

Does the 2013 **Zambian National Literacy Framework** Acknowledge the **Learner-Centred Ideology**?

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Abstract

Scholars have reached a consensus on the idea that the ideology one adopts in a literacy classroom impacts on the literacy quality and outcomes in children. Therefore, educators build curricular and syllabi based on a particular ideology. Among other ideologies, the Learner-Centred Ideology (LCI) has received attention among scholars and educators because it shifts the focus of the lesson from the teacher to the learners. The Zambian National Literacy Framework (NLF) of 2013 reflects some of the principles of LCI such as defining the role of learners and teachers, incorporating prior knowledge in the lesson, establishing standards and procedures for evaluation and assessment, and providing logistics and materials to facilitate teaching and learning. However, there are challenges that affect the effective implementation of LCI principles in the Zambian situation.

Key terms: Learner centred ideology, Zambian National Literacy Framework, literacy, challenges

Background

In 2013, the Ministry of General Education (MoGE) through the Curriculum Development Centre (CDC) published a document, the National Literacy Framework (NLF), which was designed for all those involved in the development of literacy in early childhood education and primary schools in Zambia, (Curriculum

Development Centre, 2013:1). The purpose of the NLF was and still is to establish a set of guidelines for teaching and learning literacy in all Zambian schools and improve literacy instruction in both in pre and primary schools whether private or public (Curriculum Development Centre, 2013). Chibamba et al (2018) noted that the aim of the National Literacy Framework and the Primary Literacy Programme was to help improve literacy levels of pupils in Zambia's primary schools. This was also reported by Mkandawire (2018) who contended that literacy programmes in Zambia are aimed at improving reading and writing skills for pupils in early grades. The National Literacy Framework added that the curriculum moved away from the "whole language approach to one that synthesises reading instruction based on explicit lessons in key competence areas: synthetic phonics and daily instruction that offers learners opportunities to practice reading, writing, speaking and listening in the local language"(Curriculum Development Centre, 2013:4). This move meant that teachers needed to move step by step with learners in order to effectively teach literacy skills which are necessary for further academic and educational achievement in higher grades. Further Curriculum Development Centre, 2013:4) states that "the National Literacy Framework has been developed in Zambia for the first time in order to provide a strategy for literacy instruction. As such, the NLF works as a guide to the community of educators towards a nationally recognised and quality approach to literacy instruction. Therefore, NLF was developed to add quality to the teaching of literacy in schools.

Studies have shown that the overall quality of classroom has been found to have positive effects on language and literacy skills (Cunningham, 2010). Several major studies that evaluate global classroom quality have found that classrooms scoring higher on quality indicators are more likely than classrooms of lesser quality to benefit language, literacy, and cognitive development (Chukutuma, 2013; Mtahabwa and Rao, 2010). It is this reason

that the NLF was created to add the quality flavour in order to uphold national standards or outcomes of literacy instruction which have been found to be low for a long time (Mkandawire, 2017; Chansa-Kabali, 2017; Matafwali & Serpell, 2014; Sampa, Ojanen, Westerholm, Ketonen, and Lytinen, 2018). The importance of the NLF cannot be overemphasised as it gives guidance on the literacy content to teach and the methods to be used in classroom in order to achieve quality in literacy education.

Literacy and the Teaching Ideology

Scholars have reached a consensus on the idea that the ideology one adopts in a literacy classroom impacts on the literacy quality outcomes in children (Ames, 1992; Cornelius-White, 2007; Crick and McCombs 2006). Different scholars have proposed different ideologies on how best classroom instruction can be conducted to help learners achieve best results from their learning activities. Many of these ideologies have been inherited from the past several decades and modified to suit the educational goals. Ideologies such as Scholar Academic Ideology (SAI), Social Efficiency Ideology (SEI), Social Reconstruction Ideology (SRI) and Learner-Centred Ideology LCI have enjoyed some status in classroom practices. However, it is the LCI which has received attention among scholars and educators because it has major benefits on learners as it shifts the focus of the lesson from the teacher to the learners (Diamond, 1998; Eisner, 1979; Grunert, 1997). The NLF is no exception in acknowledging the use and importance of LCI although these are not explicitly discussed.

This paper presents the current views on the application of the LCI in literacy instruction as alluded to in the NLF. It starts by defining LCI. After that, it discusses LCI and identify some of its core principle characteristics and show how these are reflected in the Zambian National literacy Framework of 2013. This section is followed by a discussion on the potential challenges which may arise in the implementation of LCI principles. The paper ends

by providing some recommendations that might help overcome some of the challenges.

Brief Overview of the Learner-Centred Ideology

LCI has come to be known by several terms such as student-centred approach, pupil-centred approach, active participation and constructivism. Eisner (1979) contend that proponents of this ideology focus not on the needs of society or the academic disciplines but on the needs of learners who are regarded as central to the learning process and that these learners come with their own personal experiences and capabilities with which they construct knowledge on their own. Therefore, in making curriculum and syllabi, learners and their experiences are considered to be a source of content for the curriculum. The curriculum for the learner centred ideologies are conceptualised as “contexts, environments, or units of work in which students can make meaning for themselves by interacting with other students, teachers, ideas and things”(Eisner, 1979:6). The goal of education in LCI is to scaffold learners’ innate abilities which they can use in learning endeavors.

Moate and Cox (2015) argued that for the past decade, there has been a call in education to move from old paradigms of teacher-centered approaches in literacy instruction and advance towards the new learner-centered pedagogy. This shift occurs at different levels by changing the way educators view knowledge, learners, purpose of education, learner teacher relationships, teaching, and assumptions made literacy content and methods and how literacy instruction can be effective. However, this shift must be carefully undertaken with much thought and reflection as de la Sablonnière, Taylor, and Sadykova (2009) cautions that “although an educational shift, from a teacher/expert approach to a student-centered approach, maybe associated with positive consequences, it nonetheless requires teachers and students to respectively modify their thinking and actions towards education.” Therefore, in the

LCI, knowledge is constructed jointly by learners and teachers and both of them should modify the way they think about learning and their responsibilities. Instead of being considered as passive and empty slates to be filled by teacher knowledge, learners in this ideology should realise that they are active constructors and discoverers of knowledge together with teachers and their fellows in class. On the other hand, teachers help to develop learner competencies with which learners can learn how to learn. This is what makes learners become active and independent knowledge discoverers and not perpetual teacher dependents. To reach a level where learners begin to see themselves as discoverers, teachers provide students with more opportunities to actively engage in the classroom and engage in self-directed learning outside the classroom, as well as providing platforms through which they can share learned information with peers (Wright, Franks, Kuo, McTigue, and Serrano, 2016). Further, using LCI fosters cooperative learning. Relationship building among learners and teachers is a key component in fostering cooperative learning and teamwork not only in class but also beyond classrooms which in turn perpetuate learning beyond school or classroom (Emerson, Fear, Fox, and Sanders, 2012). Teachers in LCI rethink their position as professionals, to develop competence programmes, to adapt their lessons to include interactions with the class, to consider learners' prior knowledge and background which is always impacted by their cultures, as well as orient and guide learners in their learning process in order for their literacy lessons to fully yield positive results.

Methodology

This paper used Document Analysis (DA) as a method of inquiry. Document Analysis refers to the procedure used to review or evaluate documents in order to elicit meaning, develop empirical knowledge and gain understanding through systematic examination and interpretation (Bowen, 2009). The analysis started by skimming through the NLF in the first stage to get a

general understanding of the document. The second stage involved thorough reading, examination of the document and taking notes patterning to LCI. In the third stage, the author identified and interpreted the information by subjecting it to what literature says about LCI. This whole process involved analysis of the document and coming up with themes (LCI principles) in light of what was available in literature. The main objective of this paper was to bring out principles of LCI as alluded to in the 2013 NLF.

LCI in the 2013 NLF

There are various principles of LCI reflected in the 2013 NLF. In this section specific principles are presented.

Defining the Role of Learners and Teachers

According to Peer and Martin (2005), one of the major principles in the LCI includes defining the role of learners and teachers. Defining the roles and responsibilities of learners and teachers is a very crucial aspect in LCI as it promotes awareness of what both parties expect to do during the course of learning. Once teacher and students understand their roles and responsibilities, their learning becomes goal oriented and lifelong. As such, the teacher focuses on creating the environment which is friendly and stimulating for the learners. Teachers bear in mind that the learner is not a passive listener but an active thinker who is constantly analysing the lesson and creating meaning in and out of the lesson. Concerning classroom responsibilities and practices, Curriculum Development Centre (2013 :7) states that “Literacy instruction will be based on providing opportunities for children to practice reading common words in sentences and increasing their oral reading fluency. Throughout this phase, teachers will continue to read to learners as learners acquire basic reading skills. It can be said with confidence that the NLF acknowledges the importance of practice in order to cement learning. Hence, defining what

the teacher should do to help learners acquire literacy, the NLF empowers teachers with a strategy in which they can facilitate literacy acquisition among learners. In the LCI, the teacher is a facilitator of learning and creator of a conducive environment in which learners explore their potential. Further, the NLF also defines the roles of teachers and learners not only for the daily classroom activities but also for the term. Curriculum Development Centre (2013:7) states that ‘In the first term of the first year, teachers will concentrate on developing pre-reading and pre-writing skills’ and define these in terms of print concepts and functions. The last two paragraphs of page 7 and the first two paragraphs of page 8 of the NLF are dedicated to explaining the role of the teacher. The same paragraphs state clearly the objectives of teaching the pre-reading skills.

In defining the roles and responsibilities of learners and teachers, Diamond (1998) states that goals and learning outcomes should be stated in clear terms in order to create an environment that respects opinions and ideas of learners, promotes thinking and address individual beliefs and needs of learners. It is therefore, the responsibility of the teacher to make learners understand their roles. Students unleash their potential by understanding their roles and responsibilities. This gives them freedom to practice what they are learning with a goal in mind (Peer and Martin, 2005). Scholars have pointed out that this system introduces learners to the idea of taking responsibility for their learning activities, increased retention of the content, improved student engagement and improved status of the learning process (Peer and Martin, 2005; Young and Paterson, 2007).

Prior Knowledge

Lessons in the LCI are rooted in prior knowledge. Learners are said to understand and develop analytical and critical skills if the lessons are rooted in prior knowledge and they reflect their beliefs and culture. Because the main goal of learning is to transfer

knowledge, learners must be given an opportunity to practice retrieval of knowledge. The process of retrieval only occurs if teachers start their lessons with something learners are familiar with (Peer and Martin, 2005). The NLF recognises the importance of prior knowledge:

Children arrive on the first day of school with thousands of oral vocabulary words and tacit knowledge of the sound system of their mother tongue, but are unable to use and build upon these linguistic skills because they are instructed in a foreign language. Dismissing this prior knowledge, and trying to teach children to read in a language they are not accustomed to hearing or speaking, makes the teaching of reading difficult, especially in under-resourced schools in developing countries (Curriculum Development Centre, 2013: 13).

Learner-centred instruction focuses on skills and practices that enable lifelong learning and independent problem-solving and connected to what learners already have in their literacy arsenal (Young and Paterson, 2007). Learner Centered Instruction theories and practices are based on the constructivist learning philosophy that emphasises the learner's critical role in constructing meaning from new information and prior experience as has been pointed out in the NLF.

Establishing Standards and Procedures for Evaluation and Assessment.

Since grades reflect positively or negatively on the performance of learners, it is important for syllabus designers to clearly establish standards and procedures in the way they will evaluate their learners. Evaluation methods should be able to cater for knowledge, comprehension, analysis, synthesis and evaluation on the part of learners and these forms or opportunities must be given to learners so that they can explore their cognitive potential through

evaluative activities (Anne and Noa, 2013). If students are given an opportunity to make choices on the evaluative system they prefer, they can be motivated and consequently perform better. Choices in evaluation activities can capitalize on student interest and provide student autonomy (Ellery, 2008). To be in consistency with these research based sentiments, Curriculum Development Centre, (2013:20) states that “In assessing learner achievements, teachers will use the Performance Level Descriptors (PLDs) which appear as specific outcomes in this document. In the Upper Primary, PLDs will be derived from the syllabus. This recommendation made by the NLF is cardinal in standardising the measures upon which literacy levels are determined countrywide. Assessment has always been one of the most important points of the LCI and in the recent past, there have been numerous suggestions on how to introduce improvements in this area. Randall and Zundel (2012) claim that many teachers and scholars have tried to change the old assessment procedures with content-heavy, summative and norm-referenced approaches by including more constructivist and learner-centred assessment practices as their aim has been to introduce more flexible, integrative, contextualized, criteria referenced and formative assessment (Ellery, 2008). Randall and Zundel (2012) holds the view that assessment is much more than grading. Assessment represents defining the criteria that can be used for observing the performance, judging the performance, informing the students of the results and giving advice on how to improve. In positive assessment, learning improves and motivation increases for learners. Feedback on assessment should be based on the task given to learners and about learners themselves (Orsmond, Merry, and Reiling, 2005). This is because, studies have shown that learners like comments that discuss strengths and weaknesses; explain mistakes and give advice on how to improve (Lizzo and Wilson, 2008) comments that are personal. Scott seems to suggest that feedback should be timely, and as specific as possible (Scott, 2014) but mentions that feedback is difficult with

mass education and that many teachers comment that students do not read the feedback.

Another importance of evaluation and assessment is that it makes the teacher and the learner think about the outcome of the learning process. According to Maher (2004), learning about outcomes puts the student at the centre of the learning experience because this puts attention more directly on the activities and achievements of learner and not only on the teaching of the curriculum content but also the objectives set in the curriculum. Evaluation and Assessment is important and as Amens (1992) puts it, at the classroom level, teachers gather information on student understanding, and adjust teaching to identify learning needs. At the school level, school leaders use information to identify areas of strength and weakness across the school, and to develop strategies for improvement. At the policy level, officials use information gathered through national or regional tests, or through monitoring of school performance, to guide investments in training and support for schools and teachers, or to set broad priorities for education. Assessment helps to check if the national goals of education are being achieved. In consistency with these sentiments, Curriculum Development Centre (2013:7) states “The National Literacy Framework will measure learners’ achievement of the literacy outcomes through a series of formative and summative assessments. The feedback from the assessment will be used to improve instruction”. The NLF further explains that formative assessments will take place in four ways. Each assessment is designed to measure specific taught and learnt content for a given period of time. These four ways include informal assessments to be undertaken on a daily basis such as of short spot checks on learner’s learning, through questioning, demonstrations, and observations during lessons. Though these will be planned, the teacher will not make a record of these assessments. The second way will be weekly assessments which will be semiformal in nature. These will consist of a sample of key competences to be attained by the learners each week. They

will be recorded by the teacher in a simple format but will not be included in the learner's end-of-term record. The content of these assessments will cover all literacy aspects; phonemic awareness, phonics, decoding, listening and reading comprehension. The third way will be assessment which will be conducted after every five weeks. The last one will be the End-of-Term Formal Assessments which will consist of mini- Early Grade Reading Assessments (EGRA)-type assessments administered to all learners by their teachers. There will be 3 of the end-of-term assessments during the school year. The mini-EGRA-type assessment will consist of the following sub-tasks based on the learning outcomes such as: sounds, words, non-words, listening comprehension - simple texts, Reading fluency – simple texts, Reading comprehension - simple texts. For Grade 1 and 4 summative assessments, there will be standardized group assessment instruments which shall be used to assess the learners (Curriculum Development Centre, 2013). The importance of assessment as already pointed out is that they will keep the teachers and learners to be focused on the goals or outcomes of literacy instruction. In a study by Brooks and his colleagues, findings prove that 81 per cent of respondents agreed (either agreed or strongly agreed) that learning outcomes are useful learning aids, with only approximately 7% disagreeing (Brooks et al, 2014).

Defining and providing logistics and materials

Defining and providing logistics and materials is another emphasised characteristic in the LCI. Course logistics include course meeting time, location, teacher office hours, and other valuable information. Regarding time spent on instruction, Curriculum Development Centre (2013:3-4) states that: "Time on task – the amount of time teachers and learners are engaged in learning – is reduced due to poor lesson planning and absenteeism. It is, therefore, important that much time in the early grades

should be dedicated to literacy instruction. Planning for extra-curricular activities that engage learners in reading practice is an additional solution to providing extra learning time”. Scholars have suggested that a teacher does not need to have all the learning logistics, because learning opportunities can be adapted or prepared so that the students’ learning experience, as they work through the programme, is personalised to their individual needs. When learning experiences are scheduled in the programme, such as a session with a simulator, the time allotted for an individual student is not fixed, but the length of time is necessary for the student to master the required skills (Harden and Laidlaw, 2013).

Grunert (1997) holds the view that that LCI provides more than mere logistics, but also information regarding with regards to the successful completion of the course such as outlines, daily and weekly schedules, supplies such as text books, other readings and material resources. Tools may include libraries, interactive and technological resources, study questions and pre-class tasks. Curriculum Development Centre (2013:4) states that:

The success of any literacy programme also depends on the availability of suitable reading materials to sustain and reinforce literacy skills. There is need to revamp libraries to make available reading materials. Schools should in addition endeavour to inculcate the culture of caring for and maintaining a wide variety of reading materials. Communities should also be called upon to help generate reading materials based on oral traditions.

The NLF also recognises the fact that public schools cannot manage to provide all the necessary materials. Therefore, it urges school management teams to develop initiatives that will provide the basic requirements important for teaching literacy (Curriculum Development Centre, 2013).

Establish a Pattern of Communication.

The LCI establishes a pattern of communication in literacy instruction. Stage and Milner (1996) contend that one of the first important things about the LCI is that it institutes the first line of communication between the learner and the teacher as this communication sets out what is to be learned and how it will be learned. It also sets out discussions among teachers on how best lesson delivery should be conducted. Communication has been the main pillars in the NLF stating that “the teacher’s role in the delivery of quality and effective instruction in literacy is critical to the success of this literacy programme” (Curriculum Development Centre, 2013: 3) and that “The main purpose of the SBA scheme is to use data in order to identify problems when they are occurring so that instruction can be adjusted to improve learner success (Curriculum Development Centre, 2013: 22). It recognizes that both communication during instruction and feedback through assessment is cardinal for making decisions on best practices in literacy instruction in classrooms (Curriculum Development Centre, 2013). Effective communication cannot be overemphasized. Harden and Laidlaw (2013) emphasize that teachers who work on the basis of the learner-centred approach should set a platform for communication to the learners in order for them to engage the learners in active learning, individualise the learning to the personal needs of the learners and make the learning relevant. Students should receive constructive and enough specific communication including feedback, an explanation and that the language used in doing so should be non-evaluative, given in time and frequently and should help learners to plan further studies. Since learners have individual needs regarding personal capabilities, motivation and what drives their learning goals and career aspirations, achieving mastery of the course learning outcomes on entry to the course, learning styles and the place of learning, effective communication about these needs is necessary to direct the attention towards achieving high standards for all learners.

Collaboration and Cultural Mediation

It is believed that people are social in nature and, therefore, learn well when instruction is conducted in a social atmosphere. In a school set up, social atmosphere may include teacher and learners' cultural experiences which in most cases, can enrich lessons in multicultural classes (Mkandawire, 2015). This is rooted in sociocultural theories in which it is believed that people grow cognitively in social environments and that meaning is negotiated through social interactions. This idea is taken in class as rationale for making collaborations in which learners work together and engage with teachers (Jensen, 1998; John-Steiner and Mahn, 1996; Kaptelinin, Kuutti, and Bannon, 1995). In the learner-centred, the teacher always infuses collaboration as a tool for instruction. The main purpose of collaboration is the aspect of cultural mediation. Turuk (2008) defined mediation as the part played by other significant people in the learners' lives, people who enhance their learning by selecting and shaping the learning experiences presented to them. Mediation happens during the interaction between the learner and the more knowledgeable others who scaffold the learner within the zone of proximal development. Vygotsky views multimodal mediation as the key to all knowledge construction (John-Steiner and Mahn, 1996; Kaptelinin et al., 1995). Curriculum development Centre (2013:5) states that "Low literacy levels in primary schools can be solved by scaffolding learning through instruction in local languages." Local languages make up part of the semiotic systems that are used in a literacy class to reinforce collaboration among learners. Semiotic systems may also include psychological tools used mediate social and individual functions and to connect the external and internal, to the social and the individual function. Semiotic tools include languages, digital technologies, systems of counting and other multimodalities. These tools mediate between the individual and the social environments. Therefore, man is shaped by the tools not created in isolation but products of the social cultural evolution to which he or she has access by being a participant in the practices of his or her community through

mediation. Literacy learning therefore, occurs in cultural contexts through experiences gained in social settings mediated by cultural tools (Moodie-Reid, 2016).

Potential Challenges

Although teachers may understand and recognise the benefits of active learner engagement in pedagogic processes, they may be unable to implement its principles in the manner the ideology prescribes. This could result from certain challenges. The following section presents some of the potential challenges that may militate negatively on the implementation of the LCI.

Time Constraints

Time constraints may not necessarily result from the lack of time allocation but large class sizes which in turn may lessen learner participation in instructional activities. Where a teacher has enough time allocated, he or she may not be able to reach to the learners when the classes are too large. The other constraint is the pressure to complete the centrally mandated, overcrowded curricula. The challenge may be how to strike a balance between giving ample time to all learners to understand and the content and to fully participate meaningfully in all literacy activities *visa vis* finishing the content of the curriculum. What the NLF suggests can be mangled well if the number of learners in Zambian classrooms were moderate.

Provision of materials

The NLF has outlined what needs to be taught but it should be mentioned here that literacy instruction requires material and logistical resources. In terms of logistics, the NLF has outlined enough for starting the programme but the problem comes in with the provision of materials which are very scant especially in public schools (Mwanza, 2012). This poses a challenge that even though there is a framework that is built on a good ideology, it is not fully supported in terms of materials which would

make learning practical and achievable. This factor has been recognised in the NLF. “The classroom environment in many schools provides limited opportunities to support literacy. In the classroom, the absence of desks, boards and storage space can hamper literacy development” (Curriculum Development Centre, 2013:4). It is now the responsibility of schools and teachers to come up with initiatives that may suffice for the lack of materials in schools. Reading materials and libraries are compulsory materials necessary for the success of any literacy programme. Lastly, these material help in inculcating the culture of reading in learners.

Teacher Training

The final implementation of any literacy programme lies in the hands of teachers who give instructions to learners. Therefore, the teacher’s role in the delivery of quality and effective instruction in literacy is critical to the success of this literacy programme. Board of Studies Teaching and Educational Standards NSW (2014) supports the idea that teacher training should be developed to provide an outline of the process of curriculum and educational framework development and revision. It goes without saying therefore, that serving teachers and student teachers in colleges of education and universities need to be equipped with knowledge and skills necessary to teach literacy in early childhood education and lower primary schools. For already serving teachers, this preparation should be strengthened through school-based Continuous Professional Development (CPD) and other available avenues which will lead to the right interpretation of ideas imbedded in the NLF. Therefore, lack of teachers trained and equipped with the right knowledge to implement the dictates of the NLF is a challenge in Zambia.

Orientation and Interpretation of the framework

Another potential challenge is the lack documents that accompany and explain the condensed message of the NLF. So far, apart from the national curriculum, there is no accompanying

document that help both serving teachers and teachers in training institutions to interpret the ideologies outlined in the NLF. This is because the principles of LCI have not been explicitly laid down but alluded to in passing which makes it hard even for trained teachers to use them. The accompanying document should explain the requirements of the framework in practical terms that teachers can use in classroom situations. Board of Studies Teaching and Educational Standards NSW (2014) contend that there must a handbook or document that is intended to help in breaking the condensed documents such the syllabus or educational framework. It should be designed principally for those involved directly through teaching, those involved with educational standards and those involved with training teachers. One would argue that the NLF has to be interpreted in the light of the syllabus and the national curriculum. However, it must be noted that even such documents are technical in nature which require further breakdown for teachers to use in class. Therefore, a document which would simply the framework would to explain the procedures for literacy framework development, the components of a framework and administrative information for all stakeholders. It should be a basic description of syllabus development concepts and processes and how these fit in with the framework. Mwanza (2016) argued that the negative attitudes are because english is seen as a language of progress in Zambia and not Zambian Languages.

Exported Teaching Ideas

The other constraint maybe the transfer of education ideas the developed countries without regard to the practicalities of teaching in Zambia where school resources are limited, large classrooms persist and teachers are inadequately trained and oriented to implement LCI. This might be as a result of low regard for local research by policy implementers. Local research by local researchers may inform and enhance pedagogies in large classrooms rather than adopting ideas which work well in wealth countries. Sampa et al. (2018) has shown that most of the literacy

programmes implemented in Zambia are adaptations from other countries.

Negative perceptions of parents and learners

There are certain challenges which may come from parents and learners themselves who may have negative perception about the concept LCI. Most of the parents and learners believe in the traditional method of teaching where teachers are the sole authority in the classroom (McCoy, Zuilkowski, Yoshikawa, & Fink, 2017). The teachers are seen as the reservoir of knowledge and thus should transfer such knowledge to the empty brains of the learners. Teachers may face a situation where parents and learners frown upon it at it. Specifically, parents may not engage with their children in literacy related activities as long as they perceive literacy instruction as the sole responsibility of teachers since teachers are paid to teach (Emenyeonu, 2012). Related to the perceptions of parents and learners is the issue of how parents perceive education in local languages. If parents have a negative attitude towards local languages, it would be difficult for them to help their children acquire literacy skills in those language. This negative perception may result from the fact that some parents cannot see the benefits of using a local language for initial literacy.

Social loafers in groups

In as much as group or team work is desired and yields good result as far as LCI is concerned, studies have shown that that some learners do not take part in the group work especially outside the classroom. They leave it for their friends to do. In this case learning does not take place as is intended for since the loafers do not take active part in problem solving. Emenyeonu (2012) found that when learners are paired, the weak learners would usually want to be paired with bright ones but in most cases the weak learners leave the work for the bright learners.

Conclusion and Recommendations

Conclusion

The NLF has fragments LCI which could be used by teachers to enhance literacy acquisition among learners. However, these are not explicitly stated. It is assumed that the teacher who reads it must be able to use the methods that support literacy acquisition in the most effective ways. The paper has also highlighted some of the potential challenges that teachers and other implementers are likely to face in the implementation of LCI. It is generally concluded that if the framework is followed and the teachers apply LCIs in their literacy instruction, they would definitely produce readers who will be able to read at the recommended gravel level.

Recommendations

The first recommendation of this paper is that government and other stakeholders must provide learning materials for learners to use in the process of learning. These teaching and study materials should suit the cultural contexts of the learners. They should include more local rather than foreign contents. Examples, illustrations, case studies and other features in the instruction materials must be culturally appropriate, and written in way that learners can easily read and understand. Further, since instruction in literacy using LCI requires learning material resources, government and other stakeholders should work together to fill this void and help enhance the implementation of LCI in all public and private schools. Government should not only focus on print materials but should take advantage of growing technology and infuse ICT in literacy teaching.

It is the responsibilities of teachers, parents and other adults help learners to understand their responsibilities and roles they must play in class in order benefit from LC. Learners should play an active role in the process of teaching and learning rather than playing a passive and receptive role. They must be fully engaged by those teaching them. Teachers must ensure that all learners actively participate by devising systems, methods and techniques

that will make all learners accountable. If this is not done, literacy learning and acquisition will be left in the hands of fast learners.

Parents or families also have a role to play in encouraging their children to socialize and take active part in classroom activities especially those which are done outside the classroom. It is argued that much of literacy learning occur at home. Academic socialization should not be seen as a something that can only occur at school but at home as well. Parents and teachers must foster their partnerships so that they work together to create a literate environment for learners both at school and at home. Parents should change their attitude and stop attributing all literacy instruction to the teacher but must realise that they are the first child's literacy teacher.

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