

How Autonomous are Teachers in the Implementation of Grade Three Pre-Scripted Literacy Lessons in Selected Primary Schools in Lusaka District?

Martha Mwandia & David Sani Mwanza
The University of Zambia

Abstract: The government of the republic of Zambia through the Ministry of Education has designed lessons and lesson procedures including materials for teachers to use in the teaching of literacy. However, teacher autonomy in the use of these pre-scripted literacy lessons remains unclear. The purpose of this study was to establish how autonomous teachers were in the implementation of Grade Three Pre-scripted Literacy Lessons in selected Public Primary Schools in Lusaka District. Multimodality and the Code and Pedagogical theories served as the theoretical framework. The research question is: How autonomous are teachers in their lesson preparations and teaching? The study utilized the descriptive research design that involved the collection and analysis of qualitative data. Purposive sampling technique were used to come up with 27 respondents of which 20 were grade 3 teachers teaching literacy, 5 were Head teachers, 1 Educational manager, 1 Curriculum Specialist. Data were collected through interviews, classroom lesson observations and document analysis. Triangulation of data provided detailed information on teacher autonomy in the implementation of pre-scripted literacy lessons. The findings showed that while some teachers were autonomous in their teaching by rejecting power through the use of scripted lessons, others accepted power by accepting the use of scripted literacy lessons. Still others were moderately autonomous as they negotiated power as they were able to alter the lessons. Arising from the findings, the study recommended that there is need for policy makers to sensitize teachers on why literacy lessons were pre-designed and the role of teachers in their implementation and their expected role in the implementation of the lessons. There is need to sensitize teachers in order to clear the misconceptions surrounding pre-scripted lessons.

Key words: pre-scripted lessons, autonomous, literacy lessons, grade three, implementation, Lusaka District

I. INTRODUCTION

Background

Teacher autonomy refers to the degree of control that teachers have over their work. It is related to the authority they possess to impact knowledge, opportunity for independent thought, action and creativity, and the freedom to organize the learning process (Tort-Moloney, 1997). Aoki (2000) offers an explicit definition of teacher autonomy, suggesting that this involves the capacity, freedom, and/or

responsibility to make choices concerning one's own teaching. Little, (1995:178) defines teacher autonomy as their 'capacity to engage in self-directed teaching or professional action'. This view includes "...having a strong sense of personal responsibility for their teaching, exercised via continuous reflection and analysis... affective and cognitive control of the teaching process". Benson (2000:101) argues that:

Teacher autonomy can be seen as "a right to freedom from control (or an ability to exercise this right) as well as actual freedom from control". Teacher autonomy also embodies the liberty that teachers have to initiate and operate collaborations with their peers, and relate with the learners not only to reinforce and support positive behavior, but also to disapprove and sanction improper behavior in an attempt to make teaching/learning process in the classroom effective and efficient. It is the professional independence of teachers in schools, especially the degree to which they can make autonomous decisions about what they teach to pupils and how they teach it.

Teacher autonomy is essential for ensuring a learning environment that addresses children's diverse needs. As much as the learner requires space, freedom, flexibility and respect, the teacher also requires the same. There is need to encourage an atmosphere that facilitates collaborative efforts among teachers. Teacher autonomy is driven by a need for personal and professional improvement, so that an autonomous teacher may seek out opportunities over the course of his or her career to develop further. Teacher autonomy and professional independence is a socially constructed process, where teacher support and develop groups that can act as teacher-learner pools of diverse knowledge, experience, equal power & autonomous learning. If teachers are professionals then autonomy is an important element in confirming the status of teacher's work (Sehrawat, 2014).

Teacher autonomy is pivotal to teacher empowerment and successful professional learning opportunities (Bodman et al, 2012). The autonomous teacher is well informed about approaches, methods and trends in her field and makes informed decisions, keeps herself updated and has professional identity. Ozturk (2012) agreed that certain amount of autonomy is necessary for teachers to adjust their teaching practices and curriculum to accommodate each student and to engage students. Little (1995) added that, genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analyzing the highest degree of effective and cognitive control of the teaching process, and exploring the freedom that this confers (Little, 1995). Advocates of teacher autonomy such as Fieldman (2011) argue that, because teachers are in the best position to make informed decisions about students' education, they should be given as much autonomy as possible when it comes to choosing instructional strategies, designing lessons and providing academic support.

Hashium, and Noman (2015) found that teacher autonomy provides teachers freedom in planning, instruction, and assessment. Ingersoll and Merrill (2011) stated that teachers with high levels of autonomy and decision-making enjoy teaching and stay in the profession longer than teachers who have no voice in school based decisions. Some teachers who have autonomy in decision-making may be empowered and may be more effective instructors, which can affect student achievement (Devos, & Van Keer, 2010). In contrast, teachers who work in a controlled school climate may be demotivated and powerless over their teaching practice (Roness, 2011; Wang & Zang, 2014). This apparent control over teachers certainly affects their autonomy and suppresses their decision making process. Administrators know that when teachers are motivated, the education community benefits. Researchers have studied the effects of teacher autonomy on teaching practices and student academic achievement. A restricted curriculum, limits teachers' decision making ability in the classroom (Mertler, 2011).

Voller (1997) describes the roles of the language teacher in an autonomous environment as, "a facilitator who encourages decision making processes, a counsellor who reacts to the constant needs of the learners, and a resource who makes his or her knowledge and expertise available to the learners when it is needed. Some teachers who have a high degree of autonomy uses instructional techniques such as differentiation, scaffolding, personalize learning, student-centered learning, and Student engagement that motivate student learning and improve performance (Lau & Chen, 2013). In addition, teacher autonomy improves teacher commitment and allows students to become engaged in their learning process (Schinkel, 2010). Moreover, autonomy in the classroom creates a positive environment for teachers and students. It was therefore, important to find out if teachers in Lusaka District were autonomous in their lesson preparation and teaching.

The issue of teacher autonomy is very important in Zambia owing to the manner the government through the Ministry of General Education, have designed the curriculum and teachers text books for early grades. The Zambia Primary Literacy Program (PLP) contains all the lessons required to be taught from term one to term three in each grade year from grade 1 to 4. The lessons in the teacher's guide are pre-designed corresponding to the activities in the learners book (MESVTEE, 2013). The literally scripted lessons are ordered for teachers to follow. These scripted lessons are highly structured lessons with specific time allocated for teaching specific skills. They are intended to provide a tool that is clear and detailed, specifying what the teacher is going to teach when, and how that is going to be taught. Scripted lessons provide all the required resources for the teacher to use. Curriculum materials such as physical materials, procedures, tasks and concepts are included. These are designed into specific resources with specific pedagogical features in mind. The already designed lessons offer a step by step instruction, resources and assessment. The lessons take teachers through a process of using and applying the scripted lessons.

Advocates say the aim of using such lessons is to make teachers comfortable in delivering the objectives outlined by the materials. They also say that, teachers become more comfortable with scripted lessons as they reduce stress and lead to greater satisfaction in their teaching. The strict adherence to scripted lessons in the teaching of literacy lessons makes one to wonder whether teachers are autonomous in this context where lesson procedures have already been decided.

II. STATEMENT OF THE PROBLEM

Teacher autonomy is the exercise of control over the curriculum and school matters despite the pressing influence of external constraints that may hinder it (JingHuang, 2005). This means that teachers ought to have the freedom and power to plan and execute lessons according to the special characteristics of the class and general learning/teaching context. However, the government of Zambia has designed pre-scripted lessons and lesson procedures including materials and teaching thus, it was not known whether primary school teachers were autonomous in implementing the pre-scripted literacy lessons in order to achieve the objective of improved literacy levels in primary schools. As a Question, the research problem was: How autonomous were teachers in the implementation of the pre-scripted Literacy lessons in grade three in Lusaka District?

III. PURPOSE OF THE STUDY

The purpose of the study was to establish how autonomous teachers were in the implementation of pre-scripted literacy lessons in grade 3.

IV. METHODS AND MATERIALS

This research study is qualitative in nature. In the study, five primary schools were purposively selected in Lusaka District and all of them were urban schools. This was so because the schools were accessible. A total of 20 teachers teaching literacy in grade three were sampled for interviews, meaning 4 teachers from each school. Teachers teaching Grade three were sampled because they are the ones involved in teaching literacy using pre-scripted lessons and they had the necessary information the researcher was looking for. 5 Head teachers were also sampled, 1 Head teacher from each of the sampled schools. 1 District Resource Centre coordinator and 1 Curriculum Specialist from the Department of Literacy. The total population of the participants in the study was 27. The researcher used semi-structured interview guides, lesson observation checklists and document analysis. The semi-structured interview guides were administered to teachers, head teachers, the DRCC and the Curriculum Specialist so as to work directly with the interviewee.

Structured Interview guides were used to solicit views on whether, teachers were autonomous in their lesson preparation and teaching. Semi structured interviews were used because they are flexible and consist of both open and closed -ended questions. A lesson observation check list was also used for literacy lesson observations. It enabled the researcher to see whether teachers were using pre-scripted literacy lessons or not. Other tools included a field note book which was used to record field notes and a video recording device which was used to record the face to face interviews and classroom interaction between teachers and learners. Analysis of data began in the field as soon as collection began. Thematic analysis was used to frame and analyze the data. Thus, while the study had one main research question, the data was presented and analyzed under identified themes.

V. PRESENTATION OF FINDINGS

Three types of data is presented in this section. There is interview data which was collected through in depth interviews with teachers of literacy to get their views on whether or not they were autonomous in their implementation of pre-scripted lessons or not. Moreover, two documents are presented side by side. These are the pre-designed lessons and the teachers own lesson plans. This is done to show if there is any difference between the pre-designed plan and the teachers' scribbled plan. Later, observation data is also presented in form of lesson descriptions. This data shows practical classroom implementation of the lessons. In short, this section has interview data, documentary data and observation data in form of transcriptions. This triangulation of data and data sources was to answer the research question in detail. Below, we present the findings:

5.1 Findings from interview data

Respondents interpreted their autonomy differently according to their teaching experiences. The following were the general findings:

Some of the respondents felt that they were autonomous in their teaching. They said they do follow some prescribed aspects of the lessons and they do not do others. They said for some reasons, they alter the lessons because of the kind of learners they have. Others said they had no capability of following scripted lessons so where they don't they brought in their own work.

Some of the respondents had this to say:

We make decisions we have the freedom. You look at the lesson then come up with ideas on what you can teach the learners so that they can understand (T7).

They are very free I think they prepare their schemes of work, lesson plans and materials they prepare on their own we don't tell them what to do (H3).

Based on the methodologies which is there, it is not fixed that a teacher has to follow that. It is just a guide. Here we are encouraging teachers to use a variety of strategies. A teacher need to know a variety of strategies and not to be rigid. A teacher should not be like a robot he or she should be eclectic. Our curriculum is based on outcomes so it doesn't matter whether the teacher uses the scripted lesson or not. Our interest is whether or not outcomes have been met (Curriculum Specialist).

Other respondents said, due to monitoring purposes and language barrier teachers were required to stick to scripted lessons so that there is uniformity in the way literacy lessons are taught and also that teachers do not go out of context. The following were some of the responses from the participants:

It is restricted you have to follow through. If monitors come they ask as to why you are not sticking to the script (T16).

Yes when they are talking about a certain sound for the week. I can't change I just have to follow. I stick to pre-designed (T9).

Participants said the autonomy is there but not as much. They said they follow the scripts and also alter the lessons where they feel children do not understand. Participants were interviewed and the following were the responses:

Freedom is there but not very much because you have to follow what is laid down you cannot go outside what is in the book. My supervisor encourages that I follow the scripted lessons (T10).

Yes there is freedom. I usually use the same materials and also improvise. I usually follow what is pre-scribed (T18).

Another teacher had this to say:

We do not have the freedom. When coming up with new programs they do not consult us the teachers on the ground (T12).

5.2 Lesson observation Data and Document Review

After collecting interview data, on how autonomous teachers were in their teaching, the idea was to see how teachers practically taught literacy to grade three learners using pre-scribed lessons in a way to ascertain their views as indicated

during the interviews where they said they were autonomous, others said not autonomous and the last group said they were moderately autonomous. What is presented under lesson observation data are the excerpts from the transcribed lesson verbatim. We now present to you the lessons as pre-scribed in the teacher’s guide and the lessons which teachers were using.

School A/Lesson A/Teacher A

The teacher has a diploma in primary teaching. She has taught grade 3 for the past 2 years. The class had 37 pupils in class. The teacher had a lesson plan.

PHUNZIRO 2: MVETSERO
MFUNDO YA KULU: Za amuna ndi akazi.
NTHAWI: Ola limodzi
ZOPHUNZITSIRA NDI ZOPHUNZIRIRA:

- Buku la Mphunzitsi
- Buku la Mphunzi

MA BUKU ENA OTHANDIZIRIRA:

- Buku la Mphunzitsi
- Buku la Mphunzi

ZOLINGA:

- Kuwerenga ndi kuyankha mafunso.

1. LAMBULO: Mphindi 5

- Funsani aphunzi kunena nchito zomwe amacita kunyumba kwao

2. KUFUTUKULA: Mphindi 45

- Uzani aphunzi kuwerenga ndime iri muni umu awiri-awiri ndi kuyankha mafunso otsatira:
Anyamata ndi atsikana amagwira nchito zosiyana siyana kunyumba kwao. Amathandiza makolo ao kutsuka mbale ndi kupsera. Ena amaphika ndi kuchape zobvala. Anyamata ambiri amakhwapa pabwalo panyumba. Ana ayenera kuthandiza kugwira nchito kunyumba nthawi zonse.
- Mafunso omwe ayenera kuyankha ndi awa;
 - Chulani nchito zinai zomwe amacita anyamata ndi atsikana.
 - Kodi anyamata ndi atsikana ayenera kucita ciani nthawi zonse?
 - Kodi anyamata ayenera kuphika?
- Uzani aphunzi kucita seweru kusonyeza anyamata ndi atsikana akucita nchito zosiyana-siyana.
- Zina mwanchitoto ndi zomwe anyamata samaloledwa kucita.

2.1 Kufotokoza zocita: mphindi 5

- Fotokozerani aphunzi zocita zomwe ziri m' buku la lowerenga.
- Auzeni aphunzi momwe ayenera kuyankhira mafunso.

3. KUMALIZA: Mphindi 5

- Funsani aphunzi kunena ubwino wothandiza makolo kunyumba.
- Alimbikitseni kufunika kwake kwa kuthandiza makolo kunyumba.

Figure 1a

LESSON PLAN

Grade: 3 Chambeshi **Date:** 01/10/2020
Subject: Literacy **Duration:** 1 hour
Sub-Topic: Letter sound /ts/ **No. of pupils:** 37
Reference: Pupils book page **LTA:** Flash cards

Specific outcomes: Learners are expected to

- Pronounce letter sound / ts/
- Make syllables and words
- Read words and simple sentences

Introduction- Revise the previous lesson by asking learners to mention the letter sound they learnt.

- Ask learners to mention words with the letter sound /ts/

CONTENT	TEACHER'S ACTIVITY	LEARNER'S ACTIVITY
Oral reading	Step 1: ask the learners to read the following words, kumvetsetsa, aphunzitsa, kutsegula, kugwiritsa, kukambitsa, atsaira, kupatsa, kudutsa, kuthetsa	-Read the given words
Sentence construction	Step 2: Ask the learners to construct simple sentences using the words above orally	- Construct simple sentence using the given words
Writing	Step: 3 Ask the learners to complete the given exercise in their books Kugwiritsa, adutsa, kuyereetsa, kupita amphunzitsa 1. Kodi ndani wa _____ ndalama izi? 2. Aphunzitsi _____ ana m'klasi 3. Tiyenera _____ nchito mswaci	- Complete the given exercise in their books

Conclusion: Teacher shares the learners work by showing them good and badly written work.

Homework: Ask the learners to go and find more words with the /ts/ sound and write five of them in their exercise books

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Figure 1b

5.2.1 Lesson Description/Lesson Transcription

The teacher began the lesson by greeting the class and introducing the visitor (the researcher). After the greetings and introductions, the teacher asked the learners what they learnt in the previous lesson. She asked the following questions:

Teacher: Ndani anga tiuzeko mvekelo ye tina phunzira dzulo (can someone tell us what we learnt in the previous lesson?). She points at one of the boys sitting at the back. Ndani uyo (you) the friends shouts ndiwe (it's you). Okay Iwe tiuzeko (yes tell us).

Pupil: Mvekelo /ts/ (sound ts)

Teacher: Bonse ni yamene ye akamba? (Is it correct?)

Pupils: (Chorus) yes

Teacher: Mutotelenikoni (clap for him). She then asks the learners, ngati taikako ma fumu a, e, i, o, u tizapanga liwu bwanji? (Which words are we going to make if we add a vowel to the sound ts)

Pupils: (Chorus) tizapanga ma syllable (We will make syllables)

Teacher: Asks pupils to write the words on the board with the sound /ts/.

Pupil: Ine ba teacher (*me teacher*). She writes ‘suko’

Teacher: Ni yamene iyi (*Is it correct?*)

Pupils: Awe (no)

Teacher: Asks another girl to write the word ‘tsuko’ on the board.

Girl 2: Writes the word ‘tsuko’.

Teacher: Writes the words, kugwiritsa, kuphunzitsa, adutsa, kupatsa, kuyeretsa on the board. She asks the pupils to read the words.

Pupils: Take turns to read the words.

Teacher: Asks learners to construct simple sentences orally from the words on the board.

Boy 1: Mphunzitsi aphunzitsa ana. (*The teacher is teaching*).

Girl 2: Mtsikana anapita ku mtsika (*She went to the market*).

Teacher: Writes an exercise on the board for the learners to complete individually. 1) Kodi ndani wa _____ ndalama izi?. 2) Aphunzitsi _____ ana m’kalasi . 3) Tiyenera _____ nchito mswaci. 4. Mtsikana _____ mseu. 5. Tiyenera _____ malo athu okhalamo. She asks the learners to go and find more words with the /ts/ sound and write five of them in their exercise books as home work.

5.2.2 School B/Lesson B/Teacher B

She has been teaching for less than 10 years. She has a certificate in primary teaching and has taught grade 3 for 3 years.



Figure 2a

Lesson Description/ Transcription

The teacher commenced the lesson with a song. She then introduced the guest (the researcher). Afterwards she asked the learners to recall what they learnt in the previous lesson. She then wrote the heading *Literacy* on the board followed by the sub- heading *Thupi la muntu* (The human body). Then the teacher asked the following questions:

Teacher: Ni uzenikoni Ziwalo zamene mu wonako pa thupi la munzako (*Tell me some of the body parts which you see on your friend's body*). She points at one of the pupils iwe (*you*) [pupil] mphuno (*nose*) [teacher] iwe (*you*) menso (*eyes*). She then goes to introduce the lesson for the day.

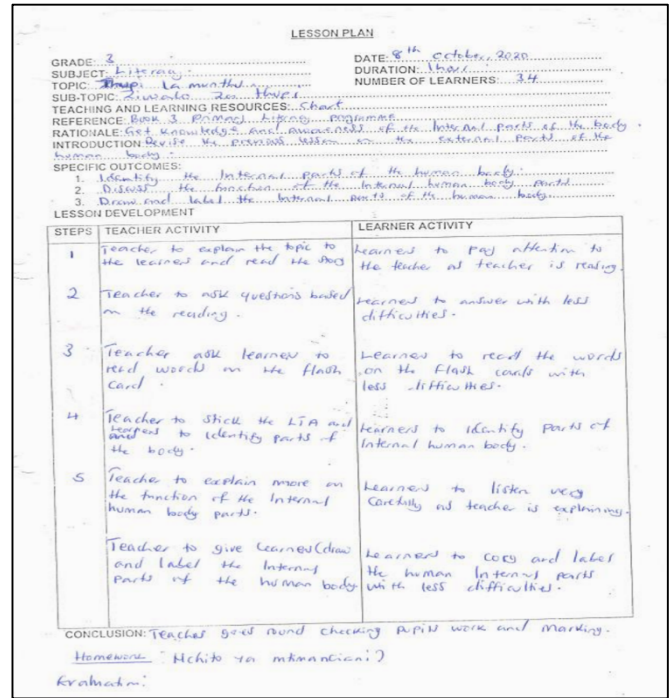


Figure 2b

Lelo tizakambitsana pa “Ziwalo za tupi za mkati” (*We are going to learn about the internal parts of the body*). She asks the learners to pay attention as she reads a short passage on the internal parts of the body. She reads the passage while she stops to ask questions. *Mphewo ni ciani?* (Asking for meaning in English)

Pupils: (Silence)

Teacher: Si mutuziba tuli tubili tuwoneka monga nitu beans (*They are two, they look like beans*)

Pupil: Ni tu menso (*eyes*) laughs

Teacher: Mphewo ni ma kidneys. She asks the learners the function of the kidneys

Pupil: Ni yocepetsa ululu (*To reduce pain*)

Teacher: Mutotelenikoni (*clap for him*). She then displays the chart and tells the learners

“Yanganani pa chart muni uzeko ziwalo za mkati mwa thupi. (*Look at the chart and tell me the internal parts of the body*)

Pupil 1: Naonako mphafa (*liver*)

Teacher: Inchito ya mphafa ni caani? (*What is the function of the liver?*)

Pupil 2: Mphafa ithandiza kugaya cakudya (*The liver helps in the digestion of food*)

Teacher: Ngabenangu mwaonapo caani? (*What else do you see?*)

Pupil 3: Ine ba teacher na onapo cifu (*stomach*)

Teacher: Nga nchito ya cifu ni ya ciani? (*What is the function of the stomach?*)

Pupil 4: Ine ba teacher niyosungila tu bebi (*for keeping babies*) laughs.

Teacher: Ai winangu (*no, anyone to help?*) she points at another pupil iwe (*you*)

Pupil 5: Cifu cisunga cakudya (*To store food*)

Teacher: Very good, tiyeni tibatoteleko bonse (*clap for them*). She then shows the learners word cards. Ndani anga tubelengeleko liwu li apa (*can someone read for us?*). Pupils take turns to read the words. She then asks the learners to draw and label the internal parts of the human body in their exercise books.

5.2.3 School C/Lesson C/Teacher C

She has been teaching for 15 years. She has a primary teacher’s diploma. She has taught grade 3 for 2 years. Teacher C prepared lesson on Ulamuliro (Governance). She had a lesson plan.



Figure 3a



Figure 3b

Lesson Description/Transcription

The teacher greeted the learners and introduced the visitor (the researcher). Thereafter she wrote the word ‘ulamuliro’ on the board. She asked the learners to read and say what Ulamuliro is in English. Pupils made many attempts and the teacher tells them that it means (*governance*). Pupils listen attentively, she then asks the learners to mention some of the chores they do at home to help the family go forward.

Pupil 1: Ine nima tsuka mambale (*washing plates*)

Pupil 2: Kutapa madzi (*fetching water*)

Pupil 3: Kupyanga munyumba (*sweeping the house*)

Pupil 4: Nima gulitsa mu ka sido (*selling in a makeshift store*)

Teacher: Tiba wombele manja (*clap for them*). She then gives out the books and asks the pupils to turn to page 32 of the text books. She reads the story and then asks the learners to read silently. After reading the story, the pupils then answer the

questions based on the passage. The teacher then writes the exercise on the board.

5.2.4 School D/Lesson D/Teacher D

ZOCITIRA KU NYUMBA.
 • Mphunzitsi auze aphunzi kuti aliyense akajambule cithunzi-thunzi ca mtima.

M'MENE PHUNZIRO LAYENDERA:

PHUNZIRO : 3 – Kulemba.
MFUNDO YAIKULU; kudzidziwa.
NTHAWI : Ola limodzi.
ZIPANGIZO ZOPHUNZITSIRA NDI ZOPHUNZIRIRA:
 • Buku la mphunzitsi ndi buku la mphunzi.

COLINGA
 Kutsiriza ziganizo moyenera.

LAMBULO:
 • Mphunzitsi alembe ziganizozu pa bolodi ndipo afunse aphunzi kuti atsirize.
 1. M'thupi muli ziwalo zosiyana-siyana.
 2. uyendetsa magazi m'thupi.
 (Mayankho yoyembekezereka)
 1. la munthu
 2. Mtima

NDONDOMEKO
 • Mphunzitsi auze aphunzi kuti akhale m'magulu ndipo asankhe atsogoleri.
 • Mphunzitsi auze aphunzi kuti atsirize ziganizo zomwe ziri pa phunziro 3 m'mabuku mwao (NCHITO A).
 • Mphunzitsi auze atsogoleri a magulu kuti anene zomwe acita m'magulu mwao.

(Mayankho yoyembekezereka)
 1. Nchito.....m'thupi
 2. Mphewo.....ululu.
 3. Tomwe.....zakudya.
 4. mapapo
 4. Tithandiza.

NCHITO B
 • Mphunzitsi auze aphunzi kuti alembe ziganizo zitatu cabe zomwe zinena za ziwalo ndi nchito zake kucoka m'nkhani yomwe iri pa phunziro 3 m'mabuku mwao.

KAUTHEUTHE
 • Mphunzitsi pamodzi ndi aphunzi apitemo m'nchito yomwe alembe aphunzi pa zocita.

ZOCITIRA KU NYUMBA.
 • Mphunzitsi auze aphunzi kuti akalembe ziganizo zao-zao, ziwiri, zonena za ziwalo za m'kati mwa thupi la munthu.

M'MENE PHUNZIRO LAYENDERA:

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Figure 4a

Lesson Description /Transcription

The teacher started by greeting the pupils and introducing the visitor, (the researcher). She then asked a volunteer to start a song. The whole class sang the song. The teacher later went into a recap from the previous lesson.

Teacher: Writes sound /mph/ on the board and asks the learners, “iyi mvekelo tina phunzira last week ni mvekelo bwanji?”(We learnt about this sound last week what sound is it?)

Pupil: Ine ba teacher ni mvekelo /mph/ (Me teacher its sound /mph/).

Teacher: Very good Mutotelenikoni (Very good clap for her) teacher then asks the pupils, ngati taikako ma fumu a, e, i, o, u ku mvekelo /mph/ izatipasa mpha, mphe, mphu nayokonkapo ye nangu ndi vetinaphunzira (if we add the vowels to the sound /mph/ we will have syllables such as mpha, mphe, mphu and so on). She asks the learners to open on page 4 of the pupil’s books. She reads the story and then asks the pupils to read.

The teacher had been teaching for more than 5 years. She had a diploma in primary teaching. She taught Grade 3 for a year.

LESSON PLAN

Grade: 3 **Date:** 08/10/20
Subject: Literacy **Time:** 1 Hour
Topic: Kudzidziwa **No of learners:** 30
Sub-Topic: Kudzidziwa (kulemba)
T/L Resources: Pupil's book, board
Reference: Pupil's book page 4

Rationale: Learners should have the knowledge of the function of the body parts

Introduction: Revise on the previous work (letter sounds) blend them with vowels /mt/ /mph/ /mb/ /b/ /k/ /ts/

SPECIFIC OUTCOMES

1. Identify parts of the body
2. Mention the functions of internal the body parts
3. Read some words and simple sentences

LESSON DEVELOPMENT

DURATION	TEACHER ACTIVITY	LEARNER ACTIVITY
	<ol style="list-style-type: none"> 1. Ask learners to read the story on page 4 2. Ask learners to read the words that are on the board Kugaya, kupumira, Ziwalo, zontansa, athandiza 3. Explain to the learners the functions of the body parts read on page 4. 4. Give an activity and explain to the learners what to do 	<ul style="list-style-type: none"> - Read the story on page 4 - Read the words on the board - Mention the function of some body parts read on page 4 - Do an activity individually - Lembani ziganizo ziwiri kucokera m'nkhani zonena za ziwalo ndi nchito zake

Conclusion: Teacher goes round checking pupil's work and marking

Home work: Copy the words from the board and read them at home.

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Figure 4b

Pupils: Take turns to read the story.

Teacher: Ni uzenikoni ziwalo zamkati mwa thupi ze mwa mvelako mu nkhani yemwenzu belenga (mention some of the internal parts of the body).

Pupil: Mukosi (neck)

Teacher: Mmmmmm mukosi upezeka mkati ka thupi? Laughs

Pupils: Ai imapezeka kunjja (It is an external part of the body)

Pupil: Mtima (heart)

Teacher: Very good muwombeleni manja (clap for him) teacher asks for more answers.

Pupil: Matumbo (intestines)

Teacher: Okay yenangu? (Any other?)

Pupil: Mphafa (liver)

Teacher: Asks the pupils to read the story silently paying attention to details as they are going to answer questions which follows. After they have read the passage. She asks the learners to write the exercise in their books. The teacher concludes the lesson by going through the exercise and gives them work to be done at home.

5.2.5 School E/Lesson E/Teacher E

She has worked in the Ministry of Education for 3 years. She has a diploma in primary teaching and has taught grade 3 for a year.

MUTU 1

PHUNZIRO1: Kuika malemba mu alifabeti.

MFUNDO YAIKULU: Mau

NTHAWI: Ola limodzi.

ZIPANGIZO ZOPHUNZIRIRA NDI ZOPHUNZITSIRA:
Buku la mphunzitsi ndi buku la mphunzi.

COLINGA:
Kukonza malemba ali osakanizika mu mndandanda wa alifabeti.

LAMBULO:
Mphunzitsi auze aphunzi kuti alembe malemba awa kulingana ndi mndandanda wa alifabeti n, e, c.

NDONDOMEKO:
Mphunzitsi:

- Aike aphunzi m'magulu oyenera
- Alembe malemba ya alifabeti pa bolodi mosakaniza
- Mwachitsanzo b, d, w, c, z, f, o, x, j, h
- Auze aphunzi kuti aike malemba amenewa mu mndandanda woyenera wa alifabeti.
- Auze gulu liri lonse kuti lisankhe membala m'modzi kuti alembe pa bolodi zomwe apeza m'gulu lao.
- Alembe malemba onse mu mndandanda woyenera.

NCHITO:

- Mphunzi aliyense payekha aike malemba ali m'buku lake la nchito mu mndandanda wa alifabeti.

KAUTHEUTHE:
Funsani aphunzi angapo kuti achule malemba onse a mu alifabeti.

ZOCITIRA KUNYUMBA:
Aphunzi akachulire malemba ya alifabeti makolo awo kunyumba.

M'MENE PHUNZIRO LAYENDERA:

PHUNZIRO 2: Kuika mau oyamba ndi malemba osiyana mu alifabeti.

MFUNDO YAIKULU: Mau

NTHAWI: Ola limodzi

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Figure 5a

Lesson Description/Transcription

The teacher began the lesson by greeting the class and introducing the visitor (the researcher). Afterwards she asked the learners to sing the letters of the alphabet song. The teacher later introduced the lesson for the day:

Teacher: Lelo tiza phunzira literacy mu cinyanja. Aliphabeti ndiye alphabet mu cizungu ayi (we are going to learn literacy in cinyanja. Aliphabeti is as same as alphabet in English).

Pupils: Yes

Teacher: Aliphabeti ni manambala ye yambila pa A kufika ku Z. Ndani anganilembeleko letter imozi ye ipezeka mu aliphabeti. (Letters of the alphabet are from A-Z. Can someone write any letter of the alphabet?)

Pupil: Writes letter 'B' on the board.

LESSON PLAN

Grade: 3F **Attendance:** Boys: 13 Girls: 12

Total: 25

Subject: Cinyanja (Literacy) **Time:** 1hour

Topic: Alifabet

Sub-Topic: Kuika malemba mu alifabet

L/T Aids: Text books

Reference: PLP grade 3, cinyanja page 1

LESSON DEVELOPMENT

Stages	Teacher's Role	Learners Role
Introduction	-Teacher to sing alp.....song with the learners and to ask any learners to write any letter from the board	- Learners to listen and participate with the teacher with the teacher.
Development	- Teacher to explain in details and discuss with the learners about the alphabet letter by giving the example e.g. arrange the letters in order n, e, c and z, x, y	-Learners to listen and participate
Group	-Teacher to put the learners in groups and give them, the work - arrange the letters of the alphabet in order.	- Learners to do the work posed by them
Exercise	-Teacher to give exercise to the learners Zocita -Lembani malemba ya alifabet mumundandanda	- Learners to do the work posed by them

Evaluation: The lesson was well taught and most of my learners did very well. I enjoyed the lesson very well knowing most of my learners did very well.

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Figure 5b

Teacher: Wamene anga tulembeleko small letter 'b'. (Someone to write small letter b)

Pupil: Writes 'b' on the board.

Teacher: Iyi ye alembe ni yamene? (Is it correct?)

Pupils: Ni small letter.

Teacher: Mutotelenikoni (clap for him). She writes letters n, e, c on the board. Ni ndani azatilembelako aya ma letters kulinganiza na mwamene yapezekela mu Aliphabeti (asks the learners to write the letters according to the way they appear in the alphabet). A girl writes c, e, n. Teacher asks the rest of the class, "ni mwamene?" (Is it correct?) Pupils (chorus) yes. She then writes jumbled letters, b, d, w, c, z, f, o, x, j, h for the pupils to write according to the way they appear in the alphabet as pair work. Pupils discuss in pairs and choose one to write on the board.

The teacher then asks the learners to write the letters of the alphabet in their exercise books.

VI. DISCUSSION OF FINDINGS

The findings showed that teachers who were autonomous, altered the lesson plans as they taught and they rejected what was pre-scribed by policy makers. This rejection was also observed in the way the teachers delivered the lessons. This may suggest that once policy makers impose what to do on implementers, some might reject what is being imposed Mwanza (2016) states that, the rejection of power is not always explicit but subtle as in this case. Teacher's diagnosed student's needs and adjusted curricular and assessment directives in ways that they believed would benefit students. The exercise of autonomy by modifying pre-scripted literacy lessons to better serve the students is supported by Reed (2000) who found that when teachers are autonomous they organize the curricular policies to address student needs. He said teachers pay close attention to students and adjust the curricular to align with student academic and emotional needs. According to the findings, scripted literacy lessons were a starting point, a means not an end.

It was observed that teachers participating in the study had limited influence in the preparation of lesson plans. The contents of the scripts are usually taken as they are from the official curriculum issued by the Ministry of Education and the text books. Thus, it is evident that the decisions of the teachers are rarely reflected in the preparation of lesson plans. However, the case is quite different when it comes to the implementation of the lesson plans in the classroom. When teaching, teachers are able to reflect their own preferences and decisions on the lesson plan activities more than what is pre-scribed in the book. In other words, it has been observed that teachers have a larger area of autonomy in the application stage which is made possible by the privacy nature of the classroom environment which is usually detached from the outer world. This resonates with Strong and Yoshida (2014) who indicated that, there is an apparent high level of autonomy for teachers within their individual classroom. This is also consistent with Bernstein (1990) idea of framing who noted that, frame refers to the degree of control teachers and learners possess over the selection, organization, pacing and timing of the knowledge transmitted and received in the pedagogical relationship. For Bernstein, the curriculum is not a neutral package of knowledge responding in some natural way to demands of society. In the context of this study, some teachers had strong framing.

A good example of how participants exercised professional autonomy is illustrated in the lesson done by Teacher A. She made a decision to re-teach a lesson from grade two. After having assessed the students' abilities she decided that changing the curriculum would better serve her students. Teacher A possessed a large degree of autonomy, evidenced in her abilities to recognize learner's needs. The teacher noted that students who are slow learners and fast learners needed

additional time, attention and curricular adaptations to improve their academic achievement.

In brief, the findings on autonomous teachers revealed that participants exercised their autonomy in a professional way despite the narrow methods presented in the pre-scribed lessons. Teachers accomplished the curriculum goals in their own way. The most significant exercise of autonomy was them being able to alter the curricular policies to address student's needs

Some teachers participating in this study had no influence on pre-scripted literacy lessons and they were not autonomous. The contents of the lessons are usually taken as they are from the official curriculum. The study findings revealed that teachers accepted what is being imposed by policy makers by following the lesson procedure as stipulated in the teacher's guide. This is because to some, language is a barrier so teachers follow the scripts step by step while for others, it is due to lack of competencies to teach literacy. The findings of the study do not agree with Guccione (2011) who stated that scripts designed for teaching curriculum are not meant to eliminate the amount of teacher preparation, but are to be used as a scaffold for teachers to adhere to the topics and skills required of students. He said when used properly, scripted teaching programs are used as a tool that teachers can add and subtract parts of the structure to create a learning environment that facilitates appropriate instruction individualized to the needs of their learners.

The researcher observed that teachers did not make decisions on the teaching and learning materials. They used the chalk board, pupil's and teacher's books as pre-scribed in the lesson. The traditional use of chalkboard, pupils and teacher's books as materials in the teaching of literacy did not consider what Iedema and others have said concerning multimodal learning. Iedema (2003) noted that, multimodality highlights the meaning work we do at all times exploits semiotics and that semiotics can occur and work together to make and communicate meaning. During the lesson implementation, it was observed that participants were not creative in the way the exercise was given to the learners. The practices observed are in line with Erskine (2014) who found that high-stakes accountability has turned teachers into drones. Teachers are reading from scripted curriculum and because of the pressures, teachers have narrowed their content to focus on test defined content and increased the use of teacher centered practices without regards to creative instruction to meet their student's needs.

The findings also revealed that some teachers follow the pre-scripted literacy lessons but for some reasons they alter the lessons. What teachers are doing is negotiation of power. They follow what is pre-scribed but they also added to appropriate the content to their learners. In the power relations people can contest power, they can negotiate power and they can also reject power (Mwanza, 2016). The reasons for teachers to negotiate power is on the premise that the classroom is comprised of different learners who learn at

different paces. The other reason could be that of competencies where, some teachers do not have the capabilities to follow pre-scripted lessons. Therefore, they negotiate the pre-scripted literacy lessons in order to implement a version of the lesson they are familiar with.

The study revealed that, teacher A was autonomous in her lesson planning and teaching as she taught a revised lesson instead of following what was stipulated to be taught at that particular time. The teacher formulated her own objectives different from the modeled lesson plan. The lesson began with a song. This was followed by the teacher with learners revising the syllables learnt in the previous lesson. The new lesson was introduced by the teacher on the letter sound /ts/. Learners took turns to write the words on the chalk board. However, the teacher did not take the learners to reading a decodable story as outlined in the teacher's guide. The lesson done by the teacher was different from what was pre-scribed in the book. The study revealed that the teacher modified the lesson as she did not follow the scripted lesson step by step. This is supported by Reed (2000) who stated that, when teachers are autonomous they organize the curricula to align with student academic and emotional needs.

During the implementation, the teacher altered the lesson many times. She included a song at the beginning of the lesson and came up with a different class exercise and homework as opposed to the one outlined in the book. In her post lesson interview, she made it clear that she felt it was not only possible but, important to deviate from the pre-designed lesson plans. This is supported by Little (1995) who stated that, genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analyzing the highest degree of effective and cognitive control of the teaching process, and exploring the freedom that this confers.

Further, findings revealed that Teacher A taught a lesson from grade 2. This was after she realized that children were still struggling with making words using that sound. Instead of moving forward it was important to look back and see how best the learners could be helped. The way Teacher A decided to structure her lesson was to try and meet the needs of the learners. During her lesson presentation it was clear that children had difficulties in reading despite being in grade 3. The findings from Teacher A's class reveal how the scripted lesson plans in its present structure invites teachers to expand and improvise.

The findings about Teacher B revealed that, the teacher was following the lesson as outlined in the Grade 3 literacy teacher's guide. She however, presented the lesson by means of a chart which was well labelled on the internal parts of the body. She also used flash cards instead of sticking to the pupils and teacher's book as outlined in the teacher's guide. The use of the chart kept the learners glued to the lesson and they participated fully. Teacher B pointed to a self-made chart with different internal parts of the body and asked the

learners to name the parts labelled in Cinyanja. This resonates with Zhang (2013) who stated that, as for teaching, the application of multimodal can be regarded as the interaction among many symbolic resources such as language, audios, pictures and motions through the usage of the sense of hearing and touch which forms the traditional teaching mode and improves the teacher's teaching ability, thus creating the efficient literacy class. In the post lesson interview, Teacher B talked about the constraints of the scripted lesson plan which she feels prevents her from doing a great deal more than it requires. She said that there are many decisions she makes with regard to the teaching of Literacy. She stated that, instead of following the lesson as pre-scribed in the teacher's guide, she concentrates on how to achieve the lesson outcomes and finding methods that would accomplish what in her opinion would lead to more effective learning.

Further, the findings about Teacher C revealed that, the work the teacher gave to the learners to do as classwork and homework did not much with the work pre-scribed in the book. The findings showed that Teacher C altered the lesson many times. Further findings indicate that, Teacher C did not follow the procedure as outlined in the pupil's books. She developed the lesson different from the one outlined in the book which shows that she was free to alter the pre-scripted lessons to meet the needs of the learners. In terms of materials, the teacher did not improvise any materials. She used the materials outlined in the teacher's guide. Despite indicating on the lesson plan that she was going to use flash cards and a chart. She did not bring the materials to the classroom. The teacher used materials pre-scribed in the book. In a post lesson interview, Teacher C was asked whether they were any decisions she made with regards to lesson planning, teaching and the selection of materials. The teacher said she improvised the learning and teaching materials but during the lesson observation, the teacher used materials as pre-scribed in the book. From the findings it is clear that Teacher C was moderately autonomous as she was able to alter some parts of the lesson plan while she followed others religiously.

Regarding Teacher D, the findings revealed that the teacher planned the lesson as outlined in the Grade 3 Literacy Teacher's Guide. In the introduction of the lesson, the teacher planned to revise the syllables learnt in the previous lesson. However, when it came to the execution of the plan, she did not do as planned. The class activity was according to the book. The teacher indicted the learning and teaching materials as pre-scribed in the book. In terms of lesson planning, the findings showed that the teachers was not autonomous in her lesson preparation as she did not modify the lesson. The lesson was introduced by the teacher eliciting the sound /mph/ connecting to the lesson of the day on identifying the parts of the body. The teacher asked the learners to mention the body parts with the sound /mph/. The learners took turns to mention the internal parts of the body, for example mphewo (kidneys), mphafa (liver), mphewo

(kidneys). When developing the lesson, Teacher D followed the lesson procedure according to what is prescribed in the Literacy book. The teacher asked the learners to open on page 4 of the pupil's book and asked the learners to read the story where she elicited the reading words for the day. Pupils were also asked to explain the functions of the internal parts of the body.

The findings further revealed that, there was no creativity on the part of the teacher on the way the exercise was given to the learners as the teacher gave the activity as it was prescribed in the Literacy hand book. However, on the part of the homework, the teacher asked the learners to copy the words from the board and read them at home instead of asking the learners to go and ask the parents the other functions of the internal parts of the body they had learnt as stated in the guide. On materials, Teacher D did not improvise her own materials she used only materials prescribed in the teacher's guide. Generally Teacher D followed the lesson step by step as outlined in the Teacher's guide. This finding show that the teacher was not autonomous in her teaching.

Finally, the study revealed that, Teacher E was following the lesson procedure as outlined in the Grade 3 literacy Teacher's guide. The teacher asked the learners to sing a song. This was followed by the teacher asking the learners to say the letters of the alphabet. The study also revealed that there was no creativity on the part of the teacher, as she followed the lesson procedure as pre-scribed by the literacy teachers' guide. The exercise was given according to the book. The teacher did not provide any materials. She used the text books as pre-scribed in the guide. The teacher was required to give homework to the learners as pre-scribed by the book which she did not. Despite the teacher having gone back to revise the lesson which was taught in term one, she still followed the lesson step by step as pre-scribed. In the interview, when the teacher was asked to whether she was autonomous in her teaching, the teacher said, at times we follow exactly but at times we alter. However, during the lesson observation, the teacher followed the lesson step by step. This showed that the teacher was not autonomous in her teaching.

Lesson observation among other things revealed that teachers planned the lessons as pre-designed in the book. This was so even in the lessons where teachers were required to improvise teaching materials such as labelled chart. They still used materials as pre-scribed mostly books and the chalk board. Other findings revealed that teachers were more autonomous in the teaching than in lesson planning.

VII. CONCLUSION

The findings showed that, while some were autonomous, others were not, while a few negotiated the pre-scripted lessons. Those who were autonomous in their lesson preparation and teaching rejected what was pre-scribed by policy makers. They exercised their autonomy by modifying the pre-scripted lessons to better serve the needs of their

students. Others were not autonomous, as they accepted what was pre-designed by policy makers. They had limited influence in their lesson preparation and teaching due to language barrier and lack of competencies. The contents of the scripts were taken as they were. The third group were moderately autonomous as they negotiated some parts of the curriculum. They were following what is pre-scribed but also added in order to meet the needs of the learners as an attempt to make lessons learner centered.

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