

**TEACHERS' IMPLEMENTATION OF THE TEXT BASED INTEGRATED
APPROACH (TBIA) TO GRADE 11 PUPILS IN TEACHING ENGLISH IN
SELECTED SECONDARY SCHOOLS IN LUANSHYA**

BY

CYPRIAN MUMBA

**A dissertation submitted to the University of Zambia in partial fulfillment of the
requirements for the award of the degree of the Master of Education in Applied
Linguistics.**

The University of Zambia

Lusaka

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DECLARATION

I, Cyprian Mumba, declare that this dissertation is my own work and has not been submitted at this or any other university.

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APPROVAL

This dissertation of Cyprian Mumba has been approved as the partial fulfilment of the requirements for the award of the degree of Master of Education in Applied Linguistics by the University of Zambia.

Examiner 1 _____ signature _____ Date _____

Examiner 2 _____ signature _____ Date _____

Examiner 3 _____ signature _____ Date _____

Chairperson
Board of Examiners _____ signature _____ Date _____

Supervisor _____ signature _____ Date _____

DEDICATION

This study is dedicated to my late parents Mr. Cyprian Mumba (snr) and Mrs. Annie Mwewa Mumba who unfortunately never had a chance to see my academic progress. Their sacrifice for my education at my early stages of my life paid off. They may be gone but they will never be forgotten.

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ABSTRACT

English language is a compulsory subject in Zambia from Grades Five to Grade Twelve. Therefore, it is vital that learners are equipped with the necessary skills to improve their communicative competence. The purpose of this study was to establish teachers' application of the Text-based Integrated Approach in the teaching of English language to Grade Eleven pupils in selected secondary schools of Luanshya District. The objectives of the study were to ascertain: (i) teachers' understanding of the Text-based Integrated Approach, (ii) the teachers' classroom application of the Text-based Integrated Approach, (iii) whether teachers were adequately trained to use the Text-based Integrated Approach, (iv) teachers' attitudes towards the Text-based Integrated Approach and the challenges teachers faced when using the Text-based Integrated Approach. The study employed a congruent parallel mixed method design which incorporates both qualitative and quantitative research designs. Interview guide, document analysis, lesson observation guide and the questionnaire were the data collection instruments used in the study. A sample of 54 respondents comprising 45 qualified teachers of English language and nine Heads of Departments participated in the study. The data were analyzed quantitatively and qualitatively and were merged into common themes according to the research objectives. The findings of the first and second objectives showed that despite teachers affirming that they understood and applied the Text-based Integrated Approach in their teaching during face to face interviews, quantitative findings revealed that only 59% of the participants understood the approach, 28% held misconceptions about the approach and 13% bluntly stated that they did not have a slight idea about the method. Further, through the teachers' responses in the questionnaire and the interviews, teachers had limited knowledge about what approaches the syllabus recommended for the teaching of English language at senior secondary school level. Classroom lesson observations data showed that teachers were not implementing the Text-based Integrated Approach as stipulated in the syllabus. The findings of the third objective revealed that some teachers were adequately trained as lecturers from various learning institutions prepared them well in the use of TBIA. However, other teachers stated that they were inadequately prepared as lecturers merely mentioned the methods and did not go into details to elaborate how to apply the Text-based Integrated Approach. In addition, findings of the fourth objective showed that some teachers had positive attitudes towards the Text-based Integrated Approach, while others had negative attitudes. The findings of the last objective revealed a number of challenges such as lack of teaching materials, poor foundation in English language, low reading levels and lack of pupils' self-motivation to learn. In view of the findings, it is recommended that the Ministry of General Education should organize formal and comprehensive in-service training for teachers on how to apply the Text-based Integrated Approach. Further, there should be close collaboration between the Ministry of General Education and higher learning institutions to ensure that teachers are adequately trained to apply the recommended methodologies such as the Text-based Integrated Approach.

Keywords: *Text based integrated approach, Syllabus, Communicative competence, English, Zambia, Teachers, Understanding, Application, Luanshya*

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ACRONYMS

CDA	Critical Discourse Analysis
CLT	Communicative Language Teaching
DEBS	District Education Board Secretary
EFL	English as a Foreign Language
ESL	English as a Second Language
ICT	Information and Communication Technology
L1	Mothertongue language
MOGE	Ministry of General Education
SFL	Systemic Functional Linguistics
SPSS	Statistical Package for Social Sciences
TBIA	Text -based Integrated Approach
ZPD	Zone of Proximal Development

OPERATIONAL DEFINITIONS

Approach- a set of correlative assumptions dealing with the nature of language teaching and learning of language.

Curriculum-A course of study which outlines its rationale and objectives, subject content, documents and programme of instruction.

Method- Overall plan for the orderly presentation of the language material all of which is based on an approach.

Syllabus- The curriculum document which gives specifications about the graded levels of linguistic proficiency, expected from learners.

Technique-A specific stratagem designed to accomplish an immediate objective.

Text- Any written, spoken or visual form of communication involving the purposeful use of language.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter gives the background to the study. It also states the statement of the problem, purpose of study, objectives, and research questions, significance of the study, delimitation as well as limitations of the study and finally, operational definitions.

This study is premised on the knowledge that successful teaching of English language depends on the methodologies that are employed by teachers in the teaching of English language at senior secondary level.

The successful implementation of the Text-based Integrated Approach hinges on the teacher's prior knowledge of what methods the syllabus recommends in the teaching of English language in senior secondary schools. The teacher's knowledge and the training they underwent forms the significant theoretical perspective in the application of the Text-based Integrated Approach. Multimodality, as espoused in this study implies that teachers need to use a variety of teaching and learning resources for effective learning to occur.

1.2 Background information

Throughout the world, English is widely recognized as an international language (Block & Cameron, 2002). It is a language which has influenced the world as it is linked to technology and to notions of development (Spicer-Escalante & de Jonge-Kannan, 2014). In countries such as Nigeria, Malawi, South Africa, it is used as a medium of instruction as well as a language for communication. In Zambia, English is used as an official language and medium of instruction from Grade five up to Grade twelve.

The history of English language teaching has followed that of language teaching methods across the globe. The earliest teaching method of English language was the grammar translation method which was used between 1840s and 1880s (Mwanza, 2017). The major principles of this method is studying a language through detailed analysis of its grammar rules followed by application of this knowledge to the task of translating sentences into and out of the target language (Richards & Rodgers, 2001). Under the grammar translation method, language was reduced to grammatical system with the sentence as the main unit of reference.

The grammar translation method was criticized for giving a lot of attention to secondary grammatical points since much emphasis was on reading and writing and little or no attention was paid to speaking or listening. Mart (2013) asserted that the grammar translation method did not prepare learners to communicate competently. Krashen (1982) attributed the failure of the method to learners' inability to speak the language fluently as the method solely focused on form and not meaning.

The direct method was a reaction to the failure of the grammar translation method. The direct method was characterized by the use of the target language with question and answer as the main vehicle for the graded oral progression. Meaning was conveyed through the use of posters, real objects and texts. The method concentrated on everyday language and vocabulary. Correct pronunciation and grammar was emphasized. Li (2012) urges teachers to encourage direct and spontaneous use of the foreign language.

Audiolingual method was born out of the weaknesses of the direct method. Richards and Rodgers (2001) argue that the direct method lacked a thorough methodological basis but concentrated exclusively on the use of the target language. Audiolingual method was introduced between mid-1940s and 1950s in the US mainly to develop foreign language programmes to produce students who could communicate effectively in those languages. In audiolingual method, language is not writing but speech, language is what native speakers say: not what someone thinks they ought to say, language is a set of habits and teaching the language, not about the language. Though the audiolingual method became popular in the 1960s, it was criticized for its inability to transfer skills learnt in class to communicate meaningfully outside the classroom.

The cognitive code approach was a reaction against the weaknesses of the audiolingual method. Nunan (1991b) opines that mimicry, rote learning, were de-emphasized in the cognitive code approach. Substitution and transformation drills were used but were introduced with a rationale different from behaviorist drills. The approach sought to actively engage the learner in a problem solving process, to link new knowledge to prior knowledge and to reflect about the way language operates. The cognitive code approach enabled the learner to think creatively outside the classroom. One weakness which was noticed with this method was its inability to illustrate how language is used in situations. This led ultimately to the emergency of the situational method.

The situational method was born in the 1960s. It was born as a reaction to the weaknesses of the audiolingual and cognitive code approaches. Richards and Rodgers (2001: 38) argued that the method involved systemic principles of selection (the procedures by which lexical and grammatical content was chosen), and presentation (techniques used for presentation and practice of items on a course). Under this method, language learning is dependent on the culture of the people. Language is learnt through given situations and should cover all everyday situations. Further, language learning is not only internalization of form and structures but also ability to use it and describe in terms of style, register, and genre. Mwanza (2017) argues that situational method might have overlooked some important aspects about language learning and teaching. He opines that language as used in real life cannot be predicted meaning that is one cannot predict language forms or actual utterances which can be used in a particular situation. Owing to some of its weaknesses, attempts were made to develop more suitable methods which led to the development of the communicative language teaching.

The switch to communicative language teaching was attributed to the ability to communicate effectively as compared to merely learning the grammar rules (Mwanza, 2016). The results were still not as effective as they were expected to be as linguists sought to come up with a syllabus that would have the communicative competence. It was eventually decided that language teaching in Zambia should be based on the Communicative Approach as was the case worldwide. Moreover, it integrates all the four skills that is speaking, listening, reading and writing. Modern teaching methods demand the integration of all the skills in a lesson. Communicative Approach also emphasises the use of pair and group work where learners are free to communicate thereby promoting the learner- centred approach.

The Text-based Integrated Approach is an approach which was developed from Halliday's Functional Linguistics (Cahyono & Widiati, 2011; Halliday, 1978). It aims at developing learners who can engage meaningfully with different texts in different contexts. The Text-based Integrated Approach means that a series of lessons probably one or two weeks work will comprise a unit which centres around a written text. This will have to be chosen carefully by the teacher for its suitability in terms of interest, level of difficulty, and appropriateness. The selected text should cover a number of language uses and a variety of topics should be chosen from a number of sources. The text should lead to a number of topics such as word study, vocabulary extension, cohesion and coherence, oral discussions, written

comprehension, summaries, note taking and note making and composition. The lessons should comprise communicative activities such as drama, role play, and simulation (Mwanza, 2016).

The Senior English Language Syllabus recommends the Communicative approach and the Text based integrated approach. The syllabus states "It is recommended that the Senior Secondary School English Language Syllabus is interpreted through two general methodologies which should be used concurrently – the Communicative Approach and the Text-based, Integrated Approach" (MOE 2012: 4). This implies that the two approaches have to be used side by side when teaching English to secondary school learners. It also means that each approach must be utilized in the same way as the other. However, most studies done in Zambia have focused more on Communicative Language Teaching. For instance, Munakaampe (2005), Lungu (2006), Chishipula (2016) have all carried out studies on Communicative approach.

The Text-based Integrated Approach has been overshadowed in that there are no studies in Zambia specifically focusing on it. What is not known is whether teachers in secondary schools implement the syllabus recommendation to use the Text-based Integrated Approach in the teaching of English in secondary schools. Hence, this study sought to establish teachers' implementation of the Text Based Integrated Approach in the teaching of English in selected secondary schools in Luanshya District.

1.3 Statement of the Problem

The Zambian English Language Syllabus recommends the use of the Text-based Integrated Approach. However, the problem is that it was not known how English Language teachers in senior secondary schools implemented the Text-based Integrated Approach. Specifically, it was not known how teachers of English understood and applied the principles of the Text-based Integrated Approach of allowing learners to explore, manipulate and design texts when teaching English to Grade 11 pupils in selected secondary schools of Luanshya District.

1.4 Purpose of the Study

The purpose of the study was to establish teachers' application of the Text-based Integrated Approach in teaching English in selected secondary schools in Luanshya District.

1.5 Research Objectives

The study sought to ascertain:

- (a) teachers understanding of the Text-based Integrated Approach
- (b) teachers' classroom application of the Text-based Integrated Approach.
- (c) whether teachers were adequately prepared to use the Text-based Integrated Approach
- (d) teachers attitudes towards Text-based Integrated Approach
- (e) challenges if any teachers faced when using the Text-based Integrated Approach when teaching English.

1.6 Research Questions

Major Research Question: How is the Text-based Integrated Approach applied by teachers in English Language teaching at secondary school level?

Sub-questions:

- (i) How do teachers understand the Text-based Integrated Approach?
- (ii) How do teachers apply the Text-based Integrated Approach in their teaching?
- (iii) How adequately prepared are teachers to use the Text-based Integrated Approach?
- (iv) What are the teachers attitudes towards the use of Text-based Integrated Approach?
- (v) What are the challenges teachers face when using the Text-based Integrated Approach?

1.7 Significance of the Study

The study is important for trainers of teachers as it may illustrate whether approaches teachers of English language are employing in schools are actually working. It may also assist teachers of English language to reflect on their methods and evaluate their teaching appropriately. Furthermore, teacher trainers may chart the way forward with regard to the teaching methods teachers of English are using and find appropriate methods of transferring knowledge to student teachers. Moreover, syllabus designers may be enlightened on how the syllabus is being interpreted and come up with any changes or modifications where necessary. The findings may also add to the body of knowledge. It is hoped that the study may

also inform policy makers what is happening in schools vis-à-vis the implementation of the Text-based Integrated Approach.

1.8 Limitations of the Study

The study was conducted in Luanshya District which means the findings may not be generalised to represent the whole country.

1.9 Delimitation of the Study

The study was conducted in Luanshya District of Copperbelt Province, Zambia. There were nine selected schools in the research. Luanshya was selected as it was centrally located and comprised secondary schools which were from low-density, medium-density and high density. The schools selected were government day schools and hence gave a true picture of what was happening in public schools which made them appropriate for the study.

1.9 Organisation of the Dissertation

The dissertation is organised in seven chapters. The first chapter gives the introduction to the study. It further outlines the study purpose, study questions and objectives. Chapter two reviews the available literature on the study. It also explains the approach citing its merits and demerits. It further reviews various literature locally and foreign on the Text based Integrated Approach. The third chapter explains the conceptual and theoretical framework employed in the study. The fourth chapter explains the methodology used in the study. It also explains on the sample size that was used in the study. Chapter five discusses the presentation of findings. Chapter six explains the discussion of findings according to research objectives. Finally, Chapter seven discusses the findings and recommendations for further research.

This chapter has given the background to the study and has given the problem statement, significance of the study, research objectives, research questions, delimitation of the study, limitations and given a structure of the dissertation. The next chapter discusses the literature review.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

According to Webster and Watson (2002: 13) an effective literature review is one that "creates a firm foundation for advancing knowledge. It facilitates theory development, closes areas where a plethora of research exists and uncovers areas where research is needed." This chapter presents a review of literature by discussing the Text-based Integrated Approach and concepts that are key to this study. It also critically reviews some of the studies that are related to Text-based integrated approach.

2.2 Definitions and Meaning of Text-Based Integrated Approach

Mohlabi-Tlaka (2016) defines Text based Integrated approach as "the teaching of language built on the exposure to, and the handling and manipulation of different text types." It is an approach which helps learners be able to handle a variety of texts to help them use language effectively. Text-based Integrated Approach helps learners to comprehend not only language but also other non-linguistic texts. In essence, TBIA allows learners to improve their communicative competence. Kress (2010) asserts that a text conveys meaning through a combination of two or more modes with each mode performing its task and function in the meaning making process. A text can exist by itself or it can be a complete spoken utterance or a written message. Different texts have different purposes and hence organised in different ways with different language features.

Crystal (1992) defines a text as "a piece of naturally occurring spoken, written, or signed discourse identified for the purpose of analysis." He adds that it is often a language unit with a definable communicative function such as a conversation or a poster. Teaching English using a text requires a particular context in which it is found. The use of text in a particular context is cardinal to meaning making in language teaching and learning. Thornbury (2005) postulates that language always happens as text and not as isolated words and sentences. It is therefore important for the teachers to be wary that teaching foreign languages should be based on handling texts either written or spoken.

Tingting (2011) adds that Text-based Integrated Approach implies learning target words through reading texts such as acquiring words' meaning and their typical language

environment from texts. TBIA seeks to develop learners communicative competence through mastering different types of texts. It should be borne in mind that texts cannot be limited to passages in the traditional text books provided in schools. Richards and Schmidt (2010:604) define Text-based Integrated Approach as a methodology that focuses on teaching explicitly about the features of spoken and written texts and links to the cultural context of their use.

Tsakona (2015) opines that the key to Text-based Integrated Approach to language teaching is that language is always used as a text in relation to a communicative setting. He argues that the aim of the Text-based Integrated Approach is to encourage learners to produce and understand oral and written discourse in various natural or stimulated communicative setting in which they participate with a specific and explicit intention. This entails the use of texts must wholly be hinged on a particular context from which learners will fully understand the setting from which the text occurs. The Text-based Integrated Approach was influenced by Systemic Functional Linguistics. The systemic functional linguistics approach is based on the work of linguists such as Michael Halliday and J.R. Martin. Their view of language puts emphasis on the significance of context in all forms of communication. Halliday's Systemic Functional Linguistics hinges on the premise that language is functional and therefore cannot be detached from the social context of the learner (Halliday, 1985). Therefore this study proposes the use of texts familiar to the learners' social context.

According to Halliday (1985), a text cannot exist without a context. A context or the environment in which the text unfolds is always relevant when interpreting the meaning of the text. Context serves to make a bridge between the text and the situation in which texts actually occur (Halliday, 1985). By context of situation, he means the situation in which a text is both produced and read. To further elaborate the concept, Halliday (ibid) cites three dimensions of discourse: field, tenor and mode. Field refers to the nature of the social action; tenor refers to the participants and mode refers to the role of the language.

In SFL, any act of communication (oral, written, signed or multimodal) has context, establishes relationships and is organised in different ways. This means that linguistic resources are deployed to realise ideational, interpersonal and textual meanings termed metafunctions which co-occur in any piece of discourse (text) but are amenable to separate analysis (Martin and White, 2005).

The essence of teaching ESL is to enable learners acquire the communicative ability to share knowledge and be able to grasp concepts in English. Hence, it is imperative that learners

become communicative competent in language to ensure that nothing eludes them in their quest to get information in a foreign language. Hymes in Freeman (2000:121) stated that being able to communicate requires more than linguistic competence but communicative competence that is the ability to know, when, how and what to say to whom. The competence in English language as a foreign language helps the students to express ideas and feelings and use the language in society. Teachers must have the professional competence to deliver English lessons well.

Hailong (2011) adds that TBIA does not only help learners develop communicative competence by dealing correctly with language usage but by helping them use language in appropriate real situations. Dammacco (2010) argues that tasks given in TBIA must comprise those tasks that should create a motive for learners to communicate effectively. The notion of communicative competence is highly relevant to this study as the English language Senior Syllabus recommends that teaching of English language should produce learners who are able to communicate effectively in various social contexts (CDC, 2013). Communicative Competence as espoused by the syllabus should not only prepare learners for examinations but should prepare them for the world of work.

2.2.1 The Conceptualisation of the Text -Based Integrated Approach

The Text-based Integrated Approach was formed out of Halliday's (1978) theory of language as Social semiotic theory that is language with which people make meanings. The approach was so called as it develops communicative competence in learners through mastering different types of texts. The Text-based Integrated Approach means that teaching should focus on all the four language skills (speaking, reading, writing and listening) . All activities are designed with reference to a particular text.

Arimbawa (2012) emphasises that the Text-based Integrated Approach is based on the notion that learning to use English is improved when teachers introduce learners to complete spoken and written texts within an appropriate situation. This entails that the Text-based Integrated Approach plays an important role in ensuring that learners' communicative competence is improved through the handling, manipulation and exploration of texts.

2.2.2 Characteristics of The Text-Based Integrated Approach

Text based integrated approach like any other approach has its own features. According to Mickan (2011), the following are some of the features which defines the approach :

- Teaching is characterised by natural language use. This implies teaching of language should be conducted where there is purposeful use of language. It also entails that the unnatural use of language such as rote learning should be avoided.
- Teachers choose texts relevant to the learners' purposes. The text chosen must also be of interest to learners. Learners learn best when they are taught what is applicable in their daily lives. If learners are not taught what happens in their daily lives, they may have problems in understanding the concepts being taught.
- Making sense of texts from the beginning. Learners' familiarity with certain texts, their purposes and contexts of use positions them to make meanings from texts in a target language.
- There is use of language for real purposes in lessons. Texts enable lessons for authentic communication.
- Texts must be tailored to class communities. The teaching objectives must correspond to the function and purpose of the speech community. Learners derive interest from learning what happens in their communities. This allows them to relate what occurs in their community to the classroom situation. The prior experience of what happens in their society prepares them to work with texts.
- Language awareness: analysis of the lexico-grammar of texts (function of grammar and vocabulary together in texts). The approach to teaching grammar is through the analysis of texts. Texts are functional in different contexts for realization of different purposes. Learners learn effectively when both grammar and vocabulary are taught simultaneously.
- Extensive reading and reading clubs. Extensive reading is a practical strategy for text based instruction. Learners access a variety of books, magazines, or selected databases and websites for selection of reading materials. The learners need to be exposed to different materials for effective learning to occur.
- Learner autonomy. Learners have opportunities to select texts out of interest and to read them at leisure for pleasure or information. In cases where learners are not given chance to choose texts which may interest them, they may not focus their attention on what is being taught.

- Integrated skills and multimodality. Text based instruction integrates spoken and written language as in natural language use. The four language skills i.e. speaking, reading, listening and writing should not be taught in isolation. Teaching should also involve the use of different modes for all learners to grasp the concepts easily.

Text-based Integrated Approach integrates all the four skills in language activities. All activities in the approach are designed with direct reference to the text. It is also cardinal to note that activities in the approach are performed in the hope of understanding the text (Hailong, 1991).

2.2.3 The View of Language by the Text Based Integrated Approach

In Text-based integrated approach, the people's use of language is through the texts. The use of texts is also situational and dependent on context. Arimbawa (2012) postulates that the Text-based Integrated Approach is based on the notion that learners improve their English skills when teachers introduce them to an appropriate situation. Teachers therefore must help learners to develop an awareness of the linguistic features of written spoken texts and how they are structured.

Tingting (2011) asserts that in Text-based Integrated Approach, learning is more than a text. This means learners and teachers have also to focus on target words and their simple meanings to prevent the results of wrong guessing or skipping the new words. He argues that in Text-based Integrated Approach, there are still the targets with simple meaning that can be chosen by teachers or by learners themselves. Nation and Cody (1988) point out that richness of information in a given context enables a reader to guess an unknown word successfully could also predict that the same reader is less likely to learn the word because he/she was able to comprehend the text without knowing the word. Language as a system is seen to be organized functionally so that instances of use relate to what is going on in contexts and who is involved. People who learn to select wordings from the language system to realize purposes in contexts.

2.2.4 Lesson Procedure in Text Based Integrated Approach

The standard procedure for a lesson on Text-based Integrated Approach is the Teaching cycle espoused by Feez and Joyce (1998) (cf. Fig 3.1). However, while the teaching cycle provides the basis how the lesson should be planned, an individual teacher will come up with a plan depending on the quality of the learners and the availability of materials. The material

provided gives guidance on how the teacher should proceed with the particular lesson. Although different lessons may imply different procedures and vary in the class activities, Mohlabi-Tlaka (2016) provides the following lesson procedure when using the Text based integrated approach:

- ❖ Teacher introduces the text and new vocabulary. This is done to draw out learners' prior knowledge. The teacher explains various points of vocabulary to let the learners familiarise themselves with the topic. The explanation on vocabulary is also meant to raise the learners' interest in the topic.
- ❖ Teacher to read a text modelling a reading strategy e.g. predicting, noticing story structure, reading different types of text, reading diagrams and graphs. The teacher develops the topic by going through the text. Both the teacher and the learners should analyse the text to understand its linguistic features.
- ❖ Teacher to read the text with the learners joining in using shared reading techniques or write a short text using shared writing techniques. The teacher and the learners work together to come up with a text similar to the model presented by the teacher.
- ❖ Once learners are confident enough, the teacher will allow them to construct texts on their own. The text constructed should be similar to the one the teacher presented in class. The lesson concludes with the teacher collecting learners' work for assessment.
- ❖ As a follow-up, the teacher should check understanding and encourage learners to respond to the text through focused oral questions.

The procedure above illustrates that the teacher has to spend adequate time to introduce the lesson. This is because for pupils to design a text, they must fully understand it so that it is easy for them when they work independently in the construction of the text. This is also done to avoid learners' misunderstanding on the appropriate text to construct. The lesson procedure above was adopted from the teaching cycle model developed by Feez and Joyce (1998).

2.2.5 Role of Teachers

The successful implementation of the Text-based Integrated Approach largely depends on the teacher. It is important for the teacher to know his roles in Text-based Integrated Approach.

The knowledge of the roles will enable the teacher to prepare adequately for the lesson. The following are some of the roles of teachers in the Text-based Integrated Approach:

- Teachers should teach explicitly about the structures and grammatical features of spoken and written texts (Akinyeye,2015).
- Teachers should have a good command of English not just a knowledge of grammar and rules (Mohlabi-Tlaka, 2016).
- Teachers should move away from teacher-centred teaching and allow learners to participate actively
- Teachers should link spoken and written texts to the cultural contexts of their use.
- Teachers should design units of work which focus on developing skills in relation to whole texts.
- Teachers should think mostly in terms of learner practice not teacher explanations.
- Teachers should provide learners with guidance as learners develop language skills for meaningful communication through whole texts.
- Teachers should find time for time for real communication activities not just practice language forms.
- Teachers must focus their teaching on learners' needs not just on finishing syllabus (Davies & Pearse, 2000: 2).

As a facilitator of the learning process, the teacher has to know the particular roles he has to play in the implementation of the Text-based Integrated Approach. The roles outlined above assist the teacher to guide learners appropriately in the use of the Text-based Integrated Approach.

2.2.6 Role of Learners

In Text-based Integrated Approach, the learner is considered an active participant at all levels. The learner has to play an active role for effective learning to take place. The learner is expected to play the following roles in Text-based Integrated Approach:

- Learners need to engage effectively in listening, speaking, reading and writing as a means of communication.

- Learners need to master the use of text types occurring most frequently in specific contexts.
- Learners need to understand metalanguage to discuss texts. They need the words to describe different aspects of grammar, vocabulary and style and how these function in texts (Mician, 2011).

Text-based Integrated Approach allows learners to meaningfully engage with texts in all the four language skills that is reading, speaking, listening and writing. Learners are therefore expected to master different types of texts that are introduced in class. It is also significant for the learners to learn the language that they need to use as they explore various texts. Metalanguage includes the use of conjunctions, sequence indicators, adjectives, adverbs, prepositions, nouns , pronouns, intensifiers which the learners are by and large need to be competent with for them to explore and engage meaningfully with texts.

2.2.7 Teaching Materials

The success of any teaching activity depends wholly on how it arouses interest in learners. Therefore, teaching materials provided by the teacher should instil enthusiasm in the learners to make learning successful. CDC (2012) recommends to teachers to carefully choose a text with particular reference to learners interest, suitability level of difficulty and appropriateness when using the Text-based Integrated Approach. Teachers are required to pick texts not only from traditional text books provided in schools but also from a variety of sources including other subjects.

Mician (2011) asserts that the aim of teaching is to immerse students in experiences with texts in order to reflect the richness of learners' everyday experience of texts. This means that teachers have to select and sequence texts for planned and direct instruction for a class to learn the texts for them to participate actively in the class community and the world at large.

Keshavarzi (2012:554) opines that "all language teachers desire to equip learners with materials to improve their own future and become contributors of their own society rather than burdens on society and others." This means it is vital in TBIA for learners to be exposed to texts that will not only improve their performance in school work but also the society at large.

Arnold (1991) is a proponent of the view stating the use of authentic resources are no guarantee that purposeful and authentic language learning will occur because the use of authentic materials depends on the teaching and learning pedagogic content in which they are used. He adds that "the tension between the teaching-learning situation and the original communicative purpose of resources being used is resolved if different types of authenticity come together such as authentic materials and learners purposes, authentic materials and interactions, authentic participants and responses and authentic inputs and outputs" (Arnold 1991:237). This view espoused by Arnold (1991) in regard to the use of authentic materials which TBIA highly recommends in a classroom situation, can expose learners to actual and real modern day language use rather than idealized grammatical structures hence making learners to get closer in contact with the real world of the target language and culture.

Mohlabi-Tlaka (2016) outlines the activities learners should be exposed to in TBIA as stories, media texts such as newspaper reports, visual texts such as posters and the difference between fiction and non-fiction. Scarino and Liddicoat (2009) postulate that the authenticity of purpose must be considered when authentic resources are used in language learning since activities and tasks can limit opportunities for learners' engagement. They cite a text reading task where students engage with superficial issues such as locating information in the text, yet the same text could be used for developing interpretation, analysis and reflection, personal engagement with themes and issues, comparison with other texts or questioning aspects of the text's message.

Mickan (2011, 2012) describes using authentic texts in language learning as resources for the learner to see and make meaning of language in action. This is also confirmed by Wells (1990) who postulates that the use of authentic texts in the classroom provides the opportunity for the learners to experience language in action.

Larsen-Freeman (2002) postulates that through the use of English medium texts language learners are introduced to the real context and natural examples of language. Through this perspective, texts can further be orientated as a text devised originally for fulfilling a social purpose within a language community. This is confirmed by Melvin and Stout (1987) who found that students who use authentic materials to study culture in the language classroom gain a better understanding of the practical benefits of being able to use real language in in real world circumstances. According to Arnold (1991) because authentic materials are

developed or created within the cultural context of target language speakers, they carry with them values and ways of communicating particular to that culture.

Tafari (2009) recommends the use of magazines in the classroom situation. He adds that magazines in the target language can be useful for language learning because of the target language cultural content. The use of magazines in language learning is vital in that they are considered to be linguistically up to date thereby providing valuable linguistic data and also motivating for students to work with .

Feez and Joyce (in Richards, 2005) point out the achievement of communicative competence as involving the mastery of different texts such as procedures, explanations, expositions, recounts, reports, narratives, conversation and short functional texts. This means materials given to learners should have content which denotes any of the above type of texts. This exposes learners to a variety type of texts thereby improving their communicative competence.

2.2.8 Types of Texts taught in TBIA

There are various types of texts that are applied in language teaching. These can be categorised into fiction and non-fiction texts (Macken óHorark, 2002). These can be in form of narrative, or story where there is an orientation to the events, places and people, complication if a problem arises and a resolution of the problem. A text can also be categorised under procedure, or instructions which provides the goal of making or doing something, the materials needed and the steps that complete the procedure.

Further, texts can be categorised as recount or retelling of events where there is an orientation to events and a sequence of events that occurred. They can further be classified under argument or exposition, if the context involves taking a position and justifying it where the issue or position is highlighted, the arguments are put forward and recommendations or conclusions are stated. A text can also be classified discussion if it involves providing different positions on an issue , where the issues are put forward followed by a conclusion (ibid).

In addition, a text can be classified under information report documents, which organizes and presents factual information on a topic. This is where a general classification of a topic is presented followed by description of appearance, behaviour characteristics or properties. A text can further be classified under explanation which gives accounts of how or why things

develop or work through a statement of the phenomenon under discussion and sequenced explanation of how the processes occur. Lastly, texts can be categorised as an anecdote or telling about something that happened to the speaker where there is an orientation to people and events, outlining the remarkable event and the reaction to the speakers (Burns and Richards, 2012).

Nation (2000) argues that text types are an important consideration in the design of language course. This is because familiarity with important text types coupled with the patterns that lie behind them strongly affects the ease with which the learners read and the skill with which they write. Therefore, if teachers understand how whole texts make meaning in context, then they are able to design language teaching activities aligned to the language that learners need to use in real life.

A Text-based Integrated Approach takes the concept of text as the starting point for developing tasks and activities and for assessing learning. It is concerned with what language learners do with language and what they need to know about how language functions in context. Feez (1998) defines text as ÷ any stretch of language which is held together cohesively through meaningø She elaborates that ;

Whether a stretch of language is a text or not has nothing to do with size or form. It has to do with meanings of the stretch of language working together as a unified whole. The single word stop on a road sign and Tolstoy's novel -War and Peaceøare both texts because they are unified wholes.

(Feez 1998;4)

What significantly unites various discourse analysis approaches is the analysis of spoken and written language as they are used in their social contexts. The key aspect of Text-based Integrated Approach is authentic language as it is used by speakers and writers in various contexts of everyday life.

A Text-based Approach takes texts as the main point for developing the syllabus. In coming with activities to help learners be successful in the use of various texts, the teacher can incorporate elements e.g. situational, topic based etc depending on learners' needs. The role of the teacher in Text-based Integrated Approach is to diagnose to what extent learners have control of the language features and patterns of various texts and to assist them gain more independence in their ability to participate successfully in these texts (Hammond et al, 1992 ; Feez, 2001). In developing the context for a Text-based Approach, teachers aim to draw

holistically on their repertoire of teaching skills and knowledge in particular their knowledge of the language patterns in a text.

In Text-based language teaching, the texts are based as far as possible on authentic discourse. In this case, the notion of genre is helpful in identifying different types of texts; genres are a little different from text types as they typify the way people use whole stretches of language that have common function or purpose in different cultures 'to get things done' (Paltridge, 2006). For instance, a doctor's consultation genre may vary among different cultures and overtime, but members of that society will have a shared knowledge of how things typically proceed. What actually gets said during any one consultation is the specific text that emerges out of that occasion. In this study therefore, the teachers should expose learners to authentic texts that is texts which reflect the real life situations.

2.2.9 Advantages of the Text Based Integrated Approach

Text-based Integrated Approach has a number of advantages one brings to the teaching and learning of English language. The following are the advantages of the Text-based Integrated Approach;

- It expands capacity to express meanings (Mickan, 2011).
- Multimodal learning enhances comprehension, memorization and learning.
- It builds potential for understanding and for expression of meanings and share meanings which helps them participate in community practices with language.
- TBIA provides foundation and context for teaching all language skills and for teaching learners new things they had not experienced before.
- Learners link stories they read to their daily lives which increases their vocabulary.
- The approach is designed to help learners build up confidence in different contexts.
- It helps learners become competent, confident and critical readers, writers, viewers and designers of texts.

2.2.10 Disadvantages of the Text-Based Integrated Approach

Despite having a number of merits, the Text-based Integrated Approach has not been spared from criticism. The Text-based Integrated Approach has been criticised because ;

- Learners thinking is limited to texts.
- There is over-reliance on the text (Burn and Richards, 2012)
- The method is regarded boring since activities are repeated on the same text (Richards, 2006)

The Text-based Integrated Approach has been criticised for putting so much emphasis on a text. Some scholars postulate that this limits the learners thinking to texts. Further, it has also been criticised because of its five phase cycle for its successful implementation. They argue that five phase cycle is applicable to all the four language skills which may prove boring to second language learners. Even so, the merits of the Text-based Approach outweigh the demerits making it an appropriate approach for ESL learners.

2.2.11 Teacher application of the Text-based Integrated Approach

There have been a number of studies which have been done on teaching methods vis-a vis English language teaching. However, while many of these studies have concentrated largely on traditional approaches in general towards language teaching and learning, a few have focused on the Text-Based Integrated Approach. As the name implies, the Text-Based Integrated Approach demands the use of a given text to create activities for learners to explore. Text-based Approach prepares learners for real world uses of English. According to a Text-based Approach, learners in different contexts have to master the use of the text-types occurring most frequently in specific contexts (Tingting, 2011).

Tingting (2011) carried out the study on Text-based Integrated Approach at the Kristianstad University in Sweden. He was trying to establish the most effective method between the Text Based Integrated Approach and the Dictionary based Approach of vocabulary learning. To achieve his objectives, he administered two tests: an immediate test and delayed test. His findings revealed that the Text Based Integrated Approach was effective compared to the Dictionary based approach. The use of a text was significant in that it required the teacher to be resourceful in choosing the appropriate text for a given context. Consequently, learners were also restricted in their own linguistic resourcefulness and evaluated according to responses as laid down by the teacher. This study's findings help one to understand whether teachers and learners enjoy the same benefits of the method or not.

Dammacco (2010) outlined the necessary elements for the successful application of a text-based task and focused on attention to manipulate text in order to facilitate a learner-centred communicative flow. His findings were that Text-based input can be used in several ways to produce meaningful communicative texts. His work did not focus on the main implementer of the teacher. It focused more on the learner. Hence, while this study focused on pupils, the current study focuses on the teacher as the main implementer of the methodology.

Mickan (2011) argued that text-based teaching conceptualizes language as a human resource for meaning making. He elaborated that teachers should choose texts that are relevant to their purposes. He emphasised that texts should not only be of interest to learners but also of significance to fulfill the set objectives. Mickan proposes that the basis for learning languages is to build on known discourses and texts. Thornbury (2005:8) quoted in Tingting (2011) claims that language always happens as text and not as isolated words and sentences. This means that Text-Based Integrated Approach develops the communicative competence in learners. It further illustrates that activities that are used in the approach should reflect real life situations that will enable learners to effectively participate in the daily activities of the lesson.

Hailong (1991) outlined some major components of the Text-Based Integrated Approach activities as: integrating the four skills in language activities, designing the language activities with reference to the texts, performing the activities in the hope of understanding the texts and developing students' communicative competence in the performance of activities. Hailong tried to enlighten on the use of Text-Based Integrated Approach to develop the communicative competence of learners in China. He cited the use of the approach in providing opportunities for the real use of the language. He suggests that this can be done through teachers' communicative exploitation of the text and designing various language activities which provide a context for real language use.

Thwaites (2014) elaborates on the Output Hypothesis which holds that language production can facilitate language learning in a variety of ways. He proposes ways in which teachers can employ simple writing task sequences in which output precedes input in order to maximize its role in noticing. The methodology for the approach was to let learners produce a piece of written output before comparing their output either to a model text or to a reformulation (i.e. a full rewrite of a learner's text) rather than seeing the model first and then aiming to replicate it. Despite being learner centred, Thwaites approach disregards the Communicative

activities that should be used in tandem with the Text-Based Integrated Approach. Further, learners with low linguistic skills cannot produce the output that Thawaites proposes. It is therefore noted that Text-Based Integrated Approach has a lot of merits than there are demerits.

Karimah (2017) carried out an action research on implementing Genre Based Approach (GBA) to promote students recount text writing achievement at SMPN 1 Pujer among grade eight learners in Indonesia. The objectives of the research were to increase students' recount text writing achievement through the implementation of Genre Based Approach and to know how genre based approach assists students in the process of writing a well-organized recount text. The data collection instruments were observation sheet, writing test and document analysis guide. The findings revealed that genre based approach helped students write a personal account text because the students had already given the knowledge of the target text which they learnt from previous stages and meetings. The results of students' writing test showed that the students' recount text writing achievement was improved after the implementation of the target action in the classroom.

Kuci (2012) carried out a study to understand the existing English language teaching and learning pedagogy in Albanian elementary schools. This was achieved by analysing the pedagogic purpose and function of a unit in the textbook syllabus used in English language classrooms in Albania. Further, the practice of teaching English through media in Albanian elementary schools was analysed to understand the pedagogic practice in English programs. The findings led to a justification for the recommendation of the text based approach to language teaching theorised through a social semiotic view of language and learning. The text based approach was recommended because it provides a theorised approach which could underpin the existing practice of teaching through the media.

In Africa, studies have been undertaken on various teaching approaches. Weidman (2007) highlights on adoption of Eclecticism as an approach in language teaching. His study was conducted in Eritrea and Ethiopia. He argued that eclecticism may be a good way towards language learning. He substantiates this by arguing that all methods have been adopted from the earlier ones. He implies all traditional methods were born upon looking at the demerits of the earlier one hence eclecticism may be the best way to go. His studies does not give clear indication as to which way language teachers should go as he also identifies some pitfalls of using eclectic approach. Weidman's study is full of criticism of all methods including the

Eclectic method and hence leaves up to the teacher to decide which method to employ for particular group of learners.

Marina and Marmiene (2006) identify various features of a text that improves skills of reading comprehension. They cited the values of texts though the study is on information and technology. They further described the texts as linguistic objects, springboard for production of other tasks such as writing and reading, vehicle for information where information within the text is more important than language. This study provides vital points of exploring the Text-based Integrated Approach in the classroom situation.

In Zambia, there have been no traceable studies that have been carried out on the Text-based Integrated Approach at senior secondary school level. Most studies that have been carried out have focused on other approaches especially the Communicative Language Teaching. Therefore the literature reviewed is based on the studies carried out on the methods of teaching English which implicitly shows that the Text-based Integrated Approach has not been studied in Zambia.

Sifuniso (2015) investigated the implementation of the Reflective Teaching methods. The study was carried out in selected primary schools in Livingstone district. The major objective was to find out whether teachers implement reflective teaching methods in the classrooms. The study discovered that most teachers were unable to carry out reflective teaching as a result of some factors such as time limitation, class size, curriculum demand to mention a few. The reflective methods proposed in the study come from activities in the traditional teaching methods that teachers are conversant with. In a nutshell, the study suggests reflecting on the activities that are carried out by the teacher and do an evaluation for possible progression. As noted above, Sifuniso focused on reflective methods, which entails methods that the teacher employs need to be reviewed to reflect on whether the approach used work according to the teachers expectations and hence the teacher has to make a follow up and improve where necessary. This study is devoid of outlining the particular methods that the teacher should employ in the teaching aspect to improve the learning and teaching. In summary, Sifuniso's study has nothing on what methods are recommended in the teaching of English at senior secondary level. In essence, Text-based Integrated Approach is generally avoided despite it being a co-methodology in the teaching of English language at senior secondary school level.

Munakaampe (2005) carried out a research to establish the level of implementation of the Communicative approach in English Language teaching and also looked at possible constraints expressed by teachers. She focused on four areas: the training teachers received, the real life communication and pupil response during English lessons and the creation of conducive classroom and school environment. Her findings revealed that regardless of the type and amount of training teachers received, teachers were not implementing the Communicative approach and that they did not understand the psychological processes of language learning. Munakaampe did not look at or discuss the Text-Based Integrated Approach in her studies despite Text-based Integrated Approach being the co-methodology in the teaching of English.

Lungu (2006) investigated the efficiency of Communicative approaches and traditional methods on reading and writing achievement in English and focused on basic schools. Lungu (2006) distinguishes traditional methods as those approaches which were used before Communicative approaches were introduced in Language teaching such as Grammar translation method, direct method and audio-lingual. Communicative approaches on the other hand are those methods such as Communicative Language Teaching whose main goal is to promote communicative activities in classroom. The activities should make children be able to communicate in everyday activities (Lungu, 2006 : 9). The methodology which was used was collection of data through questionnaires, interviews and tests to evaluate the learners performance. Between the two methods, Communicative approaches were seen to produce better results than traditional methods. Albeit the results which were produced from the research, Lungu (2006) recommended adoption of a holistic approach. He proposes that a selected text should cover a wide range of language uses and a variety of topics from a variety of sources. This implies that a given text should not only come from a language subject but should also be taken from other subjects that a particular group of learners are taking. MOE (2000) reiterate that teaching from the selected text should cover a wide range of language uses and a variety of topics and be authentic. In this study, despite the categorization of traditional and communicative approaches, Lungu did not clearly come out as to what the syllabus recommends. His categorization is outside the curriculum. Moreover, he does not identify the Text-based Integrated Approach as one method the syllabus recommends for use in the teaching of English language at secondary schools.

Sakala (2012) carried out a study to establish factors which contributed to the excess use of the lecture method of teaching among senior secondary school teachers in Kitwe and Kalulushi districts. The findings of this study revealed that teachers excessively used the lecture method. This was attributed to large class sizes, wide syllabi, lack of teaching/learning materials, need to prepare learners for examination, lack of active participation from learners. However, while the study attributes the excessive use of the lecture method to the frequent use of the lecture method at colleges by lecturers, this does not justify the use of this method in schools. This is because lecturers use the lecture method to clarify certain points and to ensure students fully understand various methods that they need to employ in their teaching. This research focuses on the implementation of the Text-based Integrated Approach which is in line with the syllabus recommendation. In the execution of the Text-based Integrated Approach, the lecture method is cardinal to explain how learners should interpret and manipulate the text in context. Hence, this research's main objective is to find out whether teachers in senior secondary schools are teaching in accordance with the syllabus recommendation.

Ngøna (2016) carried out a study on factors which contribute to poor performance in English composition writing among Grade 12 pupils in Kabwe District. The major findings of the study were that teachers lacked skills in various important areas of teaching composition in secondary schools at ordinary level. These areas were the teaching approach in teaching and composition skills. While the major blame in this study fell on the teacher's pedagogical content knowledge, I feel the learners too have a major role to play in acquiring writing skills. This can be achieved if learners are innovative to read outside the curriculum. The use of the Text-based Integrated Approach can eliminate some of the problems learners face in composition writing.

Mwanza (2016) carried out a study on Eclecticism as an approach in selected secondary schools of Zambia with focus on Grade 11 pupils. The aim of the study was to establish how Eclecticism in English language teaching was understood and applied by Zambian teachers of English. The findings revealed that teacher training faced a lot of challenges with regard to producing an Eclectic teacher. Issues of short teaching practice, poor quality of student teachers and inadequate peer teaching came to light. The study further revealed that while some teachers wanted to implement the Eclectic policy, others contested it. Eclectic approach suggests multiplicity of methods which the study recognises. However, findings have little to

nothing on the Text-based Integrated Approach. Therefore, the question of whether the Text-based Integrated Approach was used and applied remains unanswered.

Chishipula (2016) investigated the implementation of CLT in secondary schools. Her main purpose was to establish why teachers of English language were not implementing CLT. She employed a mixed method approach and chose a case study to carry out her research. In her findings, she discovered that teachers had scanty ideas that CLT aims at improving communicative competence of learners. The vast majority of her respondents (76%) held misconceptions while a few (24%) could not state what CLT was. She further discovered that a good number of class teachers she observed did not employ CLT in their teaching. It is clear from her findings that few teachers understood the syllabus recommendation. Even so, most of the literature reviewed in the study was mostly outside Zambia. She attributed this to the use of literature in EFL as compared to ESL. Most importantly, she avoided the syllabus emphasis that CLT has to be used alongside the Text-based Integrated Approach which is the main concern of this study.

2.2.12 Teachers' preparedness to teach English using Text-based Integrated Approach

Fafunwa quoted in Olakulehin (2007) argues that of all educational problems that beset African countries today, none is as persistent or as compelling as the one relating to the training of a competent teacher (Olakulehin, 2007: 133). Training of competent teachers is inevitable in the teaching of language or any other teaching aspect. Competent teachers play a vital role in the learning and teaching of language. Quality education in a country implies employing well trained teachers in tertiary institutions.

Similarly, Khan (2011) identifies the teacher as the most important element in any educational programme. He postulates further that no amount of investment in education can improve the quality of education unless there are well qualified teachers. It is therefore imperative that for learners to perform well in English language, teachers of English should have quality training and expertise. It entails that teachers need to be well trained for them to implement the Text-based Integrated Approach in secondary schools.

Ahmad (2011) argues that effective teaching is much more than an intuitive process. He adds that it is a dynamic process where the teacher must continually make decisions and act on them. For the teachers to make right decisions in the classroom, they must have the theoretical knowledge about learning, human behaviour and also have specific knowledge

about the subject matter being taught. Similarly, Berliner (1987) distinguishes good teaching from effective teaching. According to him (ibid), good teaching has to do with teacher's classroom behaviour while effective teaching is related more to the learner's performance. This corresponds with Wellington (2006) cited in Matara (2014) that teacher's academic qualifications illustrate an important yet complex relationship to the learner's outcome adding that learners acquire more knowledge from teachers with high academic skills than with those with weak academic skills.

Moseti (2007) postulates that the effectiveness of any curriculum depends on the quality of teachers that are there to interpret the syllabus to practical instructional material in the classroom. Fisher (2006) on the other hand observes that teachers who have little or no formal training tend to employ authoritarian and inefficient methods that makes the learners to view the school as a repressive place with nothing to enjoy. Bishop (1986) noted that for a teacher to educate others he himself must be educated. This is in tandem with Nkosi (2014) who observed that to achieve successful implementation, teachers must be well-qualified, motivated and must get full support from the district office in form of learning materials and teacher development. This argument also corresponds with Kirkgoz (2008) who observed that teacher training and teacher support play an important role in how well teachers implement the curriculum, influencing teacher's understandings and their classroom practices.

Similarly, arguments by Robinson and Mcmillan (2006) state that teacher's colleges have been associated with the preparation of a practically skilled teacher who is not just competent in the classroom but also on the sports field and cultural extramurals while universities focus more on an academic preparation with a generalist academic undergraduate degree.

Khurshid (2008) cited in Besman (2012) emphasises that the qualifications of a teacher play an important role in teaching because a trained teacher teaches better than one who is untrained. Rogan and Grayson (2003) concur with this argument and state that the teacher's own background, training and level of confidence and commitment can affect the implementation of the curriculum. According to Richards (2011), teachers who have the experience develop routines that enable them to perform better in a variety of situations with different kinds of children. This argument is in tandem with Fullan's (2011) implementation of change model where he states that it is the experienced teachers who are able to use the relevant teaching materials in class, understand the interests and learning needs of the students and the content. Kareem et al. (2011) emphasise that the teacher serves as a resource

and an agent developing curriculum in committees, implementing it in the classroom and evaluating it as a team.

Fullan (1994) postulated that the curriculum implementation involves changes in behaviours and beliefs which are essential in making sense of the new practices. Teachers with massive experience in a particular subject and level may resist change because they are comfortable in the same way (Ross, 2001). This means that experienced teachers may show inertia to adjust to a curriculum change because they have been used to doing the same thing for a period of time. McLauhlin (2002) notes that all curriculum change programmes depend on the implementation strategies that include effective staff training which should be conducted within the school environment and has to consider the interests of the education system, personal and individual needs of the teachers (Coolahan, 2004).

According to Stufflebeam and Shinkfield (1986) staff development strategies should be included in the effective implementation plans as the teachers are at the centre of implementing the new curriculum and therefore will need to be equipped to adjust to their classroom teaching methods according to the curriculum stipulation. Christie (1999) confirms that it is necessary to train educators for the successful implementation of the curriculum.

Mohlabi-Tlaka et al. (2017) cited the teachers lack of knowledge and curriculum matters as a grave concern in the implementation of curriculum stipulations. They postulate that the Text-based Integrated Approach being one of the prescribed approaches in the curriculum, is a concept with which teachers of English language should be familiar with. However, the converse was found to be true.

Training of teachers has been a thorny issue in the Zambian educational system. The Ministry of Education (1996:107) observes that "The quality and effectiveness of an educational system depends heavily on the quality of its teachers. They are the key persons in meeting the system's goals." As the government rightly observed, for an educational system to be successful, quality teachers must be engaged in the educational system. The government attaches great importance to the quality of teachers in the educational system. Mulenga (2015) observes that preparation of teachers of English language by the Ministry of Education in Zambia is done in the colleges and universities where it is expected that competent teachers would graduate from the institutions of higher learning. However, Banja (2012) cited in Mulenga (2015) argued that the kind of education offered at the University of Zambia and Copperbelt University was inadequate to meet the occupational demands of

industry as it was regarded to be more theoretical. This is similar to various scholars who argued that teacher preparation at the University of Zambia was problematic (Manchishi and Masaiti, 2011; Manchishi and Mwanza, 2013; Mulenga and Luangala, 2015; Mwanza, 2016). They argued that student teachers from UNZA graduate with inadequate teaching skills that are irrelevant to the classroom situation.

Furthermore, while a number of studies have been conducted in Zambia to look at the challenges that are faced in teacher preparation in the use of teaching methods in teaching of English language, there has been no comprehensive study undertaken to study teacher preparation for the use of the Text-based Integrated Approach in secondary schools. Therefore, the following studies illustrate a number of studies carried out in the use of various methods in the teaching of English language. Munakaampe (2005) observed that there was no continuity in ensuring that teachers were updated in their methods of teaching once they graduated. She argued that no curriculum audit was taken to ensure that teachers were following what the curriculum stipulates. She further observed that teachers were not well prepared in carrying out communicative lessons since most of them had little understanding of curriculum theory.

Mulenga (2015) in his study revealed that most teachers of English had not been well prepared in content and methodology courses they had studied at university. His study was carried out at the University of Zambia, Lusaka. He argued that the degree programme offered at university comprised some knowledge and skills that were relevant for secondary school. However, he discovered that the implementation was not focused on what was to be taught in secondary school. He noted that the lecturers understanding of university education was to largely focus on high theoretical content in the name of developing cognitive thinking. He further observed that in-service and pre-service teachers were not adequately prepared in the subject content and teaching methods which made their readiness to teaching the English language method questionable. The implication in TBIA is that teachers cannot implement the approach effectively as they are not prepared well at the learning institution.

Chishipula (2016) observed that the training teachers underwent did not prepare them adequately for the teaching of CLT. Her study was carried out in Chongwe district of Zambia. She discovered that the training teachers did was more theoretical than practical. She further noted that the lecturers in colleges and universities were not oriented on the curriculum needs. This led them to focus their teaching more on theory than what is needed

to be taught in secondary schools. Her findings also revealed that teachers had few opportunities to be re-trained once they left their initial training.

Mwanza (2016) revealed a number of reasons that led to teacher unpreparedness in the use of Eclectic approach in secondary schools. His study was carried out in three districts of Zambia: Kabwe, Mumbwa and Chibombo. He observed that lecturers in colleges were not familiar with the syllabus specifications. He also noted that a number of lecturers in colleges had negative attitude towards the Eclectic approach which demotivated them to teach their students. He further revealed that a few lecturers who believed language is best taught in a given context emphasised the use of situational method while those who believed language was rule-governed emphasised the use of the cognitive method. Further, he discovered that teachers were inadequately prepared in the use of the Eclectic method because of their poor language and academic background. He also identified lack of adequate peer teaching and short teaching practice as factors that led to teacher unpreparedness in the use of the Eclectic approach at senior secondary school.

From the literature reviewed above, it is clear that for successful implementation of the Text-based Integrated Approach, there is need for teachers to be competent in the English language teaching. This competence can be only realised if quality education is offered in both colleges and universities. It means that the government must invest in teacher training for effective results in the teaching of English language. It also means that the teachers must be conversant with the syllabus recommendations for them to teach effectively and efficiently. It is also clear from the literature above that it is a well trained teacher who understands what curriculum requires for them to implement the Text-based Integrated Approach. This study hopes to establish how adequately teachers are prepared in the use of the Text-based Integrated Approach. The studies cited on different teaching methods illustrate the factors that might be related to the Text-based Integrated Approach. The point is that studies reviewed have shown that teachers of English in Zambia are not adequately prepared to use CLT and Eclectic method but it is not known if they are prepared to apply TBIA.

2.2.13 Teachers' Attitudes towards Text-based Integrated Approach in the Teaching of English language

According to Marcos and Barros (2004) attitude refers to the individuals prevailing tendency to respond either favourably or unfavourably to an object (person or group of people, institutions or events). They add that attitudes can be positive (values) or negative

(prejudice). Their definition resonates with Ajzen (2005:3) who defines attitude as a -disposition to respond favourably or unfavourably to an object, person, institution or event. Therefore the teachers' attitudes towards methods of teaching English has been researched worldwide to determine how teachers respond in the teaching of English as a foreign language.

Edward (1994) and Ajzen (2005) posit that attitudes comprise three major components i.e. cognitive, affective and conative or behavioural. The cognitive element refers to the person's belief or thought; the affective element refers to the feelings or emotional reactions and the conative elements have to do with the predisposition to act in a certain way.

Edwards (1994) argues that an individual who has belief in something or has knowledge of something usually have some emotional reaction to it and consequently may be assumed to act on this basis. For example, a teacher with a positive attitude towards the learning of English may be affected by the thought that English is a beneficial language and that it promotes an individual's economic development. This may influence the teacher to learn and speak the language fluently. Attitudes in teaching of a language have a great influence on how successful or not, language teaching can be.

Further, this is also related to the attitudes that teachers of English language have towards the use of teaching methods at senior level. Teachers who may have positive attitude towards the Text-based Integrated Approach are likely to perform better than those with negative attitudes. This is because those teachers with positive attitudes foresee the benefits of using the Text-based Integrated Approach and as such diligently employ the approach in their teaching which culminates in the good performance of the learners emanating from the teacher's attitude. Baker (1992), Adegbija (1994) and Spolsky (2004) argue that when attitudes are positive towards a language policy, the implementation is likely to succeed

Moreover, when attitudes are negative or counter to the prevailing community's perceptions, the implementation is doomed to failure (Paulston, 1986). This implies that before any language policy is implemented positive attitudes of the implementers are necessary. This can also be applied in the teaching of English using the Text-based Integrated Approach. Teachers who may have positive attitudes towards the approach will find better ways of teaching their learners regardless of the challenges that they may encounter in their quest to employ the Text-based Integrated Approach in their teaching. However, those with negative attitudes towards the Text-based Integrated Approach may not be motivated to employ the

approach in the teaching of English language because they feel it does not affect their teaching of English language in any way. Any hurdles such teachers may encounter will be good reason for them not to use the approach in their everyday teaching.

Baker (1992) notes that knowing one's attitude predicts how they will behave over a period of time. He elaborates that attitudes to a large extent help to understand what people will choose to do and may predict the outcomes whether positive or negative. Research has shown that educational reforms are effective if they do not solely focus on implementation of a new programme but also focus on the teacher's attitude and their beliefs around that particular innovation (Kamwendo, 2006; Baker, 2001). It therefore goes without saying that if teachers must change their practice in the classroom, it is imperative that their attitudes and beliefs must be addressed. This also implies that for teachers to employ various teaching methods that the English senior syllabus recommends, there is need for their attitudes and beliefs to be seriously addressed. Text-based Integrated Approach requires more than teachers attitudes for its successful implementation. Text-based Integrated Approach requires teachers to be skilful, innovative, creative and motivating to learners.

Oematan (2008) also carried out a study on the implementation of the Genre based approach in the teaching of English at SM University, Surakarta. The objective was to describe teachers' perceptions on the use of genre based approach in the teaching of English as a foreign language, the difficulties and the solution faced by the teachers in implementing the genre based approach and to describe how teachers acquire knowledge about genre based approach. The data were obtained from techniques such as non-participant observation, in-depth interviews and document analysis. The findings revealed that the perceptions of teachers on the use of genre based approach reflected their mastery in the teaching competence. The findings further revealed the approach had good influence to improve the students language proficiency through the understanding of different text types.

Akinyeye (2015) postulates that regardless of the knowledge teachers have in their professional subjects, their attitude and motivation plays a huge impact on their effectiveness and practice. This means while it is vital for teachers to have suitable qualifications in their work, it is equally significant that they should have the motivation and right attitude for effective teaching to take place. She argues that in Text-based Integrated Approach, teachers must provide ample assistance to learners in the construction of texts. In cases where

teacher's motivation and right attitude is missing, the implementation of the Text-based Integrated Approach would be problematic both to the teacher and the learner,

It is anticipated that teachers who have the positive attitude and understanding towards teaching are likely to implement what the curriculum recommends in the teaching of language. However, several studies undertaken show that this is not the case. Bal (2006) carried out a study on the teachers' perception of CLT in Turkey and found that despite teachers being aware of it and having positive attitudes towards it, most of them did not employ the significant features of CLT in their classrooms. This shows that it is not always that having positive attitudes and understanding of a particular approach leads to its implementation. Gao (2011) findings on Eclectic approach also revealed that teachers who had showed understanding had hurdles with how it could be applied in the classroom and those who were unfamiliar with it showed some resistance. Makobila and Onchera (2013) revealed that teachers mostly choose theories and approaches based on their convenience i.e. what they are comfortable with rather than syllabus recommendation.

The Ministry of Education (1977: 61) notes that good teaching should not only possess a correct attitude and adequate knowledge of the subjects but should also keep abreast of new developments in their subjects and methods of teaching. This resonates with Mwanza (2017) argument that teachers of English language should not only depend on what is learnt at colleges and universities but should continue to build on what they learnt throughout their professional lives. Text-based Integrated Approach was assumed to be difficult to execute since it requires teachers to be innovative. This can be attributed to the general attitude of teachers towards teaching methods. Research is therefore cardinal in teaching to ensure that teachers are in tune with the ever changing trends in the teaching profession.

Mwanza (2017) carried out a study on attitudes teachers have towards Eclectic approach in the teaching of English in 9 selected secondary schools in Central Province. The attitudes were measured using the five-point Likert scale. His findings revealed that some teachers had positive attitudes towards the approach while others did not. The findings also revealed that a number of teachers held neutral attitudes. Those who had positive attitudes argued that the approach helped teachers to reach out to everyone, there was learner participation and teacher creativity. Those who held negative attitudes explained that the method was time consuming to the teacher because of the various classroom activities the teacher has to carry out and

confusing to the learner because of the different methods that are applied in the approach. Those who held neutral attitudes could not tell whether it was good or bad.

Zulu (2017) carried out a study on the attitudes of teachers towards the application of the Communicative Language Teaching in selected secondary schools of Mufulira district. Her study revealed that teachers had a positive attitude towards CLT but were unable to use it in their teaching of English language. There were also some teachers who had negative attitude towards the approach who felt that CLT was time consuming and hence did not help the teacher meet the lesson objectives. They further stated that the big class sizes and low English proficiency levels among the learners made it impossible for them to apply the CLT approach. Similarly, Text-based Integrated Approach requires more than positive attitude for teachers to implement it effectively. In case of big size classes, the teacher would find it difficult to introduce meaningful activities in the classes. This would culminate into making the Text-based Integrated Approach difficult to apply in the teaching of English language.

The Zambian English Language Syllabus envisages that the Text-based Integrated Approach should be used alongside the Communicative approach (CDC, 2013: 4). This implies teachers have no choice but to ensure the Text-based Integrated Approach is employed in classrooms without fail. This is regardless of whether they have the positive attitude or negative attitude.

This study is significant in that it seeks to establish the attitudes the teachers have towards the teaching of English using the Text-based Integrated Approach. The various studies reviewed show that attitudes towards other English teaching methods have been studied on in Zambia.. However, there have not been any specific studies carried out to show attitudes of teachers towards the teaching of English using the Text-based Integrated Approach hence this study.

2.2.14 Challenges teachers face in the teaching of English using Text Based Integrated Approach

Teaching of English language like any other subject is not easy. Teachers worldwide face a number of challenges in their quest to teach English language. A number of studies have been carried out to review various challenges that teachers encounter in their teaching of language.

Akinyeye (2013) carried out a study which among other objectives sought to find out challenges the teachers faced in implementing the Text-based Integrated Approach. Her findings revealed that teachers lacked a particular approach to use in the teaching of English. Instead teachers tended to use traditional methods rather than the Text-based Integrated

Approach which the National Curriculum Statement advocated. Further, she discovered that teachers preferred to use methods in the teaching of English which did not allow learners full participation during the lessons. She saw that most lessons ended up being teacher fronted and left little room for critical thinking by learners. She also discovered that in most classes there was lack of text books and teachers lacked a comprehensive knowledge of the Text-based Integrated Approach as outlined in the curriculum. The lack of text books meant that the learners were unable to interact with and reconstruct texts. This hampered the actualisation of the Text-based Integrated Approach.

Mohlabi-Tlaka (2016) carried a study on the contribution of a Text-based Integrated Approach to English education for communicative competence. She explored the implementation of the approach in the teaching of English as a First Additional Language towards achieving communicative competence among Grade four learners in public schools in South Africa. Her findings revealed that teachers had lack of high literacy levels, a poor subject knowledge, inadequate teaching methods essential for cognitive development. She also discovered that little was known on how academic literacy was developed at primary level and teachers had little knowledge of what the approach entailed. She discovered that most participants lacked in-depth knowledge and clarity of the Text-based Integrated Approach and its implementation. Further, teachers showed limited knowledge of curriculum matters which resulted in inadequate application of the Text-based Integrated Approach. This made the teaching practice ineffective and irrelevant for the development of the learners' communicative competence. She further found that there were limited resources for implementation of the Text based Integrated Approach. Her findings were limited to primary schools particularly Grade four learners. This study focusses on the syllabus recommendation of the use of the Text-based Integrated Approach at secondary school and hence will represent different perspectives and findings.

Emery (2012) opines that English teaching process tends to be challenging with regard to the teacher's qualification, language proficiency level and their training since these provide a sense of confidence. This means a teacher with inadequate qualifications, and poor language proficiency does not have the confidence in class for effective teaching to occur. Such a teacher will have problems in delivering the right material to learners. Mohlabi-Tlaka et al. (2017) argue that teaching knowledge, teaching skills and curriculum interpretation embraces the kind of knowledge required for effective classroom teaching and success delivery of the

curriculum. This implies that Text-based Integrated Approach requires teachers who are not only knowledgeable and skillful but also able to interpret the curriculum.

Sakui (2004) carried out a study to investigate a situated evaluation perspective, the practices and beliefs of Japanese teachers of English implementing Communicative Language Teaching (CLT). The results established that CLT was not implemented as the course of study prescribes. The study revealed a number of challenges such as inadequacy of support materials, inadequate teacher professional development, content overload and complexity, non-suitable learner characteristics, inappropriate pre-service training and overemphasis on examination. In Text-based Integrated Approach, text based activities are thought provoking and creative (Marina and Marmiene, 2006). It is imperative therefore that teachers of English at secondary school are spared from challenges such as content overload, inadequate materials and lack of administrative support.

Ansari (2012) carried out a study on the problems and remedies in the teaching of English to Arab students. His findings were that teachers found it tough to use the teaching methods and techniques. He attributed this to the teachers' additional role of retaining students' motivation and enthusiasm in learning and practising English apart from thinking of how to transfer the four language skills to the learners.

Hoa and Mai (2016) did research on challenges in teaching English for Specific Purposes at various universities in Vietnam. The findings revealed that students lacked vocabulary and did not have the motivation to learn the words. The students lacked the motivation to learn the words because it was not part of their daily lives. Similarly the study by Chung (2016) on reading problems encountered by Vietnamese students in EFL revealed that students lack of vocabulary skills in the target language led to their struggle to comprehend the context. Burns and Richards (2012:144) argue that in Text-based Integrated Approach, teachers can take learners' spoken versions and shift these ideas and content into formal written versions. This might indirectly improve the learners' vocabulary since written language communicates across time, space and distance.

Songbatumis (2017) carried out a study on the challenges faced by English teachers at Taliwang in Indonesia. The findings revealed a number of challenges. Firstly, the study revealed that teachers who did not prepare adequately had problems to deal with challenges that occur in the teaching context such as limited mastery of teaching methods, unfamiliarity to Information and Communication Technology, and lack of professional development.

Secondly, the study also revealed that teachers had a poor language ability. Thirdly, there was misplacement of manpower i.e. teachers whose subject area was not English were hired to teach the subject. Further, most students lacked the exposure to English to aid them in learning the language. Finally, the study also revealed that there was limited resource availability. The latter finding correspond with that of Garton et al. (2011: 740) who stated that in some countries such as South Korea and Malaysia, text books are set ; in Singapore and China, teachers can select from government approved books, yet it is a matter that in many countries appropriate books are either not available or not used in the classroom. Lack of appropriate books is a huge challenge in the teaching of English at senior secondary school level. Inappropriate learning materials might be a stumbling block in the teaching of English using the Text-based Integrated Approach.

Mukattash (1983) did a research on the problem of difficulty in foreign language teaching at the University of Jordan. His findings revealed a number of challenges which he categorized into two ; Firstly, he noted that there were inaccuracies which were done regarding the pronunciation, morphology, syntax and spelling. Secondly, he discovered that most students had huge problems in expressing themselves in English. He discovered that both teachers and students were frequently talking in their mother-tongue which unconsciously affected their performance. Pande (2013) argues that when teachers and students speak in their mother-tongue, they sometimes use English words in the midst of the sentences and disremember that every language varies in intonation and pronunciation. Torto (2017) surmises that English should be taught in the English language for learners to grasp the vocabulary and in their right usage for their discourse. He adds that where English is taught using the vernacular, it leaves learners with no standard versions to pick and store for their usage. However, in the first stage of the teaching cycle of the Text-based Integrated Approach, learners should be allowed to communicate in their familiar language for better self-expression (Akinyeye, 2015).

Milon (2016) carried out a research on the challenges of teaching English at the rural primary school in Bangladesh. His study revealed a number of challenges the teachers were facing. All the teachers in the study claimed that they could not follow the mentioned teaching and learning techniques in the curriculum due to a large number of learners in the classes and the worse learning environment. The study also revealed that there were insufficient teaching aids, unavailability of teacher's guide, scarcity of language lab, lack of proper facilities, high

student-teacher ratio and class size. The study also revealed that teachers were not aware of the curriculum which hampered the implementation of the curriculum. Similarly, Akinyeye (2015) also found that teachers who had no knowledge about curriculum matters, had problems implementing the Text-based Integrated Approach.

Torto (2017) carried out a study on the implementation of the Basic School English Curriculum in the Cape Coast in Ghana. His findings revealed a number of challenges. There were lack of teaching and learning materials, lack of participation from the learners, lack of knowledge about the current methods and approaches in the teaching of English, teachers did not prepare lesson notes. The challenges were obstacles in the implementation of the curriculum. Akinyeye (2013) observes that both the teacher and the learner have a role to play in the Text-based Integrated Approach. She argues that the teacher provides adequate guidance and assistance while the learners have a role to play in the discussion and construction of a text. The lack of teaching and learning materials is an obstacle in the implementation of the Text-based Integrated Approach.

Salahuddin et al. (2013) carried out a study on the challenges of implementing the English curriculum at rural primary schools in Bangladesh. Their study revealed that all of the teachers except one did not have any idea about the English curriculum. As a result, the teachers were not able to apply the prescribed teaching and learning techniques of the curriculum.

In Zambia, there has been no comprehensive study undertaken to establish challenges teachers faced in the implementation of the Text-based Integrated Approach. However, a number of studies have been undertaken to establish challenges faced in other teaching methods such as Communicative language teaching and Eclectic approach.

Munakaampe (2005) discovered a number of challenges that hindered the implementation of the Communicative language teaching. She found that there was teacher resistance to curriculum change which made the implementation of the curriculum difficult. She further discovered that pupils lacked the motivation to learn English which resulted in learners failure to acquire the expected competence. There were also large classes which did not support the use of CLT in classes. The large classes did not support the execution of meaningful activities in a CLT class activity. She further discovered that learners at primary level were not taught well enough to engage in English conversations at secondary school. This made the implementation of the CLT approach difficult. This is similar to Text-based

Integrated Approach where learners are unable to communicate in English, it becomes difficult for the teacher to introduce English texts in the classroom making the implementation of TBIA difficult.

Chishipula (2016) established a number of challenges that were encountered in the implementation of the Communicative language teaching. Her findings revealed that teachers lacked English language proficiency. This resulted in the teachers' inability to teach communicatively. She also found that pupils' low efficiency in English language negatively affected the implementation of CLT. Her findings revealed that as a result of the pupils' low English language proficiency, pupils were afraid to express themselves in English. She further discovered that large classes, insufficient teaching resources, inadequate financial support to education sector and poor training of teachers were major hindrances in the implementation of the curriculum. The implication of this in TBIA is that large classes are not conducive for meaningful activities to take place in the classroom. Further, poor training and lack of financial support implies that the implementation of the Text-based Integrated Approach cannot effectively be applied.

Mulenga (2015) carried out a study in Lusaka, Zambia to establish challenges that were encountered in the designing of the English Language Teacher Education Curriculum. His findings revealed that the School of Education aimed at producing an effective teacher while the School of Humanities and Social Sciences did not. He further discovered that English language teacher education curriculum was implemented as a general curriculum where students were theoretically taught concepts about English but not as a profession. His findings revealed further that English language teacher curriculum did not have all the skills and knowledge vital to prepare a teacher of English. Graduate teachers on the other hand were not adequately prepared to teach English language because they lacked the right, relevant and appropriate content. In view of these findings, teachers graduating from the University of Zambia have a challenge in implementing the Text-based Integrated Approach.

Nyimbiri (2016) carried out a study on challenges the teachers faced in using learner centred techniques in the teaching of English in selected secondary schools in Lundazi district, Zambia. His findings revealed that most classes were over-enrolled which made teachers avoid using the learner centred techniques in their classes. He further discovered that most schools lacked learning and teaching materials which was an obstacle in designing activities for learner centred techniques. The girl child was unable to participate in the classroom

activities compared to the boy child. The implication of these findings in Text-based Integrated Approach is that teachers cannot find meaningful classroom activities for them to implement TBIA effectively especially with regard to the big class sizes and lack of learning and teaching materials.

Mwanza (2016) revealed a number of challenges teachers faced in the implementation of the Eclectic approach. Firstly, his findings revealed that there was lack of teaching and learning materials in schools. He discovered that in certain schools, there was lack of charts, library, ICT equipment which disturbed the employment of the Eclectic approach in the teaching of English language. His findings further revealed that learners had poor language background which made them not speak English fluently. The findings also revealed that the approach proved time consuming to most teachers. Finally, the findings also revealed that teachers were unable to provide meaningful context to facilitate learners' easy understanding. In TBIA, the implication of this is that if teachers are not able to provide meaningful context, the learners will find it difficult to understand the concepts which would make the effective implementation of the TBIA difficult.

Zulu (2017) carried out a study on challenges teachers faced in the application of CLT in selected secondary schools of Mufulira District. Her findings revealed that there was lack of learning and teaching materials in the schools; the teachers found the approach time consuming to meet lesson objectives and there was low English proficiency levels among learners. In the view of these findings, it is difficult to implement TBIA to learners who lack basic English language skills and execute meaningful activities in the classroom activities.

In conclusion, the studies indicated here are significant in that they are all teaching approaches in the teaching of English language at senior secondary school level. This study seeks to establish challenges teachers face in the implementation of the Text-based Integrated Approach in the teaching of English language at secondary level.

2.2.15 Summary

The chapter has looked at the Text-based Integrated Approach as a concept citing its merits, demerits and the types of texts taught in TBIA. It has also highlighted on the attitudes, challenges, teacher preparedness in the teaching of English language. The chapter concludes with various studies that are related to the Text-based Integrated Approach. It is clear from the literature above that Text-based Integrated Approach has been researched on in Africa

and outside Africa. However, there has not been any study in Zambia focusing on Text-based Integrated Approach hence my study. This study is rooted on syllabus recommendation of using the Text-based Integrated Approach in Senior secondary English language teaching.

CHAPTER THREE

CONCEPTUAL AND THEORETICAL FRAMEWORK

3.1 Introduction

This chapter looks at the conceptual framework and theories that underpin the study. It discusses theories and concepts that inform the study and helps explain phenomena that are crucial for the comprehension and application of the Text-based Integrated Approach.

3.2 Conceptual Framework

The second objective in this study would be analysed using the Feez and Joyce (1998) teaching and learning model. The successful implementation of the Text-based Integrated Approach is realized through following the five stages which the teacher has to go through to develop the learners' language abilities in speaking, writing, reading and listening. Fig. 3.1 below illustrates the teaching cycle which has been adopted for the successful implementation of the Text-based Integrated Approach.

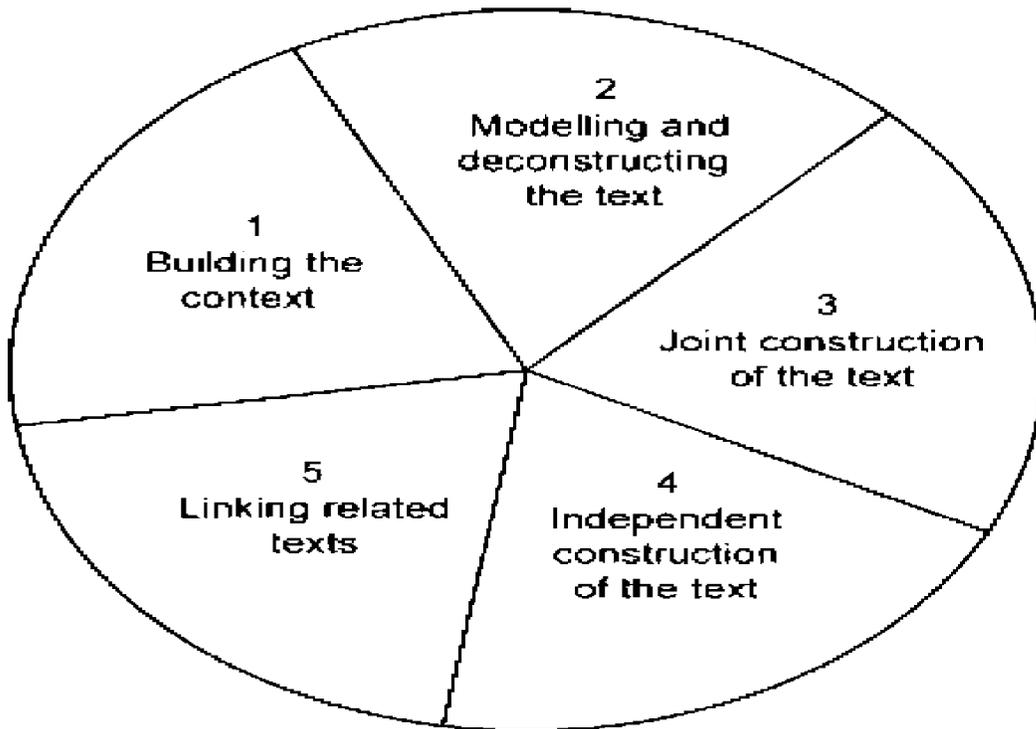


Fig 3.1 Teaching and Learning Cycle (Feez and Joyce,1998).

Step1: Building the Context (preparation activities)

The focus at this stage is on the contents of the text which the teacher introduces by generating maximum background so that learners would be able to write about the text eventually. Learners communicate in a language that seem convenient for better self-expression and sharing ideas. Building the context aims to help the learners to understand the text type they are learning or focus on, the audience for a particular text and the context in which it occurs. This is done to help the learner's schemata (knowledge stored in memory already) (O'Malley et.al, 1996). It also helps the learners to familiarize themselves with the topic in general and to raise the students' interest and create expectation.

The activities which follow this stage are developing vocabulary, brainstorming, predicting, putting related words into groups, eliciting or pre-teaching key vocabulary items, matching key vocabulary to pictures, predicting content of the text from visuals (pictures, videos) and previewing the text type from key words, expressions and discourse markers. Hammond et al. (1992) posit that it is this stage where the teacher builds up and extends vocabulary relevant to the text type.

Step 2: Modelling (Showing the learners what to do)

Modelling means showing the learners what to do, demonstrating and practicing the steps, as preparation for dependent/joint and independent work. This is the stage where the teacher shows the learners what they need to do. The teacher should aid learners build up their understanding about the purpose of the text, its general language features so that learners can gain enough background knowledge. This stage helps learners to investigate the structural pattern and language features, comparing the model with other examples of the same text type. Typical examples at this level include giving examples of text that the students will produce later. The example can either be oral or text. In an oral text, the learners can listen and respond to texts with similar communicative purpose (Abbaszadeb, 2013). The teacher and learners must discuss the purposes for which the text is used in English outlining the features of the text type. The text that is discussed should be similar to the one that is going to be used in the joint construction stage to enable the flow of ideas, understanding and transfer of knowledge. Metalanguage such as organizational structure, tense, connectives and text types should be introduced into the discussion (Akinyeye,2012).

Step 3: Joint construction of the Text

The stage focuses on the illustration of the process of creating a text. The teacher and the learners decide on a topic. They both write the text together using the mind map developed in the first stage. The learners must do something more practical in writing (Dirgeyasa, 2016). The text to be written should be initiated by the learners while the teacher assists. At this stage, learners should contribute to the construction of a whole examples of the text type. Here, a text may be jointly constructed by the whole class, by a small group or by a teacher and child during discussion. The teacher should gradually reduce the contribution as learners move towards being able to construct texts on their own. Prior to writing, learners may gather information by observing something, reading various sources, discussing with friends, visiting certain places among others (Kusumaningrum, 2015).

Step 4: Independent construction of the Text

The learners choose a text that is related to the one that is discussed in the first and second stages. Since they have enough scaffolding on the topic, learners can now write independently or in pairs. They may consult their teacher to make a first draft. They will use knowledge from previous stages to present texts in listening, reading comprehension, speaking, oral presentations and writing tasks (Dirgeyasa, 2016). The teacher is encouraged to conduct independent construction stage more than once in order to develop learners accordingly (Firkins et al., 2007).

Step 5: Linking to related texts

At this level, learners now have to reflect on the texts learnt and compare the use of text types across different fields. Learners can also role play what would happen if the same text is used by people in different roles and relationships.

Mendiknas (2007) argues that elaboration is done in the joint construction stage and confirmation of whether what has been learnt is understood is done in the independent construction stage where learners work independently (Richards, 2006).

The teaching and learning model illustrated above (Fig. 3.1) is the basis for the successful implementation of the Text-based Integrated Approach. The teacher has to go through all the stages to implement TBIA effectively.

3.3 Theoretical Framework

According to de Silva Joyce and Feez (2012) , the strength of the Text-based Integrated Approach is grounded on the social semiotic theoretical perspective of language and language learning as espoused by Halliday (1975). Teachers need to understand theories for them to guide learners appropriately. Theories represent the study and its supporting structure on which the research questions were designed.

This study was informed and grounded by three theories : Constructivism, Critical Discourse Analysis and Multimodality. Constructivism was employed in the study on the premise that knowledge is gained through collaborative learning and teaching for meaning and understanding (Crotty, 2012:1). Critical Discourse Analysis was used to analyse the power relations that exist between the teacher and the learners, and the influence government has over what happens in the classroom. Multimodality as used in this study, explains the variety of modes communication can take place and the variety of teaching and learning resources that teachers can use in teaching.

3.3.1 Constructivism

Constructivism emerged in the 20th century and was derived from the work of the Russian psychologist Lev Vygotsky (Frank, 2015). Constructivism was further advanced through the works of Bruner and Papert (Neo,2007). In the constructivist paradigm, learners are significantly seen as autonomous, active agents where learner interaction and dialogues are crucial to the learning process (Vygotsky,1978).

Social constructivism by and large focuses on the creation of meaning based on prior knowledge and on the social environment where learning is taking place. According to social constructivists, learning takes place when educational experiences are authentic to the students. Vygotsky was specifically concerned with the part of language in thinking and learning. To Vygotsky, meanings are first passed socially and then adopted individually (Fosnot, 2005). Vygotsky's method was based on the notion that human activities occur in cultural settings and these human activities are mediated by language or other symbol systems (Vygotsky,1978)

Frank (2015) surmises that learners who undergo constructivist type of education tend to be more productive in the real world and are not perturbed by difficulties that come their way and therefore contribute to values that determine their life. Constructivism is regarded to

harness important skills such as problem solving, critical thinking and deep understanding (Murphy, 1997). This means that learners are afforded life survival skills through activities that they are exposed to in the classroom.

Akinyeye (2013) quoting Dixon-Krauss (1996) states that Vygotsky's theory of social development takes into account the socio-cultural context of the learners. This means that the both the teachers and learners need to understand the socio-background to texts in a collaborative manner so that learners can derive their own context when constructing texts.

Mwanza (2016) postulates that the topic and activities that go with it must be based on learners' daily lives and true to their experiences. This facilitates learners understanding and execution of activities since they do what occurs in their daily lives. It also means that at independent construction stage, learners will easily formulate texts as they will relate to their experiences. In the light of these assertions, language could be regarded as a tool for thought development from the perspective that learning is a social interaction (Freeman & Freeman, 1994).

Harste (1990) cited in Dixon-Krauss (1996) asserts that most of the knowledge acquired by people is through the use of language as proposed by Halliday's social functional language (Halliday,1985). In social constructivism, knowledge is actively constructed through collaborative learning and teaching for meaning and understanding (Crotty,2012:1). The essence of this kind of learning is for learners to understand what the teacher is teaching and hence learning activities should be planned in such a way that learners effectively comprehend the lessons.

Mohlabi (2016) quoting the Graduate Student Instructor Teaching and resource Centre (2005) summarises constructivism in Table 3.1. The table elaborates how social constructivism is employed in the study and the learning outcomes expected in TBIA. Social Constructivism posits that children learn best from their social environment. This is supported through the social interactions that occur in society. The everyday experiences that children are exposed to should be reflected in the texts they learn in schools. This becomes easy for learners to gain knowledge and transfer skills they learn in school to their daily experiences.

Table 3.1 Social Constructivism

SOCIAL CONSTRUCTIVISM	
VIEW OF KNOWLEDGE	Knowledge is constructed through social contexts through interaction
VIEW OF LEARNING	<i>Integration</i> of students into a knowledge community
VIEW OF MOTIVATION	Intrinsic and Extrinsic : Learning goals and motives are determined both by learners and extrinsic rewards provided by the knowledge community.
IMPLICATIONS FOR TEACHING	Collaborative learning is facilitated and guided by the teacher . Group work

Table 3.1 Social Constructivism((Graduate student Instructor and Resource Centre Home,2005:1)

Table 3.1 adds Motivation to the dimension. Motivation is cardinal in the teaching and learning process. When it comes from the learners themselves, it is intrinsic and if it comes from outside, it is extrinsic. Learners in constructivism must be motivated themselves for effective learning to take place. Motivation enables the learners to execute activities with less support from the teacher making the activities learner centred. Mwanza (2016) affirms the significance of learner centred in teaching as it ensures meaningful and effective teaching and learning to both the teacher and the learner respectively.

This study is premised on the principle that learners draw on their socio-cultural background when constructing texts. As learners develop physically and psychologically, their level of literacy increases and they are able to organise their thoughts into meaningful texts. The role of the teacher in the Text-based Integrated Approach is to choose a text that is interesting and suitable for the learners. This would facilitate the learners' ability to reconstruct a text and also motivate them further to participate in the activities prior to their independent construction of a text.

3.3.2 Scaffolding and Zone of Proximal development

According to Wood et al. (1976:90) Scaffolding is defined as "Those elements of the task that are initially beyond the learners capacity thus permitting him to concentrate upon and

complete only those elements that within his range of competence. It is also referred to as assistance or support. Vygotsky is a strong proponent of ZPD which is defined as the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with peers (Vygotsky, 1978:86). He opined that learners learn best through class interaction and activities with their peers.

Gillen (2000) posits that the notion of ZPD is meaningful interaction between the child and the more competent adult /teacher which yield positive development in the child. In cases where the more competent adult or teacher is unavailable, there should be a more competent individual who would be able to support his peers. Vygotsky (1987) notes that collaboration, assistance and direction are important in enabling a child to do more tasks independently. He advised the educationists to make use of cooperative learning tasks because he was of the view that if a learner is within the ZPD and receives the necessary support, this will enable him complete the task successfully.

Akinyeye (2015) quoting Vygotsky (1978) states that Vygotsky advocated for scaffolding in the classroom via social interaction so as to construct knowledge which leads to the confirmation of comprehending the task at hand. Proponents of scaffolding argue that collaboration takes place when the learners interact and have discussions with both the teacher and their peers. Good and Brophy (1994) affirm that this can happen when teachers do not rush the learners from moving from one step to another. Instead, teachers have to take learners in a systematic way through small steps of learning activities. Eventually when the teacher sees some progress, he/she will withdraw gradually until the learners are able to carry out work or given tasks independently. In addition, teachers have to be knowledgeable of the method themselves if they are to scaffold pupils effectively.

Vygotsky (1978) postulates that children learn best through demonstration. One way this can be done is through the teacher providing examples to what they learn. This is through illustrating and showing the learners through connection between the teaching material and the real life experiences. He acknowledged that lessons should open opportunities for learners to take. He adds that activities that learners are involved in should be challenging so that learners use their cognitive skills efficiently. In the context of this study, it means that texts which teachers select for use should be challenging enough to learners cognition and at the same time motivating.

Paleker (2017) quoting Vygotsky states that Vygotsky categorised the learners knowledge into two forms; spontaneous knowledge and scientific knowledge. Spontaneous knowledge referred to everyday knowledge and school knowledge as scientific knowledge. This means the knowledge that learners get as a result of things that they experience in their daily lives is what is referred to as Spontaneous knowledge. This is because there are no formal instructions for learners to follow to acquire that knowledge. In short, they learn it spontaneously. Scientific knowledge on the other hand refers to the formal learning that occurs in an established institution. Vygotsky (1978) argues that learners cannot work with their everyday knowledge in an abstract manner but proposes that the knowledge gained from their everyday encounters can be used to scaffold the scientific knowledge. In view of the Text-based Integrated Approach, this entails exposing the learners to texts that reflect the real life situations which they can easily relate to.

Furthermore, in a typical classroom situation, learners learn well when teachers lead discussions around texts in relation to their social and cultural values. This is what Halliday (1985) referred to as Social and functional language. This kind of language shows that the learners exposure to their environment during their developmental stages enhances the growth in their level of understanding (Harste, 2014).

Mohlabi (2016) surmises that ZPD and scaffolding are used concurrently. She adds that scaffolding refers to the support that is given to learners to help them achieve higher levels of performance in a given task than they would achieve attempting it on their own. Therefore, the role of the teacher in a task is crucial as he has to provide the support that learners need to execute a given task easily. The teacher has to provide assistance through modelling and demonstrating to learners. This resonates with the teaching cycle that is recommended for the successful implementation of the Text-based Integrated Approach. In the teaching cycle (cf. Fig 3.1) the teacher has to expose the learners to the five stage cycle before the learners can independently construct given texts. Therefore, ZPD and scaffolding are vital in the use of the Text-based Integrated Approach as the two concepts give opportunities to learners to construct texts with the support of the teachers. Teachers therefore should be wary that ZPD does not happen in a short period of time but it occurs overtime. McCabe (2013:166) surmises that learners in Text-based Approach can be assisted by several agents such as peers, the teacher, print materials, posters, technology and many others. The key to Text-based Integrated Approach is through the text. Therefore, it is cardinal for the teachers to

provide as many materials as possible to ease the learners understanding. Where learners have challenges in understanding a text, the teacher should provide the support needed in order for the child to learn effectively. It will therefore be seen in this study whether teachers scaffolded their pupils and whether they connected the home and the school when learning English using the Text based integrated approach. Chapter five and six will provide the answers.

3.3.3 Multimodality

Multimodality refers to the mixed composition and representation of written, visual, and audio modes of communication (Matthews, 2009:52). Multimodality brings to the fore a new era of communication which is characterised by images, colour, sound and various non-verbal elements. The concept of multimodality has taken over the global world where communication is executed in a variety of ways. Multimodality is widely seen as a branch of Halliday's Systemic Functional Linguistics which consists of three metafunctions: ideational, interpersonal and textual. In expansion of the meta functions, O'Hallaron (2011) explains that ideational meaning refer to general ideas about the world and these are comprised of experiential meanings which are portrayal of experience in the world and logical meaning which is reference to the construction of logical relations in the world. He refers to the interpersonal meaning as the enactment of social relations and finally textual meaning which he refers to as the organization of the meanings as coherent texts and units. However, according to Malinowski (1923) the ideational metafunction relates to the context of culture, the interpersonal metafunction relates to the context of situation and the textual function relates to verbal context. Thabela (2011) argues that the three metafunctions are said to only operate the communicative context regardless of the language or any semiotic elements which are used. In view of the discussion above, one may conclude that the basis of SFL theory deeply lies in the text composition and what the context is.

According to Martin and Rose (2003:255), "multimodality entails going beyond linguistics into social semiotics and taking into accounts as many modalities of communication as we can systematically describe". Mwanza (2016) surmises that multimodality provides teachers an opportunity to vary the teaching and learning materials to make the teaching and learning experience an interesting and motivating one. Hence, Multimodality explains how multimodal texts can be utilised. Kress, Jewitt, Ogborn and Tsatsarelis (2001:1) argue that "learning can no longer be treated as a process which depends on language centrally, or even

dominantly. Learning happens through all modes as a complex activity in which speech or writing are involved among a number of modes. Mironko (2013) agrees with this assertion stating that a multimodal text is a mixture of different modes such as words, images and written texts that are integrated into a composite form of meaning,

Mambwe (2014) opines that all discourse is multimodal in nature adding that language in use is always constructed across multiple modes of communication. Consequently, the Text-based Integrated Approach which puts the text at the centre of learning, utilises different forms of text to express meaning. The implication here is that teachers of English in Luanshya should be able to source and find suitable texts to aid learners comprehension and construction of particular texts. Kress and Van Leeuwen (2006) postulate that the primary assumption of multimodality is that meanings are made, distributed, received, interpreted and remade through various representational and communicational modes. Multimodality hence is regarded significant in Text-based Integrated Approach as it aids to analyse various teaching resources that the teacher can use to transfer knowledge to the learners as well as different learning materials learners can be exposed to rather than depending only on one mode of teaching.

Mwanza (2016) advises teachers to plan properly by using a variety of semiotic resources in the lesson so that effective teaching and learning can take place. Lyons (2016) asserts that for a particular resource to be a mode, the society in which it is utilised must recognise it as a mode and share a cultural sense of how this resource can be organised to construct and convey meaning. This corresponds to Eggins (1994:30) argument that in order to understand how people use language, we need to consider both the context of the situation and the context of culture. This means that teachers must use suitable texts depending on the culture and context the learning environment is. If a teacher uses a text which is outside the learning context, then the learners will find it hard to comprehend the meaning.

Multimodality is crucial in Text-based Integrated Approach as it informs teachers to use a variety of teaching materials, teaching aids and language forms to communicate meaning effectively. Learners also learn well when they are exposed to a variety of resources and therefore multimodality is crucial to the successful implementation of the Text-based Integrated Approach. It will be used to analyse the multimodal nature or lack of it in the texts and materials used by teachers.

3.3.4. Critical Discourse Analysis

The theory of Critical Discourse Analysis is owed to the contribution of scholars such as Van Dijk (1977), Fairclough (1995,2001) and Woodak and Meyer (2001) who shared a critical understanding of what critical social linguistics espouse especially their emphasis on the social aspect of discourse. CDA as a critical linguistics approach emerged as a reaction against such programmes such as Chomsky's structural linguistics which itself came as part of a revolutionary development at the onset of the post second world war. Ezema (2013) surmises that CDA studies discourse and the role it plays in society and the ways of society with particular reference to how social issues are expressed, represented, legitimated, or reproduced in talk and text.

CDA seeks not to merely describe language but also to offer critical linguistic resources to those wishing to resist various forms of power (Fairclough, 1995, 2001; Van Dijk, 1977,1993, 2001). CDA has developed out of the contemporary 'linguistics turn' in social theory which has resulted in language being assigned a more central role within the social phenomenon. According to Van Dijk (1993), CDA is a field is concerned with studying and analyzing written and spoken texts to reveal the discursive sources of power, dominance, inequality and bias. It critically examines how these discursive sources are maintained and reproduced within specific social, political and historical contexts.

Mwanza (2016) argues that Critical Discourse Analysis is used in the classroom situation to analyse the learner-teacher relations and the influence the government has with regard to what happens in the classroom and how it is reflected in text. This could be related to what kind of materials in terms of teaching and learning learners are exposed to in the learning and teaching environment. Government has an important role to play in education of ensuring the right kind of teaching and learning materials are made available in schools. Teachers on the other hand, are expected to carry out government policies which includes utilising resources that the government provides without question. Critical Discourse Analysis according to Van Dijk (1998a) is a field that is concerned with studying and analyzing written and spoken texts to reveal the discursive sources of power, dominance, inequality and bias. CDA is therefore used to analyse classroom practice during lessons.

Fairclough and Wodak (1997) state that language as used in speech and writing is a form of social practice. CDA hence investigates discourse in terms of its relationship to power, ideology and hierarchy. Classroom interactions are categorised under power relations which

can either be opaque or transparent (Mwanza, 2016). While teachers are given tasks to choose appropriate texts for their learners, it is government who has dominance over what should be taught to learners. Government does this through the policies they put in to control the education sector such as the syllabus. In the case of this study, CDA will be used to analyse teachers' autonomy in selecting texts and methods as well as the power relations in the classroom between teachers and pupils through collaborative learning or the absence of it. The place of government in influencing practice or being ignored by teachers will be also be analysed using CDA. The syllabus which is a government official document will be analysed using CDA to evaluate how government controls what happens in the classroom.

In other words, Critical Discourse analysis in this study was used to analyse power relations which are observable between the teacher and the learners and also those power relations that are visibly clear as in ideologies. The syllabus is a critical component of teaching and learning and therefore teachers are anticipated to strictly adhere to it with regard to work that they prepare for learners. Wodak (2002:10) observes that "texts are often sites of struggle in that they show traces of differing discourses and ideologies all contending and struggling for dominance". It is therefore significant for teachers to ensure that texts that are carefully chosen for learners so as not to create conflicts between what is taught in class and what the government policies state. According to Banda and Mohammed (2008), CDA views language as socially constituted practice where text whether written or spoken is considered as discourse which is produced by speakers who are socially situated. The aspect of context in texts is cardinal in critical discourse analysis.

3.3.5 Summary

The chapter looked at the conceptual and theoretical frameworks. The conceptual framework explained various concepts which helped to frame the study. Various theories such as constructivism, critical discourse analysis, multimodality have been explained at length to show how they contribute to the understanding and application of the Text-based Integrated Approach.

CHAPTER FOUR

Methodology

4.1 Overview

This chapter presents the methodology used in the study. It presents the methodology in the following themes: research design, study population, sample size, sampling techniques, research instruments, validity and reliability of research instruments, data collection procedure , data analysis and ethical considerations.

4.2 Research Design

A mixed research method was used in which both the qualitative and quantitative methods were used. Specifically, the congruent parallel mixed method was employed where the qualitative and quantitative data were merged to provide a comprehensive analysis of the research problem. Qualitative design was the major design which involved the use of interviews, observations, document analysis. The quantitative design involved the use of questionnaires to come up with frequencies and percentages in order to measure certain aspects of the research. Creswell (2003) argues that triangulation through mixed method provides a rich understanding of the topic under study. Devos, Schurink and Strydom (1998) posit that the qualitative method deals with data that are primarily verbal while the quantitative deals with data that are numerical. The combination of research methods provides parameters for a systematic and valid design.

4.3 Study Population

In this research, the study population comprised all teachers of English Language at senior secondary school level and Heads of Department of Languages and all Grade eleven pupils at all government secondary schools in Luanshya District of Copperbelt Province, Zambia.

4.4 Sample Size

A sample is the group of cases (individuals) selected from all possible respondents in a population from which the study is conducted. A sample is any target group of individuals that has common characteristics that are of interest to the researcher (Tuckman,1994). Nine secondary schools were sampled for the study. The total number of respondents was 54. Five teachers were sampled from each of the nine schools amounting to 45 grade 11 teachers of English participating in the study. In addition, one head of department for English was

sampled from each of the sampled schools. This means that nine HODs participated bringing the total number of respondents to 54. The teachers were chosen on their availability and the teaching of English. HODs were chosen to get deeper understanding of what the teachers were teaching in practice and how they related to theory. This is because HODs were directly responsible for the daily activities of the teacher. Five teachers from each school were selected to ensure an equal representation among sampled schools.

4.5 Sampling Techniques

The study employed two types of sampling techniques: Probability sampling and non-probability sampling. Simple random sampling was used for the former to select the participating schools and purposive sampling for the latter to choose the participants. In simple random sampling, all the schools were labelled and put together. At intervals, a school was picked until the schools totalled nine. This was done to have fair representation of the total population.

In, non-probability sampling, purposive sampling is one that was selected based on the knowledge of a population and the purpose of the study. Maree (2007) asserts that in purposive sampling, individuals are selected because of some defining characteristics that makes them holders of specific data needed for the study. In purposive sampling, individuals or groups of people are picked on the basis of their relevance to the problem under study.

The participants in this study were selected from a target population of teachers who represent a group of individuals with some common defining characteristics that the researcher can identify and study (Creswell, 2012:42). Purposive non-probability sampling was used because the participants were primarily implementers of the Text-based Integrated Approach and Grade 11 was selected because it was considered stable in terms of learning and teaching in relation to other grades.

4.6 Research Instruments

The research instruments for this study were the questionnaire, semi-structured interview guide and lesson observation guide. The semi-structured interview guide enabled teachers to answer questions relating to their knowledge and understanding of the implementation of the Text-based Integrated Approach and open ended questions gave an opportunity to respondents to express their own views. The interviews also enabled the researcher to understand what methods teachers were using in their classes as well as what methods their

lecturers at colleges and universities recommended to use in the teaching of English language in senior secondary schools. The interview further revealed the challenges teachers were facing regarding the implementation of the Text-based Integrated Approach.

The questionnaire allowed respondents to answer questions based on their comprehension and knowledge of the Text-based Integrated Approach, syllabus recommendation and challenges if any regarding the use of the Text-based Integrated Approach. The Lesson observation guide enabled the researcher to observe what activities teachers and pupils were involved in during the teaching and learning process, the quality of the text that was used, whether or not the Text-based Integrated Approach was used in lessons, the competence of the teacher in using the TBIA. In short, the lesson observation guide enabled the researcher to observe the methodology, type of text, learner engagement and the ability of the teacher to use the Text-based Integrated Approach during lesson presentations. Robinson (2002) opines that what people say may actually differ in reality. The classroom observation guide was designed to identify the methods employed in the teaching of writing, reading, speaking, listening, oral communication and to look for evidence of a Text-based Integrated Approach during ESL lessons. The document analysis guide allowed the researcher to examine the lesson plans of teachers to determine what quality and type of text was used, whether tasks prepared were text based and in line with the syllabus recommendation. Most importantly, lesson plans were examined to evaluate whether work done in classes allowed learners to manipulate texts as required by the syllabus guidelines.

4.7 Validity and Reliability of Research Instruments

The instruments in this study were initially tested to ten teachers at a nearby school. Interviews were conducted and questionnaires were administered to the ten teachers. After the questionnaires were answered and the interviews were conducted, I reflected on the questions some of which were unclear and ambiguous. This made me to edit the instruments and made some improvements.

4.8 Validity and Reliability of Data

Reliability refers to the degree to which similar results would be arrived at by other researchers if they used the same procedures (Gall., et al.,2007). Validity on the other hand refers to the extent to which the data that has been gathered, measure that which they purport to measure. This study adopted the triangulation approach so as to make the study reliable

and valid. In other words, the study used a multiple methods of data collection; Semi-structured interviews, lesson observation, document analysis and questionnaire. This led areas that were overlooked by one method to be strengthened and checked by the other. Creswell (2009) contends that the use of multiple-model technique in data collection averts the possibility of having invalid and unreliable data.

4.9 Data Collection Procedure

Firstly, the researcher obtained permission from the University of Zambia Ethical Clearance Committee. Then permission was sought from the DEBS to be allowed access to conduct research in the schools. In the secondary schools, permission was obtained from the Headteacher to be allowed to conduct research at the various schools. At the schools, permission was obtained from both the teacher and the pupils to carry out class observation. Subsequently, the researcher went into the field to conduct lesson observation, interview teachers, administer questionnaires and analyse documents. Questionnaires were administered first before carrying out lesson observation. This was done to deter teachers from cooking data. After administration of questionnaires, lesson observations were done and later an appointment was set for the interview. In the interviews, teachers were asked about the methods that they employed in the teaching of English at senior secondary school level. Further, questions on their knowledge and understanding of Text-based Integrated Approach were answered. Notes were taken from the teachers' responses during the interviews for further analysis. Devos (2002:298) argues that interviews allow the researcher to enter into the other person's perspective to have a wide knowledge of the subject under study. Data collection ended with getting lesson plans to complement the lesson observation. The purpose of the lesson observations was to afford the researcher the opportunity to gather 'live' data from live situations (Cohen et al., 2004: 305). It is more helpful and reliable to hear what people say directly than indirectly.

4.10 Data Analysis

Denzin (2001) asserts that qualitative data is capable of opening up new worlds to readers through the description of people and society through the use of rich, concrete and detailed information. Analysis is the process of breaking up and separating materials into units for easy identification. In this way, the problem under study is understood and the interpretation of meanings and instances come out clearly. The qualitative approach was used to analyze verbal information that was collected from interviews with the teachers, heads of department

and from observations. I read through the data, organised and sorted it into themes. The data was grouped into common themes guided by research objectives and questions and discussed. In order to obtain authenticity, some direct quotations from respondents' responses were included as verbatim.

Quantitative data from the questionnaire was analysed using SPSS (v 20). First, the variables were identified and entered. Percentages and frequencies were generated using the descriptive section of SPSS.

Since the research used a mixed method research design, data were analyzed both qualitatively and quantitatively, then merged in the interpretation phase. Descriptive statistics such as frequencies and percentages were used to analyze data.

4.11 Ethical Considerations

Ethical issues were greatly considered. Firstly, the researcher obtained ethical clearance from the University of Zambia through the Directorate of Research and Graduate Studies Ethics Committee. Then permission was sought from the District Education Board Secretary Education in Luanshya District to enable the researcher conduct research in the selected schools. Heads of selected schools were equally approached for permission to be allowed to conduct research in the selected schools. I further explained to the teachers about the nature of the study and got informed consent. The purpose of the study, data collection method and the role of participants was explained before I collected data. All the respondents were informed before I commenced the collection of data. They were informed that they were free to participate or not in the study. They were also informed of the ability to withdraw whenever they felt the necessity to do so. Therefore, participation in the study was by informed consent.

4.12 Summary

The chapter has given an overview of the methodological aspects of the study which were underpinned by the mixed research paradigm. It also explains the various data collected and the different tools used to arrive at the findings. This research made use of the questionnaire, interviews, lesson observation and document analysis. The researcher used triangulation in gathering data in order to strengthen the findings and prove their trustworthiness.

CHAPTER FIVE

PRESENTATION OF FINDINGS

5.1 Introduction

This chapter presents the findings of the study. It presents the various data collected during lesson observations, face to face interviews, the documents collected from participants and also the questionnaire. The data is presented according to the research objectives. The main research question was ; How is the Text-based Integrated Approach applied by teachers in English language teaching at secondary school level? The sub-questions were ;

- (i) How do teachers understand the the Text-based Integrated Approach?
- (ii) How do teachers apply the Text-based Integrated Approach in their teaching?
- (iii) How adequately trained were teachers to use the Text-based Integrated Approach in their teaching?
- (iv) What are the teachers' attitudes towards the Text-based Integrated Approach?
- (v) What are the challenges teachers face when using the Text-based Integrated Approach?

5.2 How do teachers understand the Text-based Integrated Approach?

To answer the first question, data were collected through the questionnaire and face to face interviews. The responses were varied. This is because some teachers had a good understanding of the approach; others also had a fair understanding of the approach. However, there were also a number of teachers who held misconceptions about the approach. In addition, some teachers were not sure and others bluntly stated they had no idea about the approach. Therefore, the findings regarding how teachers understood the Text-based Integrated Approach is presented in different categories from selected teachers. Here are some responses for those who had a fair understanding of the Text-based Integrated Approach;

RT2-Text based approach is about teaching a language using the Text book or simply rely on the information given in the text.

RT5-The approach uses a series of complete texts to teaching language. Instruction is focused on a selected text.

RT9-*It involves reading of texts and passages out of which talks are drawn within the context of the setting used in the text.*

RT25-*This is an approach where you integrate texts from other subjects in the teaching of English e.g. a comprehension text which is a geography one. All the four language skills integrated.*

RT39-*It involves explicit teaching of the structure of different text types and an instructional strategy in which the teacher introduces the text and its purpose to the learners.*

RT44-*Text based integrated approach is a method in which a text is used to teach different components of English language e.g. composition, comprehension, structure and summary.*

The verbatims above show the teachers understanding of the Text-based Integrated Approach. Of all the respondents that participated in the study, the above respondents represent a good understanding of the approach.

Furthermore, there were also a number of participants who showed a fair understanding of the Text-based Integrated Approach. The respondents here indicated that the Text-based Integrated Approach entails the use of a text to teach various components of language such as grammar, vocabulary, summary and composition. They also emphasised that Text-based Integrated Approach was the mastering of different text types that occur frequently in particular contexts. The following verbatims represent the views of participants who had a fair understanding of the Text-based Integrated Approach:

RT50-*This is where one text is used to teach all components of language.*

RT54-*This is where learners in different contexts have to master the use of text types occurring most frequently in specific contexts.*

RT53-*This is an approach that involves students to write down information or opinions as well as ideas are related to the material they had read.*

RT46-*Use of suitable text to teach various components of language such as grammar, vocabulary, summary and comprehension. It may take a week or more using the same text.*

RT33-*This is the type of teaching which is centered on the written texts like books and other written material. Learners interact with books other than drills from the teacher.*

RT23- This is were you teach the learners using the text in terms of structure, composition, comprehension among others.

While a number of participants showed a good and fair understanding of the Text-based Integrated Approach, there were also a number of respondents who held misconceptions about the Text-based Integrated Approach. They explained that TBIA was when one brings in new ideas in the learning process. They also stated that TBIA was the use of a variety of methods to teach the same topic. Further, they explained that TBIA implies teaching based on the content of the syllabus. The following verbatims illustrate a number of misconceptions which were held by some participants:

RT15-This is when one brings in new ideas that are not in the text being taught.

RT20-This were you use text books in class during the learning process

RT28-Where the teacher uses a variety of methods to teach the same topic.

RT40-This is an approach based on the content of the syllabus alongside other references marrying with learners' responses.

The above responses show the extent to which the participants held misconceptions about the text based integrated approach.

Moreover, there were also a few participants who were not sure about the TBIA. Their responses showed that they were doubtful about their understanding of the Text-based Integrated Approach. The selected verbatims below support this finding:

RT17-I think it is teaching what is in the text by also referring to real life situations through different skills like speaking, listening, writing and reading.

RT34-It is where a text is used in the delivery of a lesson.

RT47- This is an approach where one theme is used to cover various language components like composition, comprehension, summary and vocabulary and rewrites.

RT30-Its teaching which encompasses listening, speaking and writing skills.

RT16-It is a situation wereby learners are given literature to discover their own information.

Finally, there were also a few number of respondents who stated bluntly that they did not understand the Text-based Integrated Approach and therefore had no idea about it. When they

were asked what they understood by the term Text-based Integrated Approach, their responses were that did not know. Consider the following:

RT V-it is where you integrate the lesson in a manner that is given in a book.

RT X- I do not know.

RT Y-I really have no idea.

The findings in this section reveal that a number of teachers had a good understanding of the TBIA. There was also a number of teachers showed fair understanding of the TBIA. Further, there were also a few participants who were not sure about the approach. In addition, there were also a few who held misconceptions and those who bluntly stated that they did not have any idea about the TBIA.

5.2.1 Quantitative findings on the teachers’ understanding of the Text based integrated approach

The following table quantifies the views of the respondents in response to whether or not they understood the Text-based Integrated Approach. Table 5.1 below, shows the teachers responses on the way they understood the approach.

Table 5.1. Teachers understanding of the Text-based Integrated Approach

I fully understand the meaning of the Text based integrated approach		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	29	53.7	53.7	53.7
	Strongly agree	18	33.3	33.3	87.0
	Disagree	7	13.0	13.0	100.0
	Total	54	100.0	100.0	

From the Table 5.1, it is clear that 47 participants agreed that they understood the Text-based Integrated Approach giving a total percentage of 87% and a further 7 participants disagreed that they understood the TBIA giving 13 % of the total responses.

5.3 Teachers application of the Text-based Integrated Approach in their classrooms

According to the curriculum recommendation, all teachers of English language at senior secondary school level are required to apply the TBIA in their teaching. This means the teachers were expected to ensure learners explore, manipulate and create texts. The findings on the teachers' application of the TBIA were obtained from the classroom observation and the quantitative questionnaire. The first part presents data from the classroom observation and the second part presents the quantitative data.

5.3.1 Classroom observation on Teachers' classroom application of TBIA

During lesson observation, the whole lesson from the beginning to the end was assessed to determine whether a particular text was being used for at least two weeks to verify whether teachers were employing the TBIA. However, in the lessons that were earmarked for observation, some teachers were adamant in being observed. This was despite being told that the observations were purely for academic purposes. One of the teachers even told his pupils to behave themselves as the person in attendance was a mere teacher and not his lecturer. Many of the observed teachers having answered the questionnaire prior to being observed figured that the TBIA entailed the use of traditional text books in class as illustrated in their responses to the understanding of the TBIA. Therefore, a good number of teachers had to use the text books in their lessons as they were very sure that was what the Text-based Integrated Approach entailed.

Nine lessons were observed. This was done to ensure what the syllabus recommends is strictly being followed by all teachers of English language at senior secondary school level. Babble and Mouton (2001:294) surmise that during a classroom observation, a researcher must make comprehensive notes of what happens in the classroom by paying attention to the most vital aspects that are related to the study. Therefore, I made observations and also listened and took notes using the lesson observation guide that was designed for lesson observation. Due to numerous observations that I made, I chose four lessons in different aspects of English language learning that deemed fit to explain what went on in my classroom observations. The aspects observed were structure, comprehension, composition and summary.

SCHOOL A

Lesson observation on Grammar (Structure)

The school was one of the recently upgraded primary schools. The first Grade 12 cohort was in the year (2016). There were thirty-nine pupils in class. The sitting arrangement was that girls were made to sit with boys and vice versa. However, due to the number imbalance, same sex sitting arrangement was possible. The teacher was in her late twenties. She had only served as a teacher for a year. Her qualification was a Bachelor of Arts degree from Nkrumah University. The lesson was about the Condition. Specifically, it was about the impossible condition. The lesson progressed in the following way;

Step 1- The teacher introduced the lesson by writing a few sentences on the board;

John would have married Mary if he had asked her.

If John had asked Mary, she would have married him.

Then she explained that the sentences showed that it was impossible for the condition to be fulfilled because the possibility had already passed. The pupils at this point merely listened and paid attention.

Step 2- The teacher then gave more examples on the impossible condition. She explained that the time was past and the situation was contrary to the reality. She gave the rule explanation that: The facts were opposite of the reality.

Step3- During this stage, the teacher asked the learners to construct sentences orally. Pupils were asked to stand and only allowed to sit if they correctly constructed a sentence in the impossible condition. She further reminded them that the if-clause can either be at the beginning of a sentence or at the end. Pupils then tried to construct sentences in the impossible condition. Some of them gave correct answers, while others struggled to construct correct sentences as they failed to observe the tense sequence. After a number of trials for those who could not get the correct answer at first, she asked everyone to sit down. This was after, she was satisfied that the learners were able to understand what they needed to do.

Step 4-At this stage, she gave two more examples to show the correct punctuation when a sentence begins with the if-clause and when it starts with the main clause as shown below:

If he had asked her, she would have helped him.

She would have helped him if he had asked her.

Then the pupils were given an exercise to construct six sentences in the impossible condition. After giving the exercise, she went round marking the pupils' work.

Conclusion: She concluded by summarising the key points of the lesson.

The lesson had no learning materials for the learners however the teacher had a book she was referring to for examples and exercises. After the lesson, an appointment was set for the face to face interview to corroborate what was observed.

SCHOOL B

Lesson Observation 2 (Summary)

The school is located in the central part of town. It is one of those schools that were upgraded in 2004 when there were few secondary schools in the district. The teacher was forty-six years old and has been teaching for twenty-two years. Her educational qualification was Bachelor of Arts degree with education from University of Zambia.

This lesson was on writing a summary as required in Grade 12. There were fifty-one pupils in class. The lesson duration was 80 minutes (double period).

Introduction: The teacher asked pupils to characterise an ideal policeman/woman. Many answers were given and the teacher was systematic in her approach. She was capturing answers in a step by step manner and writing on the board.

Step 1-She asked the pupils to come up with a title or subject with reference to the answers they gave.

Step 2- She distributed a copy of the summary question and asked the learners to read the passage. After finishing reading the passage, learners were asked to read the question. After reading the question, learners were asked to pick points that answered the first question -the Ideal Policeman.

Step 3-Teacher discussed the answers with the learners and explained where necessary why some answers could not be adopted. The learners were taking note of the teacher's responses.

Step 4-Teacher gave all the points required for the summary. She told the learners that the points captured and adopted could be used to write a prose summary with consideration of the prescribed number of words. She also gave learners tips on the use of a pencil to underline key points during the final examination.

Step 5- The teacher now gave the learners time to write the summary individually.

The text that was used was from a final examination paper. The text was strictly used for the summary and not any other aspect of language learning.

SCHOOL C

Lesson 3 on Comprehension

The school is located within the municipality. It was upgraded to secondary school status in 2012. The numbers in classes were fair. In each class, the average number was 40. The teacher was in her early thirties and held a Bachelor of education degree qualification from the University of Zambia. She had only a year of teaching experience.

This lesson was a double lesson with a duration of 80 minutes. The lesson commenced with the teacher asking learners about the previous topic. The learners were asked about ways of probing for information. The pupils gave various answers with reference to journalists and job interviews.

Step 1-The teacher then divided the class into groups of four and gave each group an activity to discuss and provide feedback after the end of the discussion.

Step 2- Learners through their representatives presented their answers to the class one after another. After presentations, the teacher gave possible answers about the kind of people who may be interviewed. Answers that were given included those seeking employment, those wanting to pursue a course of study and famous people e.g. politicians and eye witnesses at an accident scene.

Step 3- At this stage, the teacher asked the learners to read selected paragraphs aloud. Only those with reading skills were selected. Those who were unable to read fluently were stopped abruptly.

Step 4- After reading aloud the selected paragraphs, the pupils were asked to identify at least two difficult words from the passage and to discuss their respective meanings. Pupils were able to identify some words while those that proved difficult for learners, the teacher was able to explain their denotational meanings.

Step 5- Activity-The teacher asked the learners to read the passage silently for the second time and to answer the questions that followed.

Conclusion-The teacher marked the books and provided correct answers after evaluating the learners' performance.

SCHOOL D

Lesson 4 Composition (Speech writing)

The school is located in what used to be called a mine area. However, the closure of the mines opened doors for non-miners to fill the empty houses left by the emigrant miners. The school was upgraded in 2004 to secondary school status. The teacher was in her middle forties and had a teaching experience of twenty five years. Her academic qualification was a Bachelor of Arts with education degree from the University of Zambia.

This lesson comprised 37 pupils, 20 girls and 17 boys. The duration for the lesson was 80 minutes.

Introduction-Step 1- The teacher asked the learners to define the word speech. The pupils gave a number of responses which at every stage the teacher corrected accordingly. The final correct answer which was accepted was: It is a formal address to the audience or gathering.

Step 2- The teacher gave various types of speech such as Introductory, key note and Vote of thanks.

Step 3- Nature of speech. The teacher explained how the speech should be as: it has to be formal, it has to be planned always and that a speech has to be clear and straight forward.

Step 4- Here, the teacher explained the layout of the speech. The learners paid attention as the teacher gave the speech layout as title, introduction, main body, and conclusion.

Step 5- Discussion-At this stage the teacher divided the class into groups. The groups were given points from which to prepare a speech and present to the groups.

Step 6-The learners presented their findings and the teacher evaluated their answers with the participation of learners. Then individually learners were asked to write a speech. The materials for the lesson were improvised. There was no particular reference to any sources.

During the classroom observations, I took notes to take note of what the teacher and the learners were doing. What was observed in the class was complemented by the interviews. From the observations, the teacher who used a text in her teaching was teacher from School B on summary.

5.3.2 Quantitative findings on application of the Text-based Integrated Approach.

The findings from the quantitative data were obtained using the descriptive statistics component of the Statistical Package for Social Sciences (SPSS) to generate frequencies and percentages. Table 5.2 below shows the quantitative findings on the teachers' application of TBIA.

Table 5.2. Teacher application of the Text based integrated approach

I fully know how to apply the Text based integrated approach		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	31	57.4	57.4	57.4
	Strongly agree	14	25.9	25.9	83.3
	Disagree	8	14.8	14.8	98.1
	Strongly disagree	1	1.9	1.9	100.0
	Total	54	100.0	100.0	

From Table 5.2, out of the 54 respondents, 31 of them agreed to fully know how to apply the Text based integrated approach making 57.4% of the total, 14 respondents strongly agreed to fully know how to apply the Text-based Integrated Approach making 25.9% of the total, 8

respondents disagreed making 14.8% of the total while 1 respondent disagreed making 1.9% of the total. The higher percentage of the number of participants agreeing to fully apply the Text-based Integrated Approach means a fair number of teachers are implementing the curriculum stipulation.

5.3.3 Findings from face to face interviews on the teacher classroom application of the Text based Integrated Approach

The face to face interviews were conducted immediately after the lesson observation. Respondents were given chance to agree to be interviewed at their own convenience. Some respondents were interviewed immediately after the lesson. Others were interviewed when they were free. They explained that in most of their lessons, they used child centred methods which they indicated were helpful to learners. Others stated that they used question and answer; group discussion, debate and teacher exposition. In addition, some respondents explained that they used a combination of approaches i.e. TBIA and CLT depending on the lesson. Some of their responses were:

RT A: I use child centred methods. It is helpful to learners.

RT E: I use group work, discussion and debate.

RT G: I use CLT and TBIA. Sometimes I use both.

The above responses reveal that most teacher responses regarding the methods that they employed in the teaching of English were group discussion, question and answer, exposition and debate. Of all those interviewed, only one stated that she employed both TBIA and CLT.

5.4 Are teachers adequately prepared to use the Text-based Integrated Approach?

The third objective was on whether teachers were adequately prepared to teach English using Text-based Integrated Approach. To answer this question, data was generated through face to face interviews, document analysis and the quantitative questionnaire. The first part presents findings from the questionnaire; the second part presents findings from face to face interviews and the last part concludes with findings from the document analysis.

5.4.1 Findings of teacher preparedness to use the Text-based Integrated Approach from the questionnaire

The teachers were asked to tick the option which corresponded to the view whether they were adequately prepared in using the Text-based Integrated Approach. The Table 5.3 below illustrates the quantitative results of the Adequate preparedness of teachers to use the TBIA.

Table 5.3 Adequate preparedness of teachers to use the Text-based Integrated Approach

I was adequately trained to teach using the Text based integrated approach		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	24	44.4	44.4	44.4
	Strongly agree	18	33.3	33.3	77.8
	Disagree	11	20.4	20.4	98.1
	Strongly disagree	1	1.9	1.9	100.0
	Total	54	100.0	100.0	

From Table 5.3, 24 out of the 54 participants agreed that they were adequately trained giving a 44.4% of the total; 18 strongly agreed that they were adequately trained giving a 3.3% of the total; 11 participants disagreed that they were adequately trained making 20.4% and finally 1 participant strongly disagreed that they were adequately prepared to employ the Text-based Integrated Approach making 1.9% of the total.

5.4.2 Findings from face to face interviews on the adequate training of teachers in using the Text-based Integrated Approach

The findings from the interviews were categorised according to the views of respondents that is; those that agreed that they were adequately trained in using the Text-based Integrated Approach and those that said that they were not adequately trained in using the Text-based Integrated Approach.

The respondents who explained that were adequately prepared attributed their well-preparedness to the tutorials they attended at college. Other respondent stated that while at college they were exposed to different materials. This made them to be well equipped to teach the learners. Some of their responses were:

***RT 8-** We were adequately trained how to apply the approaches in tutorials and showed how to use them. .*

***RT 23-** Yes, in the sense that we were exposed to a lot of books. Even if some of the books we needed were not available.*

***RT 3-** We are equipped to teach and get perfected on the way.*

The responses above show that a number of teachers agreed in totality that they were adequately trained. They explained that they were adequately trained because most of the theoretical content is covered but added that some books being introduced in schools do not favour the use of the Text-based Integrated Approach. The final respondent on those who affirmed that they were adequately trained explained that learning English at university is premised on prior knowledge. This means that university education especially in English is good for those who have been to college before emphasising that one cannot learn everything at university because of the nature of the learning universities offer. This is supported by the following claim:

***RT 34-** University education is good for those who have been to college before. It helps you to adapt to what is taught.*

***RT 4-** You cannot learn everything at university. Some of the things you learn as you teach.*

Further, there were also some respondents who disagreed that they were adequately prepared to teach using the Text-based Integrated Approach. One of the respondents stated emphatically that lecturers at colleges and universities do not help the teachers in the successful implementation of the TBIA. She added that what helps the teachers is going to seminars and attending Continuous Professional Development meetings. Another one opined that most of the theoretical content learnt at college is basically for knowledge as a teacher since it cannot be used in a classroom situation. This is supported by the following responses:

***RT 21-** Lecturers did not prepare us well. The approach was merely mentioned. No elaboration was done.*

RT 49- *What we learn at university and college is content knowledge not pedagogical knowledge. What helps is attending seminars and workshops.*

Furthermore, another respondent cited the period of student's teaching practice as one of the reasons teachers are inadequately prepared. The six weeks of teaching practice given to students is inadequate and added that it made a student teacher look like a spectator. Another respondent added that theories learnt at higher learning institutions were unclear and that it was through discussions with other students that their minds were opened. They further argued that teaching practice helps the teacher to understand what is taught by lecturers. The respondents further noted that there were no practicals at college or university where students are taught how to teach using the Text-based Integrated Approach. They added that peer teaching was also done hastily. They attributed this to lack of guidance from the lecturers at learning institutions. They pointed out that as teachers they need guidance because certain concepts such as TBIA are merely mentioned and most students are not aware of what should really take place and how it should be done practically. The following responses reveal what the participants stated;

RT24- *Most of the things we learnt are for knowledge. They are not meant for school children. Lecturers do not prepare us well.*

RT18- *What is done in college is different from what is practised. In schools, you come to a level where you have to understand that you are dealing with school pupils and not college students.*

RT20- *The lecturers taught us on the approaches. However, it was not adequate and clear until we learnt in groups during our own discussions and did practical in teaching practice.*

RT15- *Six weeks is not enough for practical teaching. It makes you look as a spectator.*

The above responses show the various responses the teachers gave with regard to not being adequately trained. However, most of them were unable to give one word answers. Some of the teachers cited teaching practice period being short as one of the reasons they were not adequately trained. Others attributed their inadequacy training to unclear explanations from lecturers during teaching until they went into the field to teach was when they began to understand. Others still stated that what college education offers is merely for knowledge and added that teachers have to be proactive for effective teaching to take place.

There were other factors that the teachers brought which they felt led to being inadequately prepared in using the Text-based Integrated Approach. Firstly, one participant pointed out that at college, they emphasised the Communicative approach and not the Text-based Integrated Approach but added that teaching practice helps the teachers to learn something they can apply once they start full time teaching not what is learnt at college. He added that some methods such as direct method taught at college cannot be used in schools. One respondent argued that at college there was no much emphasis which was laid on which approach to use yet a teacher is expected to be proactive to get work done. Furthermore, another respondent stated that teaching at higher learning institutions was done hastily and emphasised that more exposure must be given to teachers to know what should be done.

Further, some respondents admitted that methodology is emphasised much at diploma level than at degree. They added that most times they are spoon-fed because lecturers want to finish their syllabus. Another point which was raised was that learning at a tertiary institution is done exhaustively but teachers learn practically. They also noted that teachers are equipped to teach but they get perfected on the way. Other respondents observed that since learning at college is more theoretical because materials are not available, it also depended on the individual lecturers as some lecturers do it well while others do not. Some of the responses obtained from the participants were as shown below;

***RT26-**We are not prepared 100%. Some of the teaching methods we meet them in the field.*

***RT28-**Lecturers prepare us 50%.Methodology is emphasised at college level than at university level.*

***RT32-**They emphasised on communicative approach.*

***RT 12-**The English language we learn is more advanced than what we teach. They teach what we cannot use in classroom situation.*

***RT 34-** They want to teach us everything. Most times we are spoon-fed.*

The above responses show that a number of respondents neither agreed nor disagreed that they were adequately trained in employing the Text-based Integrated Approach. They stated that what is learnt at college is quite different from what happens in the classroom. Others plainly stated that more emphasis at college is laid on the use of communicative approach and

this makes a lot of teachers to lose out with regard to the use of the Text-based Integrated Approach.

5.5 What are the teachers’ attitudes towards the Text-based Integrated Approach?

The fourth objective was to establish teachers’ attitudes towards TBIA. The answer to the attitudes the teachers have towards the Text-based Integrated Approach was answered through the questionnaire and face to face interviews. Quantitative data will be presented first followed by qualitative data.

5.5.1 Data from the questionnaire on the Teachers’ attitudes towards the Text-based Integrated Approach

In order to know the attitudes the teachers had towards the Text-based Integrated Approach, the respondents were asked to agree strongly; agree, disagree or to disagree strongly whether the Text-based Integrated Approach was a good and suitable approach to use. The following Table 5.4 shows the respondents responses with regard to whether TBIA was a good and suitable approach to use in a classroom situation.

Table 5.4 The Text-based Integrated Approach is a good and suitable approach to use

The Text-based Integrated Approach is a good and suitable approach to use in teaching English		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	31	57.4	57.4	57.4
	strongly agree	15	27.8	27.8	85.2
	disagree	8	14.8	14.8	100.0
	Total	54	100.0	100.0	

From the Table 5.4, 85.2% of the participants agreed that the Text-based Integrated Approach was a good and suitable approach to use. Even so there was a 14.8% who disagreed that Text-based Integrated Approach was a good and suitable approach to use.

Furthermore, the participants were asked whether, TBIA was easy to use. The Table 5.5 below reveals the respondents' views on whether the TBIA was easy to use.

Table 5.5 The Text based integrated approach is easy to use.

The Text-based Integrated approach is easy to use		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	27	50.0	50.0	50.0
	Strongly agree	15	27.8	27.8	77.8
	Disagree	10	18.5	18.5	96.3
	Strongly disagree	2	3.7	3.7	100.0
	Total	54	100.0	100.0	

The Table 5.5 reveals that 77.8% of the respondents agreed that the Text-based Integrated Approach is easy to use. However, 22.2% disagreed that the Text-based Integrated Approach is easy to use.

5.5.2 Findings of teachers' attitudes towards Text-based Integrated Approach from face to face interviews

The findings from face to face interviews corresponded to the questionnaire data. The findings revealed that some respondents held positive attitudes and others held negative attitudes towards the Text-based Integrated Approach. In addition, there were some respondents who were neutral i.e. they indicated neither positive nor negative attitudes.

Many participants showed positive attitudes towards the Text-based Integrated Approach in face to face interviews. A number of reasons were given for this. Firstly, some participants expressed that it is a good approach as all aspects of formal life revolves around texts. They added that Text-based Integrated Approach broadens the mind of pupils hence it must be encouraged. They further stated that TBIA broadens the minds of learners through vocabulary, summarising and transforming sentences. The verbatim below support the claims above:

RT2-It is okay. It helps to link different components in a single lesson. It makes learning to the pupil holistic.

RT7-It is good because texts used in school are in their daily lives.

RT8-It is practical. Learners improve reading and writing.

Secondly, a number of participants viewed TBIA as an approach which encourages positive learner participation and enabled the learners to achieve the desired levels of competence in English. They further argued that in Text-based Integrated Approach, learners are provided with suitable and adequate material for development of language skills. Consistence in delivering lessons was said to be one of the attributes that Text-based Integrated Approach has. Some reiterated that TBIA helps the learners to interact with each other and that TBIA is an opener to other subjects. This means Text-based Integrated Approach helps learners understand other subjects better as a result of the interaction and exposure to different texts.

RT 46- It is a good approach. It is effective because all aspects of formal life revolves around texts.

RT 26-It is a good approach. It helps a teacher include all the four language skills in a single lesson. It is helpful as it helps learners who do not know how to read.

It was stated that the TBIA helped to link different components in a single lesson making the lesson holistic. They also added that TBIA was practical and helpful as it catered for all learners. Further, TBIA was regarded helpful as it allows interactive learning. This meant TBIA allowed learners to interact with each other since it encouraged all learners to participate. They also stated that texts used in schools are related to pupils' daily lives thereby improving their reading and writing skills. They further added that through Text-based Integrated Approach, learners do not only learn language but also other subjects. The following responses support this claim:

RT 34- Pupils may not only learn English language but also other subjects.

RT 19- It helps learners to participate actively.

Further, participants noted that Text-based Integrated Approach is easy for pupils to find answers from the passage since seeing is believing. Participants also revealed that TBIA aids learners in reading through texts. Several participants' positive responses were attributed to the teaching of summary and comprehension. They added that through the exposure to texts, it improved many of the learners' language skills as the following responses illustrate:

RT1- It made me what I am. Knowing all the vocabulary was from texts. It is quite effective.

RT-4 It helps the learner to help himself/herself not to forget because seeing is believing.

RT10- It is effective when you are teaching summary and comprehension.

There were also some respondents who showed positive attitudes with some reservations. They stated that the interest of children came first in the school so Text-based Integrated Approach must strictly be used. They added that to the teacher, it is easier but to learners, it helps them acquire skills. They gave an example of a cloze where learners are able to answer with ease if they had been exposed to TBIA. However, some participants showed some doubt when they stated that Text-based Integrated Approach is only good in classes where there is a high level of literacy but posited that it cannot work in classes where literacy levels are very low. They stated that Text-based Integrated Approach is a good teaching approach if teachers of different subjects are equipped with the knowledge and how to conduct lessons using the approach. Others held the view that a number of approaches must be introduced in the syllabus and if the syllabus is strictly followed effective teaching and learning can take place. They further stated that the syllabus should be designed in such a way that it incorporates a number of approaches rather than just the two prescribed. Others still argued that vocabulary should be separated from the Comprehension lesson so that learners have more time for learning vocabulary. The following verbatim support this claim:

RT 14-It depends on the class you are teaching. It cannot work in classes where learners cannot read.

RT 31-We have to follow the syllabus recommendation. The interest of children comes first.

RT 13- It helps learners answer cloze tests easily.

RT 10-It is easy for the teacher but it helps the learners in learning effectively.

Some respondents opined that all teachers must be re-trained in the execution of Text-based Integrated Approach so that they know how to go about it. Even so, others stated that TBIA is only good for gifted learners while slow learners need to learn how to read and write for them to understand the Text-based Integrated Approach. The following verbatim supports this claim:

RT 17-Teachers must be re-trained in the teaching methods. We have forgotten what the syllabus recommends.

RT 41-TBIA works well with fast learners. Slow learners cannot cope.

Furthermore, some respondents expressed their views that Text-based Integrated Approach is good if teachers correctly and properly used it when delivering a lesson. Early literacy should

be encouraged at an early level so that teachers find it easy to teach using TBIA was one of the views some respondents expressed.

RT 50-It can work if learners are able to read and write at elementary stage.

RT 23- It can be efficient if it is correctly and properly applied.

Some participants argued that there is need for teachers to be trained through continuous professional development meetings so that they get the knowledge and technical know-how of going about the Text-based Integrated Approach. They bemoaned the quality of learners which made it difficult for the successful implementation of the Text-based Integrated Approach. Further, a number of participants expressed that where materials are adequate, Text-based Integrated Approach is workable only if the teachers adhere to the syllabus stipulation. More participants affirmed that it can work well but were quick to note that it cannot succeed where there is lack of materials. They noted that having adequate materials leads to more learners participating in the classroom activities. There were also some participants who postulated that Text-based Integrated Approach can be effective if the teacher plans well. Some of the responses below support those claims:

RT 7- TBIA is very effective if you have materials. Everyone participates.

RT 20-TBIA is good provided there are enough materials. Teachers need to adhere to the syllabus.

RT 11-TBIA can be effective if the teacher plans well.

The above responses show that there were a good number of teachers who had positive attitudes towards the Text-based Integrated Approach but had some reservations towards it. Some of the reservations illustrated above are that it is only good for learners who are literate, it is effective if materials are available that is for both learning and teaching, it can only be used in certain contexts and that it can only apply in good classes. Good classes here refers to gifted learners.

While the majority of the participants held the Text-based Integrated Approach in high esteem, a few did not. They argued that Text-based Integrated Approach was not practical because it was not connected to the schemes of work. Others stated that it was not effective as some structures were not covered in the books adding that books like MK (name of publisher) did not favour the use of Text-based Integrated Approach. Another participant

postulated that TBIA was not effective as most learners find it difficult to use English. The following responses below support the above claims:

RT42-It is not practical because it is not connected to the schemes of work

RT43-It is not effective, some structures are not covered in the book. MK books do no favour the use of the text based integrated approach.

RT44- It is not effective because learners find it difficult to use English.

The above comments illustrate the negative attitudes some teachers showed towards the text based approach. Their negativity is mainly attributed to the type of books that are used in schools, inability of learners to use English and that the Text-based Integrated Approach is not linked to the schemes of work.

5.6 Findings on the challenges teachers face in the implementation of the Text-based Integrated Approach

The question regarding what challenges teachers faced in the implementation of the text based integrated approach was answered through face to face interviews. The following are the findings on the challenges teachers faced in the implementation of the Text-based Integrated Approach:

5.6.1 Low levels of English Proficiency

The teachers pointed out that the huge number of pupils in classes had low levels of English proficiency. They pointed out that most of the learners were unable to comprehend texts in the text books provided at senior level. They argued that most Grade ten pupils fail to comprehend Grade six work. Further, they postulated that learners were not able to relate information they read about in the text. As a result of their inability to read and write, most learners take a lot of time in understanding vocabulary making it impossible for the teacher to get to the next topic which delays progression of the faster learners. The following responses prove the above claim:

RT19-Learners who are unable to read and write makes me go back and teach them how to read before giving them any form of work. This is time consuming.

RT23-Lesson delayed because of lack of communication skills. Most pupils are unable to communicate in English. They are also unable to write in English.

RT47-It is difficult for those who don't know how to read. Some pupils may not follow.

The problems teachers faced are common in most government schools. Most learners who come to secondary schools come with little or no skills in both reading and writing. Low levels of English proficiency is a challenge to teachers as they are forced to delay progress of other learners.

5.6.2 Big Class sizes

The other challenge teachers pointed out was the large number of pupils in classes due to over-enrolment. They stated that large classes makes it difficult for them to conduct group discussions because it becomes difficult for the teacher to divide classes as numbers still remain quite big for effective communication to take place. Some of the responses from teachers were:

RT14-The ratio of pupil to book is a challenge. Pupils are too many, 20 textbooks for 70 learners. Pupils are supposed to have access to books.

RT 18-In government schools, it is a challenge to teach big groups. In private schools, they control numbers to avoid such challenges.

Big class sizes is a common problem in most government schools. This is because of government policy promoting education for all. As a result of the millennium development goals which advocates for universal education for women and children, most government schools have over-enrolled thereby creating a problem for the teachers.

5.6.3 Learners' Poor Language background

Another challenge teachers faced in the implementation of the Text-based Integrated Approach was that learners had poor background in language. They added that most pupils who have problems in reading and writing are those who were not equipped with the necessary language skills at elementary stage. Therefore, it becomes difficult for them to understand English language at senior level. The following remark supports this claim:

RT 21-Teachers have to simplify for learners who cannot read and write. This makes the teacher to take a lot of time. As a teacher, you take time to make all pupils understand. You cannot rush to other areas since the pupils must understand.

RT12-Learners who are unable to read and write makes me to concentrate on teaching them how to read and write. It is only after they are able to read and write that I can give them any form of text.

The above response is cardinal in that teachers at elementary levels need to do their best so that learners learn the basic skills that will enable them to carry out tasks with ease. It becomes quite impossible to teach learners difficult texts in English if they do not have a solid foundation.

5.6.4 Mother tongue Interference

Mother tongue interference was also noted by the teachers as another challenge which learners grapple with. They added that the use of mother tongue inhibits the learners' use of English. They pointed out that most learners lacked the basics of language such as pronunciation, reading habits that they are supposed to learn at primary school level. The learners' use of mother tongue makes learners not to understand certain themes from the outset. They also stated that language barrier is a factor which makes pupils unable to cope with texts. As the following responses show;

RT45- Learners use too much local language to know English. Learners cannot research and identify difficult words in English.

RT20- Certain texts are quite foreign. More local texts need to be used. Learners answer in vernacular even if you put a classroom policy for all learners to speak English.

Some learners do not have the positive motivation to learn English. Therefore, the only language that they are comfortable with is the local language. Therefore, teachers have to find ways of motivating them so that they can also form part of the discussions and activities which take place in class in the foreign language.

5.6.5 Lack of books/Materials

The other challenge which many teachers highlighted was the lack of teaching and learning materials. They stated that the lack of books in schools prevents teachers from teaching learners literacy. They added that most pupils who cannot understand concepts in English is because of lack of exposure to learning materials in English. Many teachers stated that the ratio of books to the number of learners is too low for successful learning to occur. The books

which are available were deemed to be below par but those which were helpful were not available. The following responses support this claim:

***RT22-** Some of the books are not available. You keep on using the same book because others are not available. Pupils are not exposed to different contexts when you only use a single book. You need a variety of selection to instil interest in pupils.*

***RT34-**There are never enough text books to cater for all pupils. Teachers just talk because of inadequate books. Learners cannot concentrate.*

***RT31-**Books are not enough to cater for all learners. In certain instances, a teacher may have a single text or not at all. There are inadequate finances to procure texts for all pupils.*

It is evident from the above responses that most schools do not have enough learning materials. In certain instances schools have text books which do not meet certain standards required by the curriculum hence schools have to do more to have correct materials in schools so that learn can proceed without any hurdles.

5.6.6 Challenging /Selection of Texts

Teachers pointed out the choice of a right text is huge task. They explained that the different literacy (ability to read and write) levels in classrooms makes it difficult for the teacher to choose the appropriate text for the learners. Some teachers further stated that some texts are difficult for learners and hence the teachers find it difficult to select a text which can accommodate all learners. They added that there are certain texts which learners find very difficult to understand no matter how much the teacher explains. They also stated that not all texts require the use of the Text-based Integrated Approach. Some of their responses were:

***RT01-** Learners have difficult in understanding certain texts. The teacher has to simplify for them so that they are able to understand. This is the case with most slow learners.*

***RT28-** Certain texts are quite foreign. They should introduce more local texts in the curriculum. Only learners who are able to read can understand. Those who cannot fail to understand.*

As stated above, teachers find it difficult to choose suitable texts for their learners. In certain instances, they are compelled to simplify so that slow learners do not lose out in the comprehension of a given text.

5.6.7 Approach is Time consuming

Teachers complained that the approach was time consuming since a single text must be used in all the language components and four language skills. Further, they noted that learners are not comfortable with certain methods and tend to switch off during learning. They also explained that some pupils get carried away in certain topics forgetting the topic at hand. In most cases, teachers confirmed that they rely on fast readers during comprehension to spearhead the reading adding that pupils who are not good in science are likely not to do well in a science text. The following illustrate some of the teachers' responses;

RT43- The approach is time consuming. One has to spend more time teaching on the same topic. Some learners do not enjoy reading.

RT28- Some learners do not like certain methods of teaching. So their minds are switched off during learning. Teacher cannot finish the syllabus in time

The responses above clearly show that some pupils do not resonate well with certain teaching approaches. This is because they feel uncomfortable and may not have the needed concentration in class. Further certain pupils do not have the interest of reading at heart. To this effect, teachers have a huge challenge of finding the right ways of enticing such kind of learners in learning and involving them in language activities.

5.6.8 Lack of self-motivation

Some teachers stated that certain learners lacked the self-motivation to learn in a foreign language. They added that it only those who are self-motivated who learn willingly since some pupils detest reading. This is evident in the following responses;

RT39- There is lack of participation from learners. Focus is lost when learners do not participate.

RT 21-Some pupils do not want to read. Only those who are self-motivated can learn.

This means that teachers need to motivate the learners if they themselves are not able to have the interest of learning. Even so, there are certain learners who are self-motivated to learn and participate in language activities willingly. In the discussions that were conducted, most learners were able to contribute willingly during the deliberations. Further, observing from the question and answer sessions held in the classrooms where pupils were able to ask pertinent questions, it was evident the pupils were motivated to learn.

5.6.9 No time for Remedial work

Teachers stated that since Text-based Integrated Approach is text related teaching, the thinking of pupils is limited to a particular text. Further, learners find the texts alien and reading a huge challenge. They also explained that the rigid time-table makes it difficult to do remedial work. The responses below is evident of this claim:

RT 09-Learners are restricted to the context in the text. They rarely think outside the context. Certain texts are quite foreign, more local texts should be used.

RT16-Remedial work is there. However, the school timetable makes it difficult for remedial work as learners are too tired to concentrate.

The teachers' views reveal that Text-based Integrated Approach makes learners to limit their thinking to the text as they cannot go beyond the text. Teachers also noted that there is time for remedial work however their time tables cannot accommodate it thereby leaving learners who need remedial work unattended.

In view of the challenges the teachers highlighted, it is clear that many teachers have challenges in executing the Text-based Integrated Approach. Prominent among these is the lack of suitable teaching materials in schools, the low literacy levels, the poor foundation of language skills at elementary level, poor ratio of pupil to book, mother tongue interference and lack of self-motivation. These hurdles are a hindrance to the teacher to execute the Text-based Integrated Approach.

5.6.10 Summary

The findings revealed that teachers were not implementing the Text-based Integrated Approach. The classroom observations showed that teachers were not conversant with the syllabus stipulations. They were teaching using the traditional methods that they had been accustomed to. There was little the teachers knew about the Text-based Integrated Approach. Further, the questionnaire responses were not in tandem with the classroom practices. Grammar was the language component which was prominent among the teachers in the observed lessons. Teachers did not expose learners to different types of texts so as to make them construct their own. Due to the lack of knowledge by the teachers, it was impossible for them to explain and clarify how they implemented the Text-based Integrated Approach in class.

CHAPTER SIX

DISCUSSION OF FINDINGS

6.1 Introduction

The previous chapter presented the findings and therefore this chapter discusses findings presented in Chapter Five. The discussion is guided by the research objectives.

6.2 Teachers' understanding of the Text-based Integrated Approach

To establish how teachers understood the Text-based Integrated Approach, various research methods were used. This was answered through face to face interviews and the quantitative questionnaire. From the findings, it was evident that some teachers showed a good understanding of the Text based integrated approach. They explained that Text-based Integrated Approach was an approach employed in the teaching of English using information in a given text. They also explained that TBIA is the use of series of complete texts to teaching language where instruction is focused on a given text. They also added that TBIA is the teaching of various components of English language drawn within the context of a text. These responses showed that the respondents understood that TBIA as the use of a particular text to teach English language. This corresponds with Mohlabi-Tlaka (2016:13) definition of Text-based Integrated Approach as the teaching of language built on the exposure to, handling and manipulation of text types. This means TBIA essentially, focuses on using a particular text to expose learners to, handle and manipulate a text. It also means that all English language components i.e. grammar, summary, comprehension, composition and oral communication have to be taught based on a given text. TBIA improves the learners' communicative competence as it involves both the use of spoken and written texts in classroom activities. Therefore, learners should be exposed to both written and spoken texts as well as illustrations, pictures, posters, videos, audio for the realisation of communicative competence. Arimbawa (2012:11) argues that 'this approach is based on the idea that English is improved when teachers introduce students to complete and written texts within an appropriate situation'. However, the respondents in this study did not include the different modes of texts that are employed in the Text-based Integrated Approach.

Furthermore, there were also a number of respondents who had a fair understanding of the Text-based Integrated Approach. Their understanding of the Text-based Integrated Approach was that it is the use of suitable text to teach various components of language such as

grammar, vocabulary, summary, comprehension and composition. Their common understanding of TBIA was that it implied the use of a text to various English language components. This was a fair understanding of TBIA as their reference to the use of a text was limited to the written text. Despite this being a fair understanding of Text-based Integrated Approach, it is not the complete meaning of Text-based Integrated Approach. They were unable to identify other modes of texts such as audio, video, illustrations, pictures, images that also qualify as texts. In this case, teachers did not know that the Text-based Integrated Approach is multimodal. Text-based Integrated Approach is multimodal in nature as it allows the teacher to use different forms of texts in the classroom situation. The texts teachers must use are not restricted to ordinary text books that are common in secondary schools. The text can be in oral, written, visual or digital (cf. 3.3.3). In this case a conversation, a poem, a novel, a poster, a music video can be used provided they are used to describe any language event. The advantage of this is that teachers will not lack any materials for use in a text based language teaching. It also means the learning and teaching materials will be varied. This may instil interest in the learners which would make the use of the Text-based Integrated Approach successful. In addition, the respondents failed to come up with a convincing definition of the Text-based Integrated Approach. The fact that respondents failed to give a clear definition of TBIA implies that the implementation of the Text-based Integrated Approach in secondary schools is questioned.

Moreover, there were also a number of participants who bluntly stated that they did not understand the Text-based Integrated Approach. They explained that they did not apply it in their teaching and hence had no idea about it. The implication of lack of knowledge about the Text-based Integrated Approach is that teachers did not implement the curriculum stipulation. Therefore, it also implies that learners are denied the opportunity to achieve communicative competence through Text-based Integrated Approach due to their teachers' lack of knowledge. It also means the learners are not exposed to various texts that can improve their writing and speaking skills. Hence, learners would not have the capacity to express meanings in various texts (Mickan, 2011). Learners are also denied the chance to increase their vocabulary skills which TBIA offers through reading narratives. Furthermore, teachers' inability to understand TBIA also implies that learners cannot become competent and critical designers of text.

Feez (2001) argues that TBIA helps learners to construct texts independently. However, this cannot be possible if the teachers do not have any idea about the Text-based Integrated Approach and therefore cannot be applied in a classroom situation.

Lack of knowledge also implies that teachers were poorly trained and that their training lacked responsiveness to the demands of the syllabus which recommends the Text-based Integrated Approach. Following this line of thought, one wonders what kind of methodology course these teachers did which did not include recommended methods. The other possibility is that some of the teachers who did not know the meaning of the methods could have been trained in the method but they have forgotten what it means due to the fact that they do not use and they probably do not consider it very useful in teaching English.

Furthermore, there were a number of respondents who held misconceptions about the TBIA. They stated that TBIA was bringing in new ideas that were not in the text being taught. This is converse to Tsakona (2015) assertion that the key to Text-based Integrated Approach is that language is always used as a text in relation to a communicative setting. This misconception is tantamount to teaching about a text and ignoring its content. Halliday (1985) argues that a text cannot exist without a context. This means that texts are always context related without which they cannot express any meaning. Thonbury (2005) posits that language always occurs as a text not as isolated words and sentences. Another misconception was that TBIA was where one uses a variety of methods. This indeed as a misconception as use of different methods in teaching is being Eclectic (Mwanza, 2016). This misconception might have arisen from the notion that TBIA involves the teaching of language using a specific text across different components of language (Hailong, 1991). The implication for this misconception is that teachers of English language assume that they use the Text-based Integrated Approach when in fact they are using a different method. Clearly, they do not understand the Text-based Integrated Approach and how it could be applied in a classroom. It can therefore be deduced that the learners are denied to learn English language in the appropriate approach as envisaged by the Zambian English Language Senior Syllabus (MOE, 2013:4).

To sum up, the findings of teachers understanding of the Text-based Integrated Approach have revealed that some teachers had good understanding of the approach. Others also had a fair understanding of the Text-based Integrated Approach. Those who had a good knowledge of the approach explained that TBIA was the teaching of English language relying on

information in a given text. Those who had a fair understanding of the approach explained that TBIA was the use of a suitable text to teach various components of English language. A few respondents also held misconceptions and those who bluntly stated that they did not have an idea about the Text-based Integrated Approach. The findings corroborate with the findings on teacher preparedness which revealed that some teachers were prepared adequately and others were not.

6.3 Teachers' application of the Text-based Integrated Approach

In order to establish teachers' application of the Text-based Integrated Approach, data was generated from the quantitative questionnaire and classroom observation. In all the observed lessons, none of the teachers adhered to the syllabus recommendation of employing the Text-based Integrated Approach fully. The lessons were hastily executed to fulfil the daily needs of lesson delivery. In most cases, the needs of the learners such as access to learning materials were not met. The learners were not exposed to thought provoking and critical thinking questions. Most teachers were using text books in their classes. Unfortunately, this was for teaching comprehension only. The teacher who used the text used it to teach summary only (cf.5.3.1). There was no systematic approach in following the five steps as articulated in the teaching and learning model (Feez and Joyce, 1998). Further, none of the teachers used digital materials in their teaching. Most importantly, learners were not exposed to texts, for them to manipulate and construct texts on their own which are the key principles of the Text-based Integrated Approach. This falls short of the Feez and Joyce (1998) teaching and learning model on how the Text-based Integrated Approach is used.

In addition, Chapter three articulates the teaching cycle (Fig. 3.1) which is the model that was developed by Feez and Joyce (1998) and adopted for the successful implementation of the Text-based Integrated Approach. According to the model, a teacher has to go through the five stages of the cycle to achieve the desired goals in Text-based Integrated Approach. At Building context stage, the teacher has to introduce the text by giving enough background about the text. Learners are allowed to communicate in a language that is convenient for better self-expression. The teacher can talk about the vocabulary and engage learners in discussion by asking them match vocabulary to items. The teacher has to build up vocabulary pertinent to the text type and practice grammatical patterns relevant to the text (Hammond et al., 1992). The learners can also be asked to predict content of the text from visuals (i.e. videos and pictures). The teacher can move to the modelling stage where now the teacher has

to show what learners need to do to construct their own texts. He has to show the learners the structural pattern of the text and its language features. The teacher has to expose the learners to various text with similar communicative purpose (Abbaszadeb, 2013). At this stage, the teacher can give chance for the pupils to discuss the purpose of the text. Learners will also be guided on what kind of language can be used in the construction of the text. Learners have to be reminded of the tense, connectives and how to organize the structure of the text. This corresponds with constructivist theory which posits that children learn best through demonstration (Vygotsky, 1978). Further, the teacher can now proceed to the next level where learners work together with the teacher to construct a text. Both have to decide on a particular topic. Learners are given priority to choose the topic of the text to discuss. Here, learners have to do a practical activity in writing. Learners have to manipulate and modify a text with support from the teacher (Dirgeyasa, 2016). Pupils can be divided in groups to discuss how to construct a text. Following the joint construction, the next stage is the independent construction stage where the teacher will give learners time to construct a text on their own basing their construction on what they discussed with the teacher and their peers. This is espoused by the constructivist theory which posits that social constructivism helps learners to construct knowledge through collaborative learning and teaching (Crotty, 2012). Finally, having constructed a text in their previous stage, learners can now relate the texts they have learnt and connect to other texts in different fields. On the contrary, teachers whose lessons were observed in this study did not follow these stages. All they did was to use a text book and assumed that they were using the Text-based Integrated Approach. This also implies that these teachers did not know the meaning of the approach especially how it should be applied in the classroom.

In terms of the teacher-pupil relationship, most teachers during the lessons had good relations with the learners. They never had trouble controlling the learners. It looked as if the learners were well tutored to behave themselves in the presence of the researcher. However, in one lesson, the pupils were so excited that it infuriated the teacher. To correct the situation, the teacher had to reprimand the pupils to behave themselves as the person in attendance was just a mere teacher as the self introduction was and not his lecturer. The pupils had to abide by the teacher's warning and kept quiet. Following the tenets of CDA, Hunckin et al, (2012:115) posit that "the classroom is the place in which power is circulated, managed, exploited, [and] resisted". This means the teacher used his position of power by demanding that the learners followed what he wanted. In addition, CDA is not only a proponent of how power is

exercised in the classroom and exploited but also how this power could be resisted. When power is resisted in the classroom situation, teaching and learning is affected. In this scenario, there was interplay of resistance of teacher's power in the first place as pupils behaved unacceptably according to the teacher but the teacher insists that pupils should stop being excited. What I see here is the interplay of power between teachers and pupils but that eventually, the teacher wins because he occupies a higher position of power relative to the pupils. According to CDA theorisation, the teacher dominated the classroom as the class eventually behaved according to what he perceived as the right way to behave.

From all the lessons that were observed, the only lesson which can be said to have employed some aspects of the Text-based Integrated Approach was the Lesson 2 on summary. This is because the teacher used a particular text to teach summary. However, not all the stages recommended for successful implementation of TBIA were followed as espoused by the teaching cycle (Feez and Joyce, 1998). For example, the teacher needed to give an explanation on what learners needed to do to come up with a text. The structural pattern for the text was not availed to the learners. However, she gave learners advice on the use of connectives in the text for coherence. Further, she asked the learners to read through the passage and the question. Then she asked them to identify the points to answer the question. The learners were able to pick the points which the teacher sometimes accepted or refused depending on the answer given. In addition, after all the possible answers were provided, the teacher asked the learners to construct a summary taking into consideration the prescribed number of words. Therefore, the lesson cannot be regarded to have followed the teaching cycle for the successful implementation of the Text-based Integrated Approach. This is because certain stages were ignored such as the Independent construction stage and the linking to related texts. At independent stages where learners are supposed to construct texts, they were made to organise points instead of constructing a text. This is where the lesson ended thereby omitting the last stage of the teaching cycle. However, the context of the ideal policeman reflected the socio-cultural context of the text (Vygotsky, 1978). It also corresponds to Tsakona (2015) assertion that a text has to be used in relation to a communicative setting.

Further, the questionnaire showed major contradictions between the participants' responses with regard to their curriculum and instruction knowledge and their classroom practices. The quantitative findings revealed that 83.3 % of the teachers agreed that they knew how to apply

the Text-based Integrated Approach while 16.7% disagreed. This meant many teachers were applying the Text-based Integrated Approach in the teaching of English. Further, in addition to the statistics, the methods which were employed in the classroom were not in tandem with the Text-based Integrated Approach. In Text-based Integrated Approach, learners are expected to handle, manipulate and be exposed to different texts.

Moreover, in the lessons that were observed, when asked about the methods that they were applying in the teaching of English, common answers which were given were discussion, question and answer and debate. The teachers were unable to differentiate between an approach, a method and a technique. This was evident from the responses that they gave when asked about the approaches that they were using in the teaching of English. In their responses, they mentioned that they used the question and answer, group discussion, teacher exposition, debate and role play. Their understanding of the aforementioned were that they were approaches. This means that the teachers were unable to make a clear distinction what an approach and method is. What the teachers mentioned were not approaches neither were they methods. They actually referred to the techniques as approaches which was wrong.

Mwanza (2016) quoted Anthony (1963:64) definition of an approach as 'a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning'. Therefore, the participants understanding of an approach was wrong. This means what teachers apply in the classrooms are not methods but techniques of particular methods. Mwanza (2016) elaborates that class discussion, question and answer, group work are not approaches but class activities or techniques which the teacher uses to implement an approach and method. This contradiction between the actual teachers' practice and what they stated shows teachers lack of understanding of the Text-based Integrated Approach. This implies that teachers lacked the knowledge of the Text-based Integrated Approach which puts their affirmation of employing the Text-based Integrated Approach in question.

The findings on teachers' application of the Text-based Integrated Approach were discussed using the Multimodality theory which looks at a variety of modes that teachers can use for effective teaching and learning to occur. Apparently, none of the teachers were able to improvise on the kind of texts to use in their teaching. It was observed that many teachers were using only the teaching and learning materials that were available in their schools. These materials were only in form of text books. This disagrees with the Multimodal aspect which does not only identify written texts and books as the only aspects which teachers can

use in the teaching of English language. Multimodality as used in this study does not only support the use of printed material in form of printed books but also includes other modes of communication such as gestures, images and action (Kress and Leeuwen, 2001). This means teachers cannot only depend on written texts as the only source of teaching and learning materials.

The Senior English Language Syllabus envisages that the type of text to be used in the teaching of English language should have aspects of learners' interest, level of difficulty (MOE, 2012). It was noted that in most schools the old books which were highly suitable and had content to use in TBIA were missing. However, government provided the new text books whose content was inferior to the level of the learners. The content of these books was far much below the level of Grade 11 work. The implication of using materials that were below the level of the learners had serious implications. It meant learners were denied work which was not thought provoking and creative, features which are espoused by the Text-based integrated Approach. It also denied the learners to be experienced in activities that involve language in action (Well, 1990).

Furthermore, it was observed that teachers did not lay emphasis on the description of the type of text taught. There was also no evidence of learners engaging in the constructing of the text through classroom interaction to make meaning. Teachers also did not draw on the curriculum cycle for the successful implementation of the Text-based Integrated Approach (cf. Chapter 3). Learners in the observed lessons were not seen to engage with texts and exploring how texts work which in this study are considered the basic principles of the Text-based Integrated Approach. The respondents were not able to follow the five stages of the teaching cycle as espoused in this study. The curriculum cycle is recommended as the model on which the successful implementation of the Text-based Integrated Approach can occur (cf. Fig 3.1).

Further, the lesson plans that were analysed revealed that teachers did not explain how texts could be taught using the teaching/learning cycle which utilises scaffolding where learners are assisted to construct a text. In the final analysis, teachers ended up employing approaches that do not reflect the syllabus stipulation. Respondents resorted to the traditional approaches such as rote learning and drill which denied the learners the chance to explore, manipulate and construct texts. For learners to know how texts constructed or produced in the Text-based Integrated Approach work, teachers need to support them through modelling and scaffolding

(Mohlabi-Tlaka, 2016). However, none of the observed teachers showed adherence to the syllabus recommendation which made their agreement of employing the Text-based Integrated Approach in question.

Moreover, the findings showed teachers had inadequate knowledge of syllabus stipulations as the respondents lacked the knowledge and understanding of the concepts. As a result, Text-based Integrated Approach was not effectively applied due to insufficient knowledge of syllabus stipulation. Putnam (1992) and Krashen (1982) argue that teachers' knowledge and their beliefs about teaching and learning and the subject matter have an impact on what and how teachers teach. Akinyeye (2015) surmises that the inconsistency of the teachers in the implementation of the curriculum could be attributed to the fact that approaches in the teaching and learning curriculum are not detailed enough for teachers to understand. Mwanza (2016) had similar findings where he discovered inconsistencies with the curriculum with regard to the use of the terms of approach and method.

6.4 Teachers' preparedness to use the Text-based Integrated Approach

The third objective sought to establish whether teachers were adequately prepared to use the Text-based Integrated Approach in their teaching of English language in the selected secondary schools. Of the 54 participants who participated in the study, 34 had Bachelor's degrees, 18 were diploma holders, 1 had a master's degree and 1 teacher did not have any form of training in the teaching of English language. This shows that 35 participants in the study were well qualified to provide rich information regarding the teaching of English language. In addition, 18 teachers were seconded to teach the senior grades. These 18 teachers were not qualified to handle senior classes but junior classes. However, only one teacher did not qualify to handle English classes as she did not even hold the minimum diploma to teach at junior level.

Moreover, in terms of teaching experience, only eight teachers had taught for less than five years while forty-six teachers had taught between five and more than ten years. Given the biographical data of the participants, it was clear that the participants were well placed to be conversant with the approaches and the curriculum specifications as outlined in the Senior English Syllabus. The findings of teacher preparedness were generated from the quantitative questionnaire, face to face interviews and the document analysis.

The findings from the lesson observations revealed that teachers were not conversant with what the curriculum stipulated with regard to what approaches the syllabus recommended in the teaching of English language at senior secondary level. In face to face interviews, most teachers explained that they were adequately prepared stating that lecturers at colleges and universities did their part and that it was up to the student to prove their worth in teaching. However, some added that the kind of education offered at universities required one who had prior knowledge of English language. This means that one needed to be skilled in the English language for them to excel at tertiary level.

Richard (2011) surmises that effectiveness of teaching largely depends on teachers' knowledge of the subject matter while Milner (2010) argues that teachers need more than subject knowledge for effective teaching and learning to take place. This implies the teachers' content knowledge is not enough to be a good teacher. Teachers' content knowledge should match their pedagogical knowledge for effective teaching to take place. Others attributed their being adequately prepared to being exposed to different literature while they were at college.

Nonetheless, there were also some teachers who stated that they were not well prepared to use the Text-based Integrated Approach. A number of reasons were given for this. Some explained that lecturers in higher learning institutions did not help much in the preparation of teachers on the approaches to use in class adding that what is learnt at college and university is merely content knowledge. Others attributed the lack of preparedness to short period of teaching practice students undergo while they are still at college. They pointed out that the period is too short for a student teacher to know everything. However, Simuyaba et al. (2015) postulate that teaching practice helps students to link theory and practice and also skills for effective teaching. This means teaching practice does not serve its purpose if teachers cannot link what they learn to the actual teaching in class. They also added that approaches to use are merely mentioned and it makes students look like spectators as they are not taught what really should happen in the classroom situation. They emphasised that teaching at learning institutions is done hastily and most of the things are learnt in the field where they learn as they teach.

Further, there were also a number of teachers who were neutral in their response. They neither agreed nor disagreed on whether they were adequately prepared. They pointed out

that at college, there is too much emphasis on the Communicative language teaching which leaves a big gap on the use of the Text-based Integrated Approach.

The quantitative findings on teacher preparedness to use the Text-based Integrated Approach revealed that 78% agreed that they were adequately prepared to use the Text-based Integrated Approach while 22% disagreed. The huge percentage of the participants who agreed corresponds with the educational background where 64% of them were in possession of the Bachelor of Arts degrees. The educational qualifications of the participants played a major role in their responses. It is inevitable that a graduate should show that they are qualified to work by the level of their qualification. However, research has shown that being well qualified does not always entail that one will do their job competently. Mohlabi-Tlaka (2016) argues that teachers' knowledge of the subject presupposes the ability to offer quality and meaningful learning. However, this is not true in many instances as certain well qualified people fail to perform to expectations despite their qualifications.

6.5 Teachers' attitudes towards the Text-based Integrated Approach

This objective was achieved through the use of the quantitative questionnaire and face to face interviews. The attitudes that teachers had towards the Text-based Integrated Approach were categorised in three aspects; those who had positive attitudes, those who had positive attitudes with reservations and those who had negative attitudes. Those who had positive attitudes explained that TBIA was good as people's life experiences revolved around texts. They added that the approach broadens the minds of learners through vocabulary, summary and sentence transformation. This corresponds with Edwards (1994) who surmises that an individual's belief in something or knowledge of something usually compels him to act emotionally towards it and may be assumed to act on this basis.

They further explained that TBIA was good as it encouraged learner-centred approach. It was noted that learner-centred approach was efficient as it encouraged learners to interact socially. This corresponds with Mwanza (2016) findings who also affirmed the importance of learner centred approach in ensuring meaningful and effective teaching to both the teacher and the learner respectively. TBIA was also recommended as it is regarded an eye opener in terms of understanding not only the English language but also other subjects. This is because through multimodality, TBIA does not only use linguistics texts but it also uses various teaching and learning materials from outside the linguistics components. Materials from other

disciplines are incorporated in TBIA provided they meet the learners' suitability, interest and level of difficulty (cf. 3.3.3).

Furthermore, there were also a number of teachers who held positive attitudes with reservations. They argued that the interest of children took precedence over other things and hence it was vital to use the Text-based Integrated Approach. Others showed positive attitude towards the approach stating that it can be effective in good classes. This means classes where children have high reading and writing levels. They noted that classes which have low reading and writing levels pose a big challenge to the teacher as he has to spend a lot of time teaching reading and writing skills thereby delaying the use of the Text-based Integrated Approach which requires certain reading and writing levels for effective teaching and learning to occur. While a good number were in total agreement with TBIA, they held the view that the use of the new books should be coupled with old books since the new books were not good enough for senior secondary as they were of poor quality. Nonetheless, there were also some participants who were not in favour of the approach. They cited a number of reasons for this. Firstly, they argued that TBIA is not practical as it is not connected to the schemes of work. Secondly, they explained that TBIA is not effective because in most schools, learners found it difficult to use English. Thirdly, they argued that the new books they were recently introduced in schools do not favour the use of the TBIA. This was because of their poor quality of material in the books which was not conducive for creativity and thought provoking.

From the above discussion, it is clear that the majority of participants were in favour of the Text-based Integrated Approach as a result of its merits that it provides learners with. However, those who held negative attitudes also argued that text books, the schemes of work and the use of English were factors that made the Text-based Integrated Approach ineffective. It is sad to note that TBIA was wrongly assumed not to be part of English schemes of work when the Senior English Syllabus strictly recommends its use in senior secondary teaching. Schemes of work are drawn from the syllabus therefore it was wrong for one to state that TBIA was not part of the schemes of work. The implication of this ignorance is that learners' communicative competence cannot be achieved as a result of teachers' inability to understand curriculum matters.

6.6 Challenges teachers face in the implementation of the Text-based Integrated Approach

The challenges that have been highlighted affected the education system, teachers and pupils. In the education system, it was found that most schools had large classes. The large classes made the learning and teaching ineffective (cf. 5.6.2). The average numbers per class ranged from 40 to 60. The large class sizes led the teacher to avoid the use of the learner centred method and resorted to old traditional teacher centred methods. This impacted negatively on the learners as they were unable to get the much needed attention from the teacher making the learning ineffective. In addition, the large classes made the teacher to avoid meaningful activities in the classroom activities. Further, a number of respondents also admitted that lack of teaching and learning materials made it difficult for them to implement the Text-based Integrated Approach.

In most of the schools, lack of teaching and materials was common. This findings correspond with earlier findings by different scholars (Munakaampe, 2005; Chishipula, 2016; Mwanza, 2016; Garton et al, 2017; Songbatumis, 2017; Torto, 2017, Nyimbiri, 2016, Zulu, 2017)). Lack of learning and teaching materials was found to be a hindrance towards the implementation of the Text-based Integrated Approach. The lack of teaching and learning materials meant the pupils were unable to interact and reconstruct texts. This hindered the actualisation of the Text-based Integrated Approach.

Some of the participants in the study showed that they were unable to implement the curriculum as they found the Text-based Integrated Approach uncomfortable to use in their teaching. This was attributed to the stages that a teacher must follow to actualize the implementation of the Text-based Integrated Approach. This finding corresponds with the earlier findings by Ansari (2012) and Milon (2016) who also discovered that the teachers were unable to employ the prescribed approaches in their teaching. This was a drawback to the learners as they were denied their right to be taught in the appropriate methods recommended by the curriculum. Teachers must implement the curriculum recommendation so that the learners are equipped with the necessary skills for efficient learning to occur.

Moreover, it was noted that there was poor language background among most learners in schools. The reasons were that children were not taught the necessary skills at early levels of their learning. This made it difficult for them to transfer the skills when they reached the senior secondary school level. Similar findings were reported by (Mukattash, 1983; Mwanza,

2016; Mohlabi-Tlaka, 2016). The studies also revealed that children did not get the exposure to English they needed. The only time they were exposed to English was when they went to school. At home, they were communicating in their mother tongue. The poor language background was a hindrance to implementing the Text-based Integrated Approach. This is because children did not enough time to practise reading and writing in English independently. In addition, teachers were unable to introduce texts that were a bit advanced for the learners as a result of their poor language background. Teachers at elementary level need to instil in learners the reading and writing skills in English language for them to perform better in later grades.

Further, there was low level of English proficiency amongst the learners in most schools. This deterred teachers from implementing the Text-based Integrated Approach. TBIA requires learners who are able to communicate in English for effective lesson delivery and also to facilitate learners in carrying out daily class activities. However, the low levels of English proficiency amongst most learners compelled teachers to avoid using the Text-based Integrated Approach in the teaching of English. These findings correspond with earlier studies by (Munakaampe, 2005; Akinyeye, 2015; Chishipula, 2016; Mwanza, 2016).

Learners were unable to manipulate and handle texts for successful implementation of the Text-based Integrated Approach due to language interference. Similar findings were recorded by (Mukattash, 1983; Pande, 2013; Torto, 2017). However, it should be borne in mind that the use of mother tongue is not a hindrance to learning English language but it is the abuse of it which makes the use of Text-based Integrated Approach difficult. Further, modern language learning supports the use of two languages as they can co-work in meaning making. Akinyeye (2015) recommends the use of a familiar language to allow learners express themselves well in the first stage of the teaching cycle (cf. 3.1). In this study, the use of vernacular in the first stage of the teaching cycle is allowed for learners to express themselves freely.

There was also a challenge in the selection of appropriate texts in the employment of the Text-based Integrated Approach. The Senior English syllabus recommends the use of texts with direct reference to suitability, level of difficulty and interest for learners in the use of the Text-based Integrated Approach (MOE,2000: iii). The inability of teachers to select appropriate texts for learners was an obstacle in the implementation of the Text-based Integrated Approach. So, the problem was lack of reading abilities by learners which

eventually made the selection of the text difficult. Mohlabi-Tlaka (2016) reported similar findings where the teachers were limited to the selection of the appropriate text for the successful implementation of the Text-based Integrated Approach. Furthermore, the lack of motivation to learn with texts hampered the teachers' application of the Text-based Integrated Approach. The learners lacked the necessary motivation for them to learn the English language in texts for the teachers to apply TBIA appropriately. Similar findings were recorded by Munakaampe (2005) and Chishipula (2016) who discovered that learners lacked the motivation to learn with which resulted in their inability to participate in classroom activities. Further, the learners looked at the teacher as a body of knowledge and hence were discouraged to participate in the learner centred methods which TBIA highly advocates. Similarly, Mohlabi-Tlaka (2016) and Akinyeye (2015) findings recommend that the teacher should use teaching materials that motivate learners and lure them into communicating ideas through reading and speaking. Intrinsic and extrinsic motivation are central in the execution of the Text-based Integrated Approach.

The learners' inability to express themselves in English language and the overuse of the mother tongue limited teachers to the kind of texts to give the learners. This prevented the teachers from giving work which required learners' full participation in the English language. The chance to make up the work by giving remedial work to assist learners with reading and writing difficulties was problematic. This is because the teachers did not have adequate time to conduct remedial work. Mohlabi-Tlaka (2016) recorded similar findings where she discovered that teachers were limited in giving challenging work to learners because learners were not well grounded in reading and writing in English in their former grades. This was found to be a hurdle in the application of the Text-based Integrated Approach.

6.7 Implications for current teaching practices

This study will enhance the practice of teaching English through texts in secondary schools. This study will further help the teachers to have knowledge of what to teach, how to teach and why. The understanding of Text-based Integrated Approach is essential so that teaching and learning practices are informed and grounded on sound knowledge of the approach and its implementation. Their knowledge would enable them to move beyond traditional teaching methods such as rote learning and drill to facilitate learners' meaningful engagement with texts.

6.8 Summary of the findings

The study employed a convergent parallel mixed method design. The research instruments which were used were; observation guide, interview guide, the questionnaire and document analysis. The study established that some teachers had partial understanding of the Text-based Integrated Approach, others held misconceptions about the approach and those who bluntly stated that they did not have any idea about the Text-based Integrated Approach. The study also established that teachers were not applying the Text-based Integrated Approach as the syllabus stipulates. Instead teachers were teaching using the traditional methods they had been accustomed to which were largely dominated by the teaching of structure. There was no evidence of learners making meaning with texts, engaging with texts and exploring how texts work which are the key principles of the Text-based Integrated Approach. Most of the teaching was done using text books most of which were below the learners level. It was also noted that despite the teachers' qualifications, most teachers were unable to link their theory knowledge to classroom practice. There was also evidence of teachers having positive attitudes towards the Text-based Integrated Approach despite the challenges teachers faced in the execution of the approach. Hence, the implementation of the Text-based Integrated Approach in secondary schools was seen as a huge task because of the challenges such as lack of pupils' solid language foundation, lack of teaching and learning materials and teachers' lack of knowledge about curriculum stipulations.

CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

This chapter draws together the key elements of the study, lessons learnt from the study and reflects on the process of conducting the research. It begins by summarising the research process, research findings, draws conclusions and makes recommendations to education authorities, curriculum developers and teachers and suggests action for further research.

7.2 Summary of Main Findings

The main findings are presented in reference to the five research questions.

1. How do teachers understand the Text-based Integrated Approach?

This question was answered in Chapter Five. To come up with the answer, questionnaires were administered to 54 teachers and face to face interviews were conducted. The findings revealed that teachers had partial knowledge about the Text-based Integrated Approach. Further, certain teachers held misconceptions about the Text-based Integrated Approach and those who bluntly stated that they did not have any idea about the Text-based Integrated Approach. Quantitatively, the findings revealed that 59% of the respondents understood the Text-based Integrated Approach, 28% held misconceptions, 13% bluntly stated that they did not have any idea about the approach. The findings support the teachers' views on their preparedness to teach using the Text-based Integrated Approach. Some teachers affirmed that they were adequately prepared while others stated that they were not.

2. How do teachers apply the Text-based Integrated Approach in their classrooms?

This question was answered through lesson observation, document analysis and the questionnaire. Nine lessons were observed, however, due to space only four lessons were recorded for analysis (cf. Chapter 5). This was also done to have a variety of teachers' experiences in different language components. In all the lessons that were observed, only four components of language were taught. These were composition, comprehension, summary and grammar. The study revealed that in all the lessons that were observed none of the teachers were employing the Text-based Integrated Approach in their classrooms. Most teachers were employing the old traditional methods that they had been accustomed to.

Furthermore, none of the teachers observed were seen to handle different texts especially that TBIA is a proponent of using diverse materials during lesson delivery so as to expose learners different types of texts. The findings of the study were also analysed using Critical discourse analysis and Multimodality. CDA was used to determine power relations that exist between the teacher and the learners, and also between the teacher and the government. CDA was also used to analyse how much control government has over the teaching and learning process with regard to the materials that are used in the classroom. The study revealed that certain texts that are provided in schools were below the level of the learners despite them being provided by the government. This explicitly illustrates how much control government has over the kind of texts that were used in the classroom.

Multimodality on the other hand was used to analyse different modes of communication which were taking place in the classroom. It was used to analyse the different materials that the teachers exposed the learners to. However, research results revealed that most teachers were lacking ability to be creative and innovative with regard to the teaching and learning materials that were used in classrooms. Hence, learners were merely exposed to what the schools provided as the learning and teaching materials which largely was below their level. The study hence, established that TBIA was not applied in the classroom situation.

3. Are teachers adequately prepared to use the Text-based Integrated Approach?

This question was answered through face to face interviews, document analysis and the quantitative questionnaire. During face to face interviews, some teachers affirmed that they were adequately prepared to use the Text-based Integrated Approach in their teaching. They attributed this to different materials the lecturers exposed them to at college and university and also the tutorials they attended while at school. However, the study also revealed that a number of teachers were not adequately trained. They argued that lecturers at colleges did not illustrate how the methods must be used in classroom situation. They also attributed their unpreparedness to the short period of teaching practice. They further explained that there is a distinction between what is learnt at college and what happens in the classroom situation. They stated that college and university mainly teach content knowledge. Quantitative findings revealed that 78% agreed that they were adequately prepared to teach using the Text-based Integrated Approach while 22% did not agree. However, despite the large percentage of teachers who affirmed that they were not adequately trained, there was little to show with

regard to the classroom practices in the implementation of the Text-based Integrated Approach.

4. What are the teachers' attitudes towards the Text-based Integrated Approach?

This question was answered through face to face interviews and the questionnaire. The findings revealed that some teachers had positive attitudes towards the Text-based Integrated Approach, others had negative attitude towards the approach and there were a number of teachers who had positive attitudes with some reservations. Those who had positive attitudes postulated that TBIA was helpful to learners as it helps them acquire skills. They felt that the TBIA was advantageous as it linked different components of language teaching and encourages learner participation. Those who had positive attitudes with reservations stated that the approach was only good for classes whose learners had high literacy levels. They also noted that vocabulary should be separated from comprehension and that TBIA is good if teachers correctly and properly used it in lesson delivery. Those who had negative attitude about the approach stated that the approach was not practical and that it is difficult to use the TBIA as most learners find it difficult to use English. They also stated that the books that have recently been introduced in schools do not favour the use of the Text-based Integrated Approach because of their poor quality.

5. What are the challenges the teachers face in the implementation of the Text-based Integrated approach?

This question was answered through face to face interviews and the questionnaire. During face to face interviews, teachers explained that low literacy levels among most learners was an obstacle in the implementation of the Text-based Integrated Approach. This was because TBIA requires learners with certain literacy levels for its successful implementation. The participants also cited large class sizes as a huge problem. They stated that a large class size prevents teachers from carrying out meaningful discussions. Further, lack of learners' solid language foundation was also cited as a huge problem in the implementation of the TBIA. They emphasised that learners whose language foundation was weak could not cope with understanding concepts in TBIA. The teachers also noted that the lack of proper learning materials was an obstacle in the employment of the TBIA. The use of mother tongue by most learners was also cited as a huge hurdle as it led to the learners' inability to understand English due to their abuse of mother tongue both at school and outside. Consequently, literacy levels of learners, class size, overuse of mother tongue language, lack of proper

materials were a huge challenge in the implementation of the Text-based Integrated Approach. Similar findings were discovered by several studies reflected in the literature review.

7.3 Recommendations

Following the findings of this study, the following recommendations are suggested;

- a. The Ministry of General Education should organise formal workshops from time to time for teachers on how to apply the Text-based Integrated Approach in selected secondary schools. This would ensure strengthening curriculum knowledge, curriculum management and delivery to instil confidence in teachers and ensure best teaching practices take place in the classroom. The attendance of such workshops should be made compulsory to all teachers of English language at senior secondary level.
- b. Curriculum Developers should strictly ensure that they carry out timely monitoring of schools to ensure that teachers are strictly following the syllabus stipulations. They should further ensure that they appoint qualified inspectors in districts to monitor syllabus coverage with focus on inspecting teachers' use of the stated syllabus approaches.
- c. Teacher Training institutions should review the training so that it meets the needs of a secondary school teacher of English. More time should be allotted for peer teaching and teaching practice. This will enable student teachers to be conversant with teaching English using the recommended Text-based Integrated Approach.

7.4 Proposals for Further Research

Text-based Integrated Approach is the one of the key approaches in the teaching of English Language at senior secondary level. However, there has been no comprehensible study undertaken to narrow the gap between the teachers understanding of the approach and their classroom practices. Therefore, this study will narrow that gap. Even so, there is still room for further research on the Text-based Integrated Approach. The following are suggested areas for further research:

- The effectiveness of the Text-based Integrated Approach at junior secondary schools.
- Comparative analysis of senior secondary English curriculum and the primary English curriculum to establish pitfalls that lead learners to lack the solid foundation required for

the successful implementation of the text based integrated approach at senior secondary level.

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APPENDICES

Appendix i: Interview Guide for Teachers

The University of Zambia

Directorate of Research and Graduate Studies

School of Education

Department of Languages and Social Sciences Education

Dear Respondents

I am a postgraduate student at the University of Zambia pursuing a Master of Education Degree in Applied Linguistics. I am conducting a research on the Teachers' Classroom Implementation of the Text-based Integrated Approach. Kindly feel free, open and honest in your responses as all answers you give will be treated confidentially. However, should you feel at any point of the study like during interview that you cannot continue, you are free to withdraw.

Interview guide for teachers

1. What Qualification do you hold?
2. What subjects did you specialise?
3. What methods does the syllabus recommend?
4. What method/s did lecturers recommend for English (grammar) teaching in schools?
5. What methods do you use in your teaching?
6. What do you understand by the term Text-based Integrated Approach?
7. What are your views about Text-Based Integrated Approach/ What is your assessment of the method? How effective is the Text-Based Integrated method?
8. What are your views about your teacher preparation? Were you adequately trained to teach English using the Text-Based Integrated Approach?

Thank you for your time!!!

Appendix ii: Questionnaire

The University of Zambia

Directorate of Research and Graduate Studies

School of Education

Department of Languages and Social Sciences Education

Questionnaire for Heads of Department and teachers in Luanshya District.

Study Topic: Teachers' classroom Implementation of the Text based integrated approach in selected secondary schools of Luanshya.

Introduction

This questionnaire is designed to collect information from concerned stakeholders like you on the above cited topic. The major aim of the study is to establish whether teachers implement the curriculum recommendation on which approach to employ in the teaching of English Language teaching in Luanshya District. You have been identified as one of the key respondents in the study. Therefore, your willingness and honest responses and contributions will help in the implementation of the correct approach to employ in the teaching of English Language in secondary schools.

Your response will be treated with strict confidentiality and you will remain anonymous.

Instructions

Do not write your name on the questionnaire. Respond by putting a tick in brackets [] or writing the response in the space provided.

Section A: General Information

1. Gender: Male [] Female []

2. Teacher's Professional Qualification

Secondary Teacher's Diploma []

Bachelor of Education Degree []

Master of Education Degree []

Others (Specify) _____ .

3. Teacher's Age (years)

Less than 30 []

Between 30 and 40 []

More than 40 []

4. Teacher's Teaching Experience (years)

Less than 5 []

Appendix iii: Consent letter

The University of Zambia
Great Road Campus
LUSAKA

Dear Teacher:

The purpose of this letter is to request you to participate in a dissertation study on *Teachers' classroom implementation of the Text-based Integrated Approach in selected secondary schools of Luanshya district*. As a reminder, I am a Postgraduate student at the University of Zambia and a practicing teacher at Roan Antelope Secondary School. I am establishing whether teachers in secondary schools are doing what the curriculum recommends in teaching of English at senior secondary school level. It is my understanding that you are, or have, participated in the teaching and learning of English Language.

The purpose of my study is to evaluate the experiences of teachers in the implementation of the Text-based approach alongside the Communicative Language teaching. Therefore, my intent is to conduct a series of interviews with teachers and distribute questionnaires to those who are teaching English Language at senior secondary school level.

Would you be willing to participate in an interview? If so, please complete the attached consent form, and I will collect it when we meet for an interview. Your participation in my study is voluntary. The information described above is so that you can make an informed decision about your participation. Please be assured that personal information of the all participants, will remain strictly confidential and anonymous. You may withdraw your consent at any time. There are no foreseeable risks associated with this study, nor are there any direct benefits to you. I thank you in advance for your participation and look forward to beginning my work. Please feel free to contact me at any time.

Yours Sincerely,

Mumba Cyprian.

I have read the consent letter and I understand that:

ÉMy participation is voluntary

ÉI will be interviewed

ÉI may withdraw my consent at any time

ÉAny and all information is strictly confidential and anonymous

ÉThere are no foreseeable risks associated with this project, nor are there any direct benefits to me

I consent to be a participant in this study

Signature: _____

Date: _____

Name: _____

School: _____

District: _____

Appendix iv: Lesson Observation Guide

DATE:

CONTENT	REMARKS/ OBSERVATIONS/LESSON 1	REMARKS/ OBSERVATIONS/LESSON 2
TEACHER’S NAME/PSEUDO		
CLASS		
TOPIC		
TECHNIQUES USED		
TEACHERS ACTIVITIES		
PUPILS ACTIVITIES		
WAS TBIA APPLIED IN THE LESSON?		
WAS THE TEACHER COMPETENT IN TBIA APPLICATION		
OVERALL IMPRESSION OF THE LESSON:		
I. Use of Text		
II. Quality of Text		
III. Language skills covered		
IV. Availability of Text		
V. Classroom Activities		
VI. Number of Lessons where Text IS used		

Appendix v: Permission From DEBS



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381 PO Box 32379
 Telegram: UNZA, LUSAKA Lusaka, Zambia
 Telex: UNZALU ZA 44370 Fax: +260-1-292702

Date: 18th August 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/PHD STUDENTS

The bearer of this letter Mr./Ms. Cyprian Mumba number 2016145305 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PHD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her.

Emmy Mbonzi (Dr)
 ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean Education
Director-DRCS

(The document contains numerous official stamps from the Ministry of General Education and the University of Zambia School of Education, dated from 2016 to 2018, along with handwritten signatures and initials.)

Appendix vi: Lesson Plan on Comprehension

SECONDARY SCHOOL
LANGUAGES DEPARTMENT LESSON PLAN

TEACHER'S NAME: _____ DATE: 31/10/18 TIME: 07:30 - 08:30
 CLASS / GRADE: 11C SUBJECT: ~~ENGLISH~~ ^{READING} DURATION: 80 MIN
 TOPIC: COMPREHENSION ~~SCOTLAND~~ ^{READING} INTERACTIVE READING
 OBJECTIVES: BY THE END OF THE LESSON PSBAT
 ↓
 REFERENCE: MK OR SEE END CH PAPER, CH CHALKBOARDS.
 INTRODUCTION: This is the second lesson on Comprehension which will enable learners to acquire knowledge on how to locate answers for reading a given passage. The lesson will use Question and Answer, Teacher Exposition and Group work methods.
 INTRODUCTION: Teacher to make a recap on previous lesson by asking learners to demonstrate how one may probe for information.

TOPIC / TIME	TOPIC / CONTENT	TEACHERS ACTIVITY / METHOD	PUPILS ACTIVITY
	COMPREHENSION	Teacher to ask learners to explain what they think is happening in the picture from the given passage using Question and Answer method.	Pupils to answer according to what they see in the picture.
	GETTING A JOB An interview is a formal meeting at which someone is asked questions in order to find out if they are suitable for a job or course of study.	Teacher to divide the class into groups of four and give an activity to be discussed and presented by some selected groups using group work method.	pupils to discuss the given activity in their respective groups and provide feedback.

3/1/19 11/19

STEP / TIME	TOPIC / CONTENT	TEACHERS ACTIVITY / METHOD	PUPILS ACTIVITY
	<p>PEOPLE WHO MAY BE INTERVIEWED</p> <ul style="list-style-type: none"> 1) Those seeking employment 2) Those wanting to pursue a course of study 3) Famous people e.g. politicians by journalists 4) The police may also interview an eyewitness at a crime scene. 		
8.		Teacher to ask the learners to read selected paragraphs aloud.	Pupils to read selected paragraphs aloud as others listen attentively.
9.		Teacher to ask learners to identify at least two difficult words from the passage and to discuss their respective meanings.	Pupils to identify difficult words and discuss their meanings.
	CLASS EXERCISE	Teacher to ask learners to read the passage silently for the second time and to answer the questions that follow.	Pupils to read the passage silently and answer the given questions.
CONCLUSION :	Teacher to make a review of the lesson by emphasizing important points.		
EVALUATION :			
SELF EVALUATION :			

Appendix vii: Lesson plan on Structure

**SECONDARY SCHOOL
DEPARTMENT LESSON PLAN**

TEACHER'S NAME: _____ DATE: _____ TIME: _____

CLASS/GRADE: 11.1 TS NO: 20162587 SUBJECT: English DURATION: _____

TOPIC: IMPOSSIBLE SUB TOPIC: IMPOSSIBLE CONDITIONAL

OBJECTIVES: By the end of the lesson, pupils should be able to:
1. Identify impossible conditional sentences.
2. Construct impossible conditional sentences.

REFERENCE/TEACHING AIDS: Mk 111, Sec 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

RATIONALE: Improbable conditional sentences are used to express a condition which is highly unlikely to occur.

INTRODUCTION: Teacher asks pupils to give examples of improbable conditional sentences.

BP/TIME	TOPIC/CONTENT	TEACHERS ACTIVITY/METHOD	PUPILS ACTIVITY
	<p>Improbable Conditional Sentences</p> <p>In most instances, it is impossible for the condition to be fulfilled because the possibility has already passed. The thing is past, and the situation is contrary to reality. It is now too late for the condition or its result to exist. The <u>if</u> clause can be at the beginning or at the end of the sentence.</p> <p>Examples:</p> <p>(1) If he had asked for the money, I would have helped him. (2) I didn't ask for it, so she didn't help him.</p>	<p>Teacher together with learners discuss improbable conditional sentences with the aid of examples using whole class discussion method.</p>	<p>Pupils together with teacher discuss improbable conditional sentences.</p>

... we would have helped
them if we had asked
her.

2. If you had warned me,
I would not have told your
father about that party
(But you didn't, and so
I have told him).

3. **PAIR ACTIVITY:**
Construct three impossible
conditional sentences.

4. **CLASS EXERCISE**
Use the verbs correctly
in the gaps to express
impossible conditions.
1. If she was here, they would be
happy.
2. If I had more money, I would
travel, i.e. (to travel)
3. If you had a car, you would
go to the beach.
4. If she had more time, she would
be a doctor.

Teacher to divide class
into pairs and give
activity to be checked
and presented by some
randomly selected pair.

Proposed:
check the
grammar
and their
responses
and

CONCLUSION: ...
EVALUATION: ...
SELF EVALUATION: ...
HOMEWORK: ...

Appendix viii: Lesson plan on composition

REPUBLIC OF ZAMBIA
 MINISTRY OF GENERAL
 EDUCATION
19 MAR 2012
 SECONDARY SCHOOL EDUCATION BOARD
 DEPT. OF DISTRICT EDUCATION
 LUSAKA

LESSON PLAN

Teacher's name: _____ TS No. 68 778 Date: 19/03/12 Duration: 60 mins

Sex: F Class: 11AB2 Time: 13:30

Enrolment: Boys: 22 Girls: 24 Total: 46

Number present: Boys: 20 Girls: 17 Total: 37

Subject: ENGLISH

Topic: COMPOSITION - Speech Writing

Specific outcome (s) a learner should:

- write a speech using appropriate language.
- write a speech in groups with less difficulties.
- understand the main features of the speech.

Rationale: This is the first lesson of unit four. The lesson is on speech. It will help the learners to write speech using appropriate language even after school.

Introduction: Revision on Summary.

References: Teachers own resource.

Teaching and learning aids: Batch, chalk board.

STAGE	DUR (min)	CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHOD
1	10.	<u>SUMMARY</u> <u>REVISION</u> Types of Summary Note Rose. - read the passage and understand - read the quest and understand.	- Teacher asks the learners to explain what they are supposed before writing the answers to the questions.	- Pupils answer the questions.	- Class discussion

STAGE	DUR (min)	CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
2.	20.	<p><u>NEW WORK</u> <u>SPEECH</u></p> <p>What is a speech. It is a formal address to the audience or gathering.</p> <p><u>TYPES OF SPEECH.</u> Introductory Key Note Vote of thanks</p> <p><u>NATURE OF SPEECH.</u> formal always planned clear and straight forward. important for communication.</p> <p>1. Title 2. Introduction 3. main body 4. Conclusion 5. Ending</p>	<p>The teacher explains to learners the parts of a speech and its nature.</p> <p>Teacher also explains how the speech should be written</p> <p>Teacher asks the learners to formulate a title.</p>	<p>-Pupils listen and asks questions where they are not clear.</p> <p>-Pupils practise on how to formulate a title.</p>	<p>-Teacher's exposition</p> <p>-Class discussion.</p> <p>-oral work and read.</p>
3	20	<p><u>GROUP WORK.</u> Teacher give a question.</p>	<p>Teacher divides the class in groups of six each.</p>	<p>-Learners work in groups.</p>	<p>Group work.</p>
4	30	<p><u>EXERCISE</u> Same question given in groups.</p>	<p>Teacher asks the learners to write an exercise.</p>	<p>-Learners writes an exercise in their books</p>	<p>writing</p>

LESSON CRITIQUE: The lesson was successful. Participation was quite good. Learners tried to formulate the title of the given question. That was very good.

Teacher sign:  HOD sign:

Appendix ix: Lesson plan on Summary

SECONDAIRY SCHOOL
LITERATURE AND LANGUAGE DEPARTMENT
LESSON PLAN

NAME OF TEACHER:
DATE: 28-02-2018 GRADE: 1 A TERM: I
SUBJECT: ENGLISH TOTAL NO. OF PUPILS: BOYS: GIRLS:
TOPIC: SUMMARY - 2017 SCH. CERT. EXAM
SUBTOPIC: FOLLOW-UP ACTIVITY: ATTRIBUTES OF AN IDEAL POLICE OFFICER
REFERENCE: ECZ ENGLISH LANGUAGE PAPER 2 - 2017
METHOD: TEXT-BASED DISCUSSION / EXPOSITORY
DURATION: 80 MINUTES

OUTCOMES: LS:

Recap the points on the attributes of an ideal police officer
- List the core features of tackling a summary question.

INTRODUCTION: Let pupils discuss their perception of a local policeman

DEVELOPMENT:

STEP 1:

Ask pupils to state the title or subject of the last summary attempted
ie. The Ideal Policeman etc.

STEP 2:

Let pupils give points based on the passages which they outlined in the written summary.

STEP 3:

Let pupils be given back their books to look at their work and see the grade obtained. Teacher to discuss why some better marks

Answers

STEP 4

Teacher to provide all the points for the summary.

Discuss with the pupils how to form a prose summary.

Teacher explains that the pupils were required to write in prose during exams.

STEP 5

Pupils carry out the correct version of the summary.

1. be competent.
 2. provided unproblematic service to the complainant
 3. must be punctual in responding to calls for assistance from members of the public
 4. must be educated
 5. and well trained
 6. must be friendly
 7. approachable and
 8. patient with people
 9. must be respectful of citizens and
 10. must not use violence
 11. is one who is exemplary in his character
 12. should be objective
 13. must be committed and
 14. passionate about his or her work
 15. must be physically fit
 16. must be honest and
 17. trustworthy
- LESSON EVALUATION:
18. He/she must apply the law that he or she was trained to do
 19. He/she must be flexible and
 20. radiate a humane face when dealing with both witnesses and suspect

Appendix x : Ethical Clearance Letter



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 323/9 | Lusaka 10101 | Tel: +260-211-290 258/291 777
Fax: +260-1-290 258/253 952 | Email: director@dirgs.unza.zm | Website: www.unza.zm

Approval of Study

8th August, 2018

REF. No. HSSREC: 2017-DECEMBER-013

Mr. Mumba Cyprian
Roan Antelope Secondary School
P.O Box 90595
Luanshya

Dear Mr. Mumba,

**RE: "THE IMPLEMENTATION OF THE TEXT BASED INTEGRATED APPROACH IN
SELECTED SECONDARY SCHOOLS OF LUANSHAYA DISTRICT"**

The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB resolved to **approve** this study and your participation as Principal Investigator for a period of one year.

Review Type	Expedited Review	Approval No. HSSREC: 2017- DECEMBER-013
Approval and Expiry Date	Approval Date: 8 th August, 2018	Expiry Date: 7 th August, 2019
Protocol Version and Date Information Sheet, Consent Forms and Dates	Version- Nil • English.	8 th August, 2018 7 th August, 2019
Consent form ID and Date	Version	7 th August, 2019
Recruitment Materials	Nil	Nil

There are specific conditions that will apply in this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Excellence in Teaching, Research and Community Service

Conditions of Approval

- Provide information sheets and consent letters as these were not attached. The information sheets should have had the essential features included. Please use the WHO templates which you could download at www.who.int/rpc/research_ethics/informed_consent/en/. REC would appreciate if the PI could customise the WHO templates and include the domains of what the submitted protocol is positing on tools and the sampling units (people who have been or shall be participating in this study).
- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to the IRB within 5 days.
- All protocol modifications must be IRB approved by an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review and approval. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by the IRB before they can be implemented.
- All protocol deviations must be reported to the IRB within 5 working days.
- All recruitment materials must be approved by the IRB prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. Documents must be received by the IRB at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Any documents received less than 30 days before expiry will be labelled "late submissions" and will incur a penalty.
- Every 6 (six) months a progress report form, supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB does not "stamp" approval letters, consent forms or study documents unless requested for in writing. This is because the approval letter clearly indicates the documents approved by the IRB as well as other elements and conditions of approval.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB, we would like to wish you all the success as you carry out your study.

Yours sincerely,



Dr. Jason Mwanza

BA, MSoc, Sc., PhD

CHAIRPERSON

**THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE IRB**