

Teaching And Learning Of English In Secondary Schools A Zambian Case Study In Improving Quality Co

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This case study examines the methodologies and challenges involved in the teaching and learning of English within Zambian secondary schools. It specifically focuses on strategies and recommendations aimed at improving the overall quality of English language education in this specific African context.

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Teaching and Learning of English in Secondary Schools

By exploring the ways that teachers and pupils can help to improve classroom practices, this book shows how education planners and practitioners can effect improvements in schools even in situations of very scarce resources. It is suitable for those who are working to improve English language teaching and learning.

Resources in Education

The book is the result of a five-year project that culminated (within the first three years) in doctoral research interrogating language competency for meaningful mathematics instruction at upper primary level conducted at University of Stellenbosch in 2017; and this book in the succeeding two years. The initial research project received countrywide coverage in several South African media outlets including Times Live and Radio 2000.

The Language Issue in the Teaching of Mathematics in South Africa

This book examines the challenges posed by English, a foreign language, as a language of teaching and learning for community secondary schools in Tanzania in terms of academic performance. The book probes the necessity for having two languages of instruction in the Tanzanian educational system. While Kiswahili, the native language, is predominantly understood by the majority of people, the discussion in this book indicates that most students in community secondary schools in Tanzania are incompetent in understanding, writing, listening, reading, and speaking English, a language they use in learning and doing their examinations, especially in the early stages of their secondary studies. The incompetence in the above-mentioned skills is mostly caused by their inability to cope with the abrupt transition in the languages of instruction from their pre-primary and primary school study [Kiswahili] to

secondary school study [English]. Moreover, most teachers are unable to use the English language as a means to impart knowledge or facilitate learning to their students, leading them to code-switching and code-mixing. This book poses a challenge to countries whose students pass through a transition from one language of instruction to another in their educational systems, helping them to make appropriate decisions in regard to the appropriate language of teaching and learning.

English as a Language of Teaching and Learning for Community Secondary Schools in Tanzania

Academic Paper from the year 2019 in the subject Didactics - English - Pedagogy, Literature Studies, grade: A, Raya University (Social Science and Humanities), course: TEFL, language: English, abstract: The purpose of this study is to assess the awareness and implementation of active learning in EFL Classrooms in three selected secondary schools in Yem special Woreda of SNNPRS. To conduct the study, a descriptive survey design was employed. A total of 200 students and 16 teachers from high, medium and lower achievers have participated in the study through availability and purposive sampling technique. The study was conducted by both qualitative and quantitative data collection tools such as observation, questionnaires and interviews. The quantitative data were analyzed using frequency and percentage. The findings of the study prevailed that most of the respondents have perceived active learning positively. In spite of their good perceptions, their practices of active learning were found poor. The major factors affecting the effective implementation of active learning were large class size with fixed sitting arrangement, inadequate teacher training, and tendency of focusing on teacher-centered method and time scarcity were among the most influential factors hindering its implementation, lack organized trainings over the learning method, overcrowded students and lack of frequent follow up from the concerning bodies as stated earlier. From this one can understand that there are some problems in practicing active learning. To this end, it was recommended that creating diplomacy with other schools, countries, and different communities are the appropriate way to strengthen effective practicing of cooperative learning. Therefore, the school principal in collaboration with Ministry Of Education should co-ordinate to invite experts in the field to share his/her experience of using cooperative learning and to suggest an alternative techniques in the absence of adequate teaching aids and supplementary materials and responsible bodies should rearrange the conditions and facilitate necessary inputs for the implementation of active learning.

Active Learning in English Classes. The Case of Three Selected Secondary Schools in Yem (Ethiopia)

Academic Paper from the year 2019 in the subject Didactics - English - Pedagogy, Literature Studies, , language: English, abstract: This study examines the effects of Nigerian pidgin on students' performance in English studies using selected students of Junior Secondary School, Bwari Abuja as case study. In conducting the research the researcher uses qualitative and quantitative approach method and sources data from both primary and secondary sources. Primary data are collected through the use of questionnaire with open-ended variables while secondary data collection is from existing literature on the project topic. Likert-type scale arranged in order of "very significantly\

Does Using Local Pidgin Effect the Outcome of English Learning? The Case of Nigerian Students

This report is based on a study prompted by the need for improved effectiveness in the use of education resources in Uganda. Uganda's problem with increasing resource constraints for education is common in many developing countries and the lessons learned in this study may be of broad interest. Currently, Uganda allocates over 31 percent of its discretionary recurrent expenditure to education and 67 percent of this is allocated to primary education. Given increasing pressures on the budgets, there is need to implement strategies focusing on those inputs most likely to improve student learning. A major impediment to rational decision making in this area is lack of knowledge about what interventions work best and under what circumstances. Without this knowledge, Government may continue spending scarce resources on inputs that may not directly contribute to student learning achievement.

Bibliographic Guide to Government Publications 2001

Academic and Research Literacy Practices of Final Year Teacher Trainees in Luanda, Angola presents a detailed study of students and lecturers at higher teacher training institutions where English is taught as a medium of instruction and specialisation. As such, the book will help raise the awareness of educators, teachers and supervisors of the need to be more supportive to students, and will highlight the importance of increased responsibility on the part of the students regarding their studies, especially during the process of writing their research reports. Practical experience has shown that,

in most classrooms, students are typically asked to produce texts for one single audience, namely the teacher or the lecturer, who already knows what constitutes an acceptable response. However, in many classrooms, teachers and lecturers tend to believe that literacy can be defined as the ability to encode and decode texts, the ability to decipher the 'main idea' of a reading passage or to write a text that obeys the general conventions of language usage such as syntax, organisation, and idea development. The central argument of this book, however, is that, at higher levels of the educational system in Angola, academic and research literacy practices are, at best, questionable and, at worst, harmful. An extensive re-evaluation of assumptions regarding student capability and what it means to be a literate in the twenty-first-century 'information society' is of critical importance. Such a re-examination allows for extensive reflection on current practices and a powerful critique of 'traditional' academic and research literacy methods, and suggests ways in which practices of quality teaching and learning may be implemented.

Understanding and Improving Quality of Secondary School Education

Language, Literacy, and Learning in Primary Schools is a synthesis of the findings arising from four years of policy research and development in Nigeria's primary schools that focused on the gap between what teachers should know and be able to do, and the realities of teaching and learning in classrooms. It begins by critically examining the outcomes of primary schooling as measured by learning achievement results from national assessments, and by identifying some core learning problems for Nigerian primary school children. It reviews the findings from recent research reports that studied teaching and learning processes in primary school classrooms, and it identifies the pedagogical issues in primary classrooms that contribute to poor learning achievements. This report describes a research and development program that set out to improve teaching and learning in core learning skill areas of the curriculum. This study identifies priority areas for teachers' professional development. It suggests a policy framework for the continuing professional development of primary school teachers, including the initial preparation of teachers and their induction into teaching. It proposes medium and long-term strategies to bring about the desired changes in teaching and learning through school-based approaches to teacher development.

Education Inputs in Uganda

Bachelor Thesis from the year 2018 in the subject Pedagogy - School System, Educational and School Politics, grade: 5 (GHA-System), University of Education (Distance Learning), course: Post Graduate Diploma in Education, language: English, abstract: Students' academic performance is a key feature in education. This study was therefore conducted primarily to assess the factors contributing to improvement in academic performance of Junior High Students (JHS) in a Basic School which is in the Gomo-East District in the Central Region of Ghana. The mixed and descriptive research design was used and a sample size of 87 respondents (79 students and 8 teachers) were selected through random sampling technique. The findings revealed that the average academic performance (47.0%) of the JHS students in the Basic School is weak and their performance in Mathematics (average score of 31.48%) and English Language (average score of 39.99%) is a fail. It was noticed that student factors that contribute to an improvement in academic performance include; regular studying, self-motivation, punctuality and regular class attendance, hard-work and interest in a subject. The teacher factors were completion of syllabus, use of TLM's, frequent feedback to students and given students special attention. Per the findings, parent factors which was very key was parent showing concern in their children's academics and providing them their academic needs. School factors that were significant included availability of text books and TLM's. The study also found that parent level of education and gender has a positive relationship with academic performance but it's insignificant. However, age has a positive significant (5% significance level) relationship with academic performance. Based on findings, the study recommends that there should be strict monitoring on teachers to vary their teaching methods to suit their needs of the students and also to provide the students with constant feedback on their academic performance. Again, the students should be motivated and orientated to take ownership of their studies by having regular studies and attending school during school days.

Academic and Research Literacy Practices of Final Year Teacher Trainees in Luanda, Angola

Research Paper (postgraduate) from the year 2017 in the subject Pedagogy - School Pedagogics, grade: A, Atlantic International University, language: English, abstract: This study was carried out in Kabale district to ascertain the factors responsible for poor academic performance in secondary

schools. Both purposive and simple random sampling methods were used to select respondents. Both primary data and secondary data was collected and analyzed. A number of studies have found out that there are various factors that are responsible for a poor academic performance in secondary schools. However, there is a gap in studies of low academic performance in Kabale district. Academic performance is undoubtedly a research drive at the heart of educators, teachers, psychologists, policy makers, parents and guardians, social workers etc. in their attempts to investigate what determines academic outcomes of learners, they have come up with more questions than answers. In recent, prior literature has shown that learning outcomes (academic achievement and academic performance) have been determined by such variables as family, schools, society and motivational factors. National governments have tried to invest heavily in education in order to improve accessibility and quality of education both the secondary and primary schools. They have however not taken university education as a priority. The upper secondary education however has received little attention by governments and donor agencies a factor that could have contributed to the poor academic performance in secondary schools. The quality of education at primary section depends on the quality of teachers and their competence, their capacity the teaching and learning process and is widely recognized that the quality of teachers and teaching lies at the heart of all schooling systems intending to offer quality education.

The British National Bibliography

Master's Thesis from the year 2017 in the subject English Language and Literature Studies - Literature, Moi University (school of education), course: master of education, language: English, abstract: This study intended to investigate secondary school teachers' knowledge and skills in presentation of lessons based on the proverb in secondary schools in Eldoret West District of Uasin Gishu County in Kenya. This was motivated with a trend of inability of the learners in English at national examination level to bring out clear answers in relation to questions set that relate to the proverb. This is because proverbs are tested in all the three English papers. The study sought to determine the role of the English teachers in description and mode of presentation of a proverb based lesson. This was with a view of improving performance in English in the integrated syllabus. The theoretical framework of the study was based on The "post modern" semiotic theory which presupposed that through the proverb, language learning should permeate all aspects of life. The research employed the descriptive survey research design. Questionnaires to teachers and Interview schedules were used in the collection of data. The findings of the study are significant to the curriculum developers and implementers especially English and literature teachers who are directly mandated with implementation of the integrated syllabus. It will also help to advice the teachers, school administrators, parents and the government on how children can develop in their life values as well as academic performance.

Language, Literacy and Learning in Primary Schools

Extensive reading as an approach to teaching is highly recommended in teaching and learning of English. It offers language input necessary for the learning of English therefore giving promise of improving the quality of teaching and learning especially at the foundational stage (primary school). This work takes into cognizance the worrying trend in achievement in English in primary schools in Kenya. Thus, this work captures the practical application of Extensive reading in primary schools in Nyakach district, Kenya. This work highlights areas of concern that would be of interest to policy makers, administrators, lecturers, researchers, teachers, students and parents.

Teachers' Resource Centre

Research Paper (postgraduate) from the year 2017 in the subject Education - Reading Instruction, grade: 8, University of Kabianga (Education), course: Education, Media and Resources, language: English, abstract: The purpose of this study was to investigate the use of teaching and learning resources on the performance of English Language in lower Primary Schools in Baringo central Sub-County, Baringo County, Kenya. The objectives of the study were to establish whether the availability of qualified teachers of lower primary English, affects English performance; to find out whether the class size affects performance in lower primary; to find out whether the availability of English textbooks affects English performance in lower primary schools and to examine whether the availability and use of teaching aids in lower primary affects English language performance. The study used descriptive survey research design. The study was carried out in Baringo Central Sub-County, Baringo County. The study was grounded on the learning theory. The target population was 3,200 pupils 39 Head teachers and 39 Subject teachers. The sample comprised 273 pupils, 39 Head teachers and 39 subject teachers.

Purposive and simple random sampling was employed to sample the respondents. The research instruments were pre-tested in Baringo North Sub-County with a selected pilot sample identical to the actual sample that was used for the study to check any deficiencies in the research instruments. Data was collected using questionnaires and interviews and analyzed using descriptive statistics in particular measure of central tendency and the results were analyzed with the aid of Spreadsheets and Word processing software. The study concluded that most pupils had limited/ insufficient access to learning materials, most teachers are overloaded and lack English language specialization. The findings are expected to assist head teachers and policy makers to establish equipped resource centers with a variety of English related learning resources.

Factors contributing to academic performance of students in a Junior High School

Every year, the World Bank's World Development Report (WDR) features a topic of central importance to global development. The 2018 WDR—LEARNING to Realize Education's Promise—is the first ever devoted entirely to education. And the time is right: education has long been critical to human welfare, but it is even more so in a time of rapid economic and social change. The best way to equip children and youth for the future is to make their learning the center of all efforts to promote education. The 2018 WDR explores four main themes: First, education's promise: education is a powerful instrument for eradicating poverty and promoting shared prosperity, but fulfilling its potential requires better policies—both within and outside the education system. Second, the need to shine a light on learning: despite gains in access to education, recent learning assessments reveal that many young people around the world, especially those who are poor or marginalized, are leaving school unequipped with even the foundational skills they need for life. At the same time, internationally comparable learning assessments show that skills in many middle-income countries lag far behind what those countries aspire to. And too often these shortcomings are hidden—so as a first step to tackling this learning crisis, it is essential to shine a light on it by assessing student learning better. Third, how to make schools work for all learners: research on areas such as brain science, pedagogical innovations, and school management has identified interventions that promote learning by ensuring that learners are prepared, teachers are both skilled and motivated, and other inputs support the teacher-learner relationship. Fourth, how to make systems work for learning: achieving learning throughout an education system requires more than just scaling up effective interventions. Countries must also overcome technical and political barriers by deploying salient metrics for mobilizing actors and tracking progress, building coalitions for learning, and taking an adaptive approach to reform.

The Causes of Low Academic Performances in Secondary Schools

Teaching English in Africa is a practical guide written for primary and secondary school teachers working all over the continent. This book relates the practice of English language teaching directly to the African context. As well as covering the underlying theory of how children learn languages and how teachers can best facilitate this learning, it also provides practical resources and ideas for activities and techniques that have proved successful in English classrooms in Africa, both at primary and secondary level. It is intended to be a practical guide, so references and citations are kept to a minimum and concepts are presented using examples that are likely to be familiar to most teachers working in Africa. If there is a bias in this book, it is towards the needs of teachers working in low-resource, isolated contexts in Africa, as these teachers are so often neglected by literature on teaching methodology.

Research in Education

This book brings together the work of African scholars and educators directly involved in initiatives to improve the teaching and learning of English in higher education across Africa. Offering alternative perspectives across different African countries with examples of decolonised practice in research, the book provides a critical discussion and examples of successful practice in the teaching of English in Africa. Each chapter of the book reports on a specific context and a specific teaching and/or learning initiative in higher education, with emphasis on comparability of information and on clear evaluation and critical analysis of the intervention. The editors offer a thoughtful comparison of different methods, strategies and results to provide an authoritative reference to effective strategies for English teaching and learning. The book paints a cohesive picture of the field of English language teaching in Africa and will be of great interest to researchers, scholars and postgraduate students in the areas of applied linguistics, English teaching and comparative education.

Secondary School Teachers' Knowledge and Skills in Teaching Lessons Based on the Proverb

Scientific Essay from the year 2009 in the subject Pedagogy - Miscellaneous Topics, University Kebangsaan Malaysia (Center of language learning), course: TESOL, language: English, abstract: Now days, there is no hesitant due to fact that the status of English language of becoming a forerunner in worldwide communication as it has become the language of choices in most countries of the world. Hence, English has play an important role in united the country in the world bringing them together. As a result, many people are being involved in the teaching sector of English to people of foreign origin. Despite that, the heightened interest in the English language, teachers frequently face various difficulties and challenges while teaching English as a foreign language meanwhile the students also facing the same predicament as the teachers. According to Chia-Ming (2008), majority students who major in English not only face the challenges in learning, acquiring and mastering English but also the type of knowledge to be equipped for future globalised markets and advanced skills. In Malaysian context, the most emphasizes issues in the education ministry sector is that the use of English language in teaching Science and Math in English, which replaced with Malay language. This change has to do with the new government policy in education. The implemented of this action in the education system have brought such a huge problem towards the teachers and students. The sudden change is hard to be accepted by as the teachers are used to teach in Malay language. Because of the lack of experienced teaching in English they tend to code switch terms to Malay Language from English. That makes the study becoming more complicated. Moreover not all the teachers can speak English fluently and this somehow does affect the quality of teaching the Math and Science using the English language. While for students, they also prefer to code switch to their mother tongue language as it makes them understa

Enhancing Quality Education

The strategies for teaching English have undergone various changes due to the gradual changes in the approaches that underpin language learning. This study sought to investigate how teachers of English in a Tanzanian secondary school use various strategies to help learners develop communicative competence in English. The literature reveals that the teaching of English in Tanzania is encumbered by many challenges. The study confirmed that both teachers and students face challenges that impede the use of more effective. strategies in developing language competence. Such challenges include learners' language background, inadequate teaching and learning resources and teachers' lack of knowledge and skills in using CLT methodology, coupled with poor teacher training among other challenges. In addition, the findings established that though the teachers of English endeavor to use a variety of strategies, there is a need to improve the way these strategies are used so as to develop communicative language competence in learners. The study recommends that teachers of English should employ more interactive CLT strategies that would enhance communicative language competence in learners.

Extensive Reading In The Teaching Of English In Primary Schools

A comparative and interdisciplinary study of language issues in education in five Afican countries: Botswana, Burundi, Tanzania, Zaire and Zimbabwe. This book focuses on how the social, economic and political context affects classroom practice.

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