllabus and the teaching content (book)

The Zambian syllabus is a quick guide on what ought to be taught to a given grade in a particular year. It is the role of the HOD to divide what needs to be taught in a given term. With the help of the text-based approach, the teachers of English can utilize the relations that exist between the text book and the teaching content itself. The syllabus for the English language is text based hence the teacher can scheme using a textbook provided there is a

balance of topics for all the weeks. The syllabus calls for the teaching of all the skills in language and its components, therefore, the teacher should make the learners be exposed to all the components which the teachers should plan carefully. For example, if your school has no syllabus, you can make a scheme from the textbook. For example, a grade 8 book 1 can be used to scheme for term one since all the components are there. The first lesson can be on listening and speaking, second on comprehension, composition, structure (best and favourite) and summary which is dictation. This concludes that unit 1 of Grade 8 book is a full scheme which can be used in the absence of the syllabus.

Conclusion

This chapter has discussed the guidelines to second language teaching, the teaching of four language skills. The relationship between the syllabus and the teaching content (book) has been presented in this chapter.

Task

In line with your school organization of your department of languages, discuss how the teaching of composition is

- a. Mismanaged*
- b. Managed*
- c. How you can improve the speaking, listening and writing skills to enable learners write a good composition*

Why is teaching composition based on the teacher's input and not the learner's effort as if it is the teacher who writes?

Unit 2: Teaching Grammar in the Secondary School

Introduction

This unit will synthesis the discussion on grammar. It will show how grammar can be taught in secondary school, what the teacher needs to know and how the learners can be assisted. The skills of teaching grammar are also discussed with classroom examples.

Definition of grammar

Grammar has been defined by Richards and Schmidt (2002) as a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of a language depending of the extent the topic will be discussed.

The other definition to be considered is from Gbenedio (1996) who said grammar is seen as “a set of normative rules that determine the correctness of our language use”. This means that for a sentence to be correct, it has to conform to some set rules that guide the language at hand. Thus, grammar provides us with the structure we need in order to organize and put our messages and ideas across in the manner that is acceptable by the all the speakers and listeners so that there is no meaning alteration.

The necessity of grammar

Grammar plays a definite role in language teaching. The question you need to ask yourself is: How do I teach grammar? In other words: How do I help my learners learn the grammar they need in order to communicate effectively? Most teachers of English as second language recognizes the need for teaching the grammar of the language. In Britain and some states of America, where English is the Mother Tongue, teachers have seen and accepted the need for adequate knowledge of the grammatical forms of the English language. Since grammar is the means by which we can understand how a language works, a definitive study of grammar is essential in language study, second or foreign language. Therefore, the teaching of grammar should be a component which every teacher has to be interested in before the teaching of other major components of language.

Deductive Method

The deductive method comes from deductive learning and others call it as ‘learning by deduction.’ By definition, this is an approach to language teaching in which learners are taught rules and given specific information about a language. They then apply these rules when they use the language. This also is a form of language teaching method which emphasize the study of the grammatical rules of a language (for example the Grammar Translation Method) make use of the principle of deductive learning.

The deductive method is also known as “top down” approach where the teacher explains the grammar rules to the learners who learns these rules and then applies them in responding to exercises on grammar. The principle behind this method is based on the rationale that learners need to understand the elements of the linguistic system of a language before putting them into practice. With this understanding plus memorization and frequent use, learners are sure to internalize the structures. The teacher plays a major role in this method.

For example, to teach the use of the ending “-d”, “-ed” and “-ied” with verbs in the simple past tense (regular form) a typical lesson using this method will take the following steps

Lesson Outline

Step I: Start the lesson with a revision exercise to review learners’ prior knowledge on the simple present tense. This can be a social or cognitive devised introduction depending with the nature of the learners and the environment the teacher is found in.

Step II: State the objective of the lesson clearly by defining the rules and applying them to verbs with which the learners are familiar.

There are three ways in which the simple past tense can be formed in the regular form:

Add ‘-d’ to verbs ending with the vowel letter ‘e’

dance – danced

refuse – refused

Add ‘-ed’ to verbs ending with consonants end – ended

attend – attended

Add ‘-ied’ to verbs ending with the letter ‘y’ (delete ‘y’ first)

try – tried bully – bullied

Step III: Give further illustrations with a number of examples. Write the verbs in three columns, one for each rule. Ask learners to identify the rule used in the formation and state the reason.

The teacher can also use cue cards to re-enforce the rules. The teacher can prepare the verbs on cards and ask learners to change to the past tense using the learnt rules and explain why other rules cannot apply to the change they have made.

Step IV: Let the learner provide additional examples on their own using the verbs they know or from the chart of verbs given by the teacher.

Step V: Ask learners to sum up what they have learned throughout the lesson.

Step VI: Give learners homework to be marked in the next session.

From this procedure, it has been demonstrated on how the rule explanation can be used to teach grammar to learners. The learners are learning from known to unknown in this context.

Inductive Method

The method of **inductive learning** or **learning by induction, is the one** in which learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language (Richards and Schmidt, 2002). This is the language teaching methods which emphasize the use of the language rather than presentation of information about the language (for example the Direct Method, Communicative Approach, and Counselling Learning) make use of the principle of inductive learning.

The inductive method is also known as “bottom up” approach and advocated for by the Audio-lingual methodologists, is based on the assumption that exposure to comprehensible language use will result in the internalization of the linguistic system. This process may be conscious or unconscious or a combination of the two.

In this method learners are not taught rules directly but are left to discover the grammatical rules by themselves or induce the rules from their experience of using the language. The role of the teacher is to guide the learners. By guiding the learners, the teacher leads the learners to look for similarities and differences, and generalize their observations, form and test hypotheses and discover how the language works. For example, to teach the use of the

ending “-d”, “-ed” and “-ied” with verbs in the simple past tense (regular form) a typical lesson using this method will take the following steps:

Lesson Outline

Step I: Start the lesson with a social or cognitive introduction to capture the learners’ mood for the lesson and to review their prior knowledge on the simple present tense.

Step II: Continue the lesson by writing some relevant sentences on the board.

- i. The coronavirus lockdown started on 22nd April, 2020.
- ii. He **attended** a party last week.
- iii. They **danced** gracefully at the wedding.
- iv. They **refused** to accept my gift.
- v. Kondwani **tried** to jump back.
- vi. Mirriam **bullied** all the little boys in his class.

Ask the learners to make the statements appear as if the actions are happening today. The learners should concentrate on the verb forms which are bold in the sentences.

Eclectic Method

Mwanza (2016) says that the concurrent use of the communicative approach and the text based integrated approach in the teaching of languages in Zambia results into eclecticism. As Al Hamash and Younis (1985:22) put it, “eclecticism is defined as a type of methodology that makes use of the different language learning approaches instead of sticking to one standard approach”. Thus, the use of the two broad methods mentioned in the syllabus recommendation fits into what eclecticism is. Further, considering that the communicative approach is itself eclectic confirms that this recommendation is on eclecticism. In relation to deductive and inductive, this method uses the advantages of both, and the disadvantages complement each other in the teaching of languages in class.

The teacher is expected to first give learners examples of the grammatical structures to be learned. After the learners have analyzed the structures and discover the underlying rules or patterns and have extensively practiced the structures, they are guided to form a generalization about the grammatical form they have worked with. To further enhance learning, the teacher later states explicitly the rules and patterns or generalizations governing the grammatical structures to confirm what learners have discovered on their own. This method places a lot of emphasis on practice, which comprises of a sequence of activities broken into three stages: Exploration, Explanation and Expression.

To teach, for example, the use of the simple past tense ending “-d”, “-ed” and “-ied” of regular verbs, a typical lesson using this method will take the following steps:

Lesson Outline

Structure lesson.

Introduction: The teacher is going to choose to use either a social or cognitive introduction depending with the level and other factors surrounding the lesson and classroom. This will present a review of the learner’s prior knowledge of the simple present tense.

Stage 1: Exploration

Step II: Write the following sentences on the board and ask learners to state the grammatical patterns in the underlined verbs.

- i. The coronavirus lockdown stated on 22nd April, 2020.
- ii. Kahilu **attended** a party last week.
- iii. They **danced** gracefully at the wedding.
- iv. They **refused** to accept my gift.
- v. Kondwani **tried** to jump back.
- vi. Mirriam **bullied** all the little boys in his class.

Draw learner’s attention to the underlined verbs in the sentences. Let them

see the underlying words and realise that they are governed by the rules in their changing to the past tense. Let them identify the different endings: ‘-d’, ‘-ed’ and ‘-ied’. Together with the class discuss the pattern, which can be observed from the sentences.

Stage 2: Explanation

Step III: Discuss the rules, which the learners have identified in step II to make the connection between the examples and the explicit rules.

There are three ways in which the simple past tense can be formed in the regular form:

1. Add ‘-d’ to verbs ending with the vowel letter ‘e’

dance – danced

refuse – refused

2. Add ‘-ed’ to verbs ending with consonants end – ended

attend – attended

3. Add ‘-ied’ to verbs ending with the letter ‘y’ (delete ‘y’ first) Try – tried

Bully – bullied

Step IV: Give learners more meaningful examples of how and in what situations the rules can be used.

Stage 3: Expression

Step V: Divide learners into pairs and give them tasks to tell their partners what they had done in the past. Learners should practice using presentations to the class. Depending with the number of learners, a class discussion can be ideal or a group presentation. Other schools where enrolment is controlled, cure cards can be used to make learners change to the past tense the words on the cards. A situation can also be given and allow learners to make changes of the verbs according to the time factor in that conversation.

***Step VI:* Give learners a homework to be marked in and discussed for the next lesson.**

Techniques for Teaching Grammatical Structures

There are various techniques that you can use to teach your learners grammatical structures. These include substitution tables, dialogues and pattern drills.

Substitution Table

A substitution table is a format where sentences are set out in their simplest forms. The table is planned in such a way that some of the words can be substituted with other words and you still maintain the same sentence pattern. Its usefulness includes:

- Quickest and easiest way of introducing new structures.
- Can be used to stamp out common errors.
- Very useful in teaching English tenses.

Here is an example to teach the present forms of the verb “to be”

Sample A

A	B	C	D
I	are		traders
She	am	a	officer
He	is	the	farmer
We	were	an	teachers
They	was		clerk
It			elephant

The learners can construct up to eighteen sentences from this table. They can also add new phrases to column A and B and construct additional sentences.

Here is another sample. Can you tell what grammatical structure is being taught by this table?

1	2	3	4
You They All the class Some of the learners None of them The tailor	would have been	Attended to Examined Promoted Paid Seen by the doctor Fed	By next week Tuesday day by 30th December. by the time we get home. before Monday next week before midnight before the next meeting. before we leave.

The learners can construct well over 200 sentences from this table. In order to achieve this, divide the class into groups and ask them to make sentences from the table. They can also add phrases to columns 1, 3 and 4.

Dialogues

Dialogues are used as a form of natural method of teaching a language. The teacher acts as the model, while learners imitate him/her. Class activities such as debates can be organized to use dialogues. Dialogues include question and answer chains. Questions the teacher ask should be ones that enable learners to make sentences in the required patterns.

Sample Dialogue (Use of the verb form – have)

Mazuba: I'm sorry I'm late. Have you been here long?

Pezo: No, only for a few minutes.

Mazuba: What will you eat?

Pezo: I haven't decided. Have you ever eaten "Chikanda and masuku" before?

Mazuba: No, I haven't. Is it good?

Pezo: It's nice. I have had it several times.

Mazuba: How about "finkubala"? Have you ever had it?

Pezo: Actually, I did my National Youth Service (NYSC) at Chamba Valley in Lusaka. I ate them a lot there

Mazuba: I didn't know that. When was that?

Pezo: Twenty years ago.

From the dialogue, the teacher can ask few questions on specific words so that learners can use the words and tenses of the day in response.

Pattern Drills

Pattern drills are designed to allow you to practice sentences and phrases you have taught your learners. There are several drill types.

- ❖ *Repetitions* – learners repeat after the teacher like a parrot.
- ❖ *Substitution* – similar to substitution table format but not in a tabular form

Example:

James has gone to school. Mary has gone to school. She has gone to school.

- ❖ *Expansion* – making the sentence longer. Example: They have come. (just)

They have just come. (Maamba)

They have just come from Maamba. (air) They have just come from Maamba by air.

- ❖ *Replacement* – one word may be replaced with another word from the same class
- ❖ *Transformation* – changing from one form to another

- Statement – Question
- Positive – Negative
- Direct – Indirect
- Active – Passive

SELF-ASSESSMENT EXERCISE 3

How important are the three types of pattern drills to a teacher teaching grade 8?

Teaching Grammar through Audio lingual method

As teachers, you should be remembering that listening comes first before speaking in any child learning. The emphasis on the teaching of listening and speaking (grammar) 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

After reading comprehension, the class with the help of the teacher isolate the difficult words (vocabulary) for practice. Words can be like

Word	Meaning
Determine	Control
Defunct	Discarded
Expedition	A
Paramount	Significant
Achieve	To manage
Archive	A collection of documented work

The teacher then engages the learners into a spelling context. This is done by asking the learners to spell the words and he or she writes on the board. After that, the learners chorus the words by reading them. This takes the form of reading using syllables and segments of its constituents. The teacher can make further drills which can be determined by the level and other factors of the learners.

In other drill patterns, 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. A language class actually calls for the aural and oral exercises which includes speaking the target language to the learners. The secondary school learners should not be taken for granted that they know the language. The teacher should ensure that he or she organizes a lot of listening and speaking because the children have to learn the language of instruction, which is at times, different from the home language. Speaking is then a manifestation of language acquisition and learning in the teaching of language. The emphasis of using listening and speaking activities like dialogue, turn giving and substitution should continue language classes. Making learners to the language before they speak is the main purpose of the teachers in the impartation of language.

Teaching Grammar through structural (cognitive code) method

Krashen (1982) notes that the cognitive code approach attempts to help the learners in all four skills of speaking, listening, writing and reading. According to this approach, competence precedes performance. As opposed to what Chomsky (1965) believed, competence in this method is not the tacit knowledge of the native speaker but the conscious knowledge. As Carroll (1966:102) clearly states, the goal was that “once the learners have a proper degree of cognitive control over the structures of a language, facility will develop automatically with the use of language in meaningful situations.” In terms of the content of the lesson, Krashen (1982) observes that in cognitive code approach, the

structure of the day dominates the lesson. When critically examining the cognitive code approach, it is clear that the focus is on rule explanation as the belief is that language is rule governed. However, it was later observed that the method overlooked how language is used in situations. In the teaching of grammar, the following example can be used to describe the procedure. The teaching of comparison is an example where rules are significant to the understanding of the content. In the teaching of the situations:

Word	Comparative	Superlative
Kind		
Tall		
Beautiful		
Good		

The teacher will explain that the changes of the word to comparative needs to acquire the **-er** and then the **-est** to the superlative form. But not all words can take **-er** and **-est** when comparing hence the rules apply. Firstly, apart from mentioning that we compare adverbs and adjectives, the teacher has to write the following rule:

- i. All adverbs and adjectives that have one or two syllables take **-er** on comparative and **-est** on superlative. Therefore, the word good qualifies to take **-er** and **-est**.

NOTE: however, the teacher should give extra rules that other adjectives and adverbs are irregular. Then, then take different forms of comparison.

- ii. All adverbs and adjectives that have more than tree syllables are compared using more and most. Therefore, beautiful is the word which falls under this.

The teacher should then use the learners to come up with more words which have to be compared under the three categories which have been mentioned. The teacher should ensure that he or she guides the learners and constantly remind them on how the rules are changing in order to make the sentences correct.

Teaching Grammar through Communicative Method

Teaching grammar in language learning is key to the teaching any language in a formal or informal setting. Teaching grammar under CLT is organised in such a manner that the teacher should 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 language 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 language lessons in grade comprises some forms of repetition after the teacher in order to make learners acquire communicative competence. 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 non-linguistic 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 language class, the teacher can initiate a conversation on how learners can talk to an elder with respect or how the children can ask for something from elders. In the conversation, the learners can actually be seen to be respecting the elders through the initiated communication.
- 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 is also used in teaching grammar in the secondary schools. 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 grammar, 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 eyes hence actions in a lesson are significant. In a nutshell, proponents of CLT advocated for 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.

Teaching Grammar through Situational Method

In teaching grammar 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 teacher's 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.

Teaching Grammar using the Text-Based Approach

Grammar 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 grammar 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. In most cases, this is the time the teachers uses dictionaries when teaching word meaning in class. In other words, it is using a text in order to teach another text to the learners.

Teaching Grammar using the Pixton platform

An effective way to teach both grammar and vocabulary is the use of visual aids through comic strips because it is motivating and more appealing for learners to learn a foreign language (Derrick, 2008). In this context, the use of technological tools is effective for designing comic strips. One of these tools is *Pixton*, which is an attractive platform designed to create comic strips online. By means of *Pixton*, teachers can create visual

materials that engage learners' participation. In addition, this tool facilitates the production of dialogues using the contents of the subject in relation to their learning styles and preferences. Some authors have investigated the connection between the use of comic strips in language learning, focusing on teaching academic reading (Engler, Hoskis & Payne, 2008), grammar activities (Kılıçkaya & Krajka, 2012).

Pixton is an easy-to-use and intuitive tool that promotes collaborative work, creativity, and critical thinking. It also includes options for providing feedback, sharing content online, and downloading comic strips (Lee, 2013). These features allow Ecuadorian EFL teachers to incorporate *Pixton* into their English lessons easily and become more familiarized with this tool to create comic strips. Of course, there are other online tools (e.g. *Comic Life*, *Make Belief Comix*, *Strip Generator*, *Comic Creator*, etc.) that are useful to create comics (Quertime.com, 2017), but *Pixton* is more accessible in the Ecuadorian context. Time will come when the Zambian schools will use technology to teach the learners in class. This will bring the use of *Pixton* to life. But those in private schools, this is not a far reality but a near one.

TASK

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

Unit 3 Teaching Comprehension

Introduction

Comprehension is an important linguistic component which is a cognitive activity and manifest silently in a learner through instructional adherence. Therefore, comprehension is a laborious process which calls for various skills acquisition for it to be realized in the learners. Teaching comprehension is not testing, but it calls for serious effort since English is taught as a second language in Zambia. This unit will discuss comprehension teaching and how a teacher is supposed to teach comprehension in a secondary school.

What is comprehension?

The definition of reading comprehension is the basic ability to read a text, process the information, and understand what was just read. Reading comprehension is both a skill and a function of intelligence. In other words, reading comprehension is the process of making meaning from text (Wooley, 2011). Reading and understanding (comprehension) involves the interaction of several processes covering knowledge and ability, decoding, sentence structure, and other cognitive processes. Reading comprehension is a complex process that involves many variables. These variables include general language skills, background knowledge, comprehension strategies, and knowledge of the text and working memory (Babayigit and Stainthorp, 2011). Reading involves more than letter recognition and phonics. Reading is also determining meaning and context. As a person reads, information is organized into patterns that are recognized. Direct or indirect connections are made between the information from the text. As the information is processed, comprehension is developed.

Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. Secondary pupils in the Zambia face an overwhelming challenge with respect to reading comprehension because English language is a second or third language to most of the pupils. Nationally, two-thirds of high school learners are unable to read and comprehend complex academic materials, think critically about texts, and synthesize information from multiple sources, or communicate what they have learned. This results into the none understanding of the academic content thereby not learning to understand the lesson.

Comprehension is also sought from a spoken source. This is when the speaker communicates in a familiar language, yet the listener is not familiar to that language. This brings about lack of communication. The common purpose for communication is the language which the two parties should share. It has to be common and it should make them share both textual and contextual information at all times. When one of the two aspects become absent, the communication breaks down. Therefore, comprehension skills have to be taught to the learners at every level.

Teaching and Testing reading comprehension (skimming and scanning), silent reading

Teaching comprehension calls for the timely planning of the learner's reading passages which have to match their abilities and environment. The following comprehension abilities may be used to make learners read a passage for comprehension:

- a. Recognize individual words in a passage or text,
- b. Group words into thought units, and
- c. Relate these thought units into meaningful sentences or paragraphs.
- d. Relate the material to their present and past experiences (contextual)

The teacher should strive to make learners be able to practice the above which will ultimately lead them to have a meaningful comprehension of a text at the following three distinct levels of comprehension:

- ✓ *Factual Level* – that is reading the lines. Students may only be able to pick out the bare facts in the passage or text.
- ✓ *Interpretative Level* – reading between the lines. At this level your students can comprehend the meaning that is not expressed, but implied.
- ✓ *Evaluative Level* – reading beyond the lines. This involves the evaluation of what is read through mental activities such as judging the authenticity of the materials, associating what s/ he has read with his/her present/past experiences.

When a teacher thinks of a comprehension passage to teach, he or she should remember the kind of skills which needs imparting into the learners so that he plans effectively the lesson. The teacher should not take books to a class and ask learners to reading without guidance and then they answer questions on their own, it is not teaching but testing. As

teachers, we have to be mindful that these learners depend on us for knowledge hence we have to teach and not test them before teaching.

Factors that Affect Reading Comprehension

You will notice that not all the learners can read at the same speed level or comprehend what they read effectively. There is a need therefore for the teacher to help learner develop their comprehension skills. In order for the teacher to do this well, he or she must understand the factors that could affect reading comprehension. These factors include the following:

1. The kind of text used: If a learner is not familiar with words, concepts and experiences contained in the selected passage or text, comprehension will be affected. We cannot use a European text to teach our learners every time as if they have been there. We have to use local texts which depict our local environment, language and culture.
2. Vocabulary: If there are too many difficult words and chunks in a passage or text that the learners have not come across before or cannot infer their meaning from context, comprehension will be impaired. Therefore, a suitable text should be used to match the skills of the learners. A difficult passage is a time wasting one and the objectives of teaching may not be achieved.
3. Sentence length and paragraph formation: learners' reading comprehension is often impaired when the passage or text is filled with lengthy sentences and paragraphs. A passage with shorter paragraphs is more interesting than a longer one since more learners tend to read such short passages.
4. Limited intelligence: Generally, the intelligence level of learners can lead to their ability or inability to comprehend much. Therefore, a familiar text will help the teacher achieve the set objectives.
5. Lack of developmental reading skills: Reading comprehension skills are based on earlier stages of reading development, which include oral reading and reading speed/fluency. Without developing these earlier skills, learners most often continually focus on decoding letters and words instead of pursuing the progression to meaning and understanding.

Types of Reading

Reading is essentially a process of decoding a written text. It has various purposes, such as reading for academic purposes, personal interest, pleasure or for gaining information. Your purpose for reading will determine the type of reading to adopt. There are various types of reading you can teach your students to equip them to read for different purposes. Six of these will be treated in the subsequent sub-sections.

Silent and Loud Reading

a. Silent Reading

Most of our daily reading is done silently. It is the natural way of reading. Silent reading involves individual reading without vocalization. No sounds must be made, no lisping. Silent reading is ideal and helps an individual learner comprehend what he is reading. This type of reading is especially useful to a learner who needs to concentrate to absorb and reflect on what he/she is reading. This type of reading is recommended for doing assignments, preparing or writing examinations. As a teacher, you must help your learners to develop the ability to read silently by giving your class a few minutes during class to read silently. The importance of silent reading is to make learners realise that they can read on their own and understand the material without being read for by another person. This is a study skill which is imparted into the learners. This is possible where teaching and learning materials are sufficiently available.

b. Loud Reading

Loud reading involves vocalization or reading out loud. It involves reading aloud to other people's hearing. When we read aloud our concentration is divided. This makes reading difficult and may cause problems of comprehension. However, there are situations when you may have to read things aloud when others do not have access to the materials. You can also use this type of reading to encourage your learners to read aloud so that you can find how fluently they can read. It will also help you to guide your learners' pronunciation, intonation and general speech fluency. You will be developing both reading and speaking skills at the same time using this. This is more common in government school where both furniture and teaching material like books are a problem coupled with high enrolment levels. The disadvantage is that only few learners take part in the reading and others become passengers.

Skimming and Scanning

The two are important reading skills which have to be imparted into the learners if they are to be effective readers who comprehend passages.

Scanning

Scanning is a quick reading process with the primary focus of locating a particular information. It involves quick eye movements, in which the eyes wander until the reader finds the specific piece of information, he/she is searching for. It is used when specific piece of information, such as key words like names, date, symbol, formula or phrase is required or when someone is looking for a particular topic in a table of content of a book. The reader knows what he/she is looking for and so knows when he/she locates it.

Skimming

Skimming is reading for the essential meaning. It is a quick reading process to get to know how a passage is organized, that is, the structure of the text: heading, sub-headings, title among others. It can also be used to get an idea of the writer's intention or the theme of the passage. Skimming is a more complex task than scanning because it requires the reader to organize and remember some of the information given by the author, not just to locate it. Skimming is a tool by which the author's sequence can be observed unlike scanning by which some predetermined information is sought after.

Listening comprehension (dictation)

Listening and speaking skills are significant linguistic skills that are widely used. On one hand, listening skills involve comprehending information usually from verbalized (spoken language). On the other hand, speaking skills involve communicating information through utterances. The teaching of listening and speaking skills should enable the learners to:

- Communicate effectively and appropriately in English in various social contexts.
- Interpret instructions in English correctly and speak English correctly at an acceptable international standard.
- Recognize and apply the differences between spoken and written English
- Respond to instructions in English appropriately, speak English well enough to function effectively (later), in tertiary education and in the world of work.

Listening comprehension uses passages on emerging issues that have been selected for use. Through comprehension questions, listening, speaking and note taking skills are enhanced. The questions tests recall and are meant to elicit group discussions. Through discussion, speaking and listening skills are enhanced. Some teaching methods that we use in teaching listening and speaking include the following:

a. Use of dictation

This involve the teacher reading out words, minimal pairs phrases or sentences with problematic sounds and ask the learners to write what they have heard. It can also relate to spellings at primary while in secondary we dictate passages.

b. Sound play

Ask learners to use tongue twisters, puns, phrases and sentences by reading or saying them aloud.

c. Use of stress and intonation

These two are equally significant in pronunciation. The placement of wrong stress or wrong intonation can lead to misunderstanding. It also be realized through interviews, telephone conversations and interpretive reading comprehension.

d. Role play / drama

These require learners to act out different situations aloud in class. These involve learners speaking and listening from their friends in order for them to make a positive contribution to the lesson.

Extensive Reading

Extensive reading refers to a relatively rapid style of reading typically of longer texts, which are judged to be within the language proficiency of the student. It involves learners reading long texts or large quantities for general understanding with the intension of enjoying the texts. There are only a few tasks or comprehension exercises associated with the texts or there may be none at all. Reading novels, newspapers, poems etc are forms of extensive reading. For extensive reading, learners are allowed to choose the books they read depending with their interests, and there is not always a follow-up discussion or work

in class. In this way you encourage your learners to read for pleasure and become better readers.

Features of Extensive Reading

These are a number of features that extensive reading hold. Some of them are as follows:

Reading Materials

Extensive reading involves a large selection of books. You will have to make available a large quantity for students to choose from at their level.

Students' Choice

learners choose what they want to read based on their interest. The teacher ensures that the material is at the learner's reading level.

Teachers' Role

The teacher's role in extensive reading procedure is to encourage and help learners with their reading. Learners are put off reading when it is tied to class assignment. You can ask your learners about books they are reading informally and encourage occasional mini presentation of the books review but these should not be seen as obligations by the learners.

Intensive Reading

Intensive reading refers to a careful reading where the aim is to gain complete comprehension of the text. Here the reader aims at a detailed comprehension and analysis of a short passage. Intensive reading is recommended for academic purposes where the goal is to study and learn. It requires concentration by the learners and often needs that the learner reads silently. Texts for intensive reading are generally short (often around 500 words) and at a language level judged to be slightly above the reader's proficiency level. It usually has a high proportion of tasks to be done or questions to be answered by the learners at the end of the reading. In order to complete the tasks, the learners may have to resort to frequent re-reading of the text. Examples of tasks/ exercises your learners may after an intensive reading of a passage include:

- Looking for main and detailed ideas.
- Understanding what is implied as against stated ideas.
- Making inferences.

- Making judgment of what the author wrote
- Looking at the order or sequence of information and how ideas are linked from paragraph to paragraph.
- Identifying transition words that indicate change from one paragraph to another

Barriers to Reading

There are a number of barriers which are encountered in the process of teaching and learning reading comprehension in the secondary schools in Zambia. Some of them are:

The Reading Process

Reading is the translation of symbols or letters into words and sentences. When you read you must follow a sequence of symbols or letters arranged in a particular order. In English we read from left to right, in Hebrew from right to left and in Chinese from top to bottom.

You can easily observe how people read. Ask your colleague or classmate to read a book, preferably one produced with large prints. He/she should read it holding it just below his/her eye level. Watch his/her eyes, you will notice that, rather than making one smooth sweep across the page, his/her eyes move sporadically, going forward with a jump and then pausing. This type of “jumping” movement is referred to as “saccadic movement”. This stopping and starting movement is essential since the eye can only take in information when it is not moving. When the eye is motionless, it takes in part of a sentence and then moves on to the next part, so that, in fact we read sentences in small chunks.

Factors that slow down Reading Speed:

1. Faulty visual perception, that is limited perceptual span which invariably leads to word-by-word reading
2. Slow perceptual reaction time, that is slowness in recognition and response to materials.
3. Vocalization (reading aloud). This slows down reading speed
4. Head swinging, finger pointing, or pencil/pen pointing can slow reading speed.
5. Sub-vocalization (murmuring, making unnecessary sounds).

You can however help learners to overcome these problems through constant practice under timed conditions.

Types of comprehension questions

There are a number of comprehension questions which are asked depending with the passage the purpose of asking such questions.

Question Types for Reading Comprehension

- *Literal/factual questions* – Answers to this type of questions are generally found in the passage. Question formats include “wh”, such as who, what, why, when, etc
- *Technique questions* – This type examines the writer’s style especially his/her use of language. These even involve the use of the negative words in the asking process so that the answer is not made obvious
- *Questions about the writer’s intended audience* – general public, adults, teenagers, specific group, political, professional etc
- *Questions about the writer’s purpose* – is it to entertain, amuse, inform, explain, criticize etc.
- *Interpretative/Inferential questions* – demand that students make inferences beyond the written text.
- *Sentence analysis questions* – This type requires students to identify sentence types, clauses, phrases and state their functions.
- *Vocabulary questions* – giving meaning of words using contextual clues and giving the synonyms/antonyms of words

It is up to the teacher to realize the purpose of the questioning that will help him or her formulate appropriate questions.

Comprehension strategies

There are useful strategies you can teach your students to aid their reading comprehension.

First Reading

Teach your learners to have a general overview of the passage or text when they are given a passage to read. Such an overview will help them focus attention on the text. Teach them to do the following:

- Take note of the title. It may offer clue to the content and purpose.
- Read through the questions (if there are any).

- Take note of the introduction as it often creates the atmosphere and provides the setting for what is to follow.
- Take note of the conclusion. This may usually tie in with the main purpose or arguments of the writer.

Re-examine the text and analyse in more detail.

At this stage learners are to take note of the following:

- Theme(s), ideas and issues
- Context - cultural, historical and situational. These can affect the interpretation of the text.
- Audience – professional/general/ learners
- Purpose – to entertain/inform/persuade.
- Style – diction, imagery etc.

There is need to use relative language that suits the learners at that particular time and their environment.

Setting comprehension and answering test items for learners

Comprehension setting is supposed to follow the Blooms taxonomy. These include: knowledge, comprehension, application, analysis, synthesis and evaluation. This ladder is highly followed. So, the questions are also set to meet the following criteria. Generally, comprehension is a noun. It is drawn from the root word ‘comprehend. According Longman Dictionary of contemporary English to comprehend means is to ‘understand’. Comprehension passages are fairly short and are drawn from all aspects from life. A passage may be on Sport, Science, Politics, Religion History, people’s activities, Tourism Geography and from works of fiction. Some of the passages may be technical. That is, the use of English in those passages may be specialised. This is the type of English which is unusual in everyday conversations.

The instructions at the beginning of the passage are straight forward. A candidate is expected to read the passage carefully and answer the questions that follow the passage. Below are some hints on how to approach a comprehension passage.

- It is essential to read through the passage very quickly to help you determine what kind of passage it is. The first step is called skimming. To ‘skim’ means to read through quickly in order to get the main ideas. You can at this stage skim through the questions as well.
- The second step involves reading through the passage again, this time carefully and with understanding. Take note of the difficult and underlined words. This process of reading is called **scanning**. To ‘scan’ means to **examine closely** or making a search for something.

Now you are ready to answer the questions in comprehension and there are three types of questions in comprehension, these include;

- i. The multiple choice questions.
- ii. The open-ended (free response) questions, where candidates are free to use their own words other than those in the passage.
- iii. The vocabulary questions.

Multiple choice questions.

This part usually comprises questions 1-8 each question carrying 2marks in most cases. When answering multiple choice questions, read the questions carefully and examine the four free alternatives which are usually **A, B, C** and **D**. Candidates have to be extra careful when aiming at the best answer. They need to examine critically the part of the passage (paragraph) from where the question is asked. Sometimes the difference between the best answer and the distracter is very minimal. This can be in form of a word, a phrase, tense or even a spelling mistake. Multiple choice questions usually have special reference to the paragraph the question is related. The question may begin as follows:

According to paragraph 1..... to answer such a question,

- i. Reference should be made to the exact paragraph in question. For instance, you cannot go to Paragraph 8 when you have been asked to make reference to Paragraph 7. Always obey the instructions.
- ii. Do not introduce your own ideas into the passage from your own experience or general knowledge, unless you have been specifically asked to do so.

It should be noted that if you cannot arrive at a decision, do not put two choices as your answers. For example, writing two choices **A or B**. You will get no mark in this particular situation. If you cannot understand the question, leave, but always remember to get back to it.

Open- ended /free response questions

This is usually Question 9 and it also carries 2 marks. Regarding this type of question, a candidate is required to use his or her own words but basing on the passage read and the instructions given. Remember the use correct form of English in terms of tense and spellings is very important at all times.

Vocabulary questions

This is the last question. This type of the question requires a candidate to work out the meanings of the words from their contexts. In order to understand what the words mean. It is helpful to always make reference to the related paragraph and the underlined words in order to arrive at a correct answer. Be reminded that the examiner is also interested to know if you are able to recognise the tense in which a required word is written. With such steps, the teacher should be conversant enough to set a quality examination in comprehension as well as quality control what other have set. This helps the learners and teachers to apply the levels of the Blooms taxonomy correctly. We can take from an example below:

Read the following passage and answer both Comprehension and Summary questions that follow.

African Development Bank

1. The African Development Bank (AFB) has approved an 18 million US dollar loan for the livestock infrastructure development support project (LIDSP) in Zambia.
2. The project will improve small holder livestock production and productivity, create market linkages and increase household income in nine districts in Northern and Muchinga Provinces. According to a statement, the project is expected to directly benefit 100 000 livestock keeping households, including 33 600 households headed by women.
3. AfDB group approved on June 19, 2013, an 18 000 000 US dollars African Development Fund concessional loan to Zambia in order to finance the country's

LISP,' the bank says. The project will train and empower individual members of the farmer groups as well as increase job opportunities in livestock husbandry, marketing and livestock products value chain.

4. Public service capacity for the delivery of livestock services, disease prevention and control will also be enhanced.
5. The project also facilitates participation of the private sector leasing out some of the structures within the livestock service which will be used as outlets for veterinary drugs and livestock feeds supplement.
6. About 8 000 people, including 4 000 women, indirectly benefit from the improved supply of quality livestock products.
7. The benefits of the project will be increased through availability of land area for all season agriculture by the development of water resources, promotion of crop diversification and value chain development for improved food, nutrition security, and rural jobs for women.
8. Other benefits are that it will expand drought resistance cropping which will serve as a safe guard against the effects of climate change and also serve as viable raw materials for industrial use and import substitution, enhanced capacity of both public and private sectors to improve service delivery functions to small holder farmers.

Questions

In each of the questions 1-8, select the best answer from the four options provided. Indicate your answer by drawing a circle around the letter on this question paper as in the example below, If you change your mind, cross out the initial choice neatly and then circle your revised answer clearly, For questions 9 and 10, answer as instructed.

1. Considering paragraph 1, what kind of loan has the AfDB approved?
 - A. Livestock purchasing
 - B. Livestock
 - C. livestock development
 - D. Project aimed at livestock infrastructural development
2. In how many provinces will the project be implemented?
 - A. Six
 - B. Two

- C. Ten
 - D. Nine
3. With reference to paragraph 2, how many households are expected to directly benefit from the project?
- A. 18 000 000
 - B. 100 000
 - C. 133 600
 - D. 400 000
4. What does the acronym in paragraph 3 stand for?
- A. livestock improvement double special programme
 - B. livestock importance deep sciences pact
 - C. livestock
 - D. infrastructure development project
5. According to paragraph 4, what will be lent out?
- A. Structures.
 - B. Outlets for veterinary drugs.
 - C. Livestock feeds supplement.
 - D. Some of the structures within the livestock service.
6. What are the main themes in paragraph 8?
- A. Crop diversification, climate change, raw material.
 - B. Crop diversification, raw materials and capacity to improve service delivery.
 - C. Crop diversification.
 - D. Raw materials.
7. According to paragraph, what is the opposite of the word monopoly?
- A. Availability
 - B. Development
 - C. Diversification
 - D. Nutrition security
8. Considering paragraph 7, how many women benefitted from the improved supply of quality livestock products?
- A. 4 000 women
 - B. 8 000 women

- C. Approximately 4 000 women
 - D. About 12 000 women
9. What does the pronoun 'it' in paragraph 8 refer to?
- A. The African Development Bank.
 - B. Public Service Capacity.
 - C. The Livestock Infrastructure Development Support Project (LIDSP).
 - D. Drought resistance cropping.
10. Choose an underlined word or words that mean the same or nearly the same as the ones below.
- A. Foster: _____
 - B. Lending: _____
 - C. Profits: _____
 - D. Eases: _____

Points to note

From the way the examination is set, it is seen that it is standard and follows all the discussed procedures above. Such type of examination setting makes the learners grow in their minds. The questions make the learners think from within and go out of the box to apply what has been learnt up to the meaning making. Therefore, it is the role of the teacher to make the learners be exposed to standard comprehension exercise during the examination period, be it end of term or year, so that the cognitive development of the learner's mind is monitored every time.

Tasks for revision

1. With regards to the teaching of comprehension, discuss why comprehension teaching is important to a teacher of language.
2. Discuss when it is important to use role and cue cards in the teaching of comprehension to a grade 9 class.
3. Explain how teacher characteristic is important in the teaching of comprehension in class as opposed to testing.

Unit 4: Teaching Summary Skills

Introduction

This chapter will discuss the teaching of summary skills in the junior and secondary schools in line with the Zambian syllabus. It will also bring to the teacher's attention on how they have to link the teaching of summary to the real-life experiences of learners so that they can appreciate the component in school and beyond. Testing summary and marking will also be discussed so that teachers are able to competently handle language teaching in the secondary schools of Zambia.

Summaries in everyday life

Summary writing skills combine those skills that are needed for reading and the one that are needed for writing, in the learners have got to first read a written text, decipher and extract the relevant information, and then present it in writing. In other words, summary writing complements intensive reading and composition writing by extending integrating the two activity types. There is also a way in which summary writing may be perceived, and indeed treated, as a type of situational composition. The situation is provided in terms of the information that is provided in the written text. The information has got to be condensed in terms of selecting only the bits that are relevant writing, the information has got to be presented with the economy, meaning using very few words, depending on the demand of a particular summary that are commonly expected of the learners of a second language.

Summary Types

By way of summarizing, information in a written text, this can be presented in various ways depending on the nature of the summary writing task. The following are the commonest formats title summary or topic summary, or subject heading, note summary, and prose summary.

1. Title Summary

In a title summary, learners are given a text that contains a set of related information and they are then asked to work out the overall idea and express it in a short phrase by way of suitable title for that text. To be able to do such a task, the learners will rely on the skill of working out what the text is all about and that of expressing this main idea using very few words, probably not more than five of

them. The learners have got to be sensitized to the fact that the most suitable title will be the one that captures the overall point that the text is trying to present and capture it in very few words. As a follow up, they could be given a text and then be asked to design a suitable title in their own words.

2. Note Summary

In a note-summary, learners are given a text that contains bits of information explained with some elaborate details. The skills that they will need are that of distinguishing between the main point and its supporting details. What the learners will be required to do is to extract the main points and present each one using few words and in note form instead of in full and complete sentences.

3. Prose Summary

In a prose Summary, the task is presented as in the case of the note summary one. The only difference is that the final product will not be in form of notes but in that of a coherent text. In other words, in this type of summary, the learners have got to go further and convert their notes into a coherent text consisting of full complete sentences with inter-sentential connectors.

Title Summary

This is the lowest form of summary which learners start to learn in grade 8. It is conclusive and evaluative in nature. It allows the learners to think and conclude what a title can be all about according to what the learners have read. The learners could be given a set of possible titles for this text and then be asked to choose the one that they think is the most suitable, based on their comprehension of the text. The following might be the choices

- A. West African Civilizations
- B. Sources of Historical Knowledge
- C. Ancient Travelers in West Africa
- D. Archaeological Remains

After a lot of practice in identifying a possible title summary out of the ones presented, learners should also learn how to identify and use the clues suggesting what the text is all about. The learners could then be given a text and be asked to design a suitable title

for it on their own based on their comprehensions of the content of the text. The teacher's guidance could gradually be withdrawn meaning first class discussion, and then finally individual work through. The teacher should be patient enough to ensure that learners are guided and acquire the skill needed for them to stand on their own and write an exercise.

Note Summary

The Text on Kino's plans of what to buy might be one good reference point here. Notes consist of points that are relevant in the framework provided in the summary question. Thus, for example, based on the text on king's plans, the learners would be asked as follows. In note form, make a list of what Kino's plans to do now that he has become rich. This is to exploit the very question that Kino's own brother asks according to the story. The question his brother posed was. What will you do now that you have become a rich man? Effective reading of what Kino says in response to that question should lead to identification of the following as the expected Responses, in note form.

- Get married in church
- Buy new clothes
- buy a rifle
- send his son to school

The exercise going by the name of note summary, discussed here above is the same as the one that is commonly referred to as note- making, provided the source of information is a written text. It becomes known as note taking if the source of information is oral, meaning the spoken version of a text, as was the case in the section where discussed the teaching of oral language skills. In short, note making is to a written text what note-making is to an oral- text. Otherwise, the language skills involved are exactly the same, in the sense that they involve the same mental processing.

Prose Summary

In prose Summary writing, the learners have to write a coherent text by presenting all the relevant information that was initially presented in note form, but this time round presenting it in full sentences that are connected using inter- sentential connectors. Such connectors take different forms, depending on how the points are related. Two common

ways in which the points maybe related are as exemplars of one idea, such as what Kino intends to do, or as contrasting points within one framework, such as in advantages and disadvantages of some X.

In case of common exemplars, sequential connectors are the ones that are usually suitable. This is where the sentences being with such sequence markers as First, Secondly, lastly. Alternatively, such sequences markers as the following could also be used. To begin with,..... Then finally. In text with points that contrast, such connectors as the following are commonly used to introduce the second point, which is contrary to the first. However, Nevertheless, or Nonetheless, But.

To the contrary, and so on. All in all, inter- sequential connecting expressions needed to be utilized in a prose summary to make coherent and feel so. Deliberate effort by the teacher should be made to help

the learners to acquire the skills to use such connectors care should be taken to ensure that the conventions that are observed in the real word are also observed by the learners in writing a prose summary text. In the example given about Kino intends to buy, it would sound rather artificial and abnormal to demand a coherent text starting with sequence markers. A text such as the one here below should suffice, because it is a coherent text. Here below is a possible Prose Summary text to make the text coherent and feel so deliberate effort by the teacher should be made to help the learners to acquire the skills to use such connectors.

Care should also be taken to ensure that the conversations that are observed in the real world are observed by the learners in writing a prose summary text. In the example given about what Kin intends to buy, it would sound rather artificial and abnormal to demand a coherent text starting with sequence markers. A text such as the one here below could suffice, because it is a coherent text. Here below is a possible Prose Summary text on Kinos intention of what to do.

Now that he has become rich man, Kino to do as follows: Get Married in church Buy new clothes Buy a riffle, and Send his son to school
--

It would be unreasonable for the teacher to demand that the learners should use sequence markers, as Kino has not explained which one he will do first and which one last. A bit of common sense is demanded of the teacher in deciding the format of the response in a prose summary. The nature of the information and the way it is presented by the originator should be a sufficient guide for the teacher. A list such as the one presented here above can also suffice as a coherent text.

The teaching of summary in the Secondary School

The teaching of summary is a close guidance to the learners if they are to acquire the skill needed for them to function in the society. With regards to teaching summary to the grade 8 and 9, the teacher should guide the learners from known to unknown. The teacher should not punish the learners with difficult exercises which have no direction and which are above the level of the learners. This does not help, and it makes the learners lose interest in the lesson and subject. The teacher's role is to simplify the content and knowledge so that the learners are able to understand it easily.

Therefore, the teacher should ensure that he or she starts with teaching how to make meaning from sentences and then go to simple paragraphs. Therefore, the grade 8 book 2 guides the teacher better. On page 124, it gives the teaching of summary through title derivational from a simple passage of three sentences. The teacher needs to give more practical examples. In the case where the teacher has assessed the learner's level of linguistic competence, it is better to start with an oral reading or story telling then ask learners to draw the title from it. Learners get demotivated once they are given work without proper guidance. As a trained teacher, your role is to guide learners in class so that they find school interesting. It should be made known that the teaching of telegram writing is not outdated but we can exchange that with the writing of text and Whatsapp messages which are short and straight to the point. The telegram can be a point of reference and should be appreciated by the teachers.

At secondary school, Grade 10 to 12, the teaching of summary is more advanced than the previous discussion. However, the teacher should groom his or her class by starting with the basics. The use of note making and note taking should be used often so that the learners can develop other soft skills that are useful in other subjects. It seems hard to make the

skills taught but once they are mastered by the learners, the sky is the limit and the learners will live to remember the gift you gave them.

The teacher should make sure that he or she labours to make learners read at a required level. This can be done by giving them tasks which are simple like reading a paragraph or sentences on a regular basis. This help the learners to develop a reading culture in their school time. The teacher should also ensure that he or she builds the listening skills for the learners so that they are able to listen carefully and take notes. Such skills are developed slowly through consistent engagement with the learners and through well planned summary passages. The teacher should simplify the teaching content and not to make it difficult because learners are in school to learn.

Summary in secondary school is usually extracted from the comprehension passages. Consequently, the learners do have a clue on what they are writing about. The summary of today is rather specific. It is guided in the manner that it directs a learner on the paragraphs to read where the answers are. If the passage had difficult words, the teacher should discuss the words with the class before they can start reading so that the passage can be an easy one to understand. As a teacher, motivate the learners and speak positive about a particular component you are teaching. Never tell learners that '*this is difficulty*' it means the teacher hardly understand how and what to teach. If other learners acquired the summary skills, why not your learners? A teacher should be a positive contributor to the learner's learning capabilities. If summary is better taught by the teachers of languages, the education system can not have challenges with learners who are unable to provide correct answers in a given lesson, write an essay or read for understanding.

Setting summary test items

A summary examination is set to meet the needs of the learners. It should be set from a real-life situation familiar to the learners not a foreign passage which has concepts that are not closer to the learner. Why we advise so is because you are not there to punish the learner, but to make them practice the skills they learnt in school and apply the knowledge. It is cruel of a teacher to bring a passage full of scientific terms. If you think like that, kindly go test your family not government leaners in school. The testing skills correspond to the summary answering skills. These will be discussed under here as one.

The aim of candidates in a summary component should be to answer the question as opposed to reducing the passage. It is not summary if one leaves out what he is asked of by the examiner.

HINTS

1. Strictly stick to the required number of words. No word estimation will suffice. Pay keen attention to the instruction, “*In not more than words, write a connected summary*”
2. Marks are given according to the number of required answers which a candidate extracts from the passage. If the candidate extracts 10 answers out of the 20, then that will be the mark. Candidates ought to know that the relevant points in the passage are spread across the passage hence the need for them to read and understand the whole passage. This helps candidates to lead a life of presenting responses according to the question in life, not to over speak or write.
3. While candidates are allowed to use their own language, the meaning of the original passage should at no time be altered. The candidates ought to give grammatical competence precedence. This demonstrates that a candidate is able to combine what is available and what has been taught in real life to make life simple and going.
4. Candidates must avoid falling prey to including unnecessary examples, adjectives, definitions and over-flowery expressions which are not in any way helping them to answer the question. This help to make children be able to realise that life is not about being ‘plenty’ but being specific and precise.
5. Always write in prose unless the question demands otherwise. This brings to the understanding of the question. The candidates should be made to realise that question understanding in the first step to providing a correct answer.
6. Uses of generic words have proven priceless in summary. Generic words refer to words which can be used to absorb other words, and in most cases, the words belonging to the same word class. This enables a candidate to be specific and write few words to enable the work move.

For example: *John bought grapes, oranges, guavas, tomatoes, berries, apples, mangoes, pine apples, water melons and bananas.*

The sentence above would be summarized as; *John bought fruits*. [Note that **three** words have been used as opposed to **fifteen** in the original sentences]. The generic word in this example is the word fruits.

7. Do not include points, though relevant but are not in the passage. All the relevant points must be derived from the given passage. In other words, it is important to respond according to the facts that are at hand unlike using preconceived ideas. Summary is about depending on the information which is at hand. Additions do not help since they are not part of the main passage given. It is also important to be reminded that simple language should be used when setting and writing a summary passage. This help in understanding the needed ideas that are being tested upon.

We can demonstrate using an examination past paper for grade 12 on how a summary passage is set and how it should appear.

Summary (20 Marks)

Read the following passage carefully and then answer the question that follows:

1. Carbonated drinks have flooded the market. These are effervescent drinks that release carbon dioxide under conditions of normal atmospheric pressure. Carbonation may occur naturally in spring water that has absorbed carbon dioxide at high pressures underground. It can also be a by-product of fermentation, such as beer and some wines.
2. Many curative properties have been attributed to effervescent waters, which aid digestion and calm nerves. Carbonated drinks have high acidity level. This creates an imbalance in the body in that it leads to acidosis. Too much acid also creates a problem of digestion in the system. All carbonated drinks are beneficial to the body because a large proportion of them is water, which is greatly needed by those people who rarely take it in its pure form. On the other hand, Carbonated drinks have carbonic acid that inhabits the use of calcium in the body, thereby adversely affecting bone formation. This gives rise to osteoporosis or softening of the teeth and bones. Such drinks, therefore, are not ideal for children and women after menopause. Consuming carbonated drinks in excess forces the body to harbour carbon dioxide, which can cause more distension (swell out by pressure from within) of the stomach and more acid reflux.

3. Some carbonated drinks contain sugar, and this helps to supplement the body with glucose, which is responsible for energy. In the grand scheme of all the complexities regarding carbonated drinks, it is very clear that people are stuck with them, as they will always be readily available on the market at affordable prices.
4. The biggest challenge that we have is that people are not being given the correct information concerning the content of carbonated drinks. Carbonated drinks, just like others, result in loss of appetite if taken shortly before meals. Artificial carbonation was first introduced in 1767 by Joseph Priestley and was commercialized in 1807 by Benjamin Silliman, a Yale University Chemistry Professor, who bottled and sold carbonated water. After 1830, sweetened and flavoured carbonated drinks became popular and the trend evolved.
5. Today, heavily sweetened carbonated drinks and sodas are among the most popular beverages in the world. In the last two decades, the introduction of diet drinks containing artificial sweeteners has increased sales of carbonated beverages. Some carbonated drinks contain caffeine, which causes addiction. In this regard, when carbonated drinks are not taken by people used to them, unexplained tiredness and headache result.
6. It is stressed that people should opt for pure fruit juices. Pure juices may be expensive, but you do not need to buy them all the time. You may instead, just buy oranges, guavas and mangoes. Then squeeze out the juice from these fruits, and give it to a child as opposed to buying carbonated drinks. Experts say one can or bottle of a carbonated drink has about 10 teaspoons of sugar, 150 calories, 30 to 55 milligrams of caffeine and is loaded with artificial food colours and sulphites. Carbonated drinks that are caffeinated lead to jitters, insomnia, irregular heartbeat, vitamin and mineral depletion and breast lumps. The sugar added to carbonated drinks increases insulin levels, which can lead to diabetes and excessive weight gain.

Question

According to the passage, what are the **negative effects of the consumption of carbonated drinks by human beings?** Use not more than 140 words. Excess words will be cancelled. The summary has been started for you.

The passage has both **positives** and **negative effects**, but the candidate has been asked to only write about the negative effects. Then, if the candidate combines with positives effects, the later will not be marked since they are not part of the answer despite them appearing in the passage. This skill teaches learners to write specific information as asked. This teaches learners to stick to the asked information as well unlike speaking what is not supposed to be heard.

1. The high acidity level in carbonated drinks creates an imbalance in the body
2. As it leads to acidosis.
3. Too much acid creates a digestion problem in the system.
4. Carbonated drinks have carbonic acid that inhibits the use of calcium in the body.
5. Thereby adversely affecting bone formation.
6. This causes osteoporosis (softening of the teeth and bones).
7. Consuming carbonated drinks excessively forces the body to harbour carbon dioxide resulting in more distension of the stomach.
8. And more acid reflux.
9. Carbonated drinks result in loss of appetite
10. If taken shortly before meals.
11. Some carbonated drinks contain caffeine, which causes addiction.
12. When carbonated drinks are not taken by addicts (people used to them) unexplained tiredness.
13. And headaches result.
14. Carbonated drinks that are caffeinated lead to jitters,
15. Insomnia
16. Irregular heartbeat.
17. Vitamin and mineral depletion
18. And breast lumps
19. The sugar added to carbonated drinks increases insulin levels, which can cause diabetes.
20. And excessive weight gain.

A prose summary can now be written using the above not summary in such a manner. It has one paragraph for obvious reasons. The prose summary deals with word counting hence the opening of many paragraphs disadvantage the candidate where word limit is concerned. Therefore, there is need for a well compressed but meaningful write up to be organised as the prose summary is written.

Prose summary answer.

The consumption of carbonated drinks by human beings has a number of negative effects, the high acidity level in carbonated drinks creates an imbalance in the body as it leads to acidosis. Too much acid creates a digestion problem in the system. Carbonated drinks have carbonic acid that inhibits the use of calcium in the body, thereby adversely affecting bone formation. This causes osteoporosis (softening of the teeth and the bones). Consuming carbonated drinks excessively forces the body to harbour carbon dioxide resulting in more distention of the stomach and more acid reflux. Carbonated drinks before meals. Some carbonated drinks contain caffeine which causes addiction. When carbonated drinks are not taken by people used to them, unexplained tiredness and headaches result. Carbonated drinks that are caffeinated lead to jitters, Insomnia, irregular heartbeat, vitamin and mineral depletion and breast lumps. The sugar added to carbonated drinks increases insulin levels, which can cause diabetes and excessive weight gain.

Marking summary

Many teachers tend to make one big mark on the page of a candidate instead of guiding learners on which one is the right answer and which one is a wrong mark. Even composition, sentences in paragraphs should be marked and not making a single meaningless mark. In summary, every correct answer attracts a mark. Therefore, a standard summary passage should contain 20 answers which account for 20 marks. The marks have to be awarded according to the ticks which have been given to a passage and not guess work. This will help learners understand the need for counting the number of ticks which symbolise the answers in a passage. It also helps the teacher to convince the learners that the question was asking us to come up with such a number of answers according to the question. The setting of a summary question should be well examined by the setter as well in the manner that he or she should prove that the answers are 20 and not less. After setting, the teacher should make a key for that examination so that he or she can standardise the paper. Teachers should make sure they work in line with set standards of the syllabus to

inculcate the right knowledge into learners which will make them realise the importance of learning a particular component in language.

Many a time that teachers copy other people's examinations from past papers. This is a wrong idea and it shows that the teacher is not innovative. With this education that has been attained, the teacher should be able to think of a passage and create it. Make your own passages so that the lazy can copy from you which we do not encourage. Copy the standard and not the passage, is the advice we can give you. Setting is not easy but needs dedication and passion so that people can take you as a consultant. A teacher should be original at all times and this is the purpose for your achieving such a higher academic paper envied by every person.

Task

- 1. Discuss the relationship between summary and the world of work in teacher education training**
- 2. Explain why the teaching of summary is an important skill to a teacher on training or college?**
- 3. What challenges can be associated with summary teaching in the secondary schools of Zambia?**

Unit 5: Teaching of Composition

Introduction

This chapter will discuss the teaching of composition in the secondary school in relation to teacher preparation. It will discuss the different compositions and their examples and how the teachers have to use the available materials to teach the learners write a better composition in school. It will also discuss the use of composition skills in the world of employment and work.

Definition of a composition

A composition is a writing that puts together ideas which are similar so that a complete thought is expressed. In other words, 'to compose' mean 'to make' and a composition means to make a passage. A composition is made up of sentences which are connected together and to build a single idea on a given topic. A composition in this context is an ideal building which develops into a full story given in a passage. This means that there is consistency and systematic in writing the work for meaning to be made. In order to build this kind of thinking into the learners, there is need to teach them the two types of compositions, that is guided and unguided composition.

General essay structure (guided and unguided writing)

The two types of compositions are structured to make a child learn how to write from a guided perspective until there is little or no guidance. As the years progresses in the learner's work, the teacher leaves work much to the learner. So, to guide is to show how the writing should be done. After the learners master the skills, then, the teacher gives less guidance since learning would have taken place.

Guided composition

Under guided or controlled writing, learners are expected to carry out carefully and specified designed activities in order to control the activities of the learners. This stage can be divided into copying and writing in the language stages.

Copying stage

This stage is for teaching basic writing skills such as capitalization, spelling and paragraphing.

Writing in the language

You use appropriate exercises for learners to acquire writing skills. The types of activities include parallel passages, substitution table exercises, sentence combination to form paragraphs, pictures and situations.

Examples of controlled writing

- a. Passages with blanks to fill in may require content of form words but these should be within the same semantic field. Words may be in jumbled order or several choices given for each blank (multiple choice).
- b. Parallel passages involve the giving of pupils being given passages which are underlined. They are provided with words and phrases which can be used to replace the underlined words with or without grammatical change.
- c. Substitution tables are designed so that by selecting an item for each slot of the table a paragraph can be constructed. They can be very mechanical.
- d. Joining sentences together involves the learners joining together sentences so that they can make sense in a passage. Sentences to be joined maybe indicated and joining words may be provided to the pupils or they can decide themselves.
- e. Dictation refreshes the pupil's memory and reinforces what has been learnt in oral and reading. Pupils fix what is already known and do not give a dictation exercise with words pupils have never seen before.

The teacher should ensure that he or she takes learners through the writing process and build the writing skills of the learners. This guidance enables the learners to feel cared for and realise that work is simpler when the teacher is guiding them.

At senior secondary level, the teacher uses a question to plan with the learner on how to answer it. It is the role of the teacher to guide the learners on how to make a plan and from a plan how to write the answers in paragraphs. In simple terms, the teacher should demonstrate at every grade on how to pick the needs of a question or the parts which needs answering. After that, isolate them in a box and make four to five arms which will represent the paragraphs. Each arm should contain an idea, an explanation, an example and a conclusive statement. Such a plan for all the four arms will result in four complete paragraphs. The teacher should demonstrate how to combine the ideas into full sentences

from the plan. With consistency, the teacher will realise that the learners will make better plans and write on their own as they progress in the education ladder.

The other part can have an opening, or the final paragraph of the story are provided, and learners are asked to complete using their own idea. At times, even the end of the story can be provided and ask learners to brainstorm and write on how it started for the conclusion to be written. Also, jumbled notes can be given for learners to write in order and amplify them. This common with the grade 12 examination section 2 of paper 1 which is always a guided composition.

Unguided composition

This type of a composition comes when learners are sufficiently guided, and the teacher has realised that the learners can plan on their own with little guidance. If the learners were not well guided during the teaching of guided composition, then they will fail to write the unguided composition and it will be a disaster for the class. The teacher should ensure that he has taught the necessary skills to the learners before making them start an unguided composition. The only guidance which is given here is the question. It limits the learners to be guided on what ought to be written in the composition. It also makes the learners not to go beyond the teaching and learning skills which are supposed to be presented in the write up. A composition is rather unguided simply because the teacher does not plan for the learners and does not make learners copy what he or she writes for them in a composition. However, guidance is still important to them and it is always there.

Skills and exercises for composition writing

- i. *Choosing a topic* – You give a topic to your learners to write on.
- ii. *Planning* – Guide them to think about the topic and gather related ideas or points.
- iii. *Shaping* – Show them how to organise the ideas into sections / paragraphs in a related and orderly manner to signal relationship of ideas. Teach them that a good composition must have - **introduction, body and conclusion**
- iv. *Drafting* – Teach them how to write the ideas in appropriate sentences arranged in paragraphs. Teach them the use of link words such as additionally, then, next etc in linking ideas, paragraphs.

- v. *Revising* – learners revise their work under your guidance. Based on their evaluation, they make decisions on whether to re-write the draft of their work by adding, deleting, rewording or reorganising.
- vi. *Editing* – Under your guidance learner edit their work by checking the technical correctness of grammar, flow of expression and punctuations.

Teach your learners to do the following things to enhance their writing skills:

1. Write on topics / ideas they are familiar with whenever they have a choice.
2. When given questions to answer, read through the questions carefully before writing their answers, for example, in comprehension and summary exercises.
3. Write full meaningful sentences.
4. Vary sentence and paragraph lengths.
5. Vary sentence constructions.
6. Ensure correct sentence agreement/concord.
7. Use the most suitable tense
8. Use direct speech/dialogues with discretion.
9. Write numerals in words unless for dates and monetary amount or an instruction.

Avoid: repetition of words at the beginning of sentences. E.g., I went to the market. I met my friend. I talked with her for over an hour.

Writing minutes

Minutes are the easiest to write. As teacher of language, you have been writing minutes or you have read minutes before from the various meetings you have attended. The only tactic is the use of the past tense. The minutes are a report of what happened in the meeting and it was documented for the sake of keeping records. Every meeting has minutes and they have to be well kept. The undersigning officer is the chairperson while the secretary is either permanent or co-opted-

Writing CV

Curriculum Vitae CV: learners are required to include their CV in job application letter. So, it is necessary that you teach them how to write CV. A CV is a comprehensive biographical statement of your personal details, achievements and activities. Below are the typical sub headings of a CV.

- o Personal Data
- o Qualifications
- o Work Experience (if any)
- o Hobbies/Interest
- o References

Example

CURRICULUM VITAE

PERSONAL DETAILS

Name : Kondwani Jr. Nyimbili
Date of birth : 28/08/1992
Sex : Male
Marital status : Single
Nationality : Zambian
Proficiency : English, Bemba, Nyanja, Luvale and Tumbuka
N.R.C Number : 372887/27/1
T.C.Z Number : 17/05/05/08/004444
Physical address : House number R23, Chongwe
Religion : Christianity
Email address : kjrnyimbili4@gmail.com
Phone number : +260977381300 +260760295100

EDUCATIONAL BACKGROUND

YEAR	INSTITUTION	QUALIFICATION
2013- 2015	Paglory College of Education	Secondary Diploma
2010	Lubuto Secondary	Grade twelve certificate
2005- 2009	Zambezi Boarding secondary	Grade nine certificate
1997- 2004	Moses Luneta Basic School	Grade Seven certificate

PROFESSIONAL QUALIFICATIONS, ABILITIE, SKILL AND EXPERIENCE

- Registered with the teaching council of Zambia and have a T.C.Z number
- Has three years teaching experience
- Specialized in teaching Mathematics and Social Studies
- Able to teach Mathematics and Social Studies from grade five up to twelve
- Worked at Eagles Wings Christian Secondary School as a teacher of Mathematics and Social studies for three years from 2016 to 2019.
- Taught Mathematics grade tens, elevens and twelve classes.
- Taught social studies grade eights and nines (Civics, History and Geography).

- Worked at JACK tuition centre from 2015 to 2016 and taught the G.C.E both Mathematics and Geography
- Able to work with people from diverse backgrounds.
- Able to type mathematics question papers including equations, diagrams and drawings in it.
- Able to coordinate and invigilate both zonal mock and final examinations in a zone

Hobbies and interests

Able to play and coach the following sports

- ✓ Football
- ✓ Volleyball
- ✓ Chess
- Participates in other co-curriculum activities such as preventive maintenance, safe club, quiz and ant-Aids club
- Socially useful person who is a team player and possess excellent leadership qualities
- Always hard working and willing to learn from learners and fellow teachers.

REFERENCES

Mr. Mulenga Mukuba

Mr. Chisala Titus

THE HEADTEACHER

THE COORDINATER

Eagles Secondary School

FN Tuition Centre

P.O.BOX 240282 Monkey Fountain

P.O.BOX 36531

Ndola, Zambia

Lubuto, Ndola

Cell phone number: +26 0978760000

This is just a sample. Depending with the purpose, a CV can be richer than this which has been presented. Other CVs even goes to more than 40 pages.

Speech writing

1. **Definition:** A Speech is a prepared piece of writing or information on a given topic. A Speech is anything spoken for an audience to listen. It is basically a formal address to a group of listeners.
2. **Types of Speeches**

There are three main types of Speeches:

- i. **Introductory speech**
- ii. **Speech of thanks/ vote of thanks**
- iii. **keynote speech or main speech**
3. **Factors to consider when writing a speech**

Type of audience

Speeches are made for live audience. Decide on whether the speech is intended for adults, children, diplomats or journalists, businessmen and women or sophisticated class of people e.g. Lawyers, Doctors, Politicians etc.

The purpose of the speech

Decide on whether the speech is to inform, to persuade, to entertain, to appease, to incite, to reprimand, or a combination of these. This will determine the use of appropriate language.

The subject matter (or topic)

Ascertain whether the topic is familiar to the audience or not and determine how much information to give and hold back. Also ascertain whether the topic is 'technical' in nature and determine how to tackle it.

The situation

Ascertain whether the situation (or occasion) is a solemn one (mourning), a business meeting (where people are only interested in results), after dinner speech (humorous), or a tense situation. The situation and the audience also determine the language.

4. Preparation of the speech

Once you have a topic, allow yourself time to think about it is part of your preparation

- Gather all necessary ideas and information on the topic given.
- Arrange the material (ideas and information) in appropriate order and then plan the form of presentation.
- Planning

A speech must have a structure and a sense of direction. Note down all the main points you should cover:

- What the aim of the speech is
- What the audience may hope to learn
- Review your list, grouping them under headings and assembling these in a logical order.
- Whatever the topic, you will need a striking way of opening and closing your speech.

Opening:

Should be original and interesting (enough to make people want to hear what you have to say)

Apart from giving the aim and the outline of the talk:

- Ask a question
- Tell a story
- Use a quotation.

Closing

- You should finish positively
- The standard approach is a summary
- Give the audience chance to participate by inviting them to comment, if necessary.

5. Format a of speech

A Speech can be written in the following format:

1. Title:

The title should have the following items:

- a. The giver of the speech
 - b. The occasion when the speech is delivered
 - c. The venue
 - d. The date
- 2. Salutation**

Here you greet the people present in order of importance. The set out can either be vertically or horizontally.

3. Appreciation

This comes after the salutation and can be written in the same paragraph as salutations. Here you thank the Chairperson or organiser for the opportunity to address the gathering.

4. Main body

This is where the details are developed. Do not beat about the bush. Go straight into discussing the points you have gathered.

5. Conclusion.

End with a statement that restates the purpose and follow the order of salutations. Thank the audience for paying attention.

Language and style

- i. Use the tense you would use when speaking to the audience (Present tense)
- ii. Salute people in attendance according to seniority (order of hierarchy)
- iii. Repeat forms of address like sir, ladies and gentlemen, the guest of honour, etc. to capture interest
- iv. Paragraphs are usually short as speeches take a spoken form of language
- v. End with courtesy to the audience
- vi. A good speech needs to have some humour in order to attract attention and avoid boring the audience.

The speech of introduction

This is a speech given when introducing the main speaker.

Introduction

Address the people in attendance in descending order and thank the main speaker for sparing time for the occasion

Main body

Give a brief account or background of the speaker which should include:

- i. Mention briefly the subject to be discussed by the main speaker
- ii. Mention his/her occupation, professional qualifications (if any), experience and if necessary, his/her family life.

The main speech or keynote speech

This is a speech given by the main speaker or the guest of honour at a given occasion after the speech of introduction

Introduction

Members present are addressed in descending order of social ranking (salutation).

Main Body

- The speaker to thank the organisers for giving him or her chance to address the meeting
- Briefly introduce the topic at hand. If possible, define the subject
- Gives details of the subject/title to be discussed- outline your details coupled With relevant examples

Conclusion

- In concluding remarks, the speaker thanks the audience for listening

The speech of thanks/vote of thanks

This is a speech which is delivered at the end of a guest's address. The format is as follows:

Introduction

Here you thank the guest for his wonderful message out of courtesy.

Main Body

Summarise main points of the guest's speech.

Show how guest's speech has broadened audience's scope of knowledge on the theme discussed.

Conclusion

Express wish either to invite the guest again, put guest's theories into practice to improve performance or make any personal requests to guest. Again, thank him wholeheartedly for sparing some of his precious schedule

Sample

Question (2011)

You are a teacher of English at Wawa High School and you have been assigned to write a speech for your Headteacher to be read at an Awards Giving Ceremony at your school. The guest of honour is the Minister of Education. Below are some points you have been given to write the speech.

- school certificate results are very good
- six streams each grade
- cows graze near school
- proud- minister is a lady
- most teachers not accommodated
- Bursar's office broken into
- teachers and pupils very hard working
- text books and desks not enough

- Deputy Headteacher married to two wives
- pupils fetch water from the stream
- generator old-constantly breaking down
- very few beds
- two computers whole school
- P.T.A. Executive very hardworking
- thirty pupils got six points
- women stopped selling foodstuffs
- critical shortage of Mathematics and Science teachers
- most pupils come from poor families
- bars near school
- some former pupils hold key positions in government and society

Using the **relevant points only** and presented in a logical order, write a speech for the Headteacher. The length of your speech should be between **250** and **350** words. **Any words beyond the word limit will be cancelled.**

Answer

SPEECH TO BE DELIVERED AT AN AWARDS GIVING CEREMONY BY THE HEADTEACHER AT WAWA HIGH SCHOOL ON 24.09.2015 AT 14:00HRS

The Guest of Honour, Permanent Secretary, and Provincial Education Officers present, District Education Board Secretaries, Education Standard Officers, Headteachers, Heads of Department, all teachers present, Ladies and Gentlemen.

It is a rare privilege to welcome you all to this award giving ceremony. For many years, our school has been performing very well but we have never had an opportunity like this to award them. Therefore, with the support of the school board, we sat and came up with prizes to give to the immediate past Grade 12s for their performance.

The Guest of Honour, allow me to thank the PTA executive who are a very hardworking team, the teachers and the pupils who have equally worked hard to ensure our school keeps on producing good results.

Ladies and Gentlemen, last year we recorded an increase in our pass rate. This is because we had thirty pupils who got six points. A great achievement Indeed! This entails these pupils are all going to Universities across the country. This also means that these pupils will join our former pupils holding key positions in the government. What a great honour to have such hard-working pupils!

Madam Minister, the girl child at our school is proud of having you in that office as you are a role model to them. They are motivated further to work extra hard to be like you.

Ladies and gentlemen, even when our school has been doing well it does not mean all is well. The school has its challenges. For example, most of our teachers are not accommodated, hence they live far from our school which makes it difficult for them to arrive for work on time. Apart from that, we have a critical shortage of textbooks and desks which makes learning and teaching a bit difficult. Moreover, the school has only two computers and we appeal to you, madam, to come to our aid.

Ladies and Gentlemen, we also have a critical shortage of teachers especially in Mathematics and Science, we therefore urge you, madam, to send more teachers in those subjects to mitigate the shortage.

In conclusion, I would like to thank you madam, for having taken time off from your busy schedule to come and grace this occasion. This should continue so that we can present our grievances directly to you and also to see how we are doing academically.

I thank you all for your attention and may God bless you.

(Adopted from the Kitwe District English Language Senior Pamphlet)

Narrative Writing

A narrative tells a story or gives an account of events or incidents. The introduction usually indicates time and setting and introduces the characters. The body is made up of a number

of paragraphs. This series of events contains the development of the plot. Use of past tense and in the first or second person (I, he, she, they, them) dominate this type of writing. To narrate is to tell a story. A narrative composition therefore is one which describes an action or series of actions or presents an orderly account of events. This is the easiest type of composition because it has a character or characters, be they human or animal and takes place in a known place and in a certain period of time.

Example of Narrative Composition

The New Teacher

Timidly, the new teacher entered the classroom and immediately introduced the topic for the day. Everybody was impressed by his deep understanding of Chemistry. As he left the class at the end of the double period, the pupils said to each other “with this teacher, we will certainly do well in Chemistry”.

Since this was his last class for the day, the new teacher decided to take a walk around the school to familiarise himself with the surroundings. Satisfied that he had seen everything which was important, he decided to rest in the staff room before leaving for home.

However, no sooner had he sat down than the Sciences Head of Department asked him to stand in for Mr. Kangwa who was reportedly unwell. Afraid that a refusal would be interpreted as a sign of uncooperativeness, the new teacher hastily picked up his books and pieces of chalk and immediately left for Grade eleven G.

Everybody in that class was surprised to see him in their class and for a moment they wondered whether their experienced teacher had been taken away from them. The new teacher explained the arrangement and the class sighed with relief. At the end of the lesson, many pupils felt that the new teacher was not a bad one at all.

After this lesson, the teacher felt extremely tired. Not wanting to risk being asked to stand in for somebody else, he quickly said bye to his Head of Department for home. As he walked, his mind flashed the day's events before him. He alternately smiled or grinned depending on whether the scene before him was pleasant or not. People in the streets stopped to look at him but they were not different from trees to him. He took no notice of them.

The smiles dominated as he walked on. He knew that it had been a very successful day and as he approached his house, he felt his career prospects as a teacher were very bright. Entering his house, the new teacher burst into a loud laugh of delight.

This essay has been written in chronological order that is, following the order in which the events occurred starting with events that happened first. The narration needed such an order to be followed hence it has been written in such a manner. Such work at secondary school attracts good marks and the teacher should strive to drive learners to write like this.

Writing an expository essay

This type of composition is used to explain a process (how something is done), give directions, give instructions, compare one thing to another or explain a new term. Exposition writing involves detailed description, explanation or interpretation of a problem, an issue, a thing or a process.

The main purpose of writing to explain is to make something clear to the reader and to convey this information as effectively as possible. An explanation helps the reader to understand a particular topic by answering the 'wh' questions (**what? how? and 'why?'**) and provides answers to the reader. For example: **'How do you cook nshima?'** However, there are variations in the way explanations do this depending on the purpose of the explanation. A good explanation must be accurate and carefully arranged. What is being explained must be stated in the first sentence and the information is given in the subsequent sentences in an order which will enable the reader to follow. There are three basic kinds of exposition.

(i) Explanation of a Process

Process writing involves describing how something is done or comes into being- a series of actions that are done for a particular purpose. In exposing a process or activity, the author is trying to get his or her readers well informed about the process or activity and understand how it is conducted. Consider the following:

- Use step-by-step organisation to explain how something happens, works or is done

- In order to keep the essay lively, use the active voice rather than the passive voice, for example, ‘Make a fire’ (active) rather than ‘A fire must made.’ (passive).
- Each stage in the process must lead to the one that follows.

(ii) Explanation of an Idea

In this kind of exposition, the author tries to say why something is done or what the belief of certain people on something is. For example, **‘What is the belief of Christians about life after death?’** In order to write a good explanation of an idea the following must be noted:

- Make sure you what you want to write about and arrange the ideas in a logical order so that there is a logical sequence of thought in order for the reader to understand what you are writing about.
- Use link words to present the idea in a logical sequence, contrast or cause and effect, for example, ‘nevertheless’, ‘moreover’, ‘similarly’, ‘consequently’ and others

(ii) Giving Instruction or Direction

This kind of exposition is used to give direction, information or instruction to someone. In order for the person following the instruction not to make a mistake, the following points should be observed:

- Assume that your reader knows nothing about what you are writing about in order to make your direction, information or instruction clear for the other person to understand what you are trying to put across.
- Put yourself in the reader’s position and imagine what information he or she would have in order to understand you.
- Instructions should be logically presented for the reader to follow them.
- Each important point should form a paragraph which should be linked to the subsequent ones
- There is no need for an introduction or conclusion in this type of essay: Begin with the first and end with the last piece of information you have.
- Use simple, straight-forward language and be selective in the choice of word

An Example of Expository Composition

Question: How does the climate affect the distribution of plants and animals?

Answer

The Effect of the Climate on the Distribution of Plants and Animals

Climate is an important factor in the distribution of plants and animals. In Polar Regions, there is little plant life because the ground is frozen or snow covered. Only animals which adapt themselves to intense cold can live there.

In the desert, too, both flora and fauna are limited. The only plant found there are those which can be found there are those which can store water and withstand the extremes of heat or cold. Similarly, the animals and insects that can survive in the desert are those which have learnt to adapt to harsh conditions such as lack of water, scarcity of food and extremes of temperatures.

In Tropical areas, on the other hand, conditions generally favour the growth of plants. There is strong sunlight and abundant rainfalls, so vegetation is luxuriant and varied. As a result, food supplies for animals, birds and insects are usually plentiful, and many species are found there.

Writing an argumentative essay

In this type of writing you have a belief, a point of view or an opinion and your aim is to influence or persuade your audience or readers to agree with you. You take a stand and support your opinion. Appropriate use of connecting words such as; furthermore, of equal importance, in addition, it is clear among others, rhetorical questions and repetitions may be used for emphasis.

As opposed to the Narrative and Descriptive Compositions which are about people, objects, actions, events and so on, an argumentative composition is about ideas. It involves the presentation of a problem around which an argument is logically developed. The author tries to persuade the reader to his (author's) line of thought or opinion. Hence, it is also called a persuasive composition. It mostly deals with controversial materials. The writer puts up facts, reasons and examples to what he writes and relates incidents that render

support to the argument he is putting up so that one could follow his line of thought and agree with what he suggests.

An example of Argumentative Composition

Question: “Abortion should be legalised” write an essay either agreeing or disagreeing with the above statement.

Before you begin answering this question, you must choose the side, whether or not you will agree with the statement. You cannot be neutral when writing an argumentative composition. Even if you do not like both sides of the argument, you will still have to choose a side for the sake of the marks involved.

Here is a plan for this composition.

Paragraph 1 What is abortion?

Paragraph 2 Abortion is anti-Christian, it's murder.

Paragraph 3 Abortion is a health risk to human race.

Paragraph 4 Abortion encourages prostitution

Paragraph 5 Conclusion: Abortion must not be legalised.

Answer

Abortion is the deliberate termination of a pregnancy. In my view, abortion should be defined as the ruthless, cold-blooded murder of an innocent human being. To legalise abortion therefore would be to legalise murder which must not be.

As a gospel preaching Christian, I believe life starts at conception. Therefore, anyone who aborts destroys life and becomes a murderer. Abortion poses a great risk to the lives of both the mother and the child. In many cases, attempts to abort have ended in double tragedies; both the mother and the child have perished. According to statistics, three out of every five women who try to abort die in the process while one out of every three of those who survive the operation dies three months later. Worse still, ninety eight percent become barren for life. Clearly abortion is a threat to the human race and must be opposed by all pro-life citizens.

Most women who commit abortion are prostitutes who do not care about family life. They abort today and go back to prostitution the next day. Legalizing abortion would therefore be an indirect way of promoting prostitution, which like murder, is anti-Christian.

The argument that a woman should have the right to abort is illogical. A woman intending to terminate her pregnancy should realize that the child within her also has an equal right to life as she does herself. How can a woman ask for the right to abort? This is indirectly asking for the right to trample on other people's rights, specifically the right to live.

Abortion is ruthlessness, insensitivity and animal-like behaviour and must not be allowed, especially in a Christian nation. Indeed, as the late Paul Ngozi "Nyirongo sang". If a dog can look after its young ones, why can't a human being?"

Notice that I have supplied a few statistics to give support to my argument. Apart from statistics, you may even quote an authority (e.g. hospital official or magazine). However, always keep statistics and quotations to the barest minimum.

The writer of an argumentative essay aims at persuading the reader to agree with his (writer's) opinion hence it is also called a Persuasive Essay. The above essay is written starting from the most important to the least important point (in the author's view).

Report writing

A report is a written or spoken account of something witnessed, heard, seen, done, studied or work carried out or of an investigation. It may be an informal report about an accident or a lost item or a formal report about the activities of an institution such as a school or a club or an annual report of a business firm. The following questions are answered when writing a report:

- what happened?
- when did it happen?
- where did it happen?
- who was involved?
- how did it happen?

-why did it happen?

purpose

The basic function of a report is to inform people about events that have taken place. A report gives a detailed account or description of a speech, events, experiences or happenings that occur in our daily lives. These might be on social, political and economical and so on. For example, we read these reports in newspapers or listen to them on radio or television.

Format

There are many types of reports, but we shall look at the basic features of a report. Examples of reports include: police report, narrative report, medical report, investigative report, project report, book report, news report, newspaper report, sports report and many more. In a report the following points should be taken into account:

- i. **heading / title** – must be brief and say what the report is all about. Some reports have subheadings in order to make it easy for one to understand,
- ii. **introduction** – the opening sentences of a report sums up the major facts of the event - indicating what the report is all about by answering ‘**wh**’ **questions** (i.e. What happened? when.... ? where ...? Who..?)
- iii. **main body**- must give details of the report in paragraphs (each paragraph to deal with one main idea), the information must be precise clear and relevant.
- iv. **conclusion**-the last event serves as a conclusion when one is merely reporting an incident such as ‘a tour of the national park’ or the writer can make a concluding remark. However, a report for a project or a survey usually includes conclusions derived from the study.
- v. **recommendation** – a recommendation is included in an investigative report, project report or any other. A recommendation gives suggestions for future action.

Language and Style

- A report should be factual and to the point (only important points should be included). It should not contain opinions although your views or comments may be useful as a conclusion.

- Use the **past tense** with a lot of bias in the use of **reported speech** though **direct speech** can be used to quote striking information
- Reports can be written mainly from two points of view:
 - a. Personal point of view, for example a report by an eyewitness on the scene of a crime, the author of the report will use the pronoun 'I'.
 - b. Detached point of view; this is how most professional reports are written- the third person (i.e. he, she, they) is used.
- Language must be formal, simple and straight forward.
- If a written report is to be of any use, the information it conveys must be clearly thought out and well ordered. When writing a report of a road accident, for example, work out precisely where you were in relation to the vehicles, what you saw and heard, and why you think the accident happened might be a concluding remark.
- Points can be numbered if the report has subtitles
- The author of the report should be identified- it should be signed for and position of responsibility indicated

Samples

(a) narrative report

You are the head boy or head girl at your school, and you attended a meeting for all head boys, head girls and their deputies from all secondary schools in Zambia. The meeting was officially opened by the permanent secretary; you are expected to write a report of the meeting for the headteacher, You took down some points to help you write the report.

- Attendance: 200 head boys, 210 head girls and corresponding number of their deputies
- Prefects should have bigger say in appointment of their successors
- Headteachers asked prefects to spy on teachers
- Money from user fees and APU not properly use
- lacked basic necessities in schools
- Headteachers dress like kings and queen and drive expensive cars
- Independent auditors should visit schools

- Prefects work long hours
- Prefects attend to matters that be handled by teachers during lesson time
- Ministry of Education to appoint to task force to look into the matter
- Otherwise prefects to continue being victims of unfair system

Using the points provided and presented in a logical order, write a report. The length of your speech should be between **250** and **350** words. **Any words beyond the word limit will be cancelled.**

Answer

Report of head prefects' meeting

The meeting was held at David Kaunda Technical Secondary School in Lusaka from 9.00 hours to 12.00 hours on Wednesday the 15th of January, 1997. It was officially opened by the permanent secretary, Ministry of Education, Mr Muswema. Participants were head boys, head girls and their deputies drawn from all Senior Secondary Schools in the country and numbered 200 head boys, 210 head girls and a corresponding number of deputy head girls and deputy head boys.

Various issues were discussed. Prominent among them was the feeling that head prefects should have a bigger say in the appointment of their successors as opposed to the prevailing scenario where their views are not given much thought by teachers.

The head prefects lamented that the behaviour of head teachers (Headmasters and Headmistresses) who constantly exerted pressure on them to spy on their teachers. Because of this, they lived in daily fear of retaliation from the affected teachers once discovered.

It was overwhelmingly agreed that funds realised from user fees and the Academic production Unit (APU) are not being properly utilised. Schools continued to lack basic necessities like stationery while head teachers were observed to have suddenly started dressing like kings and queens. Others unaccountably bought themselves vehicles. The head prefects felt that independent auditors should occasionally be called in to probe the financial management of schools.

Most important of all the participants decried the long hours they were required to work. They said they were expected to be the first to arrive at school and had to stay long hours after school hours, adding that more often than not they left school at the same time as the headteacher. As if this was not enough they were pulled out of classes to attend to matters that could be better handled by teachers. All this affected their studies. One participant disclosed that at his school no head prefect had attained a division one in the past five years.

The head prefects felt that there was need for the Minister of Education to appoint a task force to look into the above issues. Otherwise, head prefects would continue to be victims of an unfair system that seemed to benefit headteachers only.

MWANSA CHIBALE

HEADBOY

KASAMA SECONDARY SCHOOL

KASAMA

(B)A POLICE REPORT

Question

In the Police force, the duty officer is expected to give a report to the Officer-in- Charge on all the major occurrences. You are a police officer and was on duty on the night when villagers from a nearby village reported a murder case. You rush to the scene of the incident with your college and interviewed an eye witness to establish how the man was killed. You took down the following notes to help you write a report:

- murder case reported at 23.00 hours
- eye witness- Annie Mwengwe
- deceased, Jackson Mulwila was drinking 'kachasu' at witness' house
- he was in a group of friends
- they started quarrelling
- Musenge Mwansa stood up and pushed Jackson violently

- Lackson moved unsteadily few step backwards
- he failed to balance and fell head first
- landed on a stump in the structure they were drinking from
- he was rushed to Chitambo Mission Hospital
- was pronounced on arrival by the doctor
- death was caused by severe brain hemoharrge and fractured skull
- key suspect: Musenge Mwansa 30, Kalufumo Mwape 29 and Chilambwe Musuma 28, all of Chibale village were arrested.

Using the points provided and presented in a logical order, write a report to the officer-in-charge. The length of your speech should be between **250** and **350** words. **Any words beyond the word limit will be cancelled.**

Answer

From: Constable Mwape Grevazio

To: The Officer- In- Charge

Mambilima Police Station, Serenje

Date: 22nd June, 2017

SUBJECT: REPORT ON THE MURDER CASE IN CHIBALE VILLAGE

I received a report yesterday around 23.00 hours about a murder case in Chibale village. In the company of Constable Mwansa Chilombo, I drove to the scene of the incident and carried out an investigation. It was discovered that, the deceased, Jackson

Mulwila, was in a group of friends drinking a local illicit brew commonly known as Kachasu at the house of Annie Mwengwe.

Annie Mwengwe said that initially she heard Jackson and his friends quarrelling and little did she know that their continuous arguments could lead to such a fatal ending. Since Annie Mwenge did not follow the discussion, she only remembered seeing Musenge Mwansa

standing up and grabbed Jackson Mwilwila by the collar of his shirt and pushed him violently.

She went on to say that the deceased moved unsteadily few steps backwards. The effect of the brew could not let his body hold the ground. He went down headfirst, and landed heavily on a stump a short distance away that acted as a stool in the dilapidated structure they were drinking in.

Basing on the information gathered from the witness, we arrested the three key suspects all male; Musege Mwansa 30, Kalufumo Mwape 29 and Chilambwe Musuma 28, all of Chibale village. I immediately put the three co-accused into police custody awaiting other course of action and investigation.

A good Samaritan offered to rush the deceased to Chitambo Mission Hospital. However, upon arrival the deceased was examined and certified dead by the Doctor on call. In his report the Doctor said that Jackson Mulwila died because of severe brain Hemorrhage and fractured skull.

NOTE: A narrative report can also be written in the traditional format of an essay with just a title and signed at the end (not the memorandum format).

(C) AN INVESTIGATIVE REPORT

Question

Many letters have been received by the chairman of the United Transport and Taxis Association of Zambia complaining about various aspects of poor service. Imagine you are the secretary in the association and the chairman has asked you to submit a report to him after a thorough investigation. After travelling on the buses on a number of routes, you made notes in your dairy.

- the number of buses on certain routes are inadequate.
- low income group areas can do with twice the present number
- some buses to be replaced
- some have head rails for passengers to hold on.

- during the morning and evening rush hour, small buses are more suitable on busy routes.
- an up- to- date statistical information about the number of people traveling on various routes required to get true picture of the transport needs of the public.
- buses behind schedule on certain routes
- no toilets and shelters at the bus stop.
- this is an inconvenience especially during the rainy season
- some bus conductors are rude
- drivers, conductors and traffic officers not properly trained to deal with the public
- roads are in bad state especially in rural areas

Using the points listed above write a comprehensive report to be presented to the chairman.

Answer

REPORT ON THE COMMUTERS COMPLAINT ABOUT POOR BUS SERVICES OFFERED BY UNITED TRANSPORT AND TAXIS ASSOCIATION (UTTA)

Introduction

An Investigation into various complaints of poor services offered by United Transport and Taxis Association of Zambia (UTTA) was carried out by the secretary between 25th March 2017 and 30th April 2017. Many routes both in urban and rural areas were covered and a number of regular travellers were interviewed.

Inadequate number of buses

Most regular bus travellers were of the opinion that the number of buses on certain routes is inadequate. The low-income group area, for instance could do with the present number as very few people have transport of their own. Furthermore, these areas are more densely populated than high income areas.

State of Buses

A number of buses should not be allowed on the road as they are in bad state of disrepair. There are some which literally have no overhead rails for standing passengers to hold on which may one day lead to fatal accidents.

Bus Schedule

The majority of buses do not keep to time, which is an inconvenience to the passengers who have to reach their working places at a given time. In addition, there are no shelters and toilets at bus stops. As a result, people get soaked during the rainy season and the nearby bushes are used to answer the call of nature.

Crew Attitude

The drivers and conductors tend to be very rude to the passengers, partly because they are not trained to deal with passengers. They have to be instructed to treat the public with courtesy; otherwise the association will lose business in this competitive era.

State of Roads

The state of most roads is so bad that drivers dread travelling along them. On certain routes there are big gullies on the roads, especially, in rural areas such that passengers have to alight from the buses for their own safety till they have by passed the bad spot. It is this bad state of roads that has contributed greatly to the poor condition of buses.

Conclusion

Generally, the bus services offered by UTTA are below expected standards as the association is failing to meet commuters' demands. The number of buses on most routes is inadequate and the few buses running are in poor condition due to wear and tear caused by the bad state of road. In certain areas, there are no shelters and toilets at bus stops and such a situation is a huge health hazard.

Recommendations

The following are the recommendations

1. In urban areas, during morning and evening rush hours, small buses are more suitable on busy routes.
2. An up- to- date statistical information about the number of people travelling on various routes is required to get a true picture of the transport needs on the public.
3. Bus shelters and toilets must be constructed where necessary.
4. Short courses should be introduced for drivers and bus conductors.
5. The Association must impress upon the government and the councils the need to repair bad roads.

John Mwendalubi

SECRETARY

UNITED TRANSPORT AND TAXIS ASSOCIATION

PROFILE WRITING

A profile is an account of someone's life history. There are two types of profiles. These are:

(i) A Biography

This is a record of someone's life written by another person. It is a record of what one has done, experienced, achieved or failed to achieve. Only important events (situations) are mentioned. It presents one's life as one lived it.

(ii) An Autobiography

In this type of writing, the author gives an account of his or her own life(an account about oneself)

A profile must comprise the following:

(i) Title

- the name of the person being described

(ii) Introduction (Early life)

- date and place of birth
- gender, religion (if any), occupation
- family background (i.e. parents, number of brothers and sisters)
- early childhood

(iii) Main Body

(a) Education background

- where and when the subject attended school, i.e. primary, secondary and tertiary education,
- if possible mention famous teachers
- co-curricular activities,

(b) Career

- professional life (job or jobs done and positions held and qualifications, special skills acquired)

(c) Achievements

- personal successes

(d) Character (personality)

- interaction at personal level
- dislikes
- hobbies

(iv) Conclusion

- future prospects and lessons that can be learnt from the person's fruitful life.

Note: If a biography is written posthumously, the most suitable tense to be applied in the conclusion will be the past tense

Sample profile

Question

The editor of your school magazine has decided to produce a special issue of the magazine in which articles and reports about the past and present history of the school will claim most space. One section called 'Biographies' will contain authentic reports on famous 'old girls and or boys of the school. One of the ex- pupils of your school, who has now become a minister, is a distant relation of yours. You decide to contribute to the 'biographies' section. After some research, you collect the following facts about your relation's career.

- Born in a remote area
- As a growing boy, tended father's cattle, fetched water and collected firewood
- Did primary education in place of birth.
- Secondary education at large missionary school
- Worked as clerk in remote council
- Did not like job
- Trained as primary school teacher for two years.
- Obtained scholarship to study for Arts degree- interested in Economics and Political Science
- Graduated with a distinction in Economics. Went to the states – pursued PhD in Economics.
- Became lecturer at UNZA, Lusaka for two years.
- Entered politics in 1978. Elected MP for home constituency in first general election
- Became cabinet minister in 1984.
- Held a number of portfolios.

- Successful in each.
- Private life: simple, charming, plain speaking.
- Humorous in tone, efficient, man of action, eloquent in speech,
- Married to nurse, four children who are independent and working.

Using the points listed above and some of your own and presented in a logical order, write a biography. The length of your report should be between 250 and 350 words. **Any words beyond the word limit will be cancelled**

Answer

MR. ALICK MWANZA

Mr. Alick Mwanza was born in 1952 in Malama Village in Chief Jumbe's area. He is a Christian and Catholic by faith. He comes from a very poor family. He is the second born in a family of nine and the only boy to Mr. and Mrs. Mwanza. When he was a child, he did not attend pre-school but tended his father's cattle, fetched water and collected firewood for domestic use. His dedication to duty made his parents very proud.

Alick started his primary education at the age of nine at Mutenguleni Primary School where he completed his grade seven. He then went to Petauke Boarding School for his secondary education and performed very well in the school certificate examinations. Upon completion of his secondary school education, he joined Chama District Council where he worked as a clerk. Unfortunately, he did not like the job and resigned after working for six months only. After leaving the council, he went to train as a primary school teacher at Chipata Teachers' Training College.

Before he could complete his two-year teacher training programme, he was offered a scholarship to go and pursue a Bachelor of Arts with Economics and Political Science at the University of Zambia (UNZA). He completed his studies four years later and graduated with a distinction in Economics. This achievement opened doors for him to pursue further studies in the United States of America where he obtained a Masters of Arts and a Doctorate of Philosophy in Economics. He came back to Zambia and worked for two years as a lecturer at UNZA in Lusaka.

In 1978, he realised that there was need to improve the livelihood of people in his home area and this prompted him to leave lecturing and join politics. He was elected Member of Parliament (MP) for his home constituency in Malama Village. He was later appointed cabinet minister and held a number of portfolios, in all of which, he was successful. During his term of office as MP, he attended many international meetings, and this exposed him to many parts of the world.

Alick is a simple, plain speaking and charming man with high ideals. He also has a forceful personality which makes him do his work effectively with minimum supervision. In addition, he is very energetic, efficient and believes in getting things done, no wonder people refer to him as ‘the man of action’. Other virtues worth noting are his eloquence in speech and humorous tone.

He is a happy family man, married to Gloria, a nurse by profession with whom he has four children who are all independent and working. He also has two grandchildren. His future aspirations are to become Republican President of Zambia and improve the living standards of the poor people.

Alick’s fruitful life has inspired many people, especially the youth. He has clearly demonstrated that hard work and being focused on one’s set goals is key to success.

Article writing

Feature Article

A feature article appears in a newspaper or magazine to inform, persuade or entertain. It addresses social, cultural or political issues it is more detailed than a news report. The writer states his/her opinion on the subject. It has a short eye-catching heading.

Articles are one of the topics in composition that are covered both at junior and senior levels of Secondary school. They can take any of the forms (types) of composition: *narrative, descriptive, discursive, expository or explanatory*.

By definition, an article is a piece of writing written by an individual on a subject matter of common interest. Articles are contributed to a journal or newspaper. As such articles must amass a good command of language.

Types articles

There are four main types of articles namely *news, feature, editorial and letter to the editor article*: Our interest however is on the Letter to the Editor as the other articles are rarely examinable at O'level English.

Plain Article

Like a letter to the editor, an article is written or contributed to a Newspaper or magazine. An article is a personal expression on certain issues or an analysis of the problem. Articles discuss specific matters from a cross section of life based on personal points of view or one's opinion.

Introduction: The introductory paragraph is usually the summary of the whole article.

The Main Body: This includes facts that can convince readers to follow the writer's line of thought without difficulties. After concluding, it is expected that the writer will write the name, place of residence and capacity in which he or she writes the article.

NB: The article normally begins with topic sentences in all its new paragraphs.

Some expressions you may use

About HIV/AIDS

One of the most insolvable problems in most countries on earth is HIV/AIDS...

It is an undisputable fact that HIV/AIDS has caused

What is most disturbing about this disease is the fact that the youths who are usually innocent get their share of the bitter pill

About TB

While HIV/AIDS is grabbing all headlines in leading Newspapers, TB is donating all footnotes in the same turbotohoids.

In a nutshell, I am saying that HIV/AIDS and TB are intertwined.

Child Discipline

The question of child discipline bothers many parents

There are many parents who regard the old English proverb 'spare the rod, spoil the child' as necessary and sufficient guide to good parenthood.

Dr Change run, a specialist in child discipline has argued that lack of love in childhood can make a child delinquent and that over permissiveness or strictness is not the real issue.

Research has shown that and it goes without saying that

sample of a feature article

choosing a career

Perhaps this is an issue that most occupies the minds of many a senior secondary school pupil. This has become more crucial and increasingly strenuous now more than ever before because of the unfavourable economic climate prevailing in the country.

Top on considerations for choosing a particular career is the remuneration that a career promises to its disciples. A survey conducted by the National Development Committee (NDC) last year revealed that ninety five percent of school leavers put remuneration as priority number one in the choice of career.

One's aptitude in a given area is another criterion. If a pupil does not hope to pass his 'O' level Mathematics, for instance, it is pure folly for such a pupil to consider a career in engineering. Similarly, a pupil who is always struggling to construct a good English sentence should do well to forget about becoming a journalist, at least for a media that employs English as a medium of communication.

There is also the question of prestige. Certain careers attract widespread envy and respect. Many young people unfortunately consider status as a matter of great importance. Closely linked to this is the pressure families, relatives and friends exert on individuals to pursue this or that career. Some parents have been known to pressurise their children to become medical doctors.

In spite of this there are still a small segment of our society that appreciates the joy that lies in choosing a career through which one can best express and offer their God given abilities in a particular area. This category considers a career a vacation and will do everything

possible and ignore all obstacles to ensure they pursue that career to the best of their ability. Such people normally perform their work with deep sense of joy and satisfaction that others cannot understand. May the nation of Zambia have more of this type of employees.

LETTER TO THE EDITOR

A letter to the editor is an article written by members of the public contributed to a newspaper or journal. Since the editor of a Newspaper or magazines receives more articles than he can publish, letters to the editor should deal with a subject matter of common interest.

The letter should be addressed to the editor. Being an official letter, it should contain two addresses, salutation and title or reference.

Introduction

The article's introductory paragraph should highlight the aim of your letter. The first paragraph is extremely important because it covers in a gist, almost everything. Hence the upside-down pyramid approach i.e. from the general to the particular should be used. Common phrases used in the introduction may include;

- Will you allow me space in your newspaper to add my voice on this (the) matter [“spiritual murders”] of great concern.
- I would like to air my views on the controversial question of examination leakages in Zambian schools.
- Allow me to express my concern through your paper ...

Main body

The articles' main body will be the follow up to your introductory words. You will now do the things you highlighted in the opening paragraph i.e. expressing your concerns, educating or warning the public etc. The body of an article, like any other piece of writing; amplifies what is highlighted in the introductory paragraph, it sustains the reader's interest e.g. through suspense. The points in this part of your composition should advance your reasons for or against your concerns.

Conclusion

The conclusion of your letter should be an enforcement of the points raised in the main body.

You may use the following or any similar expressions:

- In view of what I have written above, I
- In the light of the foregoing observation, I wish
- With these concerns (pieces of advice), I hope to

The letter to the editor should end with; *yours faithfully, name, signature and capacity in which you wrote it.*

NB: If you don't want your address and name to be published, write a postscript instructing the editor to withhold your particulars.

Sample Letter to the Editor

Chitokoloki Day secondary school,

P.o. box 21222,

Zambezi.

23rd June, 2017.

The Editor,

Times of Zambia.

Dear editor,

Re: Abortion Not a Trouble-Free Solution

Kindly allow me to add my voice on the moral issue captioned above. I have been following the debates in your newspaper which have been running for two months now on the critical subject of abortion. True, diverse views on this subject matter have been advanced by many Zambians but I wish to educate youths and women in my own terms.

Many youths have grown up to believe that abortion is a serious sin, tantamount to murder. But this firm stance is often softened when this issue becomes personal. When youths became pregnant, they feel they cannot face the commitment of marriage and parenthood. This makes them to quickly opt for what they term as “the convenient solution,” which is abortion.

What these youths call a convenient solution to an unplanned and unwanted pregnancy is not uncommon and restricted to the Zambian scenario alone. A 2007 global study reported that in 2003 there were an estimated 42 million induced abortions

worldwide. What is more striking is that women who have abortions come from every race and nationality, from a variety of religious backgrounds, and from every level of income, education, and age between puberty and menopause. But the key questions are, “Why do so many choose abortion? Is abortion the key to unplanned pregnancy?”

Through this article, we educate youths and parents alike on the dangers of abortion. It ought to be mentioned that women seek abortions for a variety of reasons, ranging from financial problems to a failed, perhaps abusive, relationship that results in their not wanting any further ties with the man. Or the pregnancy may simply not fit into the plans of the woman or the couple.

At times, abortion is chosen to protect a reputation. Such is true of the cases reported on by Dr. Susan Wicklund in her book *This Common Secret—My Journey as an Abortion Doctor*. In her book, this doctor reports of one confession of her patient who was seeking an abortion. She reports that this patient’s reason for seeking abortion was that her parents were very religious and could not bear to see their daughter have a baby out of wedlock, it would be a mark on their standing in society. It would say to all their friends that their daughter had sinned.” Thus, according to this person, abortion, though a serious sin is less evil if kept a secret than tarnishing a family reputation.

However, regardless of the situation, usually the decision to terminate a pregnancy deliberately is not an easy one. It is often intensely painful. Consider the Consequences. A 2004 research study of 331 Russian and 217 American women who had an induced abortion revealed that about half of both groups felt bad after the abortion. Nearly 50

percent of the Russians and almost 80 percent of the Americans felt “guilt” over the procedure. More than 60 percent of the American women were ‘unable to forgive themselves.’ Since guilt is such a pervasive problem—even among those who do not consider themselves religious—why do so many young women still have abortions?

They often come under intense pressure to have an abortion. Parents, a mate, or well-meaning friends may encourage abortion as a lesser of two evils. This can lead to a hasty, ill-informed decision. “However, after the stressfulness of the decision and the procedure have ended,” explained Dr. Priscilla Coleman, an expert on the mental-health risks of abortion, “women’s cognitive abilities return to normal, often ushering in feelings of pronounced guilt, sadness, and regret.”

This regret often centres on the question: Did the abortion terminate a life that already existed? It is worth noting that many pregnant women considering an abortion “were misled into thinking that nothing but ‘tissue’ was being removed and relate that they would not have had an abortion if they were told the truth.”

After an evaluation of the “stunning and heart-wrenching testimony” of women who had abortions, the study shows that many of these women are angered by grief at the loss of a child they were told never existed. Some still have to often face the devastating psychological harm of knowing they killed their child.

Going forward, my views on abortion should be respected as they represent the views of the whole country. I rest my case.

Yours faithfully,

C.C. 

CHAMBULA CHIMWANG'A SACHIWAYA

Descriptive Writing

Descriptive writing paints a picture with words. You may be required to describe a person, place, situation, process or even feelings. This type of writing relies on details and requires suitable vocabulary, descriptive powers and creativity. The present tense is often used. Adjectives, adverbs and figures of speech should be used appropriately.

A descriptive composition is one which skilfully describes somebody or something. It gives a picture of what somebody or something looks like or feels like. This type of composition is best written using adjectives and adverb. An adjective is a word that indicates a quality of a person or thing referred to by a noun, for instance....funny doctor, rotten mangoes and so on. An adverb is a word that adds more information about a place, time, circumstance manner, cause, degree and so on; to a verb, an adjective, a phrase or another adverb: slowly. She walked away, highly intelligent, awkwardly done, too lazy....

Things to consider when writing a Descriptive Composition.

- To describe is to paint a picture of someone or something with words so that one can easily visualize them in one's mind or identify them when one comes across them.
- A descriptive composition gives an idea of what a person; place or thing is like or used to be like.
- The description should appeal to the mind's eye and all the five senses.
- Use adjectives and adverbs, this will convey a vivid impression, both of what you are writing about and your own feelings.

We can give an example of a description of a person, an even, a place and animal since every writer and reader has been confronted in such situation before.

A. Description of a Person

Paragraph 1: Introduction – name, sex, age and nationally. Duration of acquaintance. Professional if known mention religious/ political affiliation

Paragraph 2: Physical features, any peculiarity (bald, hairy...) or deformity (scar, hump, lame, crippled) or mental retardation.

Paragraph 3: Academic qualifications and professional experience.

Paragraph 4: General conduct.

Paragraph 5: Conclusion – express personal wish or give readers details by which to identify him/ her through mannerism or etiquette.

B. Description of a Place

Paragraph 1: Introduction – name of place, geographical location, background, activities of place.

Paragraph 2: Foreground – fence if any.

Paragraph 3: Middle ground - building in any direction upon entering the gate.

Paragraph 4: Background- the interior of the main building.

Paragraph 5: Conclusion – mention unforgettable aspects of the place and express own view on or not you would mind revisiting.

C. Description of an Object

Paragraph 1: Introduction – name, age, place, of origin, size, shape weight, colour, and aesthetic of object (relating to the appreciation of beauty or art).

Paragraph 2: Mode of operation.

Paragraph 3: Function of object.

Paragraph 4: Caution.

Paragraph 5: Conclusion- express- personal wish or view on the object.

D. Description of an Animal.

Paragraph 1: Introduction- name, colour, age, species, natural, habit, weight.

Paragraph 2: Tamed or wild, diet, emotions in various situations.

Paragraph 3: Usefulness in nature, gestation period, reproduction, growth to adulthood.

Paragraph 4: Natural friend or foe, behaviour, longevity (long life).

Paragraph 5: Conclusion – express personal wish or view on the animal

E. Describing an Event.

When describing an event, you are usually told to write a story about what took place in the order in which it happened i.e. chronological order. In doing this, you are likely to write brief description of people and place as well.

Things to consider when writing a Descriptive Composition.

- It has the writer's point of view - a clear theme i.e. it has a basis. The writer should make the readers see the event he/ she sees it. The theme can also be expressed by the choice of words(vocabulary).
- It makes use of the senses, i.e. it does more than tell a story. The senses are used to describe what was seen, heard felt or touched, smelt and tested.
- It is set in a place which the writer knows very well and about people and things that are familiar to him or her.

An example of a Descriptive Composition

Question: Describe an Accident in Which You Were Involved

“Watch out” screamed somebody from the front seat of the minibus. The wonderful reveries into which I had lapsed abruptly came to an end. Before I fully came to my senses, I was tossed out through the window and landed on the road with a thump, face up. I rolled on the road in agony until slowly my mind began to recollect what had happened, as loud a shout of pain reached my ears. I had been involved in a terrible road accident.

It was a Christmas day I will never forget, not because it was a Christmas day but because of that fatal accident which occurred ten kilometres from Mufulira at a place called Kansuswa. I was on my way to Kitwe to spend Christmas Day with my parents when the dreadful happened.

As the Mini Bus in which I was travelling slowed down to pick up a Commander at Kansuswa Bus Station, a truck that was following behind tried to overtake. Unfortunately, from the corner of the road, about twenty metres away emerged a bus travelling at high speed. Hooters sounded and brakes screeched but all in vain. And then came what everyone had feared. Trying to get back into his lane, the truck driver hit into the back of the Mini

Bus. It swerved right into the path of the on-coming bus. As it did so, I was flung out of a window onto the road with the force of a volcano.

I tried to stand without success. Tears freely flowed down my cheeks. After the initial shock was over, I felt an excruciating pain in my head which threatened to rip my head apart. Soon the pain spread to the entire body. Two metres away a woman screamed as if in labour. A cold chill ran down my spine. I felt helpless and shut my eyes.

Soon afterwards, I reopened them as someone touched my left arm. The people of Kansuswa had come to our aid. Before long, I was on my way to Kamuchanga Hospital. Christmas Day had turned into a nightmare.

Letter writing

There are different types of letter as shown below:

- Informal/Personal letters: Letters to friends and families
- Formal/Official letters: Letters of complaint, requests, job application (Use of Curriculum Vitae CV), letter to the editor; a formal letter expressing your point of view on an issue.

These letters are written in relation to the different needs that arise in the process of teaching and interaction. A letter always has addresses, the addressee, the salutation, and an ending. Any form of writing which takes any of the discussed features above is considered to be a letter. There are different letters that have to be taught to the learners in the secondary syllabus. Among the many, few examples are discussed. These examples are just a guide and should not be taken to be the most perfect model for teaching learners, but for training teachers.

(1) Informal Letter

These are letters which we write to friends or people our own age. In these letters we use the kind of English we use when we are speaking to our friends. However, it must be correct and acceptable.

Layout of the Informal Letter

1. a. The senders address is written at the top on the right-hand side of the page.

Chishi Island Secondary School,

Bangweulu Swamps,

Samfya.

5th June, 2017.

- b. There is no senders name above the address.
- c. There is a comma at the end of each line in the address except for the last item (the town of the country) which is followed by a full stop.
 - 2. a. There is a line space between the address and the date.
 - b. The date is written in full, with a comma between the month and the year
 - 3. a. There is line space between the date and the salutation. e g Dear Chibwe.
 - b. The salutation begins close or next to the left-hand margin line and is followed by a comma.
 - 4. The first paragraph begins just below the middle of the salutation. The first word begins with a capital letter.
 - 5. The letter is divided into paragraphs. Each paragraph is indented.
 - 6. The 'farewell' begins about half-way across the page. It starts with a capital letter and ends with a comma. The second words do not begin with a capital letter.
 - 7. The writers name is written just below the 'farewell'.

(2) Semi-Formal Letter

Semi-formal letters are letters we write to people whom you know but who are not close to you (e.g. a friend of your father, a priest or your class teacher. In such a letter you would not use the same register that you would use when writing to a friend or a person of your own age.

Layout of a Semi- Formal Letter

- 1. The senders address is written at the top on the right-hand side of the page. No senders name above the address.
- 2. There is a line space between the address and the date.
- 3. Salutation it is generally Dear Mr..., Dear Mrs....., Dear Uncle.... Etc
- 4. The beginning of the letter states the purpose of the letter.

5. The main body
6. The ending is generally ‘yours sincerely,’

Example of a semi-formal letter

(3) Formal (or Business) Letters

These are written to people in their official capacities. They also include replies from such officials to the people who have written to them. Very often, we do not know these people well or we do not know them at all. These letters are very ‘business like’. We only write what is really necessary.

Layout of a Formal Letter

- 1) The senders address, which is written in the top right corner of a page.
- 2) Date

St. Francis Secondary School,

P.O. Box 20111,

Katete.

5th June, 2017.

3) Title and address of the person you are writing to.

4) Salutation

If you know the surname of the person you are writing to, you may use dear followed by the name/ e.g. Dear Mr. Soko. If you do not know the person’s name you should use dear Sir, or Dear Madam. If you are not sure whether the person is a man or woman you may write Dear Sir or Madam.

5) Heading

This is usually written in capital letters. This sums up the content of a letter. It must be written below the salutation and should be brief and precisely stated.

6) Opening paragraph

This states what the letter is about. Note that it does not include greetings of an enquiry about the health of the official to whom you are writing.

7) Main body

Use of courteous and professional tone

Use formal Standard English. Avoid contractions, abbreviations and slang.

Indicate the purpose for writing the letter.

If a letter requires a response, give the necessary information to get the appropriate response.

8) Ending

This is usually yours faithfully, yours sincerely.

9) Your full names and position (if only). Your name must be written in capital letters.

Samples of Formal Letters

Reference Letter

Kitwe Boys Secondary School,

P.O Box 2005,

Parkland,

Kitwe.

17th June, 2017.

TO WHOM IT MAY CONCERN (Open) OR

The Principal,

Kitwe College of Education,

P.O Box 2000,

Kitwe.

Dear sir or Madam, **(Open) OR**

Dear Mr. Banda,

REFERENCE: MULENGA CHANDA (FEMALE)

Having taught Mulenga Chanda for the past five years since 2012, I hereby wish to report on his academic skills, extra –curricular activities, talents as well as his general conduct.

Academically speaking, Chanda can rightfully be reported as an all-rounder. She was gifted in almost all the subjects but more especially in Accounts, Mathematics, Biology, Physics and English. As her teacher of English, I can confirm that she was exceptionally creative in composition writing, Reading Comprehension and Transformation of sentence structures.

This year she has written his Grade 12 examinations and I am sure that she will do well in almost every subject.

Chanda was a prefect in her last two years of secondary education, before he also served as a very reliable class monitor.

In extracurricular activities, she excelled in more than one discipline. she was very good at football, very good swimmer and athletics.

As for her general conduct, Chanda was a devout Christian, very respectful to both the teachers and her fellow students. I therefore recommend Chanda to your reputable institution without any reservations that her skills and abilities can reach new heights for benefit of the nation in general.

Yours faithfully,

K.ZGAMBO

KANDAWEKO ZGAMBO.

2012 CLASS TEACHER FOR 12B

For the **Open Reference Letter**, include ‘TO WHOM IT MAY CONCERN’ as the receiver’s address and ‘Dear sir or Madam’ as the salutation. The **Closed Reference Letter** has definite receivers’ address and salutation.

Discursive Composition

Discursive composition deals with two or more ideas at once. These ideas maybe discussed as the title implies or they may be supported or indeed merely explained. The author of a discursive composition may not give his opinion, if for instance he is simply explaining the different ideas on a topic like AIDS. “It informs and helps the reader understand a particular topic by answering the questions who? what? where? and how? Examples, definitions comparisons and explanations are logically presented for the reader to have a clear picture of what the writer intends to put across.”

An example of Discursive Composition.

Question: Should Shanty Compounds Be Demolished or not? Discuss.

It is crucial to understand from the onset that shanty compounds refer to all compounds that are built without the permission of the authorities responsible, namely the council. Whether or not to demolish such compounds, however, is an extremely controversial issue, which requires to be handled with a high degree of level-headedness. The starting point in resolving this problem is to examine reasons behind the mushrooming of these shanty compounds.

Although it takes many faces, the problem of shanty compounds has its roots in the economic difficulties the nation is facing. More and more rural people are flocking to town to secure jobs. Unable for some reason or another to continue living with their relatives, they decide to construct their own houses. These are joined by the growing number of retirees and retrenches who prefer the bright lights of the city to the potentially hostile rural settings.

Young adults who are unable to secure either admission to higher institutions of learning or jobs soon realize that their guardians cannot endlessly continue to look after them. These too opt for shanty compounds.

Basing their argument on the unfortunate circumstance of these people, the church and other concerned citizens have advocated the improvement rather than the demolition of shanty compounds to make them more habitable.

Others, led by economists strongly feel that shanty dwellers are just an economic liability, adding that shanty compounds are breeding grounds and hideouts for dangerous criminals. As such this group strongly advocates the immediate razing down of all such dwelling places.

While advocating the demolition of shanty compounds, other people insist that the government must first fulfil its obligation of providing decent shelter to its entire people including shanty dwellers before it can pull down such compounds.

While the finger pointing as to who is to blame continues and as the debate rages on, more and more such compounds are emerging surrounding virtually each and every Zambian town. Since it agreed by all including the shanty dwellers themselves that these compounds are undesirable, everybody concerned should put their heads together and find a solution once and for all to this socio-economic cancer.

Take note that the writer has given his view or opinion and then gives other peoples' opinions. The opposing view is what distinguishes a discursive essay from an argumentative essay (which gives a one-sided view of a topic). Your views though must not dominate. In the conclusion, you have yet another opportunity to reinforce your opinion

Correction of Written Composition

Correcting students' written composition is time consuming especially with the large class sizes we have in most of our public schools. Nevertheless, we must find some ways of correcting our students' composition. There are two approaches you can adopt in correcting your students' work.

1. Write corrections on each student's paper, underlining the errors with red biro to make them clearly visible for the student. Your students are then expected to do these corrections.
2. Write detailed comments explaining grammar points, raising questions concerning meaning and logical development, suggesting alternative wording and re-organizing the text. This is surely a more effective method, but very tedious to use in a large class. However, its results are rewarding, as your students will learn better because you will be able to go beyond simple correction. You will provide explanations for your suggested changes. You can also use students' errors, which are repetitive in nature as samples for correcting the structure.

Setting of composition items

A composition is supposed to be set in accordance with the topic and prevailing circumstances in school. Many are the times that teachers want to set political oriented compositions which lands them in problems. It is the role of the teacher to be neutral in class and direct learners away from politics. Therefore, the setting of a composition test and examination should align itself to the curriculum and syllabus. The teacher should see skills beyond academic writing in an examination that will be set. We don't just set for the sake of setting to punish learners, we have to make them think ahead of time and apply what they see, feel and touch in their local environment and put it on paper.

It is common to see teachers copying an examination item from a past question paper. We discourage this idea. The teacher should only copy the standard of setting and not the question because it will show that he or she is not innovative and is not thinking progressively.

Task

- 1. With reference to the teaching of composition, why is it necessary to guide learners in composition before letting them alone?*
- 2. Discuss the relationship between the teaching of structure and composition writing in language?*
- 3. Show how you can integrate the teaching of summary in relation to composition learning to a grade 10 class.*

Unit 6: The Teaching of Literature

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.

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 mere 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.

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.

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 exist. 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 re important but can not 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.

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 lessons 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.

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 maybe 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 differentiates 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 learners 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 learners 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.

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

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.

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.

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 behavior 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 Umoufia 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?

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?

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 tests 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.

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 maybe 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

What the narrator says bout 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

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.

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

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.

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.

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, hie 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 heed 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 the 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.

The Secondary School Literature Syllabus

The teaching of literature in the secondary schools of Zambia has some suggested methodologies. This syllabus 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
- 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. 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.

Preparing test items in literature

Setting examinations and test items for literature calls for the teacher to understand the books where the questions will be picked from and ensure he or she has both contextual and textual knowledge. To be a teacher of literature it is very demanding and takes a teacher to ensure that he or she has read enough course recommended material for better understanding. Teachers are lazy to read hence they don't want to teach literature. The beauty with literature is that you read the book once and you get to understand it, analyse it and make notes for learners. Unlike language where you read every day, literature you read once. Therefore, this makes the setting of test items simple because you have read the books before, you have taught them and you have analysed them. To this, nothing is difficult for a teacher of literature. In literature setting, we have two types of questions, contextual and textual questions.

Contextual questions

Contextual questions are questions which ask the learners to make inference to the real world. These are questions which demands for the learner's application of the knowledge from the read text and generalize it to the real world. In short, it calls for the application of the material which was read to the world or happenings around us. These questions are characterized by the "wh" and other even point out clearly that "with reference to your community..... your school.....your village" among others.

Such questions test the understanding of the learners in relation to the development of the sixth sense and problem solving in the world. As much as literature is taught, the purpose of asking contextual question is to make the learners understand that literature is not what is read in the book, but what is applied. It also make the learners learn that literature in class is not meant to be left in class but it has meaning beyond the classroom. Such questions enable the learners to think outside the box and become creative in their imaginations. Examples from texts which are contextual can be like:

1. In the 'Echoes of Despair' discuss the implication of the football match between humanity and HIV with reference to the life of today.
2. In the 'Imprisonment of Obatala', why is heeding advice from elders cardinal in our communities and home?
3. In the 'Quills of Desire' discuss the importance of patience in someone's life?
4. 'The River Between' explain the importance of the taboos in the community in relation to Christian and tradition life
5. 'Animal Farm' discuss the types of leaderships that exist in the world in relation to Snowball and Napoleon.

Such questions are the ones which make the learners make a difference in the lives of the learners. Such enable them build their knowledge.

Textual questions

These are questions which ask the learner to bring out the information or analysis according to the text given. This information is rather specific and has a specific answer which needs to be either written or explained in reference to the text. Such questions calls for the learner's ability to understand the read material and be able to analyse the text. It is because of such questions that the teaching of literature calls for teachers to ensure that every learner

familiarize him or herself with the text. In short, the learners should read the texts for themselves that is when they can answer such questions. for example:

An extract from “The River Between”

“I am going,” Waiyaki said. Kamau did not answer. He seemed to be contemplating something. He said at last, “What do you think of her?”

“Who?”

“That girl.”

“Which?”

“Why, Nyambura. Didn’t you see her?”

“Well, no I didn’t.”

Waiyaki cursed himself for telling a lie. But just then he felt himself in a wicked, malicious mood. Kamau did not take any notice of this. He was still looking in the direction the girl had taken. His thoughts soon materialized into “I think she is a beautiful woman.” Suddenly Waiyaki became jealous, jealous for Nyambura.

From the passage:

1. Where did the conversation take place from?
2. What was the argument about?
3. What was the implication surrounding Nyambura and Waiyaki?
4. What was the waiting about?

The other extract can be seen from the “Quills of Desire” regarding the proverbs the father used on his son. A proverb is a saying of the wise meant to teach others about a situation at hand. Chambuleni uses these proverbs before setting off with Wiza for Chinsali

“My son, life is a like a queue. With patience your turn always comes”

“Look after your neck; the beads to wear around it are as easy to find as the droppings of a chicken.”

The following questions can be asked:

1. Why did his father use such proverbs on his son?
2. Why did he choose these two proverbs instead of others, did he see his son's ending?
3. From the discussion with his son, explain the relevance of the proverbs in line with his son's behaviour in school?

We can also give an example from a poem and see how questions are asked.

To the grave

They travel

Lifted on shoulders with sorrow music playing

Wishing them a quick returning

Like the coming of Jesus

Taking us to the promised castles

From the poem, the following questions can be asked:

1. Give an example of personification
2. Give an example of a metaphor in the poem
3. Define rhyme and give an example from the poem
4. What is persona and give an example from the poem.....

The songs also express literature which is used in the teaching of languages. We have songs of Lawino which is taught but we shall use a Zambian song to exemplify. “Common Man by PK Chishala” is what we shall use. Sorry it will not be translated to enable you find its meaning through interaction with the owners.

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.

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.

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.

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 to suit 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.

Teaching Foreign Prose

Foreign prose texts are written based on cultural, political and social backgrounds different from those of your learners. You will therefore, have to:

- First give the background of the story.
- Select interesting passages in the novel or short story especially those that give or describe details of the people's culture.
- Select sections of the novel that exemplify the beauty of the English language.
- Highlight areas of differences between your learners' cultures and the foreign cultures. This is because, our experiences of the world is limited and it is in prose literature that we encounter people of other land thereby enlarging our experiences.
- You can also make use of outlines to help draw your learners' attention to vital incidents.
- Use probing questions to draw learners' attention to the importance of utterances, actions and incidents especially when their limited experiences do not enable them to see such importance.
- You should not only highlight cultural differences; you should also point out cultural similarities.

The teacher should ensure that he or she builds the learner's thinking capabilities so that they are able to make constructive sentences out of a single situation. This is seen from the way learners are able to respond to the set question on a passage. The teacher should also give suggestive questions to the learners which are opinion making so that they are able to write an opinion paper on a given situation of character. Such makes learners develop the interest of writing prose work in life and the writer's club in school will then flourish. It's the teacher to make the learners innovative or become passive. Through groups, anything is possible.

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.

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

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.

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 tranquillity" 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.

Poetic Devices and Poetry Teaching

From experience you will find out that most of your learners will shy away from the study of poetry. The reason is not far-fetched. This is because of the belief that the language of poetry is difficult and unintelligible. It is true that poetic diction is more condensed than the language of prose, but this is because the poet is more economical in his/her use of words.

If you are going to discuss poetry you need to learn the proper terminology (language). You will need to know the forms of poetry, from **haiku** to **sonnet** and the techniques poets use to build their work. If you do not feel comfortable with poetic devices and forms, you can look for a good literary reference text to use. You should teach a device in the context of a poem that aptly illustrates it. Then draw learner's attention to other poems in which that device has been used. Through repeatedly drawing their attention to this, your learners would eventually consolidate their knowledge of that device.

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 there various approaches of teaching poetry. However, we are going to discuss just one approach.

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.

Teaching Poetry at Different Class Levels

Teaching Poetry at the Junior Secondary School Level

You can use poetry to arouse and maintain the interest of your learners, if your selections of poems are simple. Poems you pick for JSS should be simple narratives, songs and simple traditional poems which can be easily understood and enjoyed. The simplicity of diction, subject matter and the liveliness inherent in the lines of such poems can be quite appealing to young people. At JSS and senior secondary classes, poetry study should be more elaborate. Ballads, lyrics and praise poems can be introduced. At this level, the use of rhythm and poetry is common which is called 'RAP music' is associated to the young stars who are in school.

Teaching Poetry in the Senior Secondary School Level

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.

Analysis of Approved Literature books

In order to carry out a systematic study or analysis of a book, play or poetry, whether in English or a local language, you need to be equipped with the appropriate tools. The tools of analysis referred to here are the elements of fiction and literary techniques which you have covered already in this unit. For example, as you read a book you will be able to indicate whether a writer has used imagery, similes, metaphors, irony, personification, satire etc. You will also be able to note which point of view the story is told from and its setting. In addition, you will be able to discuss characters, themes, aspects of the plot, style and tone or language used etc.

There is no prescribed way of studying a book and the method chosen may vary according to the type of book or plot, and the purpose for studying the book. Here is one of the recommended ways:

- i. Read the book slowly paying attention to detail. If you can, read it twice. You may look up difficult words in a dictionary, but you are advised to interpret meaning contextually or in a context.
- ii. Underline or highlight words that seem important.
- iii. Check for literary techniques or devices and recurring themes. You can write some notes in the margin to mark where they occur.

- iv. Choose a topic to address such as a character or characters, theme(s), irony, satire, allegory etc. Please note that it is not possible to address all topics at once.
- v. Develop an argument and collect evidence from the book to support your claim. The evidence will be in the form of specific passages, conversations or quotes that support this idea.
- vi. Put together the information you have gathered and arrange it in a logical order.

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?**

Unit 7: Teaching Macro and Micro Skills in Language

Introduction

This chapter discusses the teaching of the micro-skills which surround the teaching of the structure for English language. This caters the following elements namely, vocabulary morphology and syntax. Each macro-skill will be discussed and a link on how it can be taught will be explained.

Teaching oral communicative competence

The term, Oral communication competence, consist of the listening and speaking skills. For a learner to develop the skills of listening and speaking in the targeted language, he or she needs to develop practical familiarity with second system of the language. The teaching of oral communicative competence aims at developing in a learner those skills that either he or she needs in order to be able to listen and to speak effectively in the new language that has been targeted.

These skills include the vowel sound system, the consonant sounds system, the syllabus system, and the prosodic features of syllabus stress and word stress. Since oral language used is governed not only by phonological rules of the language but also by those of the social norms, the attainment of oral communicative competence in language use will have to include mastery of such social norms. The social norms are cultural in making and are both learnt and acquired in the process of using the target language as well as interacting with the people who know the language. A learner also needs to develop practical familiarity with the intonation patterns of the language, at least those patterns that are thought to contribute the most to appropriate interpretation of any oral message. Here below, we take each skills type, explain what we mean by it, and then suggest how it may be taught.

The teaching and learning of communicative competence has to involve two quite distinct stages, namely. The skill getting stage, and the skill using stage. At the skill getting stage, the learners are exposed to the to the individual constituent skills and are helped not only to identify and understand them but also to learn to perform them as discrete skills. At the skill using stage, the learners are put in a true to life situation of some sort and then helped to practice using the constituent skills interrogatively by way of carrying out some genuine communication with an interlocutor. On the teaching and learning of oral communicative

competence, we need to take one stage at a time and explain what is involved and what is expected of a teacher.

Skill Getting

Exposing learners to the language is a step taken to help the learners acquire the oral communicative skills of listening and speaking. These micro skills are learnt from the speakers and they model their speech during the lesson so that they acquire the intended skills to enable them communicate effectively. In other words, to be able to pronounce a word, the learners must first of all be able to recognize that word when the teacher models it. Only after they have been able to recognize. It can be expected to be able to repeat after the teacher and produce it in a similar manner. This is the chance learners have to appropriate the skills for themselves. The teacher needs to plan for the effective skill imparting in every lesson.

The English Vowel Sound System

The English Language has 20 vowel and 24 consonant sounds. This section will present to you the procedure for teaching samples of these sounds. The procedure consists of the following steps:

- The sound is presented first in the words it occurs
- The sound is presented in short sentences containing words in which it occurs
- The sound is contrasted with another sound using a technique called “minimal pairs”, first in isolated words and then in short sentences. The purpose here is to show the learners the difference between the sounds contrasted.

Most of the English vowel sounds pose as a major challenge to most of the people in Southern Africa who have to learn English as a second language. The main reason for this difficulty is that the time when such people begin to learn English formally in class their oral competence in their first language is often as advanced that it tends to impede the acquisition of the new articulatory skills. More often than not, reception tends to be less challenging than production. Once their attention is drawn to the need for conscious effort, learners will often find it easy to discriminate the vowel sounds as they listen to someone modeling them, their ears will still need to develop some measure of sensitivity to the discriminatory nuances. But they tend to find it difficult to produce or reproduce the same comparable ability. It may be debatable as to whether a second language learner

should aim for naïve speaker oral competence. However, practical familiarity with the vowel sound system of the language that they are to learn might be vital if the learners aim to become competent in the oral use of the new language. The standard of mastery targeted in the case of Zambia is intelligibility. This is to say that whenever a learner speaks, any competent speaker of the English language from many part of the world should be able to easily recognize the words in the speech and to make sense of them in terms of deciphering the intended message. Before we suggest some ways in which a teacher can facilitate the learning of the vowel sound system, we need to explain what vowel sounds are.

A vowel is a speech sound produced without significant constriction of the air flowing through the mouth. Vowel sounds can be divided into sets in a number of different ways:

1. In terms of voicing. In English, all vowels are voiced (except when whispering), but some languages, such as Japanese, have voiceless vowels as well
2. In terms of which part of the tongue is raised, distinguishing between **front vowels** (as in *eat*), in which the tongue is positioned forward in the mouth, **central vowels** (as in *cup*), and **back vowels** (as in *coop*), in which the tongue is positioned towards the back of the mouth.
3. In terms of how high the tongue is raised, distinguishing between **high vowels** (or close vowels) as in *beat*, **mid vowels** (or half-close vowels) as in *bait*, and **low vowels** (or open vowels) as in *bat*.
4. In terms of whether or not the vowel is **tense** or **lax** (see TENSE/LAX)
5. in terms of whether or not the lips are **rounded** (as in *shoe*) or **unrounded** (as in *she*). In English, rounding is allophonic (back vowels are rounded; front vowels are not), but some languages (such as French) contain front rounded vowels and some others (such as Turkish) contain back unrounded vowels.
6. In terms of length, distinguishing between long vowels such as in *knee* and short vowels as in *knit*. In English, length is allophonic (tense vowels are long; lax vowels are short), but some languages distinguish between vowels that are the same in quality and only different in length.

There are five vowel sounds in the English language and in most African languages. These are: /a/, /e/, /i/, /u/. The teaching of these vowels are easily taught through differentiation. This is the use of the differences in the teaching of an individual vowel sound. In most

cases, we use minimal pairs to explain the differences. For example, the diphthong /ai/ may be presented together with the short sound of /a/, by presenting two common words most familiar to the learners but which best illustrate the two contrasting sounds. Some of the word pairs illustrating this contrast, /ai/. Some of the word pairs illustrating this contrast, /a/ and ai/, are as follows:

Back	Bike
Tack	Take
Fat	Fate
Lack	Like
Tap	Tape

In the teaching of sounds to a secondary school class, the teacher has to ensure that he or she pronounces correctly the sounds to be taught so that learners can also master the pronunciation. Bemba oriented teachers whose vowel pronunciation is rather poor at times, they have to practice at home before coming to class. This helps the teacher to present the lesson with confidence.

Sample Teaching Procedure

Step 1- Using a tape recorder or your voice, you inform the class of the sound to be taught. For instance, you say to the class-We are going to learn to pronounce the long vowel sound /i:/

Step 2- You pronounce the sound yourself explaining to the class the position of the lips, tongue etc. The learners listen to you.

Step 3-learners repeat after you while you listen to them and check for correctness of their pronunciation. Ensure that pronunciation is first by the entire class and then by individual learners.

Step 4- pronounce some words containing the sound while the learners repeat after you e.g. field, beans, Peter etc.

Step 5-say short sentences in which this sound occurs while the learners repeat after you.

Examples - Musa eats meat every day. We will clear the field tomorrow.

Step 6- write words and sentences as in steps 4 and 5 on the chalk board. Read these to the learners who in turn read after you while you listen and correct poor pronunciation.

Step 7 –let your learners note the different ways the sound /i:/ is spelt in English.

Examples:

Step 8-make your learners read a short passage, for example, a dialogue

in which some of the words containing the sound(s) taught are found. The essence is to make the learners pronounce these sounds in a larger context than they would in single isolated words or sentences. (Consult textbooks in English language e.g. Intensive English for Junior/Senior Secondary Schools for samples of passages).

Consonant sound system

A consonant is a speech sound where the airstream from the lungs is either completely blocked (STOP), partially blocked (LATERAL) or where the opening is so narrow that the air escapes with audible friction (FRICATIVE). With some consonants (NASALS) the airstream is blocked in the mouth but allowed to escape through the nose. With the other group of speech sounds, the VOWELS, the air from the lungs is not blocked. There are a number of cases where the distinction is not clear-cut, such as the /j/ at the beginning of the English word *yes* where there is only very slight friction, and linguists have sometimes called these **semi-vowels** or **semi-consonants**. It is up to the teacher to ensure that he or she finds practical examples to teach the learners within order for them to see the distinction of the sounds being talked about.

However, some of the consonants tend to cause problems most especially in production. These include:

- The laterals /l/ and /r/ which commonly lead to poor articulation of such words as library, or tolerate
- The lateral /l/ somewhat disguised within and mixed with /t/ as in words like little, cattle, bottle, each of which commonly comes out as /lito/ either /kato or keto/, and /boto/ respectively.

- Clustering sounds, for example those combining /s/ and /l/ and the again/s/, like should be the case in such words as lists, posts, contexts, and so on some people in Zambia, for example, pronounce such words as /list/, /postis/, and so on, a speech habit should be drilled out of the learners' repertoire through mechanistic practice. It is believed that such habits are induced by certain first languages or certain mother tongues.

Syllable system and syllable articulation in English language

A syllable is a unit of speech consisting minimally of one vowel and maximally of a vowel preceded by a consonant or consonant cluster and followed by a consonant or consonant cluster. For example, the English word *introductions* consist of four syllables: *in-tro-duc-tions*. In Phonetics, the syllable is often related to chest pulses, contractions of chest muscles accompanied by increased air pressure, to **sonority**, the loudness of a sound relative to that of other sounds with the same length, stress, and pitch, or **prominence**, a combination of sonority, length, stress, and pitch.

In phonology, the syllable is defined by the way in which vowels and consonants combine to form various sequences. Vowels can form a syllable on their own (e.g. *oh!*) or they can be the "centre" of a syllable, preceded or followed by one or more consonants, e.g. *bay*, *ate*, *bait*. Syllables that end in a vowel are **open syllables**, e.g. The first syllables in English *open*, *highway*, *even*; syllables that end in one or more consonants are **closed syllables**, e.g. the first syllables in English *magpie*, *pantry*, *completion*. A syllable can be divided into three parts:

- a. The beginning, called the **onset**
- b. The central part, called the **nucleus** or **peak**
- c. The end, called the **coda** or **final**

In the English word bite, /bayt/, /b/ is the onset, /ay/ the nucleus, and /t/ the coda.

Some people might be perfectly contented with intelligibility as the standard quality of competence to aim for. Nonetheless, there is also an argument to consider that runs as follows. It can be agreed that the English Language was chosen as the second language in Zambia, and other countries in the region, for its efficacy in linking the nation to the

international speech community and for economic benefits. To this, one could argue that following ourselves to modify it to the extent that it deviates from the other English spoken in the international speech community, then we shall have to reason any more for maintaining it as the second language. Since it will have stopped linking us to the outside world, we could as well choose one of our own local languages for that role. The assumption being made in this context is that we can agreed on the value of the maxim that 'anything worth doing at is worth doing well.' That if we are to teach and learn the English language, then we should do a good job of it.

Language learning is learning is anchored on the mastery of the syllables that make the language at hand. Other languages like Katakana and Hiragana depend on syllables for one to learn them. So is the English system, it has to be taught in line with the sound systems and the syllables which are in the target language. Therefore, a teacher should be in the knowing of the different syllabic writings that influence the writing system in a given language. These lead to the knowledge of word stress and intonation in a language.

Word stress

Word stress refers to the pattern of stressed and unstressed syllables in a word. A distinction used to be made in long words between stressed syllables of varying degree, i.e. it was said that the syllable with the greatest prominence had the **primary stress** and the next stressed syllable the **secondary stress**. Now it is felt that while such distinctions are relevant for CITATION FORMS, in an UTTERANCE the overall intonation tends to neutralize the degree of stress within the individual word. Word stress may distinguish between two words (e.g. a verb and a noun) that are otherwise alike. For example, *IMport* as a noun is stressed on the first syllable, and *imPORT* as a verb is stressed on the second.

Teaching stress

You will begin by explaining to your learners what stress is and its importance in the sound system of the English language.

Words

Your learners need to know that words are stressed by **syllables**. You should tell them that the parts of a word formed by sound combinations are

called syllables. Tell them too that there are words of one syllable and others of two or more syllables as shown below.

- Words with one syllable: it, an, a, boy e.t.c.
- Words with two syllables: mo/ther, bro/ther, su/gar, con/duct e.t.c

Teach them that syllables are generally produced with force, but some are produced with more force than others and that such syllables are said to be stressed. Such syllables are said to have primary stress while those stressed with less force are said to have a secondary stress. Here are some words with syllables of primary stress underlined: reason, mother, three, thirteen. To teach words of different syllables make a table of these words beginning from those with fewer syllables to those with more syllables. Adapt the teaching procedure above ensuring that your learners understand the difference in the syllabification of the words.

Teach your learners that stress is used to make a distinction between classes of words. A very good example is the distinction between words which are spelt the same way but by pronunciation, one is a noun and the other is a verb. Here are some examples. The stressed syllables are indicated by capital letters.

Noun	Verb
SUBject	subJECT
INsult	inSULT
PREsent	preSENT
EScort	esCORT

To teach the difference between the two sets of words adapt the procedure in 3.1.1 above using word and sentence contexts.

You should teach your learners that stress is often used to give emphasis on some words at the sentence level when such words are considered important to drive home the intended message of the speaker. Here are some examples:

- a. I need the money today not tomorrow. Here today is stressed to indicate when the speaker needs the money.

- b. John is expected home at 6 o'clock.
- c. Musa did not go by air, he went by road.

Intonation patterns

when speaking, people generally raise and lower the PITCH of their voice, forming pitch patterns. They also give some syllables in their utterances a greater degree of loudness and change their SPEECH RHYTHM. These phenomena are called intonation. Intonation does not happen at random but has definite patterns (INTONATION CONTOUR). Intonation is used to carry information over and above that which is expressed by the words in the sentence.

Intonation is the rise or fall of the pitch of the voice when a person speaks. It is used to indicate what part of an utterance a speaker wishes to draw attention to. It is also used to distinguish between a statement made on a falling pitch and a question asked on a rising pitch. It is also used to signal exclamation with a rising pitch.

Intonation types and uses

1. Statements

- She is coming.
- Olu likes ogbono soup

2. Questions

- Is she coming?
- Does Olu like ogbono?

3. Commands

- Come here, John!
- Will you stop making noise, Mary!

4. Expression of surprise, admiration or anger

- You made it to our party!
- What a beautiful baby!
- You fool!

The teacher should have the right intonation pattern in order for them to inculcate the needed intonation into the learners. Since English is a second language, the teacher should

practice the intonation before going to teach the class. This makes the teacher be confident in delivering the lesson.

The use of role cards and cue cards

Cue cards are prompts or instructions to a learner who is playing a given role to perform a given function by saying certain things in a target language. Such instructions are normally given on a cue card. The card explains the context of the language use and the role a given learner has to play. For example, the exchange of roles and turns as presented below between a grocer and a customer.

<p>Pupil A (Grocer) You are a grocer and a customer arrive in your shop. You are ready for her. Welcome the customer Say you have got sugar, ask which size she wants, big or small Acknowledge customer’s choice of no particular preference State the price</p>	<p>Pupil B (Customer) You are a customer and you want sugar. You enter a shop that stocks sugar. Ask for sugar Express no preference Ask for the price State the quantity and size Thank you Take leave</p>
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The other use of cue cards is in the teaching of vocabulary which can be meaning, and word definition or antonyms. The teacher can have words taken from the passage which have the same pronunciation yet mean or are spelt differently. These can be written on cards. The teacher can then present the cards to the class either by using a group discussion or a plenary session. In group 1, learners can be asked to write words which have the same meaning as the word they have been given on a card. Group 2 can write the opposite words of the word(s) which are on the card and probably give examples in sentences. Group 3 can find the phrases in English which goes by the words appearing on the card. The success of this lesson calls for the teacher’s full preparation before the lesson and the teacher should ensure the words are in the passage which has been read.

Cue cards are links to the learnt material which needs to be known. A teacher can also use sounds on a card and ask learners to write words using the same sounds. This is the other way of teaching spellings at a higher-grade level. For example, a teacher can ask learners

to use the word **fight** and then ask them to make words which have the same sound or word arrangement after removing the consonant /f/. The expected answers are right, tight, might, sight, bite, quiet, among others.

The use of role cards in teaching language

Role cards are cards which define a role a learner is going to take up in a lesson or class session at a given time. Many a time that teacher would love to dramatize a lesson. He or she will give roles to the learners to act. So, these roles are going to define the behaviour of the learners in that particular lesson. Therefore, the teacher will use a card which will have a role written on it, like: police, nurse, guard or driver. Then, the learners will be given the roles to act in the process and they will be able to actually act as per role prescribed on the card. The importance of using role cards is to make learners engage in a situational conversation which is purposive according to the lesson at hand. It helps the teacher distribute the roles in class and assess the linguistic competence of the learners in a given situation regarding language use. This can be seen in the example below:

There was an accident and you happened to be on the scene. Police and an ambulance arrive and they start finding out from the people around. Here is the conversation

Police: sir, are you able to tell me what you saw before, during and after the accident?	Bwalya: I just saw the car in the drainage, ask Mapenzi.
Police: Yes Mapenzi, tell me what you saw please?	Mapenzi: me saw car speed and break kweeeeeeeeeee then boooooooooo and car drainage.
Police: was the car speeding?	Mapenzi: yes faster like bullet
Police: did you see the driver?	Mapenzi: yes, run enter bush there
Nurse: officer, we have to rush this one to the hospital please!	Mapenzi: two people run enter bush nurse
Ambulance driver: let us rush nurse we shall find the officer.	Bwalya: we have drunk the left overs of the beer from the car.

This conversation is a clear demonstration that learners can learn from when it comes to report writing and dramatizing a scene in class. When a teacher uses role cards and learners perform the roles correctly, they conceptualise and understand the lesson better than teaching in abstract. The teacher should strive to make learning interesting if children are to concentrate and be interested in the lesson. Language is an abstract subject, so the teacher

should strive to make the learning interesting all the time. This will enable the learners to concentrate and acquire the needed linguistic skills.

Task for revision

1. Discuss the teacher's capabilities in the teaching of macro and micro skills in the Zambian secondary school by pointing out the success stories
2. Explain why the teaching of listening and speaking is neglected by most teachers in the secondary school?
3. As a teacher who has learnt these skills, how can you make your grade 11 class be conversant in speaking, listening and reading?

Unit 8: Second Language Syllabus Designing

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

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.

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 Grade 12 pupils should be able to:

- Use English effectively in social communication
- Use the English language Skills needed in other subject areas
- Use English effectively in the world of work
- Use English effectively in full of part time tertiary education

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.

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 behavioral 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.

GENERAL Objectives:

- Acquire knowledge, skills and values to enable them 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.

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.

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.

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 eclecticism 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.

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 quiet 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.

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.

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.

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.

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.

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.

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 certain 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.

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

Centre 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.

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.

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.

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.

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.

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

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

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.

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.

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.

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?**

Unit 9: Departmental Administration

Introduction

The head of department is an officer who is appointed by the president through the teaching service commission to man a department in a secondary school. Depending on the number of subjects and the curriculum being offered by a given school, the number of HODs vary. However, every school has a head of department for languages because it has compulsory subjects, and these are taught in all schools. The department comprises of English language, Zambian languages, and Foreign languages. The foreign languages in other schools which are international are actually compulsory while the Zambian languages in some of them do not exist. However, the focus is the government schools and some private schools which have commonalities that are shared, and they also meet in the use of the Zambian curriculum.

Management in schools

The job description of the HOD is: To supervise and teach in the specified subject /sessions in order to ensure delivery of quality education

What is management in teaching and in relation to the HOD?

- Involves planning, coordination, organization, directive and control of the teaching activities.
- Involves coordination of staff in order to achieve set goals and objectives
- Involves controlling Staff and decision making
- Is how an educational institution looks at its affairs
- Is the process of managing information through people
- Is the act of getting work done through others
- Involves influencing, controlling and directing in order to achieve the institution goals
- Involves planning, organizing, directing, controlling, supervising, coordinating, motivating, monitoring and evaluation, material and human resources

What is administration for the HOD?

- Involves in the effective implementation of procedures, systems, processes and supervision and control and production activities. Management of records and information, human resources
- The process of running and organization
- The process of effectively administering the entire organization
- Involves decision making, pertaining the issues of the institution in order to attend the objectives and goals
- Involves effective of institution rules and regulations

Role of the head of department (HOD)

The HOD is an office whose role is to organize the department, human resource and materials to the best and benefit of the learners in schools. In order to ensure that such organization is achieved, the following roles are enshrined on the HOD's office.

- a. To update the books in the department at the beginning and at the end of the term so that he or she can know on what has been happening.
- b. To update the personal file records for each teacher in the department as a means of ensuring record keeping process is complete in school. The HOD is responsible for his or her teachers and their personal and professional data.
- c. To update the departmental timetable so that he or she knows when and where the teachers are at a given time.
- d. To plan for the meetings in the department for the whole year through the annual work plane.
- e. Prepare an annual work plan and follow it so as to achieve the objectives set in it for that given period.
- f. To check the teaching and learning processes in school in the subjects which are in the department.
- g. Guide teachers on the teaching and learning processes so that there is effective and uniform teaching and delivery of content in the department. This is key and the HOD should be ready to learn from others because knowledge is not static.
- h. Prepare Continuing Professional Development Meetings for the term as indicated in the departmental workplan.

- i. Demonstrate how to teach certain components and lessons to classes available in the school.
- j. Ensure that teachers provide feedback to learners promptly to their classes.
- k. Source and guide the relevant materials for the department so that teaching and learning can be smooth in school.
- l. Check and follow the changes that come with the curriculum and the examinations council of Zambia regarding assessment and examinations.
- m. Cope up with the pressure of work and change the personal attitude to that of a servant and not being a BOSS.
- n. Act on behalf of the deputy head and head teacher when appointed to act on whichever grounds. It should be noted that acting is never permanent, and the actions should be that of a servant and not to prove the office bearer is not capable.
- o. Report to the deputy on how the department is running during the organized meetings as per school routine.
- p. Evaluate the teaching materials which teachers prepare for their classes and certify them before they are used before learners.
- q. Mark lesson plans every day for every teacher before he or she goes to class. He or she has the right to make the teacher re-write the lesson plan to meet the standards of the school or to meet the learner's needs as per stated objectives.
- r. Ensure that assessment is given to all the classes as per schedule, marked, entered and learners receive feedback.
- s. Delegate the running of the department to others like the appointment of the head of sections.
- t. Lead others to make sure the teachers in the department are groomed to be leaders as well when he or she goes out.
- u. Stock take the departmental materials, books and office inventory every beginning and end of term.
- v. Submit departmental reports to the deputy head, head teacher, DEBS and SESO languages. This is sent at the end of the term.
- w. Supervise the teaching and learning through teacher monitoring every week if possible and provide feedback to the observed teachers. Also, to submit reports to the deputy head regarding the observations.

- x. Orient teachers sent to the department and guide on how the department runs its affairs so that the teachers are not found wanting.
- y. Rehearse with management on the needs of the department when need arises so that there is no information gap.
- z. Protect the management from attacks which teachers prepare because he or she is a manager as well. This will help the smooth governing of the department and school.

Files for the department

There are a number of files which are prepared and found in the office of the head of department for languages. Amongst them are:

a. Teaching file

This file keeps records of the teachers and their teaching timetables which are being used during that term. It is updated every term in case there are changes in the teaching loads with respect to transfers and leave.

b. Academic and professional file

This is the file which has the documentation of the qualification of the teachers in the department. This is a subfile which should correspond to the file which the head teachers keep in the confidential locker.

c. Past papers

This is a file which has the past papers which have been written in the recent past for all grade, 9 and 12. In other school, there may be a separate file for end of term examinations, continuous assessment and homework given. So, these files are supposed to be separate since they only keep samples of what was examined to the learners. However, it depends with the resources available in school and the lobbying power of the HOD to create such files.

d. Schemes

This file keeps the exhausted schemes of work for the previous terms and years. These are kept to show evidence that teaching and learning took place. Also, to show evidence that the HOD and the management were checking the progression of the teaching and learning during that time because the date stamps will be shown as evidence. This file also keeps blank schemes of work which are given to teachers at the beginning of the term.

e. Association file

This is the file which keeps documentation on the associations which exist in the department and their activities. In other school, this file is combined with clubs, yet they are different. This file only takes the information which is related to the departmental association matters like the Language Teachers' Association of Zambia (LATAZ).

f. Correspondences

This file keeps information which is coming into the department and going out of the department formally (in writing). This saves as evidence of communication which has had happened between the department and others in the education circles or beyond. Budgets for materials needed for the department are filed here and the requested which are either fulfilled or rejected are also filed here as evidence of not having such materials in case you are visited and questioned.

g. Departmental minutes

This file has minutes for the various meetings which the department held during the period the file stipulates. In organized school, you can even find minutes which were written when the school opened its doors to the public while disorganized school do not even have a record for the last term's meeting. Kindly check your school.

h. Departmental reports

This file keeps termly reports that are presented to the administration, DEBS and SESO languages. These are reports acts as evidence of having submitted reports to inform the offices on the way the department was performing.

i. Miscellaneous

This file files the information which is unclassified in any of the mentioned or discussed files. This file helps in allocation of the unallocated files.

j. Records of work

This file stores the used records of work for a given period of time. It is up to the HOD to decide on the volume of the schemes to keep depending with the storage facility available and the number of teachers in the department. This file also keeps blank records which are given to teachers.

k. Homework

This file keeps the homework given to the pupils every ween Friday and the concurrent answers to them.

l. Clubs

This file keeps the records which comes from the club patrons. Every club in the department has file which has corresponding data for record keeping. The reports from the clubs are also file together with their annual and departmental work plans. This acts as a guide to the HOD regarding which club is alive and the ones which are dead.

m. Confidential

This file stores disciplinary letters from the HOD and the school management saved to a teacher in the department. It also keeps confidential information like who may remain to take over the department when the time comes. It is kept under key and lock in departmental locker.

n. Exam analysis

This is the file which where examination analysis are kept for the subjects which are in the department. This analysis is cumulative in the manner that is analyses each learner's performance in the subjects which are in the department. It is not only the final examinations, but the tests and continuous assessment.

o. CPD

This file keeps information regarding the CPD meetings which were help in the department. It also caters for the meetings which have been planned and they are yet to be held. An annual work plan for the planned CPD meetings is also filed here to give guidance on the progression of the meetings.

p. Lesson observation

This file keeps forms which have been used to observe teachers with. It also keeps forms which are blank and are supposed to be used on the teacher observation when the time reaches.

q. Lesson study cycle file

This is the file which keeps the information on the progression of the teaching cycle which have been organized in the department for a given term and year. it gives information on who taught what, and what remained to be taught in the cycle.

r. Exam Topic file

This file files the structured topics which are supposed to be schemed and taught in a particular grade for a period of time. It also gives a guide on which examination topics were examined previous and which ones may come for that given year.

s. Transfers in and out/ handovers file

This is a file which stocks the triplicate of the handover minutes which are signed by the management appointed overseer. It also files the photocopies of transfers of teachers who have come to the department and those who have left. This supplements the handovers which are made by the teachers and the receivers.

Delegation and supervision

To be an effective head of department, there is need for him or her to delegate certain duties to the members of the department. It is not only duties where there is no money, but also meetings can be attended by HOS to represent the HOD as a way of training them to be leaders. It always becomes a problem and conflict when the HOD is failing to delegate and attends to all duties alone. This makes the teacher feel inferior and leave managerial work for the HOD and refuse to assist in the duties when he needs them to. Therefore, delegation should be rotational as well not always one teacher being appointed to represent the HOD outside while others represent the HOD when he has work to attend to. It is unprofessional of the HOD.

The HOD should ensure that he or she creates a rotational supervision timetable for classroom observation. This will help in the quality fostering of the teaching and learning processes in the school. When such is done, the teachers do their work on their own while the HOD walks around to ensure work is being done.

Departmental meetings and the roles

The HOD is always the chairperson in the departmental meeting. He or she makes the agenda with the HOS so that they speak the same language. He or she ensures that the department is making progress in the meetings and always make follow ups on issues which were left pending with the administration. He or she is not the final person to decide or dictate the way forward but should listen to needs of the members. The writing of minutes is usually rotational in the department amongst its members.

Personal characteristics of an HOD

An HOD is supposed to have exemplary characteristics which should be admirable by the teachers and the entire school. Not all characteristics are agreed upon, but some common ones are as follows:

- a. Should be ready to learn from the juniors because education changes with time.
- b. He or she should be a good listener
- c. He or she should speak less. A talkative HOD misses the point of what the members would love to present
- d. Do not be the 'I know it all' kind of a leader, you will fail
- e. Should be well organised and should organise the office very well
- f. Should be more knowledgeable in the subject matter
- g. Should highly qualified so that he or she should command respect with confidence
- h. Should be tactical in the way you handle cases in the department
- i. Ensure you protect your teachers in public and never despise them
- j. Respect every member of your department regardless of their age and capabilities
- k. Delegate responsibly and evenly without favour
- l. Report what is important to your superiors and be brief. Not all is for the head teacher's consumption
- m. Be mature enough to keep secrets for your teachers that is how they will respect you and develop confidence in you
- n. Be close to the learners that is when you will get to know their needs and how your teachers are.
- o. Be firm and polite in you approach to real issues.
- p. Should always be punctual for any function and should communicate to other members effectively earlier than the date for meeting.

Supervision and monitoring

Teachers' supervision and evaluation are essential and complementary functions, although they present distinctive characteristics (Glickman et al., 2008; Nolan & Hoover, 2004; Pawlas & Oliva, 2007). Supervision represents an organizational duty that promotes professional development, perfecting teaching practice and more learning and success for the student. Being of procedural nature, it has its basis on research-action and it configures

ecological, cooperative and formative activities. As such, each teacher can exercise supervision duties, regardless of his/her duties in the organizational structure.

In turn, teachers' evaluation is an organizational duty that accomplishes an overall formal assessment of teacher's competence and performance. Evaluation makes sure that each teacher's performance in the system reveals a minimum level of competence, taking into account the student's success. The converging duties of evaluator, specialist and decision-maker are based on national-level criteria, as well as on objectives and targets stated by each school, within its pedagogical autonomy framework. Hence, the evaluator exercises duties of global assessment for each teacher, including class observation. Unlike supervision, the relationship between the evaluator and the evaluated is hierarchical, exercised by teachers appointed for that purpose

Sources of authority

1. Position
2. Training
3. Natural wisdom

Note: the opposite of the above QUALITIES OF A GOOD HOD

An ideal HOD must have the following professional and inter-personal qualities:

1. Good listener
2. Good researcher
3. Good communicator (eloquent speaker, ICT wizard,
4. Good record keeper
5. Follow up addict
6. Submissive
7. Assertive
8. Protective
9. Cultured, mannerism,
10. Creative
11. Foresight/forecasting
12. Warm hearted / charismatic
13. Punctual

14. Ethical/Professional
15. Knowledgeable
16. Prompt to complete assigned tasks
17. Self motivated
18. Self supervised
19. Sacrifice
20. Critical thinking
21. Empathy
22. Preparedness
23. Confidant
24. Analytical
25. Accountability
26. Dependability
27. Presentable
28. Resourceful
29. Availability
30. Suggestible (not conceited, insolent, I know it all, accept divergent views)
31. Integrity
32. Honest
33. Social

Role model. *Remove what's in your eye before doing so for others*

Roles of the HOD in school improvement

To ensure success HODs should

- Allow stakeholders to interact during problem-solving and come up with shared opinions.
- Take active role in initiating and responding to desired changes and improvements.
- Involve the staff during planning of desired improvements.
- Leave room for risk taking and errors as staff learn new skills.
- Be aware of the need for improvements by analysing their observation profile SEL.
- Write commitment to try new ideas
- Afford opportunities to experiment with suggested improvements.

- Afford opportunities to discuss problems and solutions.
- Expose TEACHERS to values approaches that promote change

There are a number of challenges which HODs face despite the system demanding more from them. Some of the are:

- Lack of resources
- Financial and human resources
- Planning events
- Too many meetings not funded
- Political interference
- No capacity building
- Brain drain
- Poor attitude towards work
- Low salaries
- Teachers discipline
- Human resource inertia
- Poor communication between head teachers and management
- Lack of teaching and learning materials
- Less man power (vocational skills)
- Absenteeism

The roles of the HOD are changing in line with the changes in education as well as technological needs. It is in the office of the HOD that departmental examinations are types and stored for the monthly and end of term. So, if some of the above are not relevant in one school, they may be relevant in another school and new ones can come up be in force. There is not fixed role of an HOD hence there is no memorisation of a job description.

TASK

1. *With reference to your school, discuss the areas where your HOD is failing to manage the department effectively.*
2. *With specific examples, discuss how natural wisdom can be applied by the HOD in solving departmental issues in school without involving the deputy head?*
3. *Why is the office of the HOD important in a secondary school?*

UNITY 10: THEORIES OF LANGUAGE AND LITERACY CURRICULUM PLANNING IN ZAMBIA

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.

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.

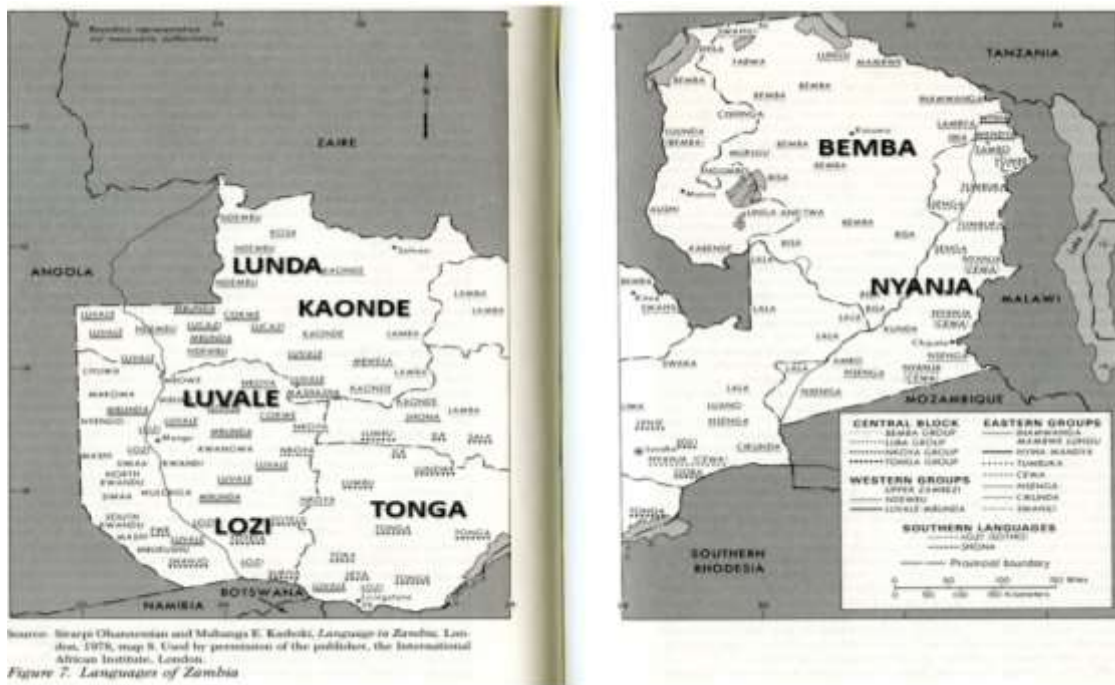
History of Language Planning in Zambia

“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.

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%, Tumbuka by 4.9%, Nsenga by 4.1% 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.

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 led 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.

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.

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. This has made the Zambian teachers not to use the Zambian languages when teaching English and other subjects because they were perceived to be a problem in the teaching of new knowledge in the Zambian children. This has brought a negative attitude towards the Zambian community where we have treasured English instead of our local languages as we see them as problem.

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. In other words, the secondary teachers should respect the learners' linguistic rights by ensuring that the teachers uses the learner's languages in teaching ad explaining contents in the schools and classrooms.

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 Schechter, 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-Ravanti, 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. The teachers should ensure that they democratise the classrooms so that the learners are able to use their local languages in order to access education and knowledge in schools. The teachers should encourage learners to explain their responses in the local language as this is where their knowledge is embedded.

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 doing.

In the teaching of literacy, it is clear knowledge that children come to class with emergent literacy and the teachers use 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 understand 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 words, the teachers introduce standard language and use 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 use 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.

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. 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 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 an English class, the teacher gave instructions in the Zambian language 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 their local languages. 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 English and local languages 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).

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.

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: *yoŵoya*, *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.

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.

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.

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.

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.

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.

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.

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.

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?**

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