

Purpose of the Study

The purpose of this study is to examine the Zambian classroom culture. The components of the Zambian classroom culture I examined included teaching strategies, classroom management, and the quality of the students' work. The evaluation of these components will distinguish whether there are relevant and effective teaching strategies and classroom management that could be transferred to poorly managed classrooms.

Research Question

1. What is the classroom culture like in Zambia?

Participants

Three basic schools in Lusaka, Zambia, Africa



Grade 5 & Grade 6

* 10 teachers

-4 males, 6 female

-5 Grade 5, 5 Grade 6

* 41 Students

-ages 9-15

-13 boys, 28 girls

Data Collection

There were three types of data collected:

- 1.) interviews with both the students and teachers
- 2.) artifacts of the students' work from the observed lessons
- 3.) field notes of the observed lessons

Overview of the Study

After being in awe of the classroom dynamics regarding classroom management, I analyzed the inscriptions of the observed lessons to come to a conclusion of what the teacher was providing the students with in order to perform in such a way. Throughout my analysis of all my lesson observations, I found that each teacher was conducting a teacher-centered classroom with triadic dialogues. I ascertained that the teacher-centric classroom was a result of a lack in resources and the culture in the classroom was lacking in providing the students avenues to be creative.

References

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Assertion 1: A lack of resources caused instruction to be conducted in a teacher-centric manner.



*Classrooms lit by light from windows



*No technology equipment.

*Limited textbooks

Assertion 2: Students in Zambia are not able to be creative in class because of the classroom culture.



* Teacher writes text from book on board for students to copy in notebook.

* Students raise hand to speak.

* Bloom's Taxonomy Knowledge Level Questions

* Regurgitate information



Interpretation of Findings

Assertion 1: The students are relying on one source, the teacher, to supply them with their future. For a student in the Zambian classroom, their future is held within the experiences and lack of experiences in the classroom. The classroom is their one path for success and yet they are provided with one source to teach all their subjects creating the acceptance of a passive learner.

Assertion 2: Students are active and social beings when given a choice. However, in the classroom they are restricted to sit still, pay attention and listen, and only talk when he or she is called on when they raise their hand. This environment does not allow for the students to be able to think outside of the realm that the teacher is presenting to them. The students are passively accepting the conditions that the teacher presents and moves forward with no innovation as all students produce the same work and are told the same information.

Conclusions

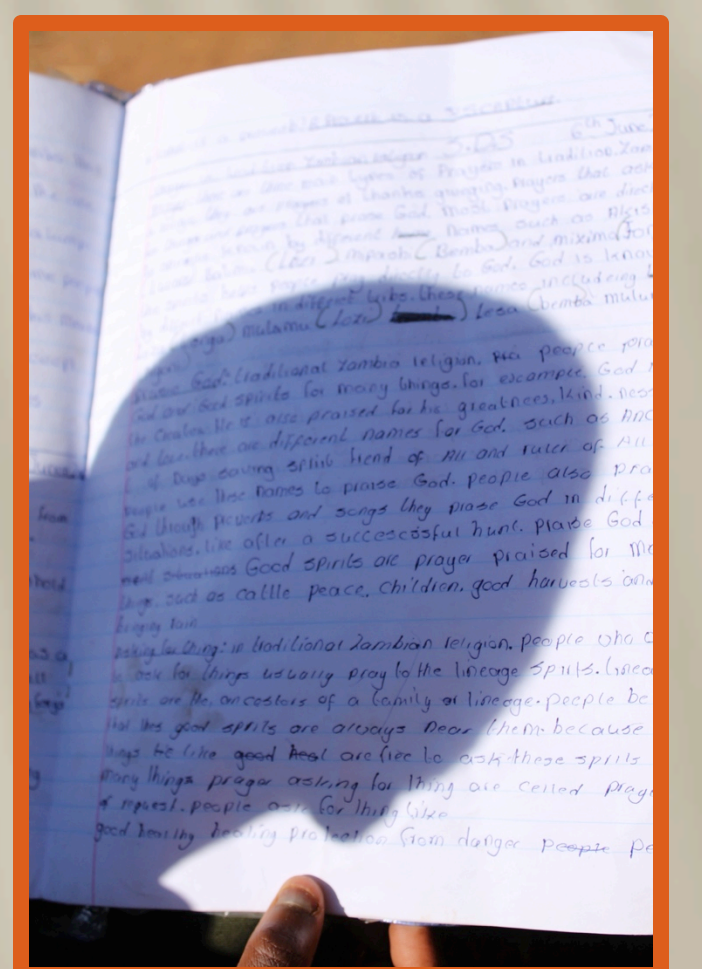
The well-behaved students in the Zambian classroom are a result of the practice of triadic dialogue by the teacher. The teacher is able to control the classroom through the pressure of education as their path to success, along with initiating a question, receiving a response from a student, and following it up with feedback. The triadic dialogue does not provide a sound teaching method for an effective learning environment. The three basic schools in Lusaka, Zambia, specifically Grade 5 & Grade 6, lacked resources, though, which ultimately effected the teaching and learning in the classroom. A lack of resources causes instruction to be conducted in a teacher-centric manner and the students are not able to be creative because of this classroom culture. Students in Zambia are encouraged to be passive learners that regurgitate information, as the teacher is their sole source of information.

Implications

This study supports the importance of resources in the classroom. Teachers should be using all the resources that are available to them in their classroom to provide their students with an effective learning environment. The teachers need to be aware of their resources and know how to use them; otherwise they could be subjecting themselves to a teacher-centric classroom creating passive learners.

Limitations

This study's limitation stems from the idea that this research is an ethnographic study, not problem based. My initial research question I had prepared was, "In what ways, if any, do students value their native culture? I only observed classes and asked questions related to history and tribal culture in Grade 5 and Grade 6. Also, it would have been beneficial to video record the classroom and the lessons, along with audio record the interviews.



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