

References and bibliography

- Ainscow, M and Beresford, J (2000) (2nd edition) *Creating the conditions for school improvement: a handbook of staff development activities*. London: David Fulton.
- Anderson, SE and Togneri, W (2003) *Beyond Islands of Excellence: What Districts can do to Improve Instruction and Achievement in Schools*. Washington, DC: Learning First Alliance.
- Andersson, BE (1995) Why am I in school? Paper presented at the European Conference on Educational Research, University of Bath, 14–17 September 1995.
- Atkinson, R (1975) Marking as a Mechanism of Social Control. *English in Education* Vol. 9 No 1. Oxford University Press, for the National Association for the Teaching of English (NATE).
- Bailey, KM (1996) 'The best laid plans: teachers' in-class decisions to depart from their lesson plans'. In KM Bailey and D Nunan (eds.) *Voices from the Language Classroom* (pp. 15–40). Cambridge: Cambridge University Press.
- Barber, M and White, J (1997) *Perspectives on school effectiveness and school improvement*. London: Institute of Education, University of London.
- Beresford, J (1998) *Collecting information for school improvement: model questionnaires and research instruments*. London: David Fulton.
- Black, P and William, D (1998) Assessment and Classroom Learning. *Assessment in Education*, 5 (1), 1998.
- Block M, Beoku-Betts, JA, Tabachnick, BR (1998) *Women and Education in sub-Saharan Africa: Power, opportunities and constraints*, Lynne Reiner: London
- Boekaerts, M (1997) Self-regulated learning: A new concept embraced by researchers, policy makers, educators, teachers, and students. *Learning and Instruction*, 7, 2, pp. 161–186.
- Boekaerts, M, Pintrich, P and Zeidner, M (eds.) (2000) *Handbook of self-regulation*. New York: Academic Press.
- Borg, S (2003) Teacher cognition in language teaching. A review of research on what language teachers think, know, believe and do. *Language Teaching*, 36, pp. 81–109. Cambridge: Cambridge University Press.
- Breen, MP and Mann, SJ (1996) 'Shooting arrows at the sun; perspectives on a pedagogy for autonomy'. In P Benson and Voller (eds.), pp. 132–149.

- Brindley, S (1994) *Teaching English*. London: Routledge.
- Britton, J et al (1975) *The Development of Writing Abilities (11–18)*. Oxford: Schools Council Research Studies, Macmillan Education.
- Brown, S (1985) 'Diplomacy by other means – SWAPO's liberation war'. In C Leys and J Saul *Namibia's Liberation Struggle*. London: James Carrey.
- Brumfit, C, Mitchell, R and Hooper, J (1996) 'Grammar, language and classroom practice'. In M Hughes (ed.) *Teaching and Learning in Changing Times* (pp. 70–87). Oxford: Blackwell.
- Buchert, L (1994) *Education in the Development of Tanzania*. London: James Currey.
- Burns, A (1996) 'Starting all over again: from teaching adults to teaching beginners'. In D Freeman and JC Richards (eds.) *Teacher Learning in language Teaching* (pp. 154–77). Cambridge: Cambridge University Press.
- Bussis, AM (1976) *Beyond Surface Curriculum: An interview study of teachers' understandings*. Boulder, Colorado: Westview Press.
- Campbell, J and Oliver, M (1996) *Disability Politics: Understanding our past, changing our future*. London: Routledge.
- Central Statistical Office (2000) *Report on Education*, Lusaka.
- Centre for the Study of Inclusive Education (1996) *Developing an Inclusive Policy for Your School: A CSIE Guide*. Bristol: CSIE.
- Chamba, SR (1975) Civics Teaching in Zambian Secondary Schools. *Zambian Educational Journal*, 1 (4).
- Chanda, Casmir (2004) Improving the Teaching and Learning of English in Zambian Secondary Schools: Teachers' and Pupils' Perspectives. PhD Dissertation. University of Cambridge. See: <http://ulmss-newton.lib.cam.ac.uk/cgi-bin/Pwebrecon.cgi?BBID=25361> [accessed 7 July 2008]
- Clay, MM (1979) *Reading: the patterning of complex behaviour (2nd Edition)*. Auckland: Heinemann.
- Cochinaux, P and de Woot, P (1995) *Moving towards a learning society*. A forum report on European education. Geneva: CRE and Brussels: ERT.
- Collie Graden, E (1996) How language teachers' beliefs about reading are mediated by their beliefs about students. *Foreign Language Annals*, 29, (3), pp. 387–95.
- Comaroff, J, and Comaroff, JL (2000) Millennial capitalism: first thoughts on a second coming. *Public Culture* 12 (2), pp. 291–343.
- Coombe, TA (1967) The Origins of Secondary Education in Zambia: Part 1 Policy-making in the thirties. *African Social Research* 3, pp. 188–192.
- Cooper, K and Hill, A (2000) The Language of Schools: Curricula Goals and Classroom Life. *Teachers and Teaching: Theory and Practice*, 6, 1, pp. 63–73.
- Cooper, P and McIntyre, D (1996) *Effective Teaching and Learning: Teachers and Students perspectives*. Buckingham: Open University Press.
- Creber, PJW (1972) *Lost for words: language and educational failure*. Harmondsworth: Penguin.

- Crook, C (1994) *Computers and the collaborative experience of learning*. London: Routledge.
- Crookes, G and Arakaki, L (1999) Teaching idea sources and work conditions in an ESL program. *TESOL Journal*, 8 (1), pp. 15–19.
- Cuban, L (1990) How scholars trumped teachers: change without reform in curriculum, teaching, and research. London: Teachers College Press.
- Davies, C (1996) *What is English Teaching?* Buckingham: Open University Press.
- Davies, F (1990) 'Reading in the National Curriculum'. In John Harris and Jeff Wilkinson (eds.) *A Guide to English Language in the National Curriculum*. Stanley Thornes: Cheltenham.
- Davison, J, and Dowson, J (1998) *Learning to teach English in the secondary school: A companion to school experience*. London: Routledge
- Department for Education National Literacy Strategy: a report to the Department for Education and Skills. London: DfES. Available at: www.standards.dfes.gov.uk/literacy [retrieved 14 February 2003]
- Dunsbee, T, and Ford, T (1980) *Mark my words. A study of teachers as correctors of children's writing*. National Association for the Teaching of English: Guildford.
- Dysthe, O (1996) The multi-voiced classroom: Interactions of writing and classroom discourse. *Written communication*, 13, pp. 385–425.
- Elias, Maurice J, Harriett, A, Cynthia Steiger Hussey Esteva, G. and Prakash, M (eds.) (1998) EQ + IQ = best leadership practices for caring and successful schools. *Grassroots Postmodernism – Remaking the Soil of Cultures*. London: Zed Books.
- Erickson, F and Schultz, J (1992) 'Students' experience of the curriculum'. In P Jackson (ed.) *Handbook of Research on Curriculum*, pp. 465–485. New York: Macmillan.
- Farquhar, C (1987) Little read books. *Times Educational Supplement*. 8 May 1987, p. 25.
- Fink, D and Stoll, L (1996) *Changing our Schools: Linking School Effectiveness and School Improvement*. Buckingham: Open University Press.
- Florian, L and Rouse, M (2001) *Achievement and inclusion in schools*. London: Routledge.
- Florian, L (1998) An examination of the practical problems associated with the implementation of inclusive education policies. *Support for Learning*, 13 (3), pp. 105–107.
- Fullan, M (1992) *Successful School Improvement*. Buckingham: Open University Press.
- Fuller, B (1991) *Growing-up Modern: The Western State Builds Third-World Schools*. New York: Routledge.
- Gage, N L (1968) *Explorations of the Teacher's Effectiveness in Explaining*. Stanford University.
- Garvey, V and Hegarty, M (1987) Correlates of leisure-time reading. *Journal of research in Reading*, 10, pp. 3–20.

- Gaskins, IW, Guthrie, JT, Satlow, E, Ostertag, J, Six, L, Byrne, J, and Connor, B (1994) Integrating instruction of science, reading and writing goals: goals, teacher development and assessment. *Journal of Research in Science Teaching*, 31, pp. 1039–1056.
- Golombek, PR (1998) A study of language teachers' personal practical knowledge. *TESOL Quarterly*, 32 (3), pp. 447–464.
- Good, T L and Brophy, J E (1987) *Looking in Classrooms*. New York: Harper and Row.
- Government of the Republic of Zambia (GRZ) (1992) *New Economic Recovery Programme. Economic and Financial Policy Framework, 1992–1994*. Lusaka: Ministry of Finance.
- Grace, G (1980) Education: Commodity or Public Good. *British Journal of Educational Studies*, xxxviii, 3, pp. 207–221.
- Grimmett, PP (1994) 'Progressive views of teaching and learning'. In: P Ruohotie and PP Grimmett, (eds.) *New themes for education in a changing world*. Tampere: Career Development, Finland Ky.
- GRZ (1995) Country Report for the World Summit for Social Development. Copenhagen, March 1995. Lusaka: National Commission for Development Planning.
- GRZ (1999) *Budget Address, January 1999*. Lusaka: Government Printer.
- Hallak, J (1990) *Investing in the Future*. Oxford: Pergamon.
- Hansungule L (2002) Zambia and Structural Adjustment. In *The Post* newspaper. June 2002, Lusaka.
- Harber, C (1997) *Education, democracy and political development in Africa*. Brighton: Sussex Academic Press.
- Harber, C, and Davies, L (1997) *School Management and Effectiveness in Developing Countries: The Post Bureaucratic School*. London: Cassell.
- Hargreaves, DH (1998) Creative professionalism: the role of teachers in the knowledge society. London: Demos.
- Hargreaves, DH (1967) *Social Relations in a Secondary School*. London: Routledge and K Paul.
- Harris, A (2003) *Effective leadership for school improvement*. London: Routledge and Falmer.
- Hartog, Sir Philip *et al* (1935) *An Examination of Examinations*. London: Macmillan.
- Heneveld, W (1994) *Planning and Monitoring the Quality of Primary Education in sub-Saharan Africa*. The World Bank: Washington, DC.
- Her Majesty's Inspectorate Report (1977) Curriculum 11–16 HMSO
- Hermes, L (1999) Learner assessment through subjective theories and action research. *Assessment and Evaluation in Higher Education*, 24 (2), pp. 193–200.
- Hinchcliffe, K (1987) *Higher education in sub-Saharan Africa*. London: Groom Helm.

- Hopkins, D and West M (1994) 'Teacher Development and School Improvement'. In Walling, D (ed.) *Teachers as learners*. Bloomington, Ind: PDK.
- Hopkins, D, West, M, and Ainscow, M (1996) *Improving the Quality of Education For All: Progress and Challenge*. London: David Fulton.
- James, M (1998) *Using Assessment for School Improvement*. Oxford: Heinemann
- Johnson, KE (1992) Learning to teach: instructional actions and decisions of pre-service ESL teachers. *TESOL Quarterly*, 26 (3), pp. 507–535.
- Johnston, B and Goettsch, K (2000) In search of the knowledge base of language teaching: explanations by experienced teachers. *The Canadian Modern Language Review*, 56 (3), pp. 437–468.
- Joyce B, Calhoun, E and Hopkins, D (1999) *The new structure of school improvement: inquiring schools and achieving students*. Buckingham, Philadelphia: Open University Press.
- Kaonga, M (2001) *Cost sharing in Zambia: The Zambian Case Study*. A Report for Oxfam and Jesuit Centre for Theological Reflection, Lusaka.
- Kashoki, M (1978) What kind of English can the Zambian teacher of English realistically expect to teach? *The Bulletin of the Zambia Language Group* 2(2), pp. 31–46.
- Kelly, MJ (1991) *Education in a Declining Economy. The Case of Zambia, 1975–1985*. EDI Analytical Case Study Number 8. Washington, DC: The World Bank.
- Kelly, MJ (1998) *Primary Education in a Heavily Indebted Poor Country. The Case of Zambia in the 1990s*. Report for OXFAM and UNICEF. Lusaka: OXFAM/UNICEF.
- Kelly, MJ (1999a) *The Public Financing of Education in Zambia, 1972–1996*. Report for the World Bank. World Bank: Washington D.C.
- Kelly, MJ (1999b) *Origins and Development of Education in Zambia: Colonial times to 1996*. Lusaka: Government Printers.
- Kelly, MJ (2000) *Planning for education in the context of HIV/AIDS*. UNESCO/IIEP: Brussels
- Kelly, MJ and Kanyika, J (1999) *Learning Achievement at the Middle Basic Level: Final Report on Zambia's Assessment Project*. Lusaka: Ministry of Education.
- Klees, SJ (2002) World Bank education policy: new rhetoric, old ideology. *International Journal of Educational Development*, 22, pp. 451–474.
- Knott, T and Moore, DW (1988) The effects of an introductory provision of context on the oral reading behaviour of an above average reader. *Educational Psychology*, 8, pp. 123–126.
- Korten, DC (1999) *The Post-corporate World: Life after Capitalism*. San Francisco, CA, Kumarian Press, Inc. and Berret-Koehler Publishers, Inc.
- Krechevsky, M and Stork, J (2000) Challenging Educational Assumptions: lessons from an Italian – American collaboration in M Styles and J Beck (guest eds.) *Cambridge Journal of Education*, 30, pp. 57–72.
- Langer, JA (1986) Learning through writing: study skills in the content areas. *Journal of Reading*, 29, pp. 400–406.

- Langer, JA, and Applebee, AN (1987) *How writing shapes thinking: A study of teaching and learning* Research Report No.22. Urbana, IL: National Council of Teachers of English.
- Levin, B (1995) Improving educational productivity through a focus on learners. *International Studies in Educational Administration*, 60, pp. 15–21.
- Levine, B (1992) *Nutrition, Health and Learning: Current Issues and Trends*, pp. 23–25. Newton, Mass: Education Development Centre.
- Littlejohn, K, and Light P (eds.) (1999) *Learning with computers*. London: Routledge.
- Lonka, K, and Ahola, K (1995) Activating instruction – how to foster study and thinking skills in higher education. *European Journal Of Psychology of Education*, 10, pp. 351–368.
- Lundwall, BA (2000) Europe and the learning economy on the need for reintegrating strategies of firms, social partners and policy makers: Towards a learning society. Innovation and competence building with social cohesion for Europe. A seminar on Socio-economic Research and European Policy, Lisbon, 28 May 2000.
- Lungwangwa, G (1987) *Basic Education in Zambia: A Study in Educational Policy Development*. PhD thesis. Urbana, Illinois.
- Lungwangwa, G (1992) *The Impact of the Structural Adjustment on the Quality of Basic Education in Zambia*. Lusaka: Institute for African Studies.
- Lungwangwa, G, Kelly, MJ, Sililo, GN, Silanda, EM, Haantuba, H, Kanyika, J, Milimo, J and Haamaimbo, G (1998) *Basic Education for Some: Factors Affecting Primary School Attendance in Zambia*. Report for Ministry of Education, Lusaka, financed by the Study Fund, Social Recovery Project, Ministry of Finance and Economic Development.
- MacBeath, J, Sugimine H, Sutherland G, Nishimura M, and the students of The Learning School (2003) *Self-evaluation in the global classroom*. London: Routledge Falmer.
- Macmillan, DL, Gresham, FM and Forness, SR (1996) Full inclusion: An empirical perspective. *Behavioural Disorders*, 21, pp. 145–159.
- Marchand, M and Parpart, P (eds.) (1999) *Feminism/Postmodernism/Development*. New York: Routledge.
- Marzano, R, Pickering, D, Pollock, JE (2001) *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Curriculum Development and the Mid-continent Research for Education and Learning Institute.
- Mason, L (1998) Sharing cognition to construct scientific knowledge in school context: The role of oral and written discourse. *Instructional Science*, 25, pp. 329–389.
- McGregor, GP (1968) *English for Education. Papers on the Teaching of English as a Second Language*. Lusaka: University of Zambia.
- McNaughton, SS (1987) *Being Skilled: Socialisation of learning to read*. London: Methuen.

- Ministry of Education (1992a) *Focus on Learning: Strategies for the Development of School Education in Zambia*. Lusaka: MOE.
- Ministry of Education (1992b) *National Conference on Education for All, Volume I: Conference Report*. Lusaka: National EFA Task Force.
- Ministry of Education (1996) *Educating Our Future: National Policy on Education*. Lusaka: Zambia Educational Publishing House (ZEPH).
- Ministry of Education (2000) *The Basic School Curriculum Framework*. Lusaka: Curriculum Development Centre.
- Ministry of Education (2002) *Strategic Plan 2003–2007: Education in Zambia 2002 Situational Analysis*. Lusaka: Mipal Printers Ltd.
- Mittler (2000) Working towards inclusive education: social contexts. London: David Fulton.
- Mukudi, E (2003) Education and Nutrition Linkages in Southern Africa: Evidence from National Level Analysis. *International Journal of Educational Development* Vol. 23 (3), pp. 245–256.
- Mwanakatwe, JM (1968) *The Growth of Education in Zambia Since Independence*. London: Oxford University Press.
- Mwanakatwe, JM (1974) The Role of Education in the Political History of Zambia. Address to Historical Association of Zambia; Lusaka, 3 October 1974.
- Narayan et al (2000) *Poverty is Powerlessness and Voicelessness*. Finance and Development, 37 (4), 18–21.
- Ndawi, OP (1997) Education for all by the year 2000 in some countries in Africa: Can teacher education ensure the quantity, quality and relevance of that education? *International Journal of Educational Development*, Vol. 17, No. 2, pp. 121–128.
- Niemi, H (1997) Active learning by teachers. In D Stern and GL Huber (eds.) *Active learning for students and teachers: Reports from eight countries*. Frankfurt and New York: Peter Lang, OECD.
- Nieta, S (1994) Lessons from students on creating a chance to dream. *Harvard Educational Review*, 64, pp. 392–426.
- Nkamba, M and Kanyika, J (1998) *The Quality of Education: Some Policy Suggestions Based on a Survey of Schools – Zambia*. Southern Africa Consortium for Monitoring Educational Quality (The SACMEQ Report). Paris and Lusaka: International Institute for Educational Planning and Ministry of Education.
- Nkrumah, K (1964) *Consciencism*. London: Heinemann
- Norfolk Oracy Project (NOP) (1992) *Oracy*. Norwich: Norfolk Oracy Project.
- Northern Rhodesia Government (1937) Annual Report on Native Education for 1937: Lusaka: Government Printer.
- Northern Rhodesia Government (NRG) (1931) Annual Report on Native Education for 1931. Lusaka: Government Printer.
- Nunan, D (1992) 'The teacher as decision-maker'. In *Second Language Teacher Education* (pp. 135–65). Hong Kong: City Polytechnic.

- Nunan, D (1995) Designing and adapting materials to encourage learner autonomy. In Benson, P and and P Voller (eds.) *Autonomy and Independence in Language Learning*. London and New York: Longman, pp. 192–203.
- Nyirenda, JE (1981) *Model plan of an alternative secondary level learning system for Zambia*. New York: Syracuse University.
- Ochieng-Moya, LA (1985) *A Study of the Teaching of Social Studies in Selected Primary Schools in Kisumu and Siaya Districts*. M.Ed. dissertation. University of Nairobi.
- Odada, M (1988) *The State of Social Studies in Uganda*. Paper submitted to the Executive Director, African Social Studies Programme (ASSP), Nairobi.
- Odaga, A and Heneveld W (1995) *Girls and Schools in Sub-Saharan Africa: From analysis to action*. World Bank Technical Paper No. 298. World Bank: Africa Technical Department Series.
- Oliver, P (ed.) (1999) *Monitoring change in education, lifelong and continuing education: What is a learning society?* Aldershot: Ashgate Arena.
- Oliver, R (1952) *The missionary factor in East Africa*. London: Longman.
- Oplatka, I, Hemsley-Brown, J and Foskett, HN (2002) The Voice of Teachers in Marketing Their School. In *School Leadership and Management*, 22, 2, pp. 177–196.
- Oxfam International (2001) *Making PRSP's Work: The Role of Poverty Assessments*. London: Oxfam International.
- Phelan, P, Davidson, AL and Cao, H (1992) Speaking up: student's perspectives on school. *Phi Delta Kappan*, 73 (9), pp. 695–704.
- Pollit, E (1995) Does breakfast make a difference in school? *Journal of American Dietetics Association* 95, pp. 1135–1139.
- Protherough, R and Atkinson, J (1991) *The Making of English Teachers*. Milton Keynes: Open University Press.
- Psacharopoulos, G and Woodhall, M (1985) *Education for Development: An Analysis of Investment Choices*. Published for the World Bank. New York: Oxford University Press.
- Randi, J and Corno, L (2000) 'Teacher innovations in self-regulated learning'. In M Boekaerts, P Pintrich and M Zeidner (eds.) *Handbook of self-regulation*. New York: Academic Press.
- Reynolds, D (1996) *Making good schools: linking school effectiveness and improvement*. London: Routledge.
- Richards, JC (1996) Teachers' maxims in language teaching. *TESOL Quarterly*, 30 (2) pp. 281–296.**
- Richards, JC and Pennington, M (1998) 'The first year of teaching'. In JC Richards (ed.) *Beyond Training* (pp. 173–190). Cambridge: Cambridge University Press.
- Rita, C (2002) *Inclusion and school improvement: a practical guide*. London: David Fulton.
- Rudduck, J (1999) 'Teacher practice and the student voice'. In M Lang, J Olson, H Hansen and W Bunder (eds.) *Changing Schools/Changing Practices*:

- perspectives on educational reform and teacher professionalism*, pp. 41–54. Louvain: Grant.
- Rudduck, J and Flutter, J (2000) 'Pupil Participation and Pupil Perspective: Carving a new order of experience'. In S Morag and J Beck (guest eds.) *Cambridge Journal of Education*, 30, pp. 75–89.
- Rudduck, J, Chaplain, R and Wallace, G (1996) *School improvement: what can pupils tell us?* London: David Fulton.
- Russell, JW and Peter, TK (2003) *Is outcomes assessment just one more external mandate?* Advocate Online. Retrieved on 22 April 2003 from: <http://www.nea.org/he/advo-new/front.html>
- Ryans, DG (1960) *Characteristics of Teachers Their Description, Comparison, and Appraisal: A Research Study*. Washington, DC: American Council on Education.
- Schurguensky, D (2001) Grassroots Democracy: the participatory budget of Porto Alegre. *Canadian Dimension* 35 (1), pp. 30–32.
- Scott, CV (1994) *Gender and Development*. Boulder, Colorado: Lynne Reiner.
- Selvaggio, K and Henriot, P (2001) *From Debt to Poverty Eradication: What Role for Poverty Reduction Strategies?* Baltimore, MD: Catholic Relief Services.
- Serpell, R (1980) The Cultural Context of Language Teaching: Problems Confronting English Teachers in Zambia. Paper presented to the English Teachers' Association of Zambia Annual Conference. Lusaka: Government Printer.
- Seshemani, V (1997) *Economic Policy Reforms, Economic Growth and Sustainable Human Development: A Comparative Study of India and Zambia*. VRF Series, No. 305, September 1997. Tokyo: Institute of Developing Economies.
- Seshemani, V (1998) Debt and Human Development. Paper presented to conference: Cancelling Zambia's External Debt: Is It Possible and Desirable? Mulungushi International Conference Centre, Lusaka, 28 April 1998.
- Shaeffer, S (1994) The Impact of HIV/AIDS on Education: A Review of Literature and Experience, pp. 35–62 (abridged and edited). Background paper presented to an International Institute for Educational Planning (1993) IIEP Seminar, Paris, 8–10 December 1993. Paris: International Institute for Educational Planning (IIEP).
- Siachitema, AKM (1986) *English in three neighbourhoods of Lusaka: use and attitudes*. PhD thesis. Edinburgh: University of Edinburgh.
- Simons, PRJ (1997) 'Definitions and theories of active learning'. In D Stern and GL Huber (eds.) *Active learning for students and teachers: Reports from eight countries*. OECD. Frankfurt and New York: Peter Lang, pp. 19–39.
- Singh, NN and Singh, J (1984) Antecedent control of oral reading errors and self-corrections by mentally retarded children. *Journal of Applied Behaviour Analysis*, 17, pp. 111–119.
- Slavin, RE (1994a) *A Practical Guide to Co-operative Learning*. Boston: Allyn and Bacon.

- Slavin, RE (1994b) *Co-operative learning: theory, research and practice* (2nd edition). Boston: Allyn and Bacon.
- Slavin, RE (1997) Co-operative learning among students. In: D Stern and GL Huber (eds.) *Active learning for students and teachers. Reports from eight countries* OECD. Frankfurt and New York: Peter Lang, pp. 159–173.
- Smith, F. (1978) *Understanding Reading: A psycholinguistic analysis of reading and learning to read* (2nd edition). New York: Holt, Rinehart and Winston.
- Snelson, PD (1974) *Educational Development in Northern Rhodesia 1883–1945*. Lusaka: National Educational Company of Zambia (NECZAM).
- Speck, BW, Johnson, TR, Dice, CP and Heaton, LB (1999) *Collaborative writing: An annotated bibliography*. New York: Greenwood.
- Stenhouse, L (1983) 'The aims of the secondary school'. In L Stenhouse (ed.) *Authority, Education and Emancipation*. London: Heinemann, pp. 153–155.
- Stern, D and Huber, GL (1997) *Active learning for students and teachers. Reports from eight countries*. OECD. Frankfurt and New York: Peter Lang.
- Sutton, C (1981) *Communicating in the Classroom*. London: Routledge.
- Swainson, N and Bennell, P (2002) *The Impact of HIV/AIDS Epidemic on the Education Sector in Southern Africa*. Centre for International Education.
- Tarleton, R (1988) *Learning and Talking*. London: Hodder and Stoughton.
- Teddlie, C and Reynolds, D (2000) The international handbook of school effectiveness research. London: Falmer.
- Tembo, L (1973) The medium of instruction. *The Journal of the Zambia language Group*, 1 (1), pp. 6–10.
- Tierney, RJ, O'Flahavan, JF and McGinley, W (1989) The effects of reading and writing upon thinking critically. *Reading Research Quarterly*, 24, pp. 134–173.
- Tsui, ABM (1996) 'Learning how to teach ESL writing'. In D Freeman and JC Richards (eds.) *Teacher Learning in Language Teaching* (pp. 97–119). Cambridge: Cambridge University Press.
- Tynjala, P (1998) Writing as a tool for constructive learning: Students' learning experiences during an experiment. *Higher Education*, 36, pp. 209–230.
- Tynjala, P (1999) Towards expert knowledge? A comparison between a constructivist and a traditional learning environment in the university. *International Journal of Educational Research*, 31, pp. 355–442.
- Tynjala, P, Mason L, and Lonka, K (eds.) (2001) *Writing as a Learning Tool: Integrating Theory and Practice*. London: Kluwer Academic Publishers.
- UN Educational, Scientific and Cultural Organization (UNESCO) (1964) *Education in Northern Rhodesia: Report and Recommendations Prepared by the UNESCO Planning Mission (The Radford Report)*. Paris: UNESCO and Lusaka: Government Printer.
- UNDP (1997) *Zambia Human Development Report 1997*. Lusaka: UNDP.
- United Nations Development Programme (UNDP) (1989) *Education and training in the 1990s: Developing countries' needs and strategies*. New York: Education Development Centre, UNDP.

- US Agency for International Development (USAID) Report (2003) Retrieved on 10 December 2003 from: <http://www.usaid.gov/zm/education/so2.htm>
- Voluntary Service Overseas (VSO) (2002) *What makes Teachers Tick?* London: VSO.
- West–Burnham and Bradbury (2003) *Performance management manual: creating a culture for sustainable high performance*. London: Pearson Education.
- Wharton, S and Race, P (1999) *500 Tips for TESOL (Teaching English to Speakers of Other Languages)*. London and Sterling: Kogan Page.
- White Paper on Education and Training (1995) Brussels: Commission of the European Communities.
- Whitehead, F, Capey, A, Maddren, W and Wellings, A (1977) *Children and their Books*. London: Macmillan.
- Wong, P and McNaughton, S (1980) The effects of prior provision of context on the oral reading proficiency of a low progress reader. *New Zealand Journal of Educational Studies*, 15, pp. 169–175.
- Woods, D (1996) *Teacher Cognition in Language Teaching*. Cambridge: Cambridge University Press.
- World Bank (1988) *Education in sub-Saharan Africa: Policies for adjustment, revitalization and expansion*. Washington, DC: World Bank.
- World Bank (1994b) *Zambia Poverty Assessment. Volume 4: Participatory Poverty Assessment*. Report No. 12985 ZA. Washington, DC: The World Bank.
- World Bank (1995) *Priorities and Strategies for Education*. Washington DC: The World Bank.
- World Bank (1996) *Education Sector Expenditure Review 1996*. Washington, DC: The World Bank.
- World Bank (2001) Knowledge Management. Accessed 23 March 2003 from: www.worldbank.org/whatwedo/strategies.htm
- Wragg, EC and Brown, G (2001) *Explaining in the Secondary School*. London: Routledge.
- Young, A and Fulwiler, T (eds.) (1986) *Writing across the disciplines: research into practice*. Upper Montclair, NJ: Boynton/Cook.

Index

- absenteeism 99–103, 120
- academic engaged time 100
- accountability 119–21
- Action to Improve English,
Mathematics and Science (AIEMS)
26, 27, 108
- active learning 23, 84–6, 110–11,
122–3
- administration
 - school 120
- adult illiteracy 6
- African writers 61
- agricultural education 9
- AIEMS (Action to Improve English,
Mathematics and Science) 26, 27,
108
- assessment
 - student work 77–81, 110
- audio visual aids 67
- authentic relationships 45, 46
- authoritarian teaching 48–9
- autonomous learning 45, 83, 85, 114,
122–3
- BAK (beliefs
 - attitudes, knowledge) 90
- basic schools
 - grading structure 4, 5
 - pupil numbers 5
- blind students 105–6
- boarding schools 11
- books 70
 - sharing 36
 - supply 103–5
- variety 104
- boundary setting 46
- brain drain 25
- British colonial office 6–8
- British South Africa Company
(BSAC) 6
- bullying 111
- career structures 118
- cash economy 24
- child mortality 24
- citizenship 51
- classrooms
 - conditions 27–8, 92–3
 - democratic partnerships 113–16
 - furniture 36
 - practices 2, 54–5
 - processes 44–52
 - questions 68–70
 - reading/writing 76–7
 - student participation 82–3
 - student responsibilities 121–2
 - student views 53–4, 55–7
 - teacher effectiveness 20, 53
- class size 109
- closed questions 68–9, 70
- codes of behaviour 124
- collaborative writing 76
- colonial era
 - education policy 6–8, 58–9
 - English teaching 60
- communication
 - barriers 39
 - skills 29

- community
 - services 15–16
 - values 29
- confidence 119
- co-operative learning 121
- copper revenues 7, 9, 14, 97
- cost sharing 19, 30
- critical faculties 68, 81
- day schools 11
- deaf students 39, 105–6
- decision-making
 - teachers 87–93
- democratic partnerships 113–16
- developing countries
 - educational development 21
 - language teaching 92
 - mass education 50
 - resources 103
 - school management 49–52
- diarrhoeal sicknesses 24
- disabled students 38, 105–6
- discipline 118
- discussion 82, 110–11
- disease 23–4
- disruptive behaviour 124
- donor aid 26–7
- drama 84–6
- economy 13–17
 - education funding 97–8
 - mismanagement 14
- education
 - conceptual framework 47
 - cost sharing 19
 - fees 19
 - funding 1–2, 11, 13–21, 97–8
 - girls 32
 - health 23–4
 - historical perspective 6–10
 - inputs 21–8, 47, 48, 98
 - integration programme 105–6
 - outcomes 28–32
 - poverty 25
 - privatisation 19
 - reform 4
 - resources 1–2, 11, 13–21, 97–8
 - spending 16, 17–18
 - structural adjustment 17–21
 - Education Policy in British Tropical Africa* (British colonial office) 6–7, 59
 - empathy 65
 - employment 24
 - England
 - children's reading 70–1
 - English language
 - ambivalent feelings 62
 - medium of instruction 57–60
 - in Zambia 57–63
 - see also* language teaching
 - English as a second language (ESL)
 - 63, 89–90
 - error correction 72, 78–81
 - examinations
 - classes 101–2
 - fees 30
 - girls' performance 32
 - exceptional children 38
 - expertise 115–16
 - explanation skills 64–7
 - farming education 9
 - federal era 8–9, 60
 - Federation of Rhodesia and Nyasaland 8
 - feedback
 - student work 77–81, 110
 - fees 19, 30
 - female teachers 37, 100
 - Focus on Learning* (Ministry of Education, Zambia) 32
 - games 86
 - GDP (Gross Domestic Product)
 - 17–18

- girls
 - education 29
 - learning achievement 31, 32
- government funding 1–2, 11, 13–21, 97–8
- government schools 11
 - learning achievement 99
 - parental support 18, 103
- grading systems 78–9
- grammar teaching 90–1
- grant-aided schools 11
- Gross Domestic Product (GDP) 17–18
- group work 76–7, 82–3, 110–11
- head teachers 33–4
- health 16, 23–4
- hearing impaired students 105–6
- high schools *see* secondary schools
- HIV/AIDS 23–4
- home language 60
- homework 35, 36
- humour 67
- illiteracy 6
- IMF (International Monetary Fund) 14
- inclusion
 - special educational needs 38–40
- independent learning 45, 83, 85, 101, 114, 122–3
- infant mortality 24
- inflation 16, 107
- in-service training 108
- inspection 108
- integration programme 105–6
- International Monetary Fund (IMF) 14
- iodine deficiency 23
- iron deficiency 23
- Knowledge Bank 17
- language teaching 10–11, 60–3
 - context 91–2
 - reading/writing 91–2
 - reforms 113–16
 - strategies 63–86, 90–1
 - teacher cognition 87–93
- lateness
 - teachers 102, 120
- leadership 116–21
- learning
 - achievement 30–2, 33, 35
 - co-operation 121
 - materials 26, 35, 46, 104–5
 - outcomes 28–32, 47, 48, 98
 - time lost to absenteeism 100–1
- lesson plans 88
- listening skills 67
- literacy
 - grade-6 pupils 31
 - local languages 59
 - programme 37
 - school management 51
- local languages 3, 58
 - literacy 31, 59
 - medium of instruction 10, 37, 57
 - reading 31, 59
 - relationship with English 62
 - sign language 106
- Malawi teacher salaries 25
- malnutrition 23, 24
- management of schools 114–21
- marking 77–81, 110
- mass education
 - developing countries 50
- medium of instruction 3, 10
 - communication barriers 39
 - English language 57–60
 - local languages 37, 57
- missionaries 6, 58
- mission statements 119
- mistake correction 72, 78–81
- monitoring system 123–4
- morale
 - teacher 104–5, 107–8

- mother tongue 62
 - see also* local languages
- motivation
 - teachers 34
- National Assessment Project 32–7
- National Curriculum (England and Wales) 63, 74
- National Literacy Strategy (UK) 63
- National Writing Project (England) 75
- native languages 59
 - see also* local languages
- Nepal
 - authoritarian teaching 48–9
- Nkrumah, K. 60
- non-speaking students 39
- Northern Rhodesia 7–9
- nutrition 23
- Nyirenda, J.E. 21
- objectivity of grading 79
- official languages 10, 57
- one-to-one reading 71–2
- ‘open market’ economic strategy 15
- open questions 68, 69
- pair work 82
- parental support 18, 103
- participation in schools 20
- partnerships 113–16
- peer pressure 120
- peer support 85–6
- Phelps-Stokes Commission 6
- poverty 17, 24–5
- prefects 111, 124
- primary schools
 - admission age 4
 - drop out rate 30
 - learning achievement 33, 35
 - pupil numbers 5, 9
 - universal basic education 29
- private schools 11
- privatisation 19
- problem-solving questions 68, 69
- professional development 106
- promotion 118
- public expenditure
 - education 18
 - by sector 15–16
- public poverty 24–5
- pupils *see* students
- questioning skills 68–70
- quizzes 86
- reading 31, 32, 70–3
 - aloud 61
 - effective learning 72
 - guidance 71
 - language teaching 91–2
 - support 73
 - variety 71, 72
- recall questions 68, 69–70
- recruitment 108
- research
 - school effectiveness 49–52
 - Zambian 32–7
- resources
 - donor aid 26–7
 - inadequacies 1–2, 11, 12, 21–2, 36, 97–9
 - secondary schools 40–1
 - teacher effectiveness 51
 - waste 103
- retention of teachers 109
- role playing 73, 84–6
- rule making 46
- rural schools 8, 11
- rural-urban migration 8
- SACMEQ (Southern and Eastern Africa Consortium for Monitoring Educational Quality) 31
- salaries 20, 25–6, 99, 106–9
- SAPs (structural adjustment programmes) 16, 17, 25, 98

- schools
 - buildings 27–8
 - cost sharing 30
 - effectiveness research 49–52
 - ethos 36, 45, 47, 118–19, 124
 - grading structure 4, 11
 - head teachers 33–4
 - improvement 4
 - infrastructure 27–8
 - inspection 108
 - management 114–21
 - mission statements 119
 - number 5
 - participation 20
 - partnerships 113–16
 - processes 44–52
 - student numbers 30
 - see also* secondary schools
- secondary schools
 - colonial era 7–8
 - English teaching 60–3
 - function 115
 - grading structure 4, 5
 - integration 38–40
 - number 11
 - resources 40–1
 - student numbers 5, 9
 - see also* schools
- selection of students 109
- sickness absence 100
- sign language 39, 106
- social sector
 - cost sharing 19
 - spending 15–16, 17
- Southern and Eastern Africa
 - Consortium for Monitoring Educational Quality (SACMEQ) 31
- special educational needs 38–40, 105–6
- speech impaired students 39
- sport 36
- state inefficiencies 14
- stationery 104–5
- strike action 107
- structural adjustment programmes (SAPs) 16, 17, 25, 98
- students
 - absenteeism 102–3
 - classroom comfort 36
 - classroom responsibilities 121–2
 - confidence 73
 - employment 123–4
 - explanation skills 66–7
 - health 23–4
 - independent learning 45, 83, 85, 101, 114, 122–3
 - morale 103
 - numbers 5, 9
 - outcomes 47, 48
 - selection 109
 - subject knowledge 66
 - teacher feedback 78–81, 110
 - teacher relationship 45, 109
 - teaching assistants 114, 121–4
 - views 53–4, 55–7, 119
 - writing 74–5
- subject knowledge 65–6
- teachers
 - absenteeism 99–03, 120
 - accountability 119–21
 - active learning 85–6
 - career structures 118
 - classroom practices 54–5
 - classroom teaching 12
 - decision-making 87–93
 - effectiveness 51, 53, 92–3
 - expertise 115–16
 - fee charging 18
 - female 37
 - inspection 108
 - lateness 102, 120
 - leadership 116–21
 - marking 77–81, 110
 - morale 25, 104–5, 107–8
 - motivation 34

- performance 20
- personal experience 89
- professional development 46, 106
- questioning skills 68–9
- recruitment 108
- retention 109
- salaries 20, 25–6, 99, 106–9
- self-reflection 56–7
- strategies 90–1
- student confidence 73
- support 107
- working conditions 34, 98–9, 106–9
- workload 102, 106, 109–11, 117–18
- teaching
 - assistants 114, 121–4
 - English as second language 63, 89–90
 - learning process 47, 48
 - materials 26, 35, 46, 104–5
 - reforms 113–16
 - writing 75–7
 - see also* teachers
- tertiary education 4
- textbooks 35, 51, 60, 72
- time wasting 102
- training *see* education
- truancy 103
- UBE (universal basic education) 4, 29
- understanding 66
- UNESCO (UN Educational Scientific and Cultural Organization) education report 9
- universal basic education (UBE) 4, 29
- user fees 19
- visual aids 67
- visually impaired students 105–6
- vocabulary building 104
- vocational training 7
- Wolfensohn, James 17
- working conditions 34, 98–9, 106–9
- workload 102, 106, 109–11, 117–18
- World Bank 14, 17
- World Declaration on Education for All 28, 30
- writing 73–7
 - African role models 61
 - language teaching 91–2
 - purpose 75–7
 - types 74–5
- Zambia
 - Declaration on Education for All 28
 - educational research 32–7
 - geography and history 2–3
 - school numbers 5