

**TEACHERS' CLASSROOM STRATEGIES AIMED AT DEVELOPING
COMMUNICATIVE COMPETENCE IN LEARNERS DURING ENGLISH
GRAMMAR LESSONS IN SELECTED SECONDARY SCHOOLS IN NAKONDE
DISTRICT**

By

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DECLARATION

I declare that Teachers' Classroom Strategies aimed at Developing Communicative Competence during English Grammar lessons in selected Secondary Schools in Nakonde District in Zambia, is my own work and that it has not been submitted for any degree or examination in any other University, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

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APPROVAL

This dissertation by Wise Mwelwa is approved as a partial fulfillment of the requirement for the award of the Degree of Master of Education in Applied Linguistics at the University of Zambia.

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ABSTRACT

English has always been the language of government business, judiciary, media and employment and a compulsory subject from grade five to the final year of secondary education while Zambian languages are used as medium of instruction from grade 1-4 and as a subject from grade 5-12 and have largely performed the role of preserving Zambian culture and heritage as noted by (Wakumelo 2013). This implies that the teaching of English in schools is of paramount importance. In line with this, the Zambian Senior Secondary School English Language Syllabus recommends two general methodologies, the communicative language teaching approach and Text Based Integrated Approaches. This clearly, entails that communicative competence is the aim of teaching English in Zambian secondary schools, as it is critical for mobility in education and is seen as a symbol of people's aspirations for quality in education and a fuller participation in national and international life. However, we did not know what classroom teaching strategies teachers were using to teach English grammar aimed at developing learners' communicative competence. It was against this background that this study was undertaken. The objectives were; to establish teachers' understanding of communicative competence, to assess teachers' classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons and to establish challenges faced by teachers when teaching English grammar. The purpose of this study was to establish teachers' classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons in selected secondary schools in Nakonde district. The study was qualitative and data were collected through interview guides and classroom observation guides. The study targeted all secondary schools, all teachers of English and HODs in Nakonde district. The sample size was 4 secondary schools, 20 teachers of English and 4 heads of departments. The collected data were analyzed thematically according to the objectives and questions of the study. This study was underpinned by the code and pedagogic discourse theory whose proponent is Bernstein(1973),this theory talks about how classroom learning does not happen in a vacuum, as a result, it is affected by other factors such as teachers, pupils and the education system. Hence this theory was used to establish how these factors affected the development of communicative competence in learners. The findings revealed that 14 out of the 20 teachers understood communicative competence because they were able to state its meaning; 4 had misconceptions while 2 others did not know. The findings also revealed that 12 of the 20 teachers were not familiar with the recommended teaching approaches as they failed to state them when they were asked. Classroom lesson observation data revealed strategies teachers were employing in teaching English grammar lessons aimed at developing communicative competence in learners, which included; group discussions, sentence construction and oral presentations, teacher simulations, brain storming and storytelling. The last objective revealed a number of challenges teachers were facing in teaching English grammar among them were; inadequate understanding of communicative competence, poor syllabi interpretation skills, lack of proper teacher training and refresher courses in methods to teachers who left colleges and universities way back, large class sizes, low English Language proficiency in learners, shallowness in content in MK English text books and erratic supply of text books in schools. In view of these findings; universities and colleges of education should come up with professional development programs aimed at keeping in-service teachers abreast with the recommended methods through short intensive courses during school holiday, schools to intensify on continuations professional development programs.

Key words: *Text based integrated approach, Syllabus, Communicative competence, English.*

DEDICATION

This work is dedicated to my beloved wife Dorrica, my daughter Mapalo and son Mwanapabo, you sacrificed and paid part of the price for my being out in Lusaka pursuing a Masters' Degree. Your pain was mine too. May God bless you and I hope that my achievement means something to you my children and will inspire you. I thank you!

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ACRONYMS/ABBREVIATIONS

CDA	Critical Discourse Analysis
CDC	Curriculum Development Centre
CLT	Communicative Language Teaching
DEBS	District Education Board Secretary
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ESP	English for Specific Purpose
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speaking Other Language
TTT	Teachers' talking time

DEFINITION OF TERMS

Approach:	Theories about the nature of language and language learning that serve as the source of practice and principles in language teaching.
Communicative competence:	Is a term in linguistics which refers to the language user's grammatical knowledge of syntax, morphology, phonology as well as social knowledge about how and when to use utterances appropriately or is the ability to use the language correctly and appropriately to accomplish communication goals.
Curriculum:	A course of study which outlines its rationale and objectives, subject content, documents and program of instruction.
Lingua franca:	A language which is used for communicating between groups of people who speak different language, but which is not used between members of the same group and in most cases used as official language.
Method:	Overall plan for the orderly presentation of the language material all of which is based on an approach.
Mother Tongue:	The first language a child acquires in the first three years and is competent in.
Strategy:	A detailed plan for achieving success in situations.
Syllabus:	The curriculum document which gives specifications about the graded levels of linguistic proficiency, expected from learners.
Translanguaging:	The utilization of the full linguistic repertoire of the learners through alternation of languages available which are used by the learners.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter introduces the research study on teachers' classroom strategies aimed at developing communicative competence in learners during English grammar lessons in selected Secondary Schools of Nakonde District. Presented in the background is the history of the status of English as an official language in Zambia, and a language of classroom instruction from grade 5- 12 in relation to English language teaching in Zambian schools. Thereafter, the chapter presents the problem under investigation, purpose of the study, research objectives, research questions, and significance of the study, delimitation of the study, limitations of the study and definition of terms. Lastly, it gives the structure of the dissertation.

1.2 Background to the study

Zambia was a British colony from 1924 up to 1964 and it was the British imperial and industrial power that spread English around the globe between the 17th and 20th century. Therefore, the legacy of the British imperialism has left many countries, including Zambia, with English language thoroughly institutionalized in their courts, parliaments, civil service, schools and higher education. Wakumelo (2013) noted that even after independence, Zambian leaders adopted English as an official language because they felt that the country had too many indigenous languages none of which could be accepted nationwide. English language therefore, was seen as a neutral non-indigenous language that would be accepted by all the divergent linguistic and ethnic groups in the country and thus would foster national unity, (Kashoki, 1990).

Since then, English has been the language of government business, judiciary, media and employment, (Kashoki, 1990). "This has resulted in most Zambians being eager to learn English language due to its economic value and prospects that come with the acquisition of English language proficiency," (Mwanza 2016:39). More so, English language in Zambia is seen as a symbol of people's aspirations for quality in education and a fuller participation in national and international life (Wakumelo, 2013).

In line with the above developments, the Zambian Curriculum Development Center embarked on an ambitious revision of the senior secondary school English syllabus from 2011 to 2013; and the final revised senior secondary school English language syllabus was published in 2013.

The general objectives of the syllabus included the following;

“after learners have undergone through secondary school education, they should, be able to communicate effectively and appropriately in English language in various social contexts, be able to understand and speak English language well enough to function effectively (later), in tertiary education and in the world of work and recognize and apply the difference between spoken and written English,” (CDC, 2013: 28).

Furthermore, the syllabus also sets out expected competences after learners have undergone through this syllabus, as outlined in this statement:

“Senior Secondary School leavers must be able to; Listen and speak in English language appropriately and effectively in various social contexts and apply listening and speaking skills in a variety of situations, well enough to function effectively, (CDC, 2013: 28).”

The above statement also clearly shows that, the aim of teaching English language in Zambian Secondary Schools, as clearly spelt out in the Senior Secondary School English language Syllabus is to develop proficiency or communicative competences in the learners, both in written and spoken forms of English language in different domains of language use.

In the Zambian English syllabus, the recommended methodological interpretations are the two general methodologies which should be used concurrently – the Communicative Teaching Approach and the Text-based, Integrated Approach,” (CDC 2013: V). This methodological recommendation, too, clearly shows that the Zambian educational system through its Senior Secondary School English Language Syllabus is cognizant of the fact that the aim of teaching English language is to develop communicative competence in the learners.

This concept of communicative competence was originally developed in the early 1970s by a sociolinguist Hymes. It was then further developed in the early 1980s by (Canale and Swain 1983). According to Canale (1983), communicative competence refers to “the underlying systems of knowledge and skill required for communication”. Canale and Swain (1980:4) also define

communicative competence in terms of four components: grammatical, sociolinguistics, discourse and strategic competences.

To begin with, Canale and Swain (1980) acknowledged that grammatical or linguistic competence is an essential part of being communicatively competent. This type of competence includes the linguistic forms which are traditionally subsumed under the category of grammar; including rules of sentence structure, word formation and pronunciation. In short, it looks at words and rules.

The second dimension is sociolinguistic or pragmatic competence which refers to an “understanding of the social context in which communication takes place, including role relationship, the shared information of the participants, and the communicative purpose for their interaction” (Richards and Rodgers, 1986:71).

Discourse competence is understood in terms of the interaction of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text.

Lastly, they proposed strategic competence which basically refers to the coping strategies that are employed by communicators to initiate, maintain, repair, and terminate or redirect communication (Richards and Rodgers, 2001). This therefore, led to the development of the Communicative Language Teaching Approach (CLT).

Larsen-Freeman (2000) observed that around 1970's and 80's, it became clear that communication required that learners perform certain functions such as promising, inviting, and declining invitations within a social context. In other words, the ability to communicate required more than linguistic competence; it required communicative competence, which (Hymes 1971) explains as knowing when, how to say and what to whom. Hence forth, “language teaching is based on a view of language as communication, that is, language is seen as a social tool which speakers use to make meaning; speakers communicate about something to someone for some purpose either orally or in writing,” (Berns, 1990). Widdowson (1990) therefore, asserts that it is such observations which contributed to the shift in the field of language teaching from linguistic structure-centered approaches to communicative approach. Communicative language teaching (CLT) therefore, takes

all the four dimensions of communicative competence by looking at language as a whole in its approach to second language teaching.

Therefore, Many studies have been done in the area of English language teaching in Zambia by other scholars like; Mumba(2019) who looked at the implementation of Text Based Integrated Approaching in the teaching of English in Luanshya District, Nyimbili (2017) also looked at the use of learner centered techniques in the teaching of English language in selected secondary schools of Lundazi District, Chishipula (2016) looked at the implementation of CLT in selected primary schools of Lusaka District, Zulu (2016) looked at challenges teachers face in the implementation of CLT in selected schools, then Mwanza(2016) looked at the use of the eclectic method in the light of English grammar teaching, Sakala(2012) also conducted a study where he sought to establish the factors which contributed to the excess use of the lecture method and Munakaampe (2005) who looked at why teachers were not implementing CLT in selected Lusaka schools. In all these studies, there was a look at CLT as a method used to teach English in general and not on the goal of CLT which is to develop communicative competence in learners as emphasized in the approach itself (CLT) and in the 2013 revised Zambian senior secondary school English language syllabus.

1.3Statement of the problem

In line with the above statements, the Zambian Senior Secondary School English Language Syllabus recommends two general methodologies, the communicative language teaching approach (CLT) and Text Based- Integrated Approach (TBIA), (CDC, 2013: VII). This clearly entails that communicative competence is the aim of teaching English in Zambian secondary schools as it is critical for mobility in education and is seen as a symbol of people's aspirations for quality in education and a fuller participation in national and international life. This, therefore, calls for teachers who are the implementers of the syllabus to understand and ensure that they foster the development of communicative competence in the learners in their teaching. The syllabus further states that "the teachers' task is to provide effective learning experiences/activities which will enable the learners achieve the planned communicative goals," (CDC, 2013: VII). However, it was not known as to what classroom strategies teachers of English employed and how they employed those strategies when teaching English language (grammar) to Grade Eleven (11) learners in order to develop communicative competence in learners. Therefore, as a question, the research problem was: what classroom strategies did teachers of English language use to teach English grammar

lessons aimed at developing communicative competence in learners in selected Secondary Schools of Nakonde District?

1.4 Purpose of the study

The purpose of the study was to establish teachers' classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons in selected Secondary Schools of Nakonde District.

1.5 Research objectives

The objectives of this study were to:

- a. Establish teachers' understanding of communicative competence.
- b. Analyze teachers' classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons.
- c. Establish challenges faced by teachers if any, when teaching English grammar lessons aimed at learners developing communicative competence in learners.

1.6 Research questions

- a. How did teachers understand communicative competence?
- b. Which classroom teaching strategies were teachers using to teach English grammar lessons aimed at developing communicative competence in the learners?
- c. What were the challenges faced by teachers when teaching English grammar with the aim of developing communicative competence in the learners?

1.7 Significance of the study

The findings of this study may help enlighten key stakeholders like the curriculum development center who are the planners, to see if teachers really understand communicative competence and establish whether they employ appropriate teaching strategies aimed at developing communicative competence in learners and it will also add to the body of existing literature on English language teaching.

1.8 Delimitation of the study

This study was conducted in Nakonde District of Muchinga Province of Zambia and in four selected Government Secondary Schools.

1.9 Limitations

This study was conducted in Nakonde District whose sociolinguistic composition is unique to any other District in Zambia because it is a board area. Therefore, its findings may not be generalized to other parts of the country.

1.10 Structure of the dissertation

This dissertation comprises seven chapters. The first presents the background information on teachers' classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons in selected Secondary Schools of Nakonde District, stating the specific problem under study. The chapter also outlines the purpose, the objectives, the significance, delimitation and limitation of the study.

Chapter Two reviews some of the available literature that were considered to be relevant to the current study in order to place the investigation within the context of similar studies, thereby elevating it and providing validation for it.

Chapter Three presents the conceptual, analytical and theoretical frameworks within which the study was undertaken.

Chapter Four, describes the methodology used to collect data so as to provide answers to questions raised in chapter one of the study. The chapter presents details relating to the research design employed in the study. The study area and sample size, the data collection instruments and procedures as well as the data analysis process and it lastly looked at ethical issues.

Chapter Five presents the findings of the study on teachers' classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons in selected Secondary Schools of Nakonde District. The presentation is arranged according to the research objectives and questions as set out in chapter one of the report and interpreted as themes and sub-

themes of the study.

Chapter Six presents the discussions of the findings regarding teachers' classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons in selected Secondary Schools of Nakonde District in line with the research objectives.

Finally, Chapter Seven draws conclusions, implications and goes on to make some recommendations with regard to teachers' classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons in selected Secondary Schools of Nakonde District.

1.12 Summary

This chapter was an introduction to teachers' classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons. The chapter further presented the problem under study, background, statement of the problem, the purpose of the study and research questions which addressed the objectives and the significance of the study. The next chapter gives a review of some of the available literature which is thought to be directly relevant to the current study so as to place the study within the context of similar research by elevating it and providing a validation for it.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

This chapter reviews relevant literature that is related to the study. Literature review according to (Creswell 2012) is “an account of what has been written or published on a topic, by accredited scholars and researchers.” It involves “a critical analysis of documents such as books, magazines, journals, dissertations and newspaper reports. It also provides the researcher with a degree of competence within his/her research area, assists in developing the researcher’s knowledge, and identifies the boundaries of previous research therefore, focusing and justifying the research problem,” (Ng’andu, 2013).

The researcher begins by discussing CLT which is the main anchor of the study by giving a brief history of its origin. Thereafter, literature on teachers’ understanding of Communicative Competence, on teachers’ classroom Teaching Strategies aimed at developing communicative competence in learners during English grammar lessons and lastly on challenges teachers face when teaching English grammar.

2.2 A brief history of communicative language teaching approach (CLT)

Communicative language teaching approach (CLT) was developed in the 20th century in Europe. CLT has been in existence for almost four decades in England and certain western countries. Communicative Language Teaching (CLT) was the product of educators and linguists who had grown dissatisfied with the earlier Grammar Translation and Audio-lingual Methods, where students were not learning enough realistic, socially necessary language (Barman, Sultana and Basu, 2006). Therefore, they became interested in the development of a communicative-style of teaching in the 1970s, focusing on authentic language use and classroom exchanges where students engage in real communication with one another (Barman, Sultana and Basu, 2006). As a result, Communicative Language Teaching approach originated from the changes in the British Situational Language Teaching approach dating from the late 1960s (Richards and Rodgers, 2001). This was necessitated by the concept of communicative competence which was first introduced by Hymes in the mid-1960s and many researchers have helped develop theories and practices of Communicative Language Teaching approach.

Dell Hymes coined this communicative competence in contrast to Chomsky's Linguistic Competence. Noam Chomsky, an American linguist, stated that traditional theories did not take into account the functional and communicative potential of language. Therefore, he helped to develop new approaches to second language teaching underpinned by the functional aspect of language, rather than the form patterns of it. Nevertheless, Chomsky only focused his research on the interpretation of sentences when referring to linguistic competence and he defined the sentence-level grammatical competence as the principle to acquire a language. Unlike his position, other experts argued that language teaching involved much more than sentence-level interpretation and some sociolinguists introduced the notion of communicative competence as the goal of these new approaches. Chomsky also indicated that underlying the concrete language performance, is an abstract rule system or knowledge of the grammar of a given language and this underlying knowledge of the grammar of the language by the native speaker is his linguistic competence. In contrast, Hymes argues that in addition to linguistic competence, the native speaker has another rule system. In Hymes' view, language is considered a social and cognitive phenomenon; syntax and language forms were understood not as autonomous, contextual structures, but as meaning resources used in particular conventional ways and developed through social interaction and assimilation of others' speech.

Therefore, speakers of a language need to have more than grammatical competence in order to be able to communicate effectively in a language. They also need to know how language is used by members of a speech community to accomplish their purposes. Hence, Halliday proposed a theory according to Communicative Language Teaching principles and it was focused on the functions of language. He defined seven basic functions that are developed when children learn their native language and they are mentioned below:

- (i) The instrumental function: using language to get things.
 - (ii) The regulatory function: using language to control the behavior of others.
 - (iii) The international function: using languages to create interaction with others.
 - (iv) The personal function: using language to express personal feelings and meanings.
 - (v) The heuristic function: using language to learn and to discover.
 - (vi) The imaginative function: using language to create a world of imagination.
 - (vii) The representational function: using language to communicate information.
- (Richards and Rodgers, 2003: 160).

Having said that, communicative competence should be the core of language teaching and communicative approaches should be designed on the basis of communicative functions. Putting it in other words, not only grammar should be taken into account but also language in use should be considered, as Richards (2006: 9) stated:

“while grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes, such as making requests, giving advice, making suggestions, describing wishes and needs, and so on”.

Even if this movement began as a largely British innovation and different theories related to Communicative approaches were proposed, the scope of Communicative Language Teaching approach gained more value than other proposals and it was expanded since the mid-1970s. Nowadays, it remains as a current approach which appeals to both applied linguists and teaching professionals. Although it has been revised since the nineties, Communicative Language Teaching maintains its aims, which have been defined by Richards and Rodgers (2003:155) as: “to make communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication”.

Mwanza (2016) also cited Dell Hymes’ concept of ‘communicative competence’, and his classic utterance: who stated that “There are rules of use without which the rules of grammar would be useless” (Hymes 1972:279). This does not mean that grammar is not important, but that one has to take the whole context and communicative situation into account when determining whether an utterance is successful or not. Therefore, communicative approach derives its influence from functional linguistics, in which language is viewed as central to understanding language systems and how they work, (Halliday 1978 and Savignon 2002). Hence forth, in the 1960s and 1970s a number of new approaches developed. Although they were different in many ways, they all stressed the importance of communication. They were, therefore, grouped under the heading of “communicative approach.” (Teaching Quality Improvement in Secondary Education Project, Module-1, 2006). From the above discussion it can be said that many researchers contributed greatly in developing CLT in different times.

2.3 Definition of Communicative Language Teaching Approach (CLT) and its principles

Different linguists and educators define CLT in different ways. According to Lindsay and Knight (2006), “Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes communication or interaction as both the means and the ultimate goal of learning a language”. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach.”

Communicative Language Teaching is best considered by other scholars as an approach rather than a method. In their argument they refer to it as a diverse set of principles that reflect a communicative view of language and language learning that can be used to support a wide variety of classroom procedures (Richards and Rodgers, 2001). Therefore, it can be said that Communicative Language Teaching involves being able to use the language appropriately in a given social context, Communicative Language Teaching can also be said as a systematic way of teaching where attention to functional as well as structural aspects of language, are combined into a more fully communicative view.

Therefore, Communicative Language Teaching puts emphasis on language in use rather than language as structure. It focuses on all the four language skills of speaking, listening, writing and reading. Practice of pronunciation, stress and intonation is a vital component; language learning is based on real life situations. Hence, the students’ communicative competence is the objective, rather than linguistic competence (Lindsay and Night 2006). Communicative language teaching makes use of real-life situations which necessitate communication. The teacher sets up situations that students are likely to encounter in real life. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways based on meaningful topics, (Richards 2001). This entails that the aim of CLT is to develop communicative competence.

One of the instructional practices promoted by communicative language teaching (CLT) is the extensive integration of authentic materials in the curriculum. Authentic materials refers to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes (Richards 2001). Examples of authentic audiovisual materials are announcements, conversations and discussions taken as extracts or as a whole from

radio and television public broadcasting, real-life telephone conversations, messages left on answering machines, or voice mail. There are numerous justifications for the use of authentic materials. They contain authentic language and reflect real-world language use (Richards 2001). In other words, they expose students to real language in the kinds of contexts where it naturally occurs.

The use of authentic materials also supports a more creative approach to teaching; that is, its use allows teachers to develop their full potential, designing activities and tasks that better match their teaching styles and the learning styles of their students. As pointed out above, with the inception of CLT, language teachers have been turning to authentic materials for use in the classroom at increasing levels of learner proficiency. At the same time, many published materials incorporate authentic texts and other real life scenarios. Considering the advantages as well as limitations of using authentic materials, a mixture of both textbook-based and authentic materials, in particular at beginning levels, justifies practices that are pedagogically necessary and manageable, (Lindsay and Night 2006).

The Zambia Curriculum Development Centre being in cognizant of the above fact in its 2013 revised Senior Secondary School English Language Syllabus on (page 22), clearly states the expected general outcomes of teaching English grammar to grade 11 learners, as follows;

“The learners should understand and use correctly all the common English structures [and] the learners should appreciate the value of using correct grammar”, (CDC 2013).

On the same page, the syllabus goes on to state the expected competencies after the learners have gone through grade eleven courses work, it states that learners should be able;

“Speak and write English in order to communicate the intended message [and they should also be able to] speak and write correct English in order to function effectively in various social contexts”, (CDC 2013).

Therefore, this clearly shows that the objective of teaching English grammar in the Zambia Senior Secondary Schools is to ensure that learners are able to use English both correctly and appropriately which is referred to in this study as communicative competence. Therefore, it was necessary to establish teachers’ classroom teaching strategies aimed at developing communicative competence in learners, hence conducting this study.

2.4 English grammar teaching in schools using CLT

At both primary and secondary school level, the teaching and learning of English like other languages demand that pupils are actively involved in the learning process. This therefore, requires that a teacher chooses appropriate teaching approaches, methods and techniques with a number of classroom activities that would facilitate learner involvement in the teaching/learning process, (Richards 2001). Brunner (1966) a constructivist holds a view that in the teaching process, the teacher is a facilitator of learning while the learner constructs knowledge through activities in the classroom and experience. The learner is treated as a participant in the learning process and not a passive listener. Munsaka (2011) also says that teachers need to ensure that learners remain at the center of the teaching- learning process. Learners should be viewed as active participants in the learning process and not passive receivers of information. Therefore, the teacher should not dominate the class but use learner – centered approaches where his/her instructions in class take into account the learners as partners in classroom activities.

The teaching of grammar therefore, examines texts and develops awareness that language constitutes a system which can be analyzed. This knowledge is acquired gradually, by traversing the facts of language and the syntactic mechanics, going from simplest to the most complex. This exercise according to the program of the course must untiringly be practiced to allow the assimilation of the rules stated in the course. This implies that the teacher plays a critical role in ensuring that he/she fosters the acquisition of the target language through appropriate classroom practices and strategies, (Whong, 2011). Through that pupils can learn and acquire the target language and follow in practicing the language by learning the grammatical rules little by little because the internal logic of the syntactic system and grammatical analysis of sentences constitutes the objective of teaching grammar at school.

Grammar makes it possible to recognize a text as a coherent whole and is a suitable condition for learning a foreign language; (Celce-Murcia et al, 1995). Grammar makes it possible for someone to understand how a given language functions and gives capacity to someone to communicate his or her thoughts. In this particular context, learning theories from the view of action psychology point up the necessity of an instructional approach which enables the students to understand the underlying logic of rules of a language and to form a cognitive concept or tool for further problem

solving in that given language, (Arievitch and Haenen, 2005).

2.4. The types of classroom activities

A wide range of activities can be implemented on the basis of CLT principles, so that learners achieve a level of communicative competence that enables them to maintain a conversation within a target language community. Hence, these activities should have some features in common which should include a meaningful and a communicative practice, fluency development and the kind of learners' grouping (Richards 2006).

To begin with, a meaningful and a communicative practice consist of carrying out tasks that even if language is controlled by the teacher, it enables learners to make meaningful choices. For instance, in order to practice adjectives which are used to describe people, the teacher might start showing some flashcards which contain pictures of different people, and s/he can describe them while pronouncing adjectives such as *short, long, blond, brown, curly, straight* and so on. Then, a student might be required to do the same but choosing a classmate and the other pupils might guess who is described. The practice is meaningful because one student describes a real person and the other learners might respond regarding the student's explanation. Not only does the task become meaningful but it is also considered communicative because language is used within a real communicative context, where real information is given and it is not predictable.

In addition to that, the development of fluency is another feature of CLT activities that has to be taken into account in language classrooms. According to Richards (2006) fluency is described as: "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his/her communicative competence". On the other hand, accuracy emphasizes creating grammatically correct sentences that can be produced in context and with meaningful communication. Depending on how an activity is carried out, it can be focused on fluency, on accuracy or on both abilities. For example, an activity which consists of acting the role of a waiter and a customer in a restaurant can be focus on fluency if key information is provided to students and they have to improvise a dialogue using these clues. In contrast, the activity can be based on accuracy if the entire dialogue is given to students and they have to rehearse correct sentences while acting the role of the characters. However, it is recommended to

use a balance of fluency and accuracy activities in order for learners to acquire language proficiency, because understandable communication implies both abilities.

Finally, most of the activities which are designed under the premise of this approach involve; pair and group work, as it can be seen in the above examples. It is believed that learners can benefit from this type of grouping activities, so that they can learn when listening to other students of the group; they are able to produce more output that they would not utter in teacher-centered instruction; they can be engaged in speech because they feel more comfortable speaking to their peers; and they can develop fluency. Nevertheless, some linguists have questioned this type of activities as they have claimed that with learners of different proficiency language levels, some of them may obtain more benefits from these tasks than others. Moreover, other critics have argued that these classroom tasks are not enough to acquire a target language because they are implemented only within a monolingual community. Hence, students should be immersed in target communities and consequently, they would gain communicative competence in real-world situations. Magnan supported this view:

“Within that wider community, we would need to create a learning environment in which the classroom was less rigidly defined so that students could reach into the target communities and contribute actively to meaningful exchanges there. Once this multifaceted environment for learning was established, it would appear natural to reconceive learning activities in terms of real-world tasks where construction of meaning and identity could occur”. (Magnan, 2007: 251)

With reference to the type of classroom activities that can be implemented using a CLT approach, different ways should be acknowledged to develop activities which reflect the principles of a communicative methodology. Thus, activities should entail fluency, meaningful, authentic and communicative practices as well as putting emphasize on pair or group works. In this way, learners can acquire communicative competence in a target language.

2.4.2 The roles of teachers and learners in CLT

The role of teachers and learners in the classroom was changed as a result of the CLT approach introduction. Instruction has become learner-centered rather than teacher centered. Hence, the teacher assumes two main roles both as a facilitator and monitor of the learning process, and that means that they may promote the communication process between all the students in the classroom, and between them and a range of activities and texts. Moreover, the teacher is also considered as

another member within the learning-teaching group, so this person is not only seen as an organizer of resources but also as a resource herself/himself. In this sense, some of the tasks which involve the teacher with regard to these roles are: planning the activities, taking into account learners' language needs; guiding the development of the activities; and giving feedback by rephrasing and confirming the information while implementing the activities, Bal cited in (Coskun, 2011).

On the other hand, the role of the learner is defined as a negotiator. Thus, the students are expected to interact with their classmates instead of interacting with the teacher because it is a learner-centered approach. So, students participate in classroom activities which entail cooperative rather than individualistic learning and they are also responsible for the process of learning a language. CLT has been implemented since the 1970s within these general principles described above but it has continued to evolve since then. New trends in CLT have occurred in consequence of its application and some traits of this communicative approach have been shifted because new understandings of the process of language teaching and learning have been developed. Thus, Jacobs and Farrell cited in Richards, (2006) proposed eight changes in reference to CLT which are mentioned below:

1. Learner autonomy: Let students the opportunity to be responsible for their learning in terms of both the content and the process.
2. The social nature of learning: Language learning is a social activity that lies in interaction with others.
3. Curricular integration: The target language is not seen as a regular subject that is taught in isolation. It should be integrated to other subjects in the Core Curriculum.
4. Focus on meaning: The core of language teaching and learning is focused on developing meaningful activities and contexts.
5. Diversity: As learners have different ways of learning, an emphasis is laid to learning strategies in order for the student to use them.
6. Thinking skills: Critical and creative thinking should be developed by the means of language use.
7. Alternative assessment: New options of assessment should replace traditional multiple-choice and test, such as self-assessment.
8. Teachers as co-learners: the teacher acts the role of a facilitator which means that s/he constantly experiments different alternatives.

2.5 Teachers' understanding of Communicative Competence

The concept communicative competence was originally developed in the early 1970s by Hymes, a sociolinguist. It was then further developed in the early '1980s' by Canale and Swain. According to Canale (1983), communicative competence refers to "the underlying systems of knowledge and skill required for communication". Communicative competence is also defined as the ability to interpret and enact appropriate social behaviors, and it requires the active involvement of the learner in the production of the target language (Celce-Murcia et al. 1995; Hymes 1972). In trying to clarify this concept of communicative competence, (Richard, 2002:2) compared it with Chomsky's linguistic/grammatical competence. He stressed that grammatical competence refers to the knowledge of language that accounts for the ability to produce sentences in a language. Although grammatical competence was acknowledged as an important aspect of a language, it was not enough for an individual to learn a language through it and be able to communicate in the real world because in neglected context.

Furthermore, Campbell and Wales (1970) also challenged Chomsky's linguistic competence by arguing that it failed to consider the relationship between speech and social context and also that it over looked the importance of performing comprehensible speech. Other scholars argued that communicative competence encompasses a wider range of abilities: the knowledge of grammar and vocabulary (linguistic competence); the ability to say the appropriate thing in a certain social situation (sociolinguistic competence); the ability to start, enter, contribute to, and end a conversation, and the ability to do this in a consistent and coherent manner (discourse competence); the ability to communicate effectively and repair problems caused by communication breakdowns (strategic competence) (Halliday 1978 and Savignon 2002). Therefore, this implies that communicative competence involves all the four basic language skills as a result language teaching aimed at developing learners' communicative competence has to be approached as a whole in a contextual situation if learners are to be imparted with the right language skills that can enable them become competent users of a target language in a variety of ways.

Canale and Swain (1980:4) went further in their definition of communicative competence and stated that communicative competence has to be in four dimensions and identified these dimensions as grammatical, sociolinguistics, discourse and strategic competences. To begin with, Canale and

Swain (1980) acknowledged that grammatical or linguistic competence is an essential part of being communicatively competent. This type of competence includes the linguistic forms which are traditionally subsumed under the category of grammar, including rules of sentence structure, word formation and pronunciation.

The second dimension is sociolinguistics or pragmatic competence which refers to an “understanding of the social context in which communication takes place, including role relationship, the shared information of the participants, and the communicative purpose for their interaction” (Richards and Rodgers, 1986:71). Discourse competence is understood in terms of the interaction of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text. Lastly, they proposed strategic competence which basically refers to the coping strategies that are employed by communicators to initiate, terminate, maintain, repair, and redirect communication (Richards and Rodgers, 2001) this therefore, led to the development of the Communicative Language Teaching Approach (CLT).

In line with the above literature, Larsen-Freeman (2000) observed that around 1970’s and 80’s, it became clear that communication required that learners perform certain functions such as promising, inviting, and declining invitations within a social context. In other words, the ability to communicate required more than linguistic competence; it required communicative competence, which Hymes (1971) “explains as knowing when and how to say what to whom to say.” Widdowson (1990) asserts that it is such observations which contributed to the shift in the field of language teaching from linguistic structure-centered approaches to a more communicative language teaching approach. This led the world to a major shift from the classical methods to a more communicative second language teaching approach which has since been in use in the last four decades. Therefore, the Communicative Language Teaching Approach (CLT) was introduced; CLT refers to both the processes and goals in classroom teaching/learning and the fact that communicative competence comprises abilities in expression, interpretation and negotiation of meaning (Savignon 2002). This approach arose from Dell Hymes’ concept of ‘communicative competence’, and his classic utterance: This does not mean that grammar is not important, but that one has to take the whole context and communicative situation into account when determining whether an utterance is successful or not. He went further to state that “there are rules of use without which the rules of grammar would be useless” (Hymes 1972:279).

This functional view of language, therefore, sees language as a tool for making meaning and also that language develops through interaction and use, (Whong, 2011). The implication of this is that language should be taught as a whole and that there should be emphasis on both form and the function of language. Therefore, this as earlier stated necessitated the introduction of CLT this primarily aims at developing learners' communicative competence (Tsai, 2007). Pei-long,(2011) also argues that language teaching should focus on communicative proficiency rather than mastery of sentence structures. Therefore, for this to happen to second language learners, the implementation of CLT in countries such as Zambia may not be an easy task. Hence forth, Teachers need to fully understand the concept of communicative competence for them to fully implement the syllabus which mandates them to develop communicative competence in learners by ensuring that they take into consideration the four dimensions of communicative competence and realize that they can meet the aspiration of their learners and employers better by adopting the principles of CLT in their classrooms, these principles and techniques if put in practice may develop learners' English communication skills as it was noted by(Lindsay and Knight 2006).

A teacher therefore, is regarded as one of the greatest inputs into the education system everywhere in the world. Hence forth, teachers are recognized as the most important school factor affecting pupils' achievement. Teachers facilitate effective teaching and learning. At the same time, poor academic performance of the student can be blamed on the teachers. This is because, the ability of a teacher determines his capabilities based on the level of his/her exposure through trainings and skills learnt.

Since communicative competence is the aim of CLT, it is essential that students be given every opportunity to practice communicating. In a communicative classroom, teacher talking time (TTT) must be kept to a minimum. This is not to say that the teacher should not speak at all, but TTT should be controlled and appropriate. The classroom should be learner centered. The teacher's role is to facilitate student communication which has to be done through careful selection of materials and activities relevant to the aims of the lesson in which they are used.

Zambia being a multilingual country, people learn English in order to speak to people from other countries, to do business, to do diplomatic jobs and for further studies. Besides, English has achieved the prestige of being an international language. Therefore, in the current age of

globalization, it is essential for every citizen to know a global language to stay connected in the global village. So English is introduced as a compulsory subject in the school curriculum in Zambia from grade 4 to the university level. The students therefore, have no option but to study English as a subject.

Communicative Language Teaching Approach (CLT) was introduced in Zambia in the 1990s though it had not received the attention it needed because much of the syllabus was structural based and much emphasis was on form than language usage, (MOE 1992). However, the fact that CLT in Zambia was introduced over four decades ago, most learners still failed to communicate effectively in English even after passing through secondary schools. This led to a paradigm shift in the way things were done when the government of the republic of Zambia embarked on the revision of the senior secondary school English language syllabus and other subject areas with a focus on the pragmatism of learning at which ever level of learning in schools. The aim of this approach to the educational system in Zambia is to develop in learners lifelong skills which will enable them be active members of their societies and be productive members of the country. This therefore, has been a new approach to teaching in Zambia at all levels of schooling, (National curriculum framework [NCF] 2012). The 2013 revised senior secondary school English language syllabus puts emphases on communicative competence development in learners, (CDC 2013). The syllabus even went further to suggest the general approaches for English teaching in schools in line with the principle of CLT as an approach to foreign language teaching as they were also outlined by, (Richard and Rodgers, 1986).

Therefore, with such a clear goal of English language teaching in schools, its success largely depends on the teachers' understanding and perception of the method by which he/she is teaching English language. Lindsay and Knight (2006) noted that a teacher who does not understand the method of teaching, learning and its aims is unlikely to inspire learners to work hard in the class and take the initiative outside class. On the other hand, a teacher who is enthusiastic, and who shows a positive attitude both toward the method and the learners, such a teacher is more likely to create and engage learners in their learning therefore, towards CLT approach which emphases on communicative competence play an important role in developing the students' four language skills.

2.6 Teachers' classroom Strategies aimed at developing communicative competence in learners during English grammar lessons.

Teaching strategies refer to procedures/techniques/activities used in a classroom to help students learn the desired course contents and be able to develop achievable goals in future (Nyikos and Oxford, 1993).Lungu (2006) also defines a strategy as a technique which is used during implementation and is that which takes place in classroom situation. Learning strategies are specific behaviors or thought processes that students use to enhance their own L2 learning. The word strategy comes from the ancient Greek word *strategia*, which means steps or actions taken for the purpose of winning a war. The warlike meaning of *strategia* has fortunately fallen away, but the control and goal directedness remain in the modern version of the word (Oxford, 1990).A given strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered. What makes a strategy positive and helpful for a given learner? A strategy is useful if the following conditions are present: (a) the strategy relates well to theL2 task at hand, (b) the strategy fits the particular student's learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill these conditions “make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford, 1990:8). Learning strategies can also enable students to become more independent, autonomous, lifelong learners (Allwright, 1990; Little, 1991).

On the other hand it is important to also note that strategies are not the same as a theory. A theory is something which is able to explain what is observed and upon which strategies are anchored while a strategy is that which is actually done in the classroom to achieve a particular learning outcome (Nyikos and Oxford, 1993). Owing to that different studies have been done on methods of English language teaching as a second language as well as other pedagogical issues. Mohammad (2008) did a study in Bangladesh on “Communicative Language Teaching: Teachers' Perception in Bangladesh at the Secondary Level.” The purpose of the research was to examine teachers' attitude towards Communicative Language Teaching in Bangladesh at secondary level. The data for this study was collected through interviews from nineteen high school English teachers who had been teaching English in rural and urban areas. The overall findings of the interviews showed that there were some positive and negative opinions and attitude towards Communicative Language Teaching.

This study also hypothesized that raising English teachers' awareness is likely to help them to teach Communicative Language Teaching in the classroom properly. This study by Mohammad focused on teachers' attitude towards CLT and also hypothesized that raising English teachers' awareness is likely to help them to apply Communicative Language Teaching in the classroom properly at secondary level in general but my study focused on the aim of CLT which is to develop communicative competence in learners and it targeted the grade eleven (11) learners in Zambian Secondary Schools.

Furthermore, Saeed, (2013) conducted a study on the Application of Communicative Approach in Teaching English as a Foreign Language in Pakistan. This study used a mixed method. The first part of this research was an experimental study to investigate the comparative usefulness of the Grammar Translation Method and Communicative Language Teaching (CLT) approach in teaching English at the intermediate level. Pre-test, post-test and group designs were used to measure achievement and attitude of the students. The second part of this research comprised of a survey study to investigate the Pakistani teachers' perception of the CLT approach and their perceived impediments in its application at the higher secondary level. A semi-structured questionnaire was used for this purpose, and ten teachers were interviewed. The findings showed that CLT proved to be better than (GTM) hence it was recommended in this study. This finding was interesting to the researcher of the current study because this study focused on communicative competence as the general aim of CLT as an approach to second language teaching.

In Turkey, Abdullah (2011) conducted a qualitative study aimed at revealing whether teachers' classroom practices overlapped with their attitudes towards certain features of Communicative Language Teaching (CLT) such as pair and group-work activities, fluency and accuracy and the role of the teacher. The findings indicated that there was a discrepancy between teachers' classroom practices and the attitudes they expressed. The study revealed that the discrepancies between teachers' attitudes towards CLT were noted through their observed classroom strategies. for instance during interviews teachers favored pair and group work by mentioning their advantages, but when it came to the actual teaching during lesson observations, they seemed to ignore course book instructions like "work in pairs" or "work in groups" and forwarded questions to the whole class and during lessons it was observed that teachers either called on students or did the activities with the help of volunteering students only. As for fluency and accuracy teachers knew that the use of the target

language and contextualized grammar teaching should be emphasized, their classroom behaviors revealed just the opposite. They allocated most of their classroom time to the “lecturing” of grammatical structure, mostly in Turkish, by skipping some of the fluency-based activities. The way they presented grammar was in contrived forms without a meaningful context also seemed to be far away from the basics of CLT. This study somehow was similar to the current study but it was conducted in Turkey and concentrated on establishing if teachers’ classroom practices overlapped with their attitudes towards certain features of Communicative Language Teaching (CLT) such as pair and group-work activities, fluency and accuracy and the role of the teacher whereas the current study aimed at establishing teachers’ classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons, in selected secondary schools of Nakonde district in Zambia.

In New Zealand, Hongkham (2013) conducted a qualitative study where he investigated the perceptions of English teachers in a Department of English and a case study approach was applied in order to explore teachers’ understandings of CLT. Ten English teachers from one department in a Lao higher education institution were interviewed using semi-structured interviews. The findings indicated that, the factors that affected the implementation of CLT in the Lao context related to teachers’ factors including: misconceptions of CLT, traditional grammar based teaching approach, teachers’ poor English proficiency and lack of CLT training. Factors related to students included, students’ low English proficiency, students’ learning styles and behaviors, and lack of motivation to develop communicative competence. Other difficulties that were recorded as being caused by educational system were: big class sizes, and insufficient funding to support CLT. These findings were interesting to the current study because it also sought to establish teachers’ understanding of communicative competence which is the main aim of CLT as an approach to second language teaching at the secondary school level while the reviewed study was conducted in New Zealand, the current study is in Zambia.

Akram and Mehmood, (2011:175) conducted a study to know the importance of introducing the communicative language teaching approach in ELT in teacher training programs in Pakistan. The findings revealed that CLT enhanced the learners’ confidence and it gave a sense of satisfaction to the teachers. Teachers were successful in making the students use the foreign language in their conversations. It was therefore, concluded that CLT was better than all the other methods of

language teaching because the communicative approach established a direct bond between the experience and the expression.

The study above on CLT provided adequate proof of CLT usefulness in English language teaching. Therefore, this study provided insights on how effective CLT maybe in enhancing communicative competence in learners if well implemented like in the context above. Henceforth, the current study drew insights from such recommendations in Pakistan and wanted to also establish teachers' classroom teaching strategies in selected Secondary Schools of Nakonde District in Zambia that were aimed at developing communicative competence in the learners during English grammar lessons.

In China, the introduction of the CLT approach faced many challenges in the Chinese context, as Liao quoted in the study by (Hird 1995) which revealed that the teachers believed that it was not feasible to adopt CLT because China had its special characteristics. These characteristics included the teachers' inability to teach communicatively and because China had a different sociolinguistic context compared to contexts where CLT was popularized. However, Wenjie, (2009) refers to Guangwei Hu (2005:637) who stated that despite a lack of consensus among researchers regarding the appropriateness of CLT for China, the Ministry of Education was impressed by the high profile that the methodology enjoyed internationally and was convinced that it would provide the best solution for the wide spread problem of students' low competence in using English for communication even after years of formal instruction in the language. Therefore, the government's educational policies and a special focus on increasing the students' communicative competence paved the way for the CLT approach in China. The study under review was conducted in china and focused on how the introduction of CTL faced challenges in that context while the current study was conducted in Zambia and focused on teachers' classroom, teaching strategies aimed at developing learners' communicative competence in English.

In Africa, Makobila and Onchera (2013) conducted a study in Kenya whose aim was to evaluate the factors which influenced teachers' choice of theories and approaches and further evaluate the theories and approaches commonly used in teaching English. Data was collected through interviews, observations and questionnaires. The findings revealed that teachers mostly choose theories and approaches based on convenience while a few choose based on syllabus recommendation. Most

teachers used approaches which portrayed them as givers of information. It was observed that teachers talked for 75% of the time spent on the lesson as learners were listening compared to only between 15% to 20% of the time which was spent on learners' reading and writing activities.

This means that lessons were teacher centered. The study further revealed that teacher personality, training and the caliber of learners, curriculum objectives and text books influenced the choice of approaches and teaching materials. Further, the study showed that teacher's do not always follow what is recommended in the syllabus, but applied any method they deemed fit. The study above is related to the current study because this study also intended to assess teacher's understanding of communicative competence in line with the whole study which aimed at establishing teachers' classroom strategies aimed at developing learners' communicative competence during English grammar lessons in selected secondary schools of Nakonde District in Zambia.

Mapako and Mareva (2012) conducted a study in Harare, Zimbabwe which investigated secondary school teachers' conception of the Communicative Language Teaching approach. The findings revealed that although teachers claimed to be aware of the approach and demonstrated some knowledge of CLT, they also held some glaring misconceptions about CLT. Some of the misconceptions were that they interpreted learner centeredness as teachers being passive and learners doing things on their own. Secondly, they thought that CLT did not concern itself with grammar teaching and that the method meant group work and pair work in every lesson. They also argued that teaching/learning materials required to be used with CLT were scarce and expensive based on these findings, the researcher in the study under review argued that teachers did not fully understand the meaning of CLT. However, the current study was conducted in Zambia and aimed at establishing teachers' classroom teaching strategies aimed at developing communicative competence in learners in selected secondary schools in Nakonde district.

In Zambia studies reviewed included those undertaken by various individuals, government departments and other organizations. In 2005 a study titled, 'A Critical Appraisal of the Communicative Approach in Selected Lusaka Basic Schools' was conducted by Munakaampe. The purpose of this study was to establish the level of implementation of the communicative approach to English language teaching and the possible constraints expressed by the teachers. The study had four areas of focus. These were the training that teachers received the presence of real-life

communication in the classroom, pupil response during English lessons and the creation of favorable classroom and school environments.

Data collection was collected through questionnaires, interviews and classroom observation. Ninety grade five teachers were investigated. The findings revealed that although most teachers were trained to teach using the communicative approach, most of them were not implementing it in the classrooms. Further, there were no communicative exercises in the classrooms and there were little activities from the pupils and the school environments were not conducive for the approach. Apart from that, 76% of the teachers in this study indicated that the communicative approach was not the best approach to use to teach English to grade five learners.

Munakaampe's study is different from the current study in that it used a mixed method approach and was concerned with the teaching process. While this study on the other hand was concerned with the aim of CLT as an approach which is communicative competence hence it looked at teachers' classroom teaching strategies aimed at developing learners' communicative competence during English grammar lessons in selected Secondary Schools in Nakonde District. Additionally, the study under review was conducted at primary school level (grade 5) and it focused on establishing the level of implementation of the communicative approach at grade five. However, the current study was conducted at senior secondary schools level and with grade eleven classes.

Chanda (2008) carried out study entitled "Teaching and Learning of English in secondary schools: A Zambian case study in improving quality". This study was based on the argument that lack of resources for basic and secondary schools in English language teaching had been the major cause of poor progression at basic level and poor performance at secondary level respectively. Apart from that, the study also sought to establish the strategies that teachers used in the teaching of English and further suggest strategies teachers could use in the teaching and learning process. The findings revealed that in most cases, the components of the English language such as composition, reading, grammar, essay writing, summary, listening and speaking were taught as separate lessons, a situation that he said had been modified in countries such as the United Kingdom. She further discovered that the differences in the linguistic starting point of the students make the learning further different. On the strategies of teaching the language, Chanda suggested that language skills such as speaking, listening, reading and writing were interrelated and that the learning contexts in

English may usually be planned in such a manner that learners are instructed to use these skills in different contexts. She further suggested that the teachers should employ the usual strategies of teaching such as explaining, questioning in the classroom and reading.

As it can be seen from the review, Chanda's study was concerned with the teaching process and the factors that may affect or improve the teaching process. Her study also investigated the strategies that teachers used in the teaching of English in Zambia in general and how they could improve on those strategies. Her data collection methods were questionnaires and observation. This study on the other hand, was concerned with teacher's classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons in selected secondary schools of Nakonde District of Muchinga province and it used classroom observations and interviews.

Luangala, (2010), stated that among the teaching strategies under learner-centered learning are: 'group work' where learners learn from each other while the teacher gives special attention to the weak in class as well as role-play' where learners act out defined social roles in class. Role plays stimulate interest in the learners and encourage interactions amongst themselves. Another strategy related to this is 'discovery learning' (Slavin, 2009 and Santrock, 2002), in which learners construct an understanding on their own. Dewey (1933) and Bruner (1966, as cited in Santrock, 2002), promoted this strategy by encouraging teachers to give their learners more opportunities to learn on their own. To promote discovery learning in an English grammar lesson, teachers are expected to provide learners with stimulating activities that will activate and feed their natural curiosity and inquiry. This was similar to what this study aimed at establishing, although the current study looked at teachers' classroom strategies aimed at developing communicated competence in learners which on the other hand were expected to be learner centered in nature just like some of the above cited strategies in the reviewed literature by Luangala, (2010).

Mumba (2019) conducted a study using a mixed method approach on the implementation of the Text Based Integrated Approach in selected schools in Luanshya District. The findings revealed a lot of classroom activities that teachers were doing in ensuring that they were learners centered in their teaching of English and these classroom activities included; group discussions, role plays, question and answers, group presentations and pair work. The study also 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 further 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. These observations were reinforced by Mumba and Mkandawire (2019) who noted that some teachers did not know how to use TBIA in class and their choice of texts for such a lessons were poor because most of the lessons were done using text books 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. The study under review concentrated more on the Text Based Integrated Approach which is just one of the two general recommended teaching approaches in the teaching of English language in Zambia while the current study looked at teachers' classroom teaching strategies aimed at developing communicative competence in learners using the two general recommended approaches.

Nyimbili, (2017) also conducted a study relative to the current study though in he used mixed method while the current study was qualitative. In the study under review the researcher sought to assess the use of the learner centered techniques in the teaching and learning of English in secondary schools of Lundazi District. Findings from the study indicated that teachers frequently used learner centered activities such as debate, discussions, brainstorming and role play. While discovery learning, quizzes, field trips and projects were rarely or never used in the teaching of the English language in the secondary schools of Lundazi District. This study under review has revealed a number of classroom activities teachers were using to teach English to enhance the implementation of learner centered teaching approach in Lundazi District while the current study aimed at establishing teachers' classroom teaching strategies teachers aimed at developing communicative competence in learners which is the aim of English teaching in Zambian secondary schools as stated in the Zambian senior secondary school English syllabus.

Mwanza, (2016) conducted a study using mixed method, on how teachers of English in Zambia actually implemented eclecticism when they taught English, specifically English grammar in selected schools in central province in Zambia. The findings of this study revealed that some

teachers had knowledge of the approach; others were more limited or even did not know what the approach meant. Those who showed understanding explained that the eclectic approach referred to the use of various methods in a lesson and that the combination should be context-sensitive. Those who showed limited knowledge explained that the eclectic approach meant the use of various methods but had misconceptions about how it could be used in the classroom – usually suggesting that it meant the use of one method after the other until a teacher found one which works. There were also teachers who lacked knowledge of the eclectic approach and did not even know how it could be used in the classroom. Therefore, the researcher in the study reviewed lamented that the revelation that some teachers lacked a thorough understanding of the eclectic approach contradicted the government's expectation that secondary schools should have quality teachers who are competent both in the subject they teach and the methods of teaching as it was enshrined in the education policy of (MOE 1977).

The studies reviewed above have highlighted how English language is taught in general and have showed that a study such as this one has not been done before. In most cases, the studies reviewed dealt with CLT as an approach to second language teaching in general while the current study looked at the aim of CLT as an approach to second language teaching which is to develop communicative competence in the learners with a particular focus on teachers' classroom communicative teaching strategies aimed at developing communicative competence in learners during English grammar lessons in selected secondary schools of Nakonde District in Zambia.

2.7 Challenges teachers face when teaching English grammar lessons aimed at developing learners' communicative competence.

Chishipula (2016) observed that National policies and school curricular in a variety of contexts where English is taught as Foreign Language (EFL) and Second Language (ESL) have shifted towards CLT because of its wide appeal. This does not mean that the implementations of CLT in these contexts have been easy. Researchers and scholars have pointed out that the implementation of CLT has encountered problems and resistance (Chang, 2010, Vongxay, 2013; Weimann, 1996; Li 1998; Liao, 2000).

Li (1998) observed in his study that Chinese teachers' abilities in English skills of reading and writing were inadequate to enable them conduct communicative activities in their classes. Similar

findings were recorded by (Weimann 1996) in Ciskiean Secondary Schools. This situation may even apply to Zambia because English is not a native language.

In Turkey, Robert (2004) conducted a qualitative study to establish challenges teachers were facing in implementing CLT in selected schools. The findings revealed that some teachers argued that there was limited time to plan for communicative teaching activities, hence opted for Traditional teaching methods which did not need more time to prepare teaching materials and create the classroom activities and search for extra information to support the teaching and learning process. While the communication challenges teachers may face in teaching English grammar lessons in Nakonde District be the same as those stated in the above study, the main aim of the present study is not based on finding out the challenges teachers face in teaching English grammar lessons but on teachers' classroom teaching strategies aimed at developing learners' communicative competence in English language.

Another study was done in Pakistan by Karim, (2004) on why teachers were not fully implementing CLT in selected regions of Pakistan. This study revealed that teachers were constantly dealing with many administrative and non-academic responsibilities; meetings, consulting with students about personal issues and many other duties making it practically impossible to plan for CLT activities. The study under review based its findings on why teachers were not fully implementing CLT while the current study aimed at appreciating challenges teachers were facing in teaching English grammar to grade elevens aimed at developing communicative competence in the learners which is the main aim of language teaching in CLT as an approach to second language teaching and learning.

Songbatumis, (2017) carried out a study on the challenges faced by English teachers at Taliwang Secondary School 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 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 corresponded 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. The study under review was conducted in Indonesia and looked at the teaching of English at secondary schools while the current study also looked at teachers’ classroom teaching strategies aimed at developing communicative competence in learners in selected secondary schools in Zambia.

Mukattash, (1983) conducted 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. This study was conducted in Jordan and focused on the problems of foreign language teaching at a university level whereas the this study was conducted in four secondary schools in Zambia and focused on teachers’ classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons.

Whong, (2011) in his study stated that pupils also play a vital role in the successful implementation of CLT so as to foster the development of communicative competence in them. To begin with, he stated that CLT offers more interaction among students through co-operative learning. However, tradition and culture were reported by this researcher to have a bearing on the successful implementation of CLT in certain instances. This observation was also noted by Bower and Prodromou, (1992) who also observed that there had been increasing interest in recent years in the relationship between language learning and cross-cultural awareness within the field of English language teaching as this impeded the implementation of CLT in many places they conducted their

studies from. It was noted in their findings that the methods and approaches demanded by CLT innovations, for example, were often in conflict with the practitioners own cultural background. Any methodology, such as that under the banner of CLT, which incorporated aspects of pupil centered approach, was clashing in practice with traditional values. Because the educational practices of a country or a people were so deeply rooted in its culture and its underlying pre-suppositions, the dominance of the learner's culture, and for that matter, the dominance of the teacher's culture were factors that needed to be reckoned with when thinking about ESL in general, and about innovation such as CLT, in particular (Alptekin 1982). This revelation about Pakistan was similar to what this study aimed to establish. Therefore, the finding of the current study were compared with this scenario in Pakistan to have a better understanding of the noted challenge to establish if this applied even in Zambia where the current study was done.

Chang, (2010) and Li, (1998) stated that many researchers had conducted extensive studies on Asian students learning English as a second or foreign language and had revealed that most Asian students had limited English Language vocabulary necessary for communicative activities. According to the findings of these studies, it was commonly reported that, when these pupils spoke English, they were afraid that some people would make fun of them. They felt embarrassed, shy and gradually, they lost motivation in trying to speak English. During group work, they tended to depend on their higher proficient peers. The findings above focused on students' learning English in general while this study focused on the development of students' communicative competence which is the aim of CLT in second and foreign language teaching.

Odendaal cited Weideman, (2001) undertook a literature survey intended to establish the level of English in the so called Black Primary and Secondary Schools in South Africa. He stated that every source consulted either explicitly or by implication stated that the English used by Black South Africans was below standard, although no attempt was made to define such standards. It was also observed that it was reasonably certain that at least 80% of the pupils came from homes where Standard English was either non-existent or a second language or a second dialect. This study by Odendaal, related so well with Weideman, (2001) who reported the same findings on Ciskeian learners in the same state of South Africa. The low levels of English language proficiency by most learners, seriously affected the learning of CLT. The current study also sought to establish if this scenario even applied in Zambia by asking the following question; what are the challenges faced by

teachers when teaching English grammar with the aim of developing communicative competence in the learners?

Lack of adequate instrument to evaluate students' communicative competence is also another challenge that was noted in the study by (Weideman, 2001 and Chang, 2010). The respondents said that it was difficult to develop tools to evaluate the students' oral performance. Standardized and objective tests and examinations were therefore preferred, (Vongxay, 2013). However, the current study wanted to establish teachers' class room teaching strategies aimed at developing communicative competence in learners during English grammar lessons and did not look at the instrument that may be used to evaluate students' communicative competence.

Chang, (2010) and Weideman, (2001) also revealed that larger classes were a hindrance because big sizes of the classes caused difficulties in organizing groups and oral communicative activities as well as monitoring class activities, teaching large classes was reported to cause disciplinary problems especially when administering communicative activities (Qiang and Ning 2011). In addition, the study also reported that insufficient teaching resources such as authentic materials and language learning equipment in the classrooms posed a challenge. It also reported that CLT required variable facilities to create teaching aids in order to motivate students to concentrate on communicative activities. Nevertheless, most educational institutions did not have enough financial resources that were required to provide the audio-visual equipment, photocopiers and other facilities and resources that were required to support the dynamic teaching associated with CLT, (Rao 2002). These studies above reported big classes and lack of teaching and learning aids to support CLT. This study, focused on challenges of developing communicative competence in the context of Zambia.

Adedimeji (2011) cited in (Mwanza 2016) noted that despite attempts to teach English as goal-oriented and learner-centered to bring about communicative competence in the learners, there are concerns in Nigeria about students' depreciating communicative competence and continued poor performance in the use of English. The author suspected that there was a problem with teachers because they used a single method approach to teaching which he thought was not ideal for the teaching all aspects of a language. Based on the understanding that each method has strengths and weaknesses, Adedimeji advised teachers to know a variety of methods and how to integrate them to

bring about effective learning experience for the learners. He added that the methods and classroom activities should be learner centered.

Mwanza (2016) stated that a critical analysis of Adedimeji's arguments showed that he was proposing the use of an eclectic approach to the teaching of English. Since the eclectic approach is one of the approaches that show closer links with CLT principles and one of the two general recommended approaches for English teaching in Zambian secondary schools which are in line with the aim of English teaching in schools. It is therefore, interesting to establish teachers' classroom strategies aimed at developing communicative competence in learners during English grammar lessons in selected secondary schools in Nakonde district.

Sane and Sebonde (2014) undertook a study titled "Suitability of Communicative Approach in Teaching English Language in Tanzanian Secondary schools". This study was conducted in Dodoma (Tanzania) and its aim was to examine the appropriateness of the communicative approach in teaching English in Tanzania. This study was qualitative and it used questionnaires, interviews and observations as methods of collecting data. The data was collected from 13 secondary schools which were selected based on distance criterion (schools closer to the district headquarters were selected). This was because the researchers argued that schools near the headquarters were more likely to follow the regulations based on the fact that they were likely to be visited by the authorities compared to those that were far. The target group was the teachers in that the study wanted to establish whether the communicative approach was appropriate for teaching English in Dodoma, Tanzania.

The findings were that the communicative approach to teaching English in Tanzania was not appropriate because of many factors. One of the factors was that majority of teachers were not adequately trained in CLT to enable them teach using the approach and that examinations did not really measure communicative competence of the learners but were rather pencil and paper based. Additionally, the study also revealed that materials in schools were not adequate and the teachers were overloaded with other subjects and thus had less time to prepare. The CA was further deemed inappropriate because English was foreign language to a majority of the pupils in that they spoke Kiswahili outside school. Although the study under review concluded that CLT was inappropriate for use in teaching English in Tanzania, this researcher would want to disagree because language;

be it English or Kiswahili has only one function; and that is, to facilitate communication. In this regard the communicative approach can be appropriate for teaching both L2 and L1. Therefore, to conclude that the communicative approach was not appropriate because most pupils did not use English outside school is not entirely correct. On the other hand, this study had a different focus from the one in the study under review in that it was concerned with teachers' classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons in selected Secondary schools in Nakonde District of Zambia while Sane and Sebonde wanted to establish the appropriateness of CLT in Tanzania.

Chiphiko and Shawa (2014) conducted a study in Malawi which investigated implementing learner centered approaches to instruction in primary schools in Malawi, the findings highlighted teacher and learner attitude towards the approach. The study used qualitative methods of data collection which included interviewing 12 teachers, class observations and document analysis. The findings showed that learners were not interested in certain learner centered techniques like group work because the classes were overcrowded and they also thought that it brought a lot of noise making in class. The other finding was that the teachers did not know the language the children used in the groups because they could not manage to supervise all of them at the same time. This study under reveal was conducted at a primary school and investigated the implementing learner centered approaches to instruction in primary schools in Malawi. But the current study was looking at teachers' classroom strategies aimed at developing communicative competence in learners in selected secondary schools in Nakonde district Zambia.

In Zambia Chishipula (2016) also conducted a study using mixed method on the factors hindering teachers of English Language in Chongwe District Public Secondary Schools from implementing CLT Approach. The findings of the study from the first objective, which aimed at assessing teachers' understanding of CLT, revealed that teachers had scanty ideas about CLT where all the forty one (100%) teachers under study could not give a comprehensive theoretical account of CLT. From that it clearly showed that teachers lacked understanding of CLT and the recommended methods in the Zambian senior secondary school syllabus. Therefore, the same study recommended that teachers of English Language be sensitized so that they become aware of the pedagogical requirements of the syllabi. While Chishipula conducted her study in Chongwe district, the current study was conducted in Nakonde District in Muchinga Province.

As clearly stated above, most of the teachers especially at the secondary level were trained in CLT though some of them had poor English language background but were still teaching English in secondary schools. Whereas the current study aimed at analyzing teachers' classroom teaching strategies aimed at developing communicative competence in the learners during English grammar lessons in selected secondary schools in Nakonde District of Muchinga province Zambia.

Chishipula further, reported that lack of English speaking environment was yet another factor identified to be a cause of the poor implementation of CLT by the respondents. The reports from the findings revealed that the only place the students could use English was a classroom which in many cases did not offer ample time for students to practice the use of English language in meaningful contexts as it was also noted by (Vongxay, 2013). The respondents further stated that not only was there no wider English usage outside class but also that the school never created an English environment by organizing any events or competitions that would call for the use of English Language. These findings were interesting to the current study because it wanted to establish teachers classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons in selected secondary school in Nakonde District.

Lungu (2006) investigated the effectiveness of traditional methods on one hand and communicative approaches on the other hand. According to the findings of the study, traditional methods included grammar translation method, direct method and the audio-lingual method. Communicative approaches comprised of the cognitive code approach, the situational approach, text based integrated approach and CLT. An experiment was conducted where one class of grade 8 was taught using traditional methods for a term and another class was taught using communicative approaches for the same period of time. The two groups were tested in reading and writing skills before and after the experiment.

Results showed that learners who were taught using communicative approaches performed better than those who were taught using traditional approaches. While the study confirms a widespread recognition for the effectiveness of communicative approaches, it can be criticized for limiting the causes of bad or good performance to the choice of methods. It is agreeable that the methods one uses may have a bearing on the teaching outcome but a lot of other factors such as the quality of learners, quality of teachers, teachers attitudes towards traditional methods and communicative

methods respectively and the learning environment could also be explanations for the disparity in performance among learners. Further, while Lungu looked at methods as belonging to two groups, the current study looked at teachers' classroom strategies aimed at developing communicative competence in learners in selected schools.

Makina (2017) also conducted a study in Luanshya District on the copper belt province of Zambia which looked at teachers' classroom application of the Communicative Language Teaching Approach in the teaching of English. The findings revealed that most of the teachers stated that the low English proficiency by the learners posed a great challenge to the application of CLT in the English lessons. The finding further revealed that teachers stated that it was difficult to use CLT because most of the learners they had were not so conversant in the English language. The study under review was conducted in secondary schools and concentrated on the application of CLT in the teaching of English in general while this study was also conducted in secondary schools but its focus was on teachers' classroom teaching strategies aimed at developing communicative competence in the learners.

Mwanza (2016) conducted a study entitled "A critical reflection on Eclecticism in the teaching of English grammar at selected Zambian Secondary Schools," wanted to find out challenges teachers' were facing in teaching English using Eclectic method and the findings revealed that there was lack of teaching and learning materials in secondary schools and that in some cases, schools did not have any teaching materials to use. Schools lacked books, charts, dictionaries and other relevant literature. Furthermore, they lacked ICT equipment which they could use to teach and make their lessons interesting and varied. They mentioned computers, projectors as some of the equipment missing in schools. The problem of a lack of materials was worsened by the fact that some schools especially in the rural areas did not even have a school library. Most schools especially those located in peri-urban and rural areas did not even have a public library where teachers could go to borrow books or where learners could go to read. In fact, according to the respondents, the problem of a shortage of materials was worse in rural areas compared to urban areas. Another challenge which was mentioned in this study was learners' poor language background where some learners could not speak English fluently. Mwanza (2016)'s study further noted that the meaning of the word 'quality' by respondents referred to English language proficiency where if the learner spoke and understood English fluently, he or she was considered to be of good quality while anyone who

lacked English proficiency was deemed to be of poor quality, though the researcher argued that such views related directly to teachers' language attitudes.

In addition to that, teachers who were respondents in Mwanza (2016) added that most learners especially in rural areas had uneducated parents who could not speak English. Most of them came from communities where the dominant language of communication was an indigenous Zambian language, such as Nyanja, Bemba, Lenje and Tonga. Thus, most learners were more familiar with their home language than with English. Such learners spoke their home languages even when they are at school. Respondents stated that when such learners were asked to speak English, they resorted to keeping quiet since they could not express themselves in English. According to the respondents, this lack of English proficiency meant that they could not use the eclectic approach since learners would not participate. Some teachers explained that this was mostly the reason why they avoided the eclectic approach since learners could not participate in classroom interaction through the English medium.

Therefore, Mwanza (2016) stated that "it is evident from the responses above that, in the opinion of these teachers, lack of fluency in English hindered some learners from classroom participation thereby making the eclectic approach challenging to use." However, the current study wanted to establish teachers' classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons in selected secondary schools of Nakonde District in Muchinga province in Zambia and one of the objectives also wanted to establish challenges teachers were facing when teaching English grammar aimed at developing communicative competence in the learners in selected secondary schools in Nakonde district.

2.8 Summary of the chapter

The studies reviewed in this chapter have provided insights into the objectives of this study as they were tailored around them. The review begun by giving a brief history of methods of second or foreign language teaching then defined CLT as the anchor of the study and gave a brief history of CLT and its principles as an approach to second language teaching. Thereafter, literature on teachers' understanding of Communicative Competence, on teachers' classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons and lastly on challenges teachers face when teaching English grammar was revealed. However, much

of the literature reviewed was from EFL context as very little research has been done in ESL context, especially here in Zambia. The literature also reviewed gaps in terms of areas of interest and findings in relation to this study by those other researchers. Above all, it was noted that of the revealed studies no study holistically investigated the problem under study in this study, as those other studies reviewed attended to isolated aspects of CLT other than the focus of the current study. Therefore, this research holistically studied the problem and filled up the gaps that were identified. The next chapter discusses the conceptual and theoretical frameworks that were used in this study.

CHAPTER THREE

CONCEPTUAL, THEORETICAL AND ANALYTICAL FRAMEWORKS

3.1 Overview

This chapter presents the conceptual, theoretical and analytical frameworks which governed this study. It is imperative to reiterate that the aim of this study was to establish teachers' classroom strategies aimed at developing communicative competence in learners during English grammar lessons in selected Secondary Schools of Nakonde District. Conceptually, the study draws on one conceptual framework derived from Dell Hymes four dimensions of communicative competence. Then it also used the Code and Pedagogic Discourse theory with its extended notion of recontextualisation of educational knowledge as an educational theoretical framework whose proponent is (Bernstein 1973) and analytically, this study employed multimodality in analyzing the teaching and learning materials teachers used since this study focused on classroom teaching strategies. The reason for including all of these frameworks and a theory in my study is that they provided meaningful insights into the ways in which language teaching ideologies and practices either enhance or hinder teachers' classroom teaching strategies during English grammar lessons aimed at developing learners' communicative competence. The chapter begins with conceptual framework followed by the theoretical framework, then the analytical framework and ends with a summary of the chapter.

3.2 Conceptual framework

A Conceptual Framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Likewise conceptual frameworks are abstract representations, connected to the research projects' goal that directs the collection of data, (Liehr and Smith (1999: 7). Sekeran, (2003) defines the conceptual framework or theoretical framework as a conceptual model of how one theorizes or makes logical sense of the relationships among several factors that have been identified as important to the problem.

My Conceptual Framework is derived from Dell Hymes, a sociolinguist who talked about the concept of communicative competence in the early 1970s. The concept of communicative competence was then further developed in the early 1980s by Canale and Swain. According to Canale (1983), communicative competence refers to "the underlying systems of knowledge and

skill required for communication”. Canale and Swain (1980:4) defined communicative competence in terms of four dimensions of communicative competence which were identified as grammatical, sociolinguistics, discourse and strategic competences.

To begin with, Canale and Swain (1980) acknowledged that grammatical or linguistic competence is an essential part of being communicatively competent. This type of competence includes the linguistic forms which are traditionally subsumed under the category of grammar, including rules of sentence structure, word formation and pronunciation.

The second dimension is sociolinguistics or pragmatic competence which refers to an “understanding of the social context in which communication takes place, including role, relationship, the shared information of the participants, and the communicative purpose for their interaction” (Richards and Rodgers, 1986:71).

Discourse competence is understood in terms of the interaction of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text.

Lastly, they proposed strategic competence which basically refers to the coping strategies that are employed by communicators to initiate, maintain, terminate, repair, and redirect communication (Richards and Rodgers, 2001).

Therefore, in this study, it is conceptualized that since the general aim of English language teaching as set out in the Zambian senior secondary school English syllabus is to enable learners develop communicative competence, (CDC 2013). Then through the use of Communicative Teaching and Text Based Integrated Approaches, focusing on the four dimensions of communicative competence which are; grammatical competence, sociolinguistic competence, discourse competence and strategic competence, as stated by Canale and Swain (1980).Then teacher’s classroom teaching strategies must be underpinned by the four dimensions of communicative competence may result in having a competent target language user. This conceptual framework is diagrammatically represented in figure 3.1 below:

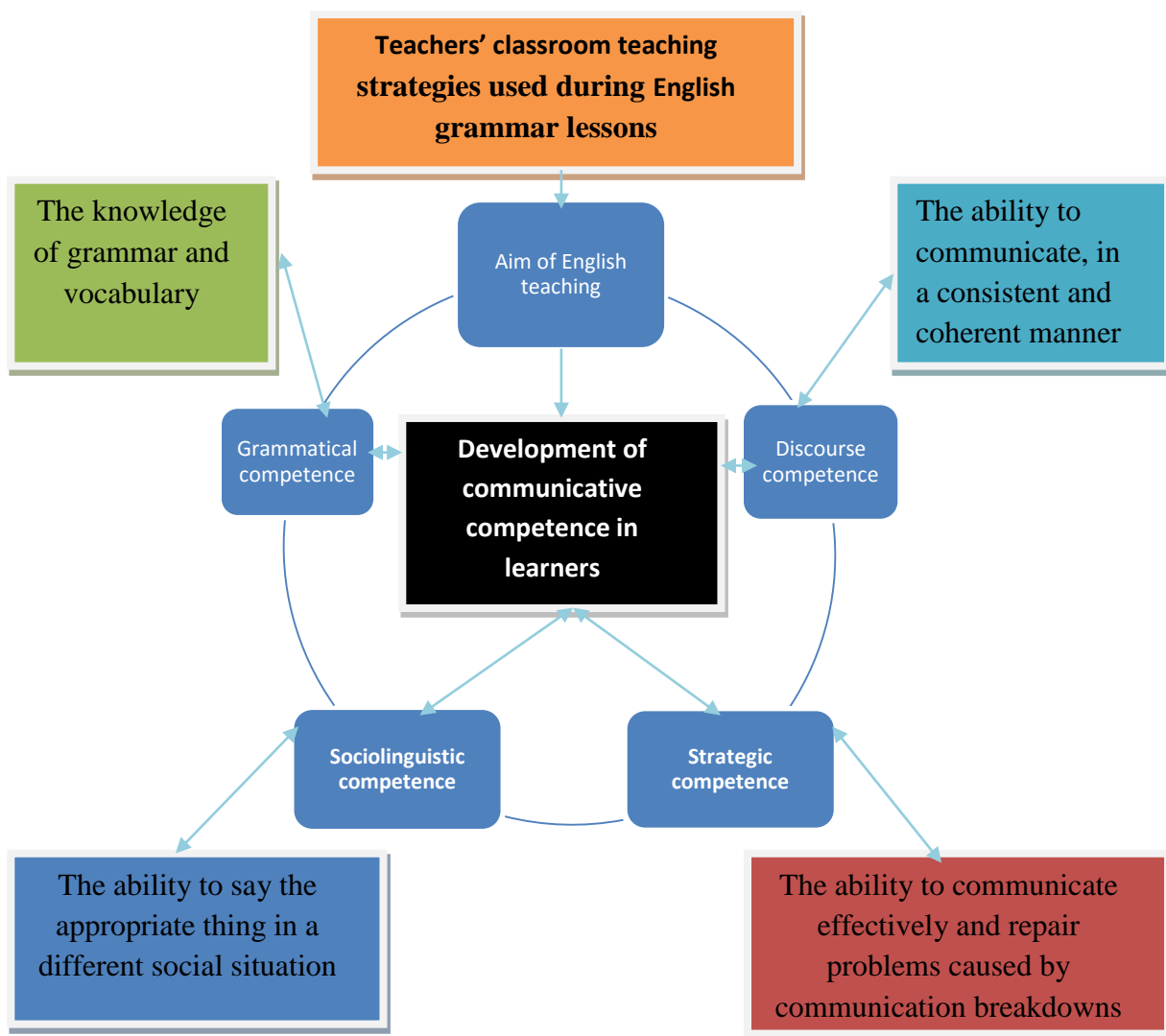


Figure: 3.1 Diagrammatic representation of the conceptual framework

This conceptual framework was used as a lens or mirror through which the researcher analyzed teachers' classroom teaching strategies aimed at developing all the four dimensions above which constitute communicative competence in learners.

3.3 Theoretical Framework

Lier and Smith (1999:8) defined a theory as "a set of interrelated concepts, which structure a systematic view of phenomenon for the purpose of explaining or predicting events." It is the same view held by Fox and Bayat (2007: 29) when they defined a theory as, "a set of interrelated propositions, concepts and definitions that present a systematic point of view of specifying

relationships between variables with the view to predicting and explaining the phenomena.” Thus a theoretical framework is a set of concepts drawn from a theory or theories to offer an explanation of a particular phenomenon or state of affairs. This study was theoretically framed by the code and pedagogic discourse theory whose proponent is (Bernstein 1973).

3.3.1 The code and pedagogic discourse theory

The code and pedagogic discourse theory together with its extended notion of recontextualisation of education knowledge was propounded by (Bernstein 1973). Under this theory, it is believed that classroom teaching does not take place in a vacuum. But rather it is affected by several factors such as government through the curriculum, syllabus, teacher training, national exams, school inspections, school administration and the context of the school on one hand, and informal knowledge and the learners’ social cultural background on the other hand. In the teaching of language, language ideologies and how a particular country conceptualizes language also play a part. These factors are critical ingredients in effective classroom practices through recontextualisation of prior knowledge. These factors affect what method/s a teacher will use and how the teacher applies the chosen method/s in the classroom. This is true to the application of the CLT approach to the teaching of English grammar in order to develop learners’ communicative competence. Thus, teachers’ classroom application of CLT approach aimed at developing communicative competence in the learners during English grammar lessons were analyzed within this framework.

Bernstein (1973) argued that every pedagogic discourse is characterized by power and control. (Haugen 2009:152) offered the following explanation of Bernstein’s code theory: ‘the code theory examines the reproduction of power in schools by looking at the way content is classified and how the interactions are framed’. This shows that the concepts of ‘classification’ and ‘framing’ are central to Bernstein’s theory of Pedagogic Discourse. Sadovnik (2001:3) notes that “classification is concerned with the organization of knowledge into the curriculum” while “framing is related to the transmission of knowledge through pedagogic practices”. In the education system, classification may refer to governments’ powers over the curriculum and regulations on what schools or teachers should do while framing is concerned with the amount of control teachers and learners have over what goes on in the classroom.

Framing also includes the control or lack of control teachers have in implementing the curriculum. (Bernstein 1973:88) describes framing even clearer when he noted “frame refers to the degree of control a teacher and a learner possess over the selection, organization, pacing and timing of the knowledge transmitted and received in the pedagogical relationship”. It is therefore, important to note that this study mainly looked at teachers’ classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons. However, this cannot be done without considering the aim behind the strategies which teachers were using to teach English grammar lessons. That is the reason why the concept of framing was used in this study because it related to the power that the syllabus and teachers had over what went on in the classrooms. Therefore, it was used to analyze how teachers interpreted the Senior Secondary School English language syllabus and how they related with their pupils in the classroom as they taught English grammar lessons to grade eleven (11) learners.

Framing can be internal or external. According to Bernstein (2000:14), “internal framing refers to the influence the learners will have over the teaching” while external framing “refers to the control from outside pedagogic practice on communication.” Examples of internal framing include the learners’ preferences, choices, interests, background, age and other special characteristics of the learner. Examples of external framing include the influence of the government through government policies and expectations. It must however be mentioned that depending on the decisions made by the teacher and implicitly by the influence of the state, internal framing may be weak or strong meaning that the learner may be or may not be considered as an important factor in classroom choices and decisions.

Sadovnik, (2001:3) stated “strong framing refers to a limited degree of options between teacher and students; weak framing implies more freedom”. Both teacher and learner’s freedom is crucial to the understanding and application of a particular approach and method and CLT in the context of this study. Hence, this theory is very helpful in analyzing lesson procedures, classroom practices, and how much freedom in the classroom is exercised by both the teacher and the learners in the teaching-learning process. This is especially important in the context of the communicative language teaching approach in which both the teacher and the learners should have the freedom and flexibility over what goes on in the classroom so as to foster the development of communicative competence in the learners.

From the argument above, it is clear that external framing seriously affect internal framing in formal teaching. Therefore, the question which is important in the application of this theory in the analysis of the data is how much governments control is there and what classroom strategies do teachers use to teach or negotiate their control during their English grammar lessons? This analysis also includes the freedom of the learners and how this affects (positively or negatively) the application and appreciation of the recommended general teaching approaches by the teachers. Aware of the challenge that arises out of external and internal framing, (Bernstein 1973:88) observes that “education may be wholly subordinate to the agencies of the state or it may be accorded a relatively autonomous space with respect to discourse areas and practices”.

Haugen, (2009:12), adds that “power relations are exercised and negotiated in discourse”. Zambian secondary schools are not immune to this reality. Hence, the analysis of teaching and the choices about methods and teaching strategies and techniques cannot be done without considering these important factors. This is what renders this theory a lot of importance in the analysis of the finding in this study. In this case, the theory helps to decipher how external framing affected internal framing as teachers taught English grammar using communicative language teaching approach and text integrated approach aimed at developing communicative competence in learners.

Related to the argument above is the fact that Zambian schools, like schools around the world, are characterized by both vertical and horizontal discourses. (Bernstein 1999:159) defines horizontal and vertical discourse as follows: [Horizontal discourse] is a form of knowledge, usually typified as every day or common sense knowledge. This is Common because all, people potentially or actually have access to it, horizontal discourse is most likely to be oral, local, context dependent, specific, tacit, multi-layered, and contradictory across but not within contexts. While on the other hand, vertical discourse takes the form of a coherent, explicit and systematically principled structure, hierarchically organized...or it takes the form of specialized languages with specialized modes of interrogation and specialized criteria for the production and circulation of texts.

Haugen (2009) believes that the background of every learner is very important to every teaching and learning situation in school. The researcher drew on the concepts of vertical and horizontal discourses when analyzing the teaching of English grammar aimed at developing communicative competence in learners in a multilingual classroom in Nakonde district, given a language situation

characterized by indigenous Zambian languages like Namwanga and Ibibemba and the home grown Zambian English. How, in other words, did teachers accommodate learners' sociolinguistic backgrounds while still trying to teach the official syllabus aiming at developing communicative competence in the learners using the recommended approaches?

The question above led the researcher to a core concept in this study – 'recontextualisation'. According to (Bernstein 1996) cited in (Singh 1997:7) "recontextualisation refers to the rules or procedures by which educational knowledge is moved from one education site to another". In other words, how do the teachers in my study interpret the official senior secondary English language syllabus of the Ministry of General Education and implement it through their classroom practices in their own particular learning situations and contexts with the aim of developing communicative competence in the learners during English grammar lessons?

In a multilingual district like Nakonde and country like Zambia where English is only spoken by a very small population, it is expected that most children enter school without English proficiency. They learn English upon entry into school. In most Zambian homes specially the lower and middle class, the home language is one of the Zambian indigenous languages and not English. Another point to consider here is the variety of English spoken in Zambia; there are two broad varieties of English in Zambia- formal and informal.

With this scenario in mind, the big question is: what is the place of Zambian languages, and the home grown Zambian English in the process of teaching and learning the formal variety of English. Therefore, in this study, using the principle of recontextualisation, the data was analyzed to find out whether or not teachers found Zambian languages and the home Zambian English as resources which they could use to help learners access the Standard English variety. The educational principle of teaching from the known to the unknown also augments this point. One cannot teach standard grammar to learners who speak the informal variety without recognizing the resources and knowledge which learners come with to the classroom.

Concerning the argument that the horizontal discourse can be used as a resource to access the vertical discourse, (Bernstein 1999:169) states the following: When segments of horizontal discourse become resources to facilitate access to vertical discourse, such appropriations are likely

to be mediated through the distributive rules of the school. Recontextualising of segments is confined to particular social groups, usually the less-able. This move to use segments of horizontal discourse as resources to facilitate access, usually limited to the procedural or operational level of the subject, may also be linked to improving the students ability to deal with issues arising (or likely to arise) in the students everyday world.

This part of the theoretical framework informs my analysis of the relationship between the official and unofficial knowledge, power relations in the Zambian education system regarding what method/s the syllabus recommends and how teachers actually teach language in the classroom. However, Apple (2006) reminds us that educational policies are normally not characterized by progression or regression but by contradictions, thus, the theory was used to analyze the progressions, regressions and contradictions in the teaching of English grammar aimed at developing communicative competence in learners, in the manner the official aim of English language teaching and methodological interpretations were decontextualised by the teachers with the aim of developing communicative competence in learners in the four selected schools within their own unique contexts.

3.4 Analytical Framework

3.4.1 Multimodality

Since this study looked at language teaching in a classroom situation, multimodality was used in this study to analyze the types and forms of teaching materials, teaching aids and language forms which teachers used to communicate meaning in the English grammar lesson while using the Communicative and Text Based Integrated Approaches with the aim of developing learners' communicative competence. Hence, multimodalities were viewed as teaching resources.

To start with, Mambwe (2014:45) notes that “the term multimodality(MD) has been used to describe approaches that seek to explain communication and representation as being more than language which addresses a wide range of communication forms that people engage in during interaction, for example, gaze, posture, sound and their relatedness’. Iedema (2003:39) also notes that the term multimodality “highlights that the meaning work we do at all times exploit various semiotics” and that semiotics can co-occur and work together to make and communicate meaning. Due to diversity in the way people communicate meaning and the medium through which people can do that, it was

expected that teachers would vary their teaching materials/resources and communication forms in the classroom in order to make the learning experience an interesting and motivating one for the learners. Not only that being, multimodal is also helpful for the learners because it is believed that learners are also multimodal in their daily communication. Siegel (2006) argues that children have always been multimodal in the way they use their social cultural resources such as talk, gesture, drama and drawing in meaning making.

In this study, the researcher drew on the multimodal approach and its extended notions of resemiotisation and semiotic remediation. Kress (2010) observed that traditionally, classroom research focuses on teachers and learners using spoken language to communicate in the classroom, with books as teaching materials. Multimodality recognizes that while spoken or written language is important in classroom communication between teachers and learners, there are other modes or semiotic resources which are available and can be used. They further argued that learning does not depend centrally on language (written or spoken) but on other modes too which include image, gesture, action with models and writing. Bock (2014) adds that multimodality recognizes that all communication (including classroom communication) uses a variety of modes. Modes are defined as the different semiotic resources used for making meaning both verbally (speech) and non-verbally (image, gesture, gaze, posture, music, color and discarded objects). Jewitt, (2005) claims that in the 21st century, image, sound and movement have entered school classrooms in new and significant ways. Iedema (2003) suggest that television, film and the computer may also be useful resources in communication. Kress (1999:68) advises scholars and in this case teachers “to realize that written language is being displaced from its hitherto unchallenged central position”.

Classroom interaction normally involves face to face interaction between teacher and learners as well as learner to learner. However, the crucial point is that even face to face interaction is multimodal in nature. This is reflected in Strivers and Sidnell’s (2005:2) definition of face to face interaction when they stated that face to face interaction is “a multimodal interactions in which participants encounter a steady stream of meaningful facial expressions, gestures, body postures, head movements, words, grammatical constructions and prosodic contours”. This means that when a teacher is teaching in class and learners are contribution through class discussion, group and pair work, they are not only using words to communicate but integrate words with paralinguistic features to make and communicate meaning. For this reason, teachers may deliberately speak as well as

gesture when illustrating or demonstrating a point. Actually, Strivers *et al.* (2005) adds that when talk and gesture are used together, they aid each other in meaning making. Mwanza (2016) also noted that multimodality has found its place in the classroom and teachers and learners have found it very useful.

Therefore, the researcher now presents why and how the theory of multimodality can be used in the classroom. As already stated, the theory is being viewed in this study as providing the teacher with varied resources for teaching. With the advent of multimodality, the role of the teacher has also changed in order to cope with the complex nature of modern communication. Hasset and Curwood (2009:271) stated that in the new media age, besides the teacher being a facilitator of learning, instructor and model, other teacher's roles have emerged and these include: teacher as resource manager, manages a range of resources-print based and otherwise-that which he or she knows will enable the students to develop the skills and critical abilities needed to navigate new texts and/or complete their purpose. A teacher is also viewed as co-structor of knowledge-teacher and students explore and learn together because the teacher acknowledges that students sometimes know as much, if not more about certain things.

Therefore, there is often a question of whether there is a limit to the resources one can use to communicate meaning in the classroom. The answer is that there is not limit; anything can work as long as it is suitable for the lesson at hand. In fact, even what is not originally meant to be used for English teaching for instance can be changed to suit the objectives of the lesson. Mwanza (2016) for instance gave the following example; in order to teach composition, a teacher of English can use a science text book which has a description of a process of a chemical reaction. The science text and illustration can be used to teach how to write a descriptive composition (how to describe a process). In this case, a science text book is used to teach writing in an English lesson. Since this study is on English grammar, it can be argued that if a teacher wants to teach English vocabulary, he or she can get a newspaper and select a story which the class will read and discuss the denotative and connotative meanings of words. Initially, the newspaper was meant to communicate a story to its readership. In this case, the newspaper has been repurposed as teaching material while the content is resemiotized from media content to a classroom text used to teach grammar. Here, it is clear that teaching materials can be drawn from a wide range of sources, not necessarily from a single domain.

3.4.2 Resemiotization and Semiotic Remediation

The process or practice where a modality has been repurposed and used anew to serve a different function is referred to as semiotic remediation (Bolter and Grusin 2000; Prior and Hengst 2010). At the heart of the notion of semiotic remediation is repurposing, which refers to how people re-use other people's words in talk, frequently re-perform others' gestures and actions, redesign objects, represent ideas in diverse media and thus restructure both their environments and themselves (Prior and Hengst 2010). On the other hand, resemitotization is explained by Iedema (2003) as "how meaning shifts from context to context, from practice to practice, and from one stage of practice to the next". Resemiotization entails that materials can be created and recreated in different forms and practices, while remediation means using material for a different purpose to what is it originally known, (Banda and Kenkeyani 2015). Therefore, the often stated challenge among teachers about lack of teaching materials in schools is lessened by resemitotization and repurposing. The teacher only has to be innovative, creative and free enough to identify the materials which can be repurposed and used in the classroom according to the lesson objectives at hand.

Thus, the notions of Resemiotization and semiotic remediation were used in this study to analyze teachers' creativity in creating and mobilizing teaching materials to help them attain the syllabus goal. It was also used to analyze the competences of teachers in as far as teaching and material production were concerned, as the use of modalities during teaching makes sure there is effective English language teaching/learning, using CLT and Text Based Integrated Approaches.

3.5 Summary of the chapter.

In summary, this study used the concept of communicative competence has its conceptual framework and Bernstein's code and pedagogical discourse theory specifically using the concepts of classification and framing, horizontal and vertical discourse as well as recontextualisation of education knowledge to analyze the findings and it also went further to use another analytical framework which looked at multimodality and resemitotization and semiotic remediation because this study was concerned with teachers' classroom teaching strategies where multimodality was a critical component in effective lesson delivery. The frame work was used to analyze how teachers applied the communicative language teaching approach and text based integrated approach in the classroom within the context of the social, cultural and political context of the teaching and learning

situation in selected secondary schools in Nakonde district of Zambia aimed at developing communicative competence in learners during English grammar lessons. The next chapter discusses the methodology that was used in this study.

CHAPTER FOUR

METHODOLOGY

4.1 Overview

This chapter describes the research design that was employed, the target population, sample size, sampling procedure, research instruments, data collection procedure, Further, other important aspects such as the reliability and validity of the instruments have been explained, data analysis and ethical issues that were considered.

4.2 Research Design

A research design has been defined differently by different scholars. Creswell (2009:3) noted that research designs are “plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis”. A clearer definition has been given by Msabila and Nalaila, (2013:27) that, “a research design is a plan on how a study will be conducted or a detailed outline on how an investigation will take place.” It is clear from the definitions that research designs have to do with how one will conduct research in terms of methods of data collection and analysis.

This study was qualitative in nature, Leedy, (1993:142) stated that a qualitative research is “concerned with human beings: interpersonal relationships, personal values, meanings, beliefs, thoughts and feelings. The qualitative researcher attempts to attain rich, real, deep, and valid data and, from a rational standpoint, the approach is inductive”. Therefore, since this study required the researcher to describe the state of affairs as found and observed in their natural setting, a case study was employed. The rationale for adopting a qualitative approach in this study is that it required the researcher to collect data in the natural setting by carrying out lesson observations in the normal classroom setting and because the researcher wanted to gain an in depth understanding of teachers’ classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons in selected secondary schools in Nakonde District of Zambia.

4.3 The target population

White (2003) defined a population as the universe of units from which the sample is to be selected. Burns and Groove (1993:779) stated that a population is defined as all elements (individuals, objects

and events) that meet the sample criteria for inclusion in the study. The target population for this study was Nakonde District. Nakonde is one of the major border towns in Muchinga Province in Zambia. It shares its border with Tanzania the gate way to east Africa. It is about 1000 km north of Lusaka the capital city of Zambia. The major languages spoken in Nakonde are Namwanga, Ichibemba and Kiswahili is also spoken by some local people due to language contacts because of boarder trading and the interactions with neighboring Tanzanians. The population for this study comprised all Secondary Schools, all heads of literature and languages departments and all Teachers of English language in Nakonde District of Muchinga province. This population was selected because this study sought to establish teachers' classroom strategies aimed at developing communicative competence in learners in schools, therefore the above mentioned population types were appropriate if the researcher was to get the right information for the study.

4.4 Sample size

A sample is defined by Sidhu (2014), as a small proportion of a population selected for observation and analysis. For this study, the participants were teachers of English and heads of department (HODs) for literature and languages department. The sample size of this study consisted of 4 Secondary Schools, 24 participants, comprising of 20 teachers of English Language, 4 literature and languages heads of department and the grade 11 learners who were part of the 8 classes where the researcher conducted lesson observations. These learners were important in the analysis of teachers' classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons in the four selected secondary schools in Nakonde district. All these were drawn from 4 government Secondary Schools in Nakonde District. Therefore, the total population of the participants in this study was 24.

4.5 Sampling procedures

Blanch, et al (2006) defined sampling as a process of selecting research participants from an entire population, and involves decisions about which people, settings, events, behaviors and social processes to observe. Therefore, in this study, Purposive sampling was used. This sampling technique was used to come up with 20 grade eleven teachers of English and 4 heads of literature and languages departments in the four Secondary Schools as these two groups were the most reliable sample type for this study. Singleton et al, (1988) notes that this is a type of sampling which is based

entirely on the judgment of the researcher, in that a sample is composed of elements which contain the most characteristic, representative of typical attributes of the population. On the basis of the researchers' knowledge of the population, a judgment is made about which subjects should be selected to provide the best information to address the purpose of the research, this therefore, justifies why the researcher in this study choose the above stated sample type.

The grade 11 learners were part of the classes where the researcher conducted lesson observations hence they formed part of the sample. The researcher used purposive sampling because the researcher targeted a group of people who were reliable and taught English to grade elevens and supervised teachers who taught English in these schools hence forth were directly involved in the teaching of English grammar. The four secondary schools were targeted because of their centrality and the fact that data was collected in the rain season so accessibility was considered due to time constraint. This meant that the target population would provide suitable sample for the study. The other reason was that the four secondary schools were also easy to access due to good road network because data was collected in the rain season.

4.6 Research instruments

Research instruments are fact finding materials. They are tools for data collection (Mkandawire, 2019). They include; Questionnaires, Interviews guides, Observations guides and Focus Group Discussions guides, (Terre and Blancheetal2006). In this study, observation guides and interview guides, audio and video recorders and a note book were used.

4.6.1 Interview guides

Ghosh, (2011) defines interviews as a systematic way by which a researcher enters imaginatively into a life of a comparative stranger who has the data that the researcher requires. Therefore, in this study, Interview guides were used to solicit answers from teachers' and HODs' on their understanding of the term communicative competence, on teachers' classroom teaching strategies aimed at developing learners communicative competence in learners and on challenges English subject teachers were facing when teaching English grammar aimed at developing communicative competence in learners in selected secondary schools of Nakonde district. Through this instrument, the researcher got direct and reliable data from the source.

4.6.2 Lesson Observation Checklist

An observation is a process of acquiring knowledge or information using the sense organs. The researcher has a purpose and hence uses his or her senses in a regulated perception by taking only relevant information into consideration (Young, 1949). According to Kombo and Tromp (2006), an observation is a tool that provides information about actual behavior.

In this study eight English grammar lessons were observed. The researcher used a non participant observation where the researcher is part of the group but does not participate in the activity being observed. By not participating, the researcher had ample time to observe and take note of the data he was interested in. The observations were also controlled and the researcher used a tool called an observation guide. This method of collecting data gave the researcher firsthand information as the researcher heard and saw the reality. Lesson observations were also another way of validating data collected through interviews. This made the researcher compare the findings from other instruments used in the collection of data. Lesson observation guides were used to record teachers' classroom teaching strategies aimed at developing communicative competence in the learners during English grammar lessons in the four selected secondary schools in Nakonde District. The observations were structured and only those aspects which were appearing on the observation guides were recorded. Lesson observation guides were also used to establish if teachers understood the aim of teaching English in Zambian secondary school syllabus as stated in the senior secondary English syllabus through teachers' classroom practices during lessons observations. Refer to appendix D for the lesson observation check list.

3.7 Validity and Reliability of Instruments

According to Khotari (2004) validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested. Khotari (2004) also states that a reliable instrument is one that provides consistent results. To ensure validity and reliability of the study and instruments, the following were done. The interview guide and observation check list were first discussed with the supervisor to ensure their appropriateness (Polit et al, 2001). Secondly, multiple forms of data collection strategies and data sources or triangulation were used by the researcher in order to obtain a more complete picture of what was being studied and to cross-check information collected. For instance, the researcher compared the responses he got from interviews

with what he observed during English grammar lesson observations so as to have a clear understanding of the responses he was getting to answer the research problem at hand. To further ensure validity of the findings the interviews were recorded using a tape recorder and later revealed and compared with what was written down during interviews. Furthermore, lesson observations were also video recorded so as to cross check what was captured in written during classroom observation and recorded to ensure authenticity of the collected data.

4.8 Data collection procedure

To start with, the researcher wrote a research proposal which was submitted for approval at the school of education departmental level and later did an oral presentation of the research proposal at the department of languages and social sciences education at the University of Zambia (UNZA). Thereafter, the researchers applied for ethical clearance from the university research ethics committee where the study was also approved and then, the researcher got an introduction letter from the assistant dean post graduate school of education to go for field work. After that, permission to conduct the field work in schools was sought from the District Education Board Secretary (DEBS) for Nakonde District. A letter of permission from the DEBS office was presented to the Head teachers of the selected secondary schools after which permission was also granted in the four secondary schools. Thereafter, participants were briefed about the nature of the study. This was followed by seeking of informed consent from teachers and HODs who were involved in the study. Therefore, the teachers and HODs were requested to sign informed consent forms.

The researcher then started collecting data by conducting two English language grammar lesson observations per school with grade 11 classes and that gave a total of 8 lessons in the 4 secondary schools. The observations were conducted in the classrooms under natural, non-manipulative setting using an observation checklist. The observation sheet was used to code the classroom activities. The purpose of conducting these observations was to capture the strategies that teachers were using to teach English grammar aimed at developing communicative competence in the learners during English grammar lessons. Secondly, oral interviews were also done with HODs and teachers of English who were observed and not observed, these interviews added to the in-depth understanding of the classroom strategies that were observed during lessons observations.

4.9 Data analysis

Data analysis refers to examining the information collected in a research and making inferences and deductions (Kombo and Tromp, 2006). Therefore, since this study employed a qualitative research paradigm, the researcher used thematic analysis. According to Valsiner, (2006) thematic analysis involves the researcher asking broad questions and collecting word data from participants and he or she then looks for related themes and describes the information in themes and patterns exclusive to that set of participants. This was done using a linear, hierarchical approach of data analysis; building from the bottom to the top (Creswell, 2009). The data was first organized and prepared for analysis. This involved transcribing recorded interviews, and sorting and arranging the data into different types according to the sources of information. The researcher then read through the data to obtain a general sense of information and to reflect on its overall meaning. Thereafter, data was further analyzed through a coding process that generated a number of themes or categories in relation with the study objectives and other sub-themes that emerged from the collected data.

These themes were further analyzed and the major theories were drawn out. Then some direct quotations from respondents' responses were included in the text. The lesson observations were also transcribed and presented in verbatim. These helped to establish teachers' classroom strategies that were aimed at developing learners' communicative competence during English language grammar lessons in selected secondary schools of Nakonde District in Zambia.

4.10 Ethical considerations

The researcher observed all the necessary research ethical requirements. Firstly, The researcher, applied for ethical clearance from the ethics committee at the University of Zambia where he was cleared and then permission from District Education Board Secretary (Debs) in the District where the study was done was sought and after authority was granted, the researcher went round the four secondary schools to seek permission from school head teachers and distribute letters of permission from the Debs office to Head teachers and HODs. As rightly identified by Wimmer and Dominick (1994), the principle of confidentiality and respect are the most important ethical issues requiring compliance on the part of the researcher. The following were taken into consideration to ensure that research ethics were observed. The basic ethical requirements demand that the researcher respects the rights, values and decisions of the respondents. Therefore, before any lesson observation or oral

interview was done, the researcher explained to the teachers the purpose of the visit in line with contents of the 'Informed Consent Form', to the respondents (Grade 11 English subject teachers) and HODs were briefed about the procedures to be used, and the purpose of the research. To maintain confidentiality, participants were assured that their names would not be used on the observation instrument which they signed. This was done as planned by using letter codes, instead. Participants were also assured that the data collected would not be disclosed to any other persons and they were further informed that participation in the research by the teaching staff and HODs was voluntary. Thereafter, designed Informed Consent Forms were distributed to the intended respondents to seek their informed consent which were signed by those who consented to take part in the study as respondents. For more details refer to appendix A in the appendixes. To ensure that the school programs were not interrupted in the four selected secondary schools under study, lesson observations were conducted following the usual class timetables.

4.11 Summary of the chapter

This study used a qualitative paradigm and this chapter has presented the methodology that was employed and has justified the use of each item like; the research design, target population, sample size, sampling procedure, research instruments, data collection procedure, data analysis and ethical issues considered. The next chapter presents the findings of the study.

CHAPTER FIVE

PRESENTATIONS OF FINDINGS

5.1 Overview

This chapter presents the findings of this study. The ultimate goal of any research is to respond to the questions raised at the outset of the research. Therefore, this chapter first presents the qualifications of the teachers and HODs who were involved in this study. The data was collected using interview guides and observation guides and these are presented under themes and sub-themes derived from the research objectives and questions. The chapter ends with a summary of the findings.

5.2 Qualifications of subject Teachers and heads of department involved in the study

Of the twenty teachers of English and four heads of department for literature and languages department who were interviewed and observed in this study, 12 of the teachers had Secondary Teachers' Diploma in Education which was the largest proportion of the total sample (50 %). While 11 had Bachelor degrees in Education which stood at (48.8 %) and only 1 had a Masters' degree in Education and it stood at (4.2 %).

5.3 Research findings

The research findings came from the two research instruments used in this study namely; the interviews guide and classroom observation guide. The contents of the research instruments were analyzed so that comprehensive meanings of the data were obtained. The recorded data were transcribed and coded into themes because this study used a qualitative approach. The findings from both the classroom lesson observation guides and interview guides have been presented under research objectives and questions. In this study, the questions raised were: How do teachers understand communicative competence? Which classroom strategies were teachers using to teach English grammar lessons aimed at developing communicative competence in the learners? And what were the challenges faced by teachers when teaching English grammar with the aim of developing communicative competence in the learners in selected secondary schools of Nakonde district?'

5.4 How did teachers understand communicative competence?

The first question sought to establish how teachers and heads of departments understood communicative competence. To answer this question, interviews were conducted with the teachers and heads of department. Therefore, the findings below are in two sets; the first set is from the HODs and then the last set is from the teachers.

5.4.1. Findings from the Languages heads of department (HODs) interviewed.

The findings established that the four heads of department interviewed on how they understood communicative competence had different views on the concept. Based on the respondents' definitions of communicative competence, what generally came out from three (3) of the four respondents was that communicative competence was the ability to use a given language correctly by its users. For instance, consider the following responses from these respondents. The first one defined communicative competence by saying:

It means having the ability to use a given language correctly and appropriately in various contexts (HOD1).

Additionally the second HOD said:

This is the ability by an individual to use a language correctly (HOD2).

HOD 3 also said:

It means an individual's ability to communicate effectively in a particular language (HOD3).

While three of the four heads of department gave the above responses, the fourth one was not sure of the answer, but just said:

It means having a state of being able to perform a particular task (HOD4).

When further asked to state the aim of teaching English in Zambian secondary schools as stated in the Zambian Senior Secondary School English language Syllabus. The heads of department

demonstrated through their responses that they had some knowledge about the aim of English teaching in Zambian secondary schools. For instance HOD1 said:

It is to impart the necessary linguistic and communicative skills to enable the learners interact in various social situations.

Similarly, HOD 2 said:

So that learners are able to communicate effectively.

While HOD 3also said:

For the pupils to have the knowledge, understanding and communication skills in English language

And the fourth HOD also said:

It is to enable pupils learn how to communicate in the official language and prepare them to interact at national and international forums (HOD4).

The heads of department were further asked to state if teachers in their departments understood the aim of teaching English in Zambian secondary schools as stated in the Zambian senior secondary school English language syllabus and to justify their answers. In response, three of them said 'yes' and went ahead to give justifications for their 'yes' answers. For instance HOD 4 said:

They do understand the aim of teaching English because English is our official language that is used in all subjects and in jobs afterwards.

Similarly HOD 1 said:

Yes, because all the teachers are trained and they know that English is a tool for official communication in Zambia.

In addition to that HOD3 also said:

Yes, because they are able to interpret the syllabus and teach lessons to the learners based on the same syllabus and its requirements.

While HOD 2just said:

I am not sure if teachers know or not because I have not taken keen interest to establish if they know or not.

5.4.2. Teachers' understanding of communicative competence

During interviews, all the 20 teachers under study were asked to explain communicative competence. The responses varied but what was clear from most of their explanations was that they had scanty ideas about the concept while other responses revealed that some respondents were completely ignorant of the concept communicative competence. In explaining the term 'communicative competence' For instance one of the female respondents said:

Communicative competence means a language user's grammatical knowledge of syntax, morphology, phonology and as well as social knowledge about how and when to use utterances appropriately (T3).

Equally teacher 4 also said:

Communicative competence means when learners can interact with others using a particular language with less difficulty (T4).

Similarly other respondents generally also defined the term 'communicative competence' as having the ability to communicate appropriately using a given language, for instance one male teacher said:

Communicative competence means a situation where learners are able to use the rules in a particular language correctly in spoken (T1).

Those who were completely ignorant of the concept communicative competence were open with the researchers stating their position on the matter. For instance, when we consider the following responses:

I have no idea on what communicative competence means but it talks about communication (T 7).

Similarly another respondent also said:

Communicative competence has something to do with communication channels and how people use these channels (T13).

For further insights into research objective number one, the researcher also asked the teachers to state the aim of teaching English in the Zambian secondary schools which was indeed to develop communicative competence. To begin with, the 20 respondents gave different answers. Some answers demonstrated that some teachers knew the aim of English teaching in Zambian schools. For instance teacher 16 said:

It was to enable learners to be competent in their daily communication (T16).

While another respondent teacher 7 added a similar response and said:

It is to develop the skill of speaking and writing correct English or use the language with less difficulty (7).

Similarly, teacher 10 a male respondent said:

It is to prepare learners for the world in which they are going because English is a medium of communication and all other subjects are taught in English apart from Zambia languages so the need to teach it (10).

While some teachers in this study demonstrated that they had some knowledge of the aim of teaching English in Zambian schools, other teachers expressed ignorance. Teacher 18 for instance said:

Do we even have a specific aim apart from that of teaching it as a subject offered at school so that learners can know it since it's our official language?(T18).

Similar remarks were also made by another respondent, teachers 3 who said:

We teach these subjects because they in our curriculum (T3).

While, teacher 19 just said:

I am not aware that there is a specific aim of teaching English stated in the syllabus (19).

5.4.3 Summary of research question one findings.

The first question sought to establish how teachers and heads of departments understood communicative competence and the findings revealed that some teachers and HODs understood what communicative competence meant, while other teachers and HODs had fractional understanding of communicative competence. Other teachers and HODs held misconceptions about the concept and others bluntly had forgotten anything to do with communicative competence.

5.5 Which classroom teaching strategies were teachers using to teach English grammar lessons aimed at developing communicative competence in learners in selected secondary schools in Nakonde District?

The second question sought to analyze Teachers' classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons. To answer this question, interviews were conducted with 20 grade eleven teachers of English and four heads of department (HODs) for literature and languages department. To further solicit answers to this question, eight (8) classroom lesson observations and post lesson observation interviews were done. These interviews and lesson observations were also video and audio recorded and transcribed for easy interpretation and analysis.

5.5.1 Strategies teachers used to teach communicative competence: Lesson observations data.

This section presents the findings on how selected teachers of English in the four selected secondary schools understood and taught communicative competence through their classroom teaching strategies. In order to elicit this set of data, the researcher observed eight English grammar lessons, which were video-recorded for easy interpretation and analysis. Therefore, the researcher is going to give four samples of lesson observation descriptions which reveal the dominant teaching strategies used by the teachers during English grammar teaching by grade eleven (11) teachers of English in the selected secondary schools in Nakonde district.

Therefore, the researcher will begin this section by presenting four different lesson descriptions by four different teachers from the four different selected secondary schools. The four secondary

schools used in this study are referred to as schools A, B, C and D and the corresponding teachers as Teacher A, B, C and D respectively. After presenting the descriptions of the four sampled lessons, then the researcher presents a summary of the lessons by focusing on common strategies picked up in each lesson observed as well as some important observations in terms of classroom teaching strategies aimed at developing communicative competence in learners' during English grammar lessons.

5.5.2 Lesson Descriptions

5.5.2.1 School A/ Lesson A/ Teacher A

The school is located within the urban area. The teacher is female and holds a Bachelors Degree in Education from a public university college. The class has 67 learners. The teacher has a well prepared lesson plan.

The teacher writes the topic on the board “conditional sentences type two improbable”. Thereafter, she asks learners what improbable conditional sentences are and asks for examples of its use. One pupil responds by stating his answer and gives the following example; *if Janet came home, I would give her the money*. After two more correct examples, the teacher thanks those learners who attempted to answer and those who gave correct answers and encourage them to keep up it.

Thereafter, she mentions that today's lesson is a continuation of conditional sentences we started last time so today's lesson is on “impossible sentences”. She asks the class to read the topic and they do so repeatedly. Then, she asks the learners what the term impossible meant. A girl gives a correct answer and the teacher remarks “*very good*”. She asks for examples, when a correct answer is finally given, the teacher remarks “*correct*”. Then the teacher gives a brief explanation of the day's structure by stating that *if + past perfect tense + perfect condition is the compositional structure of these sentences*. Thereafter, she asks for groups to discuss and give more examples, as answers are being given, the teacher emphasizes on important points to the whole class.

Thereafter, the teacher asks learners to construct sentences using the conditional sentence discussed. After several oral sentence presentations by some learners, she asks if there are any questions. ‘*No questions*’ the learners chorus together. Then the teacher asks the learners to get the exercise books and write the class exercise. The teacher writes the exercise on the board from a textbook in which

she asks the learners to use ‘but for’; to indicate negative conditions individually. She does so by first writing an example. Then, she asks the learners to read through the examples loudly together. The class does that twice. Afterwards, she continues to write the question on the board which learners had to answer and the lesson ends with the teachers getting learners books for marking.

5.5.2.2 School B/Lesson B/ Teacher B

This male teacher has a Masters Degree in African languages. The school is situated in a peri urban area. There are 61 learners in class. The teacher has a lesson plan.

The teacher brain storms the learners as a whole class with the following sentence; ‘*James lost the book which her father had given her*’. Thereafter, he asks the learners to identify the type of structure being used in the sentence. The learners became quiet. Therefore, the teacher explains to the learners by mixing both their local language and English language; *the sentence given has used ‘which’ to join the two sentences by defining the book which James lost and this structure is called ‘a relative pronoun’ and the clause is now called ‘relative clause’ because it has defined the noun that came before other nouns and distinguishes the noun from others of the same type.* Then the teacher asks the learners to turn to page 86 of the text books. He refers the learners to sentences where the discussed structure has been used and asks the learners in their groups to join given sentences using ‘who’, ‘that,’ ‘which,’ ‘whom’ and ‘whose’. Thereafter, the teacher asks learners to do oral presentations of the group answers while he consolidates when he feels there is need to do so.

In concluding the lesson, the teacher gives the learners a dialogue in a text book based on the taught concept and asks them to finish in pairs and present the whole dialogue to the whole class. Thereafter; he recaps on key points using oral question and answers.

5.5.2.3 School C/Lesson C/ Teacher C

The teacher is male and holds a Secondary school teachers’ Diploma with a major in English Language Teaching. The school is located within the urban area. The class has 58 learners. The teacher has no lesson plan.

The teacher explains that basically there are three cardinal tenses. Then he asks the class to state these tenses. Thereafter, he explains to the class, ‘*the focus today is on the present simple tense*’ and

went further to state that this tense can be divided into four categories. Then he asks the learners *what are these categories?* And then the learners mentioned the four correctly. The teacher then gives learners in pairs to discuss and state how each of these types is formed in verbs ending with; ‘o’, ‘ch’, ‘sh’, or ‘ss’, and ‘y’. Then he allows the pairs to make oral presentations and explain the rules governing the changes effected on each of the verbs ending with the above given letters. The teacher clarifies *that verbs ending with the above stated sounds, when used with the third person singular (he/she/it) you have to add ‘es’, for example ‘go’ changes to (he/she/it goes), ‘catch’ changes to (she/he/it catches) and ‘push’ changes to (it/he/she pushes) respectively.*

Then the teacher tells the learners to state the uses of the present simple tense and give at least two examples of each of the uses in pairs. Learners protest, teacher then explains the four uses of the stated tenses and gives an example on each of the four uses and then some learners shout “*this is ok now!*” to show that they have now gotten the concept then he asks if it is clear. The whole class chorus together “*yes*”. After that the teacher makes the whole class to stand and then asks each pupil to construct a sentence using the present simple tense and present it to the class. If a pupil gives a correct answer he/she sits down. After a few correct sentences are presented by the learners, the teacher tells the whole class to sit and get their exercise books and write a class exercise individually. Thereafter, the teacher summarizes the key points of his lesson and asks the learners to fill in the gaps with appropriate verb forms based on the taught concept.

5.5.2.4 School D/ Lesson D/ Teacher D

This teacher is female and has a Bachelor’s Degree in English Language Teaching. The school is a day school and it is situated in a peri urban area. She has a lesson plan. There are 49 learners in class.

The teacher presents a story to the class and at the end asks for reactions from the learners using the structure taught the previous day and some pupils were able to make sentences using the concept correctly though some learners had challenges coming up with those sentences. Then the teachers introduces the day’s work on ‘prepositions’ and asks the learners to define the term preposition. Learners give answers; for instance learners 1 said: “*it’s a word that shows a relation of a given word to other words*” while another learners said: “*it’s a word that shows us how words are related in a sentence*”. Teacher says all answers are ok, she then emphasizes on the correct meaning of the

word and she adds, “A *preposition shows the relationship of a noun/pronoun to another word in a sentence.*” She then states that prepositions can be divided into three categories for easy understanding and writes prepositions of; movement, expression and position, on each of these the teacher gives examples.

Thereafter, she asks three learners go in front and then she tells them to sit on a desk. The teacher then gives the following sentence to the class; ‘*Ted is sitting to Timothy*’ and then teacher asks the whole class what is wrong with the sentence. Some learners point out that a preposition is missing then the teacher asks *why*? Then one learner says: “*because it is not telling us how Ted is sitting with timothy*”, therefore, the learner said: “*the preposition ‘next’ has to be put between ‘sitting’ and ‘to’, to make the sentence meaningful.*” After that, the teacher recommends the learner for the correct answer and good explanation.

Thereafter, the teacher asks the learners to construct sentences using any of the prepositions discussed in the lesson which included; next, under, on, between, besides and behind to mention but a few, after that, she asks the learners to present their sentences to the class. Some sentences made by some learners though correct, were full of humor therefore they made the teacher laugh and while laughing the teacher, encouraged the learners that they were entitled to make their own sentences using their own opinions and after more sentences were given, the teacher summarized the responses and thanked all the learners for participating actively in the lesson. The class teacher ends the lesson by giving homework and thanking the learners for their cooperation.

In conclusion on this section, the figure below gives a summary of teachers’ classroom strategies aimed at developing communicative competence in learners, noted during English grammar lessons from lesson observations conducted in the four selected secondary schools in Nakonde District.

School code	Teachers' classroom teaching strategies used during English grammar lessons
School A	Whole class discussions, presentations, group work, repetitive drills, chorusing, oral question and answer and teacher exposition
School B	Group work, pair work, individual sentence construction and presentation
School C	Oral question and answers, teacher exposition, pair work, individual sentence construction, oral class presentations.
School D	Oral question and answer, class discussion, brain storming, individual sentence construction and oral presentations

Table 5.1: Summary of teachers' classroom Strategies, teachers used during English grammar lessons, aimed at developing communicative competence in learners.

5.5.2.5 Strategies used by teachers to teach communicative competence: interview data

To get more insights into objective two of this study, the researcher also conducted oral interviews with the heads of department and the teachers. The researcher asked the heads of department and the teachers to state the two general recommended approaches for teaching English in the Zambian senior secondary schools which were in line with the aim of English teaching as stated in the syllabus.

With regards to the answers to the above question, some teachers were able to state one correct recommended approach pairing it with a different approach which is not recommended. Take for instance this response from teacher 3 who said:

Cognitive and communicative approaches are recommended in the syllabus (T3).

The other teacher for instance, just gave one correct approach and said: *text based integrated approach* and did not give the other one. Similarly teacher11 also said:

Communicative teaching approach and structural teaching approach (T11).

While on the other hand, other teachers showed that they were not even sure if there existed something like recommended approaches in the teaching of English in Zambian schools as they

expressed mixed reaction when asked to state the recommended approaches. For instance one of the male respondents said:

Approaches differ according to the component being taught but did not state any of those different approaches he referred to (T4).

In addition to that another teacher also said:

I am not aware of the two general recommended approaches stated in the syllabus that I am required to use to teach English but I teach based on the approaches I know (T6).

Another teacher told the researcher that;

Approaches are many and we just pick on those we feel will help us to deliver a particular lesson. Learners are also engaged in their own learning through group works, class discussions, for instance by asking learners to go in front and then ask them to present their answer orally (T2).

While others out rightly told the researcher that they did not know anything, for instance teacher 20 just said:

I have no idea (T20).

Other teachers struggled to give answers and when they later managed they gave different approaches which were not even closer to the recommended approaches. For instance teacher 1 said:

Audio lingual and learners centered (T1).

In the same line teacher 17 also said:

Grammar translation and structural approaches (T17).

On a contrary, while the above responses were common amongst the teachers interviewed, one teacher was able to give the correct answer and the teacher said:

Communicative approach and text based integrated approach are the general recommended approaches for English teaching in Zambia (T9).

Apart from the twenty teachers, the heads of department (HODs) were also asked to state the general recommended approaches for teaching English in the Zambian senior secondary schools as stated in the syllabus which were in line with the aim of English teaching in schools, which was to develop communicative competence in learners. The responses varied from one respondent to another and just like the teachers, some were at least able to mention one correct recommended teaching approach pairing it with a wrong one. For instance the following response from HOD 1 who said:

Communicative approach and audio lingual approach

Similarly, HOD 3 said:

Text based integrated approach and structural approach

While the other respondent completely failed to state any of the recommended approaches but just mentioned other approaches that were not recommended, for instance HOD 2 said:

Learner centered and subjective teaching approaches.

The other respondent also said approaches differ in use depending on the topic being taught in a particular lesson. For instance this head of department said:

The issue of which approach is recommended or not, mostly do not work because we just teach basing on the topic being taught, our abilities as teaches and the abilities of our learners (HOD 4).

5.5.2.6 Summary of research question two findings.

The main purpose of the study was to analyze teachers' classroom strategies aimed at developing learners' communicative competence during English grammar lessons in selected secondary schools of Nakonde District and this formed the second objective of this study. Therefore, to get the data oral interviews and classroom lesson observations were conducted and the findings presented in this chapter on this question have revealed a number of classroom strategies which teachers were

using to teach English grammar lessons aimed at developing Communicative competence in learners in the four selected secondary schools and these included; whole class discussions, group work, individual sentence construction and oral presentations, teacher expositions, brain storming oral questions and answers, storytelling and conversations.

5.6 What are the Challenges faced by teachers when teaching English grammar with the aim of developing communicative competence in learners?

This question aimed at finding out challenges teachers faced when teaching English grammar lessons aimed at developing communicative competence in learners during English grammar lessons. To collect data, interviews were conducted with teachers and HODs. During interviews, most teachers and HODs acknowledged the existence of challenges impinging upon learners' development of communicative competence in English language and they attributed some of these to themselves as teachers and HODs, some to the pupils and others to the education system. Therefore, the presentations of the findings in this section will also follow the same pattern.

5.6.1 Challenges Attributed to the heads of department (HODs) and Teachers.

5.6.1.1 Inadequate pre-service and in-service training in the new curriculum

Most HODs and teachers stated that teaching English grammar aimed at developing learners' communicative competence was somehow a difficult undertaking to them and even to other teachers owing to the fact that, most of them did not possess the required knowledge and skills to do that. Their argument was generally that colleges and universities were not adequately preparing them in the actual classroom teaching and syllabus interpretation. Some interviewees stated that they had very little knowledge about the recommended approaches in the context of Zambia because at the colleges or universities, they were just exposed to a few approaches without specifically singling out those that were recommended in schools and hence it was difficult for them to develop in learners because they did not know which methods were suitable for the purpose. Here is what teacher 13, for instance said:

Lack of proper training and refresher courses in trends in the teaching of English language to some of us who left colleges way back pose great challenges when teaching basing on new trends.

Equally another respondent teacher 7 also spoke in the same line and said:

Some of my fellow teachers are not familiar with some techniques and approaches for language teaching hence making it impossible to teach particular components of the syllabus to learners.

Similarly HOD 4 also said:

Some of our teachers find it challenging using some approaches or techniques to teach certain structures due to poor training from some of these mushrooming colleges and universities in the country.

Other respondents stated that they had the knowledge of a good number of teaching approaches, but they did not know what was really required of them because little was done during their training on the recommended approaches as a result they did not possess the required skills and expertise of putting them into practice. Some even reported that their pre-service was more theoretical and less practical as far as some of these approaches were concerned. For instance teacher 10 said:

Some approaches are not easy to implement by us non-native speakers of English. I personally don't use approaches I don't know well because they stress me.

5.6.1.2 Lack of motivation by teachers to English

Findings showed that teachers lacked interest and motivation in teaching. They explained that teaching was not their preferred job but did it only to earn a living. Consider the following:

Some teachers find it problematic to create and maintain quality relationships and motivate learners in their classes because they themselves lack self-motivational drive (HOD2).

While another respondent stated:

There is a big challenge in teaching nowadays because a lot of people have gone to do teaching not out of passion but just to have a job and earn a living, so when it comes to the actual teaching in classes these teachers are lazy and they are full of lame excuses (T6).

5.6.1.3 Lack of interest to read and understand the syllabus and its requirements

Some of the teachers and HODs stated that they were not aware of the general recommended approaches for English teaching although they had the syllabus. Teacher 8, for example said:

I am not aware of the two recommended general approaches in the syllabus (T8).

Similarly when we consider the response that came from another teacher who was asked about the aim of teaching English in schools. The teacher said:

I am not aware that there is a specific aim of teaching English stated in the syllabus (T9).

Similar remarks were also given by many other teachers; some even said that they taught what was in the course books. For instance teacher 3 even said:

What is important is to run through the course books and finish teaching all the topics as outlined and not the issue of approaches or methods because learners differ in exposure (T3).

5.6.2 Challenges Attributed to the pupils

5.6.2.1 Pupils' negative attitude towards reading and studying English books

The respondents pointed out that the development of communicative competence was also hampered by the negative attitude that learners themselves had towards English as a subject in schools. Some teachers and HODs even lamented that some of their learners believed that English cannot be studied like they did with other subjects and also that the learners assumed that their role as learners in a classroom was to listen passively to a teacher. The respondents also pointed out that it was very difficult to engage such learners in communicative activities because they always wanted to listen to a teacher and other learners who were able to express themselves. This according to the respondents made it difficult for most of the learners to teach develop communicative competence in English. For instance one of the respondents, HOD 1 said:

Pupils' negative attitude towards studying English teaching notes and generally just reading a variety of English books is one of the challenges we are facing.

Whereas teacher 6 said:

Learners were unable to develop communicative competence as expected in most secondary schools in Nakonde district because of a number of reasons among them; learners' unwillingness to spend some quality time on their education.

5.6.2.2 Low levels of pupil English Language Proficiency

Some respondents reported low proficiency in English Language by majority of the pupils as a major hindrance to their development of communicative competence and this even made the use of some classroom strategies like debates, group discussions, role plays and dialogues difficult to undertake as pupils generally did not like such activities because they felt embarrassed each time they uttered ungrammatical sentences. For instance teacher 20 said:

Learners lack exposure to English language in their lives because they only get this chance at school where again there is no consistency because even here at school they meet with friends who they talk to using their local languages, as a result making it impossible for them to develop communicative competence in English (T20).

Similarly another respondent also said:

Pupils in secondary schools in Nakonde district have difficulties in developing communicative competence in English language because most of the time they do not use English in their daily activities, hence giving them a poor foundation in English because of communities where they are found which are dominated by local languages (T14).

Additionally HOD 2 also said:

The casual use of vernacular languages in school by both teachers and learners is hampering the development of communicative competence in learners.

Another HOD said:

Even when I make every pupil to stand in class after teaching and I ask them questions on what I have taught so that the ones who give correct answers sit down. Some pupils still

fail to even try. I normally do this to make sure that every pupil at least speaks even a word in English in my lesson.

5.6.2.3 Absenteeism by learners

The interviewees also pointed out that they found teaching English grammar aimed at developing learners' communicative competence challenging because mostly they were made to repeat the same lessons because of rampant learner absenteeism from classes. Teacher 12 for instance said:

Irregular lessons attendances by some pupils deprive both teachers and learners the much needed pupil- teacher contacts and as a result they are not fully developing communicative competence in English.

This challenge was also noted by the researcher when he was going round the four schools collecting data through class lesson observations and interviews as evidenced by a photo below that was captured in one of the classes during a lesson observation session where he noted that a lot of the desks were empty.



Figure: 3.2 above shows a photo showing empty desks depicting rampant absenteeism

(Source of image: field data 2019)

Similarly HOD 4 said:

Some learners do not understand English language itself, so they even fail to apply correct grammatical rules in their use of English language because of absenteeism and worse still some learners are not able to read and write properly.

5.6.3 Challenges Attributed to the Education System.

5.6.3.1 Lack of boarding schools in the district

Lack of boarding schools for boys and a government boarding school for girls were identified to be contributing factors to most learners' failure to develop communicative competence in English. Some teachers and HODs also reported that there were a lot of day schools in Nakonde district and in such schools teachers had little control over the pupils after classes and to make matters even worse, schools had poor school infrastructure which did not even allow learners to be with their teachers for longer hours. For instance teacher 9 said:

Lack of government boarding schools for both boys and girls is a biggest problem, because such schools provide opportunities for learners with poor English background to make amends in such environments as there is proper learners' control than in day schools like ours.

Equally teacher 7 also said:

Lack of adequate classrooms blocks, specifically meant for the secondary section is affecting our teacher learner contact hours, because this situation has made us compromise a bit by mostly doing away with afternoon classes to allow the primary school section use the same classes for some hours too.

5.6.3.2 Inadequate Teaching and Learning Materials

Lack of teaching and learning resources was also identified as one of the factor hindering the development of learners' communicative competence. Most of the teachers interviewed bemoaned lack of adequate teaching and learning materials as the greatest challenge encountered. Some of the respondents revealed during oral interviews that most of the teaching aids they were using were

self-improvised. Respondents stated that schools were poorly funded and as a result, they were unable to buy adequate teaching and learning materials. Teacher 13 for instance said:

Shortage of teaching materials, things like; text books and teachers' guides are hampering our efforts in ensuring that we deliver effective lessons and in the long run leading to our learners failing to attain communicative competence in English.

In addition, one of the heads of department (HOD 4) added through his response and said:

Lack of boarding schools in the district coupled with lack of exposure to English by most pupils in their homes and communities and high illiteracy levels by pupils we receive from primary and basic schools paired with poor school infrastructure. For instance hinder us from sticking charts in classes for continuous learning after classes and in a way hampering the development of communicative competence in these learners.

Similarly HOD 3 also said:

Lack of supplementary books for reading, lack of internet connectivity in school to encourage pupils to go beyond what is taught during lessons and lack of adequate teaching and learning materials and resources to be used by learners and teachers during learning and teaching contribute greatly to this status.

5.6.3.3 Large classes

Large size of classes was identified as one of the major hindrances teachers were facing in teaching English grammar aimed at developing learners' communicative competence. Majority of the respondents lamented that teaching strategies which encouraged learners centered teaching and learning were difficult to implement because of large classes. The respondents stated that large classes make it difficult for them to conduct group discussions because it becomes difficult for them to divide classes as numbers still remain quite big for the groups for effective communication to take place. For instance HOD 1 said:

Overcrowded classes coupled with learners' poor English language background foundation hamper pupils' understanding of concepts explained in English language fully, so at times we are forced to even use the local languages when teaching English.

Other teachers and HODs also said that there were other challenges which they were facing because of the large classes and these they said included; management and disciplinary issues. Teachers also lamented that no meaningful learning took place in such classes and very few learners benefited. For instance one female teacher in her response said:

Classes are overcrowded making it difficult for me to find time to attend to individual learners' needs because usually my class becomes noisy and difficult to control more especially when I am meeting them in the last two periods before knocking off for lunch.

5.6.3.4 Mother tongue (L1) interference in the learning of English

The HODs and teachers reported mother tongue interference as another challenge that hindered learners' development of communicative competence in English. They added that the use of mother tongue even at school inhibits the learners' use of English. They pointed out that most learners lacked the basics of understanding even simple English terms due to lack of proper English exposure at primary school level. Therefore, they stated that mother tongue interference was a barrier to some extent. Teacher 9 for instance stated:

Mother tongue (L1) interference is at play in most of our learners. This is a situation where learners do direct translations from L1 to English language for instance in the following example. The meaning of the words like hear, listen, understand and comprehend in their local language (Icibemba) all the four words mean one thing (ukuumfwa). So pupils usually get confused in their use in most cases.

In addition to that another respondent, teacher 7 also said:

Schools have no libraries stocked with a variety of books to enhance prep and encourage learners to read a variety of books to improve their vocabulary.

5.6.3.5 Shallow subject contents in MK English text books

The teachers and HODs reported inadequate subject content in some text books for English teaching and inadequate supply to schools as another hindrance to the effective implementation of the new syllabus and its aim. Teacher 2 for instance stated:

There is shallow subject content in MK English language text books and the school has few text books to use when teaching English grammar as the supply of text books in school is erratic hence posing a big challenge when it comes to pupil text book ratio in the schools.

In the same line HOD 3 said:

MK English 11 text books to be revised and improve its content because for rural schools like ours, they serve as the only sources of information to learners and there should be continuous supply of a variety of English teaching and learning materials in schools.

The third and last research question of this study sought to establish the challenges teachers were facing when teaching English grammar lessons aimed at developing communicative competence in learners. The findings have shown that there were a number of problems teachers were facing in teaching English grammar lessons and these challenges were attributed to the teachers and HODs themselves, others to the pupils and to the education system as a whole. As a result, learners were not developing communicative competence as they were expected.

5.7 Summary of the chapter

The findings of this study regarding teachers' classroom strategies aimed at developing learners' communicative competence in selected secondary schools in Nakonde District were presented in this chapter using the research objectives and questions raised in this study. The collected data was transcribed and coded and then put into themes according to their content because this study was purely qualitative. From the classroom observations and interviews this study has revealed that some teachers and HODs under this study had some knowledge of communicative competence, some had misconceptions while others bluntly did not know the meaning of communicative competence. The study has also identified a number of teachers' classroom teaching strategies and has also given insights on how these strategies were being applied in the teaching of English grammar lessons in the four sampled secondary schools aimed at developing communicative competence in learners. Finally, the study has also brought out some challenges teachers were facing in teaching English grammar lessons aimed at developing communicative competence in learners and some of these were attributed to the teachers and HODs themselves, the pupils and the education system as a whole.

CHAPTER SIX

DISCUSSION OF THE FINDINGS

6.1 Overview

This chapter discusses the findings which were presented in chapter five of this study. The discussions are guided by themes generated from the objectives of this study which were: to establish teachers' understanding of communicative competence, to analyze teachers' classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons and to establish challenges faced by teachers when teaching English grammar lessons aimed at developing communicative competence in learners in selected secondary schools in Nakonde district.

In terms of teaching experience, 2 of the 20 teachers indicated that they had been teaching for 17 years, 1 indicated 16 years, 2 indicated 14 years, 2 indicated 12 years, 1 indicated 10 years, 2 indicated 7 years, 5 indicated 6 years, 1 indicated 5 years, 1 indicated 4 years, while 3 indicated that they had been teaching for less than 3 years. This implies that teachers had experience in English teaching and therefore they were expected to be seasoned teachers. Just like Mumba (2019) also observed in his study on teachers' implementation of the Text Based Integrated Approach in teaching English in selected schools in Luanshya District, where he established that 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. Based on that biographical data of the participants, he concluded that the participants were well placed to be conversant with the approaches and the curriculum specifications as outlined in the Senior Secondary School English Syllabus.

6.2 Teachers' and heads of departments' conceptualization of communicative competence

To establish how heads of department and teachers understood communicative competence, face to face oral interviews were used. From the findings, it was evident that some teachers and heads of department (HODs) had good understanding of communicative competence. They explained that communicative competence was the language user's grammatical knowledge of syntax, morphology, phonology and as well as social knowledge about how and when to use utterances appropriately. They also explained that it involved the language users' ability to use a given language appropriately in various social contexts.

These responses showed that the respondents understood that communicative competence meant the ability to communicate in a given language in various contexts and in this particular case in English language. These definitions correspond with (Canale and Swain 1980; Celce-Murcia et al. 1995; Hymes 1972) who defined Communicative Competence as the ability to interpret and enact appropriate social behaviors and that it requires the active involvement of the learner in the production of the target language. Such a notion therefore, encompasses a wider range of abilities: the knowledge of grammar and vocabulary (linguistic competence); the ability to say the appropriate thing in a certain social situation (sociolinguistic competence); the ability to start, enter, contribute to, and end a conversation, and the ability to do this in a consistent and coherent manner (discourse competence); the ability to communicate effectively and repair problems caused by communication breakdowns (strategic competence).

The development of communicative competence involves all the four basic language skills. As a result, language teaching has to be approached as a whole, in a contextual situation, if learners are to be imparted with the right language skills that can enable them become competent users of a target language in a variety of ways. This also means that communicative competence involves both the use of spoken and written forms of a given language. Therefore, learners should be exposed to the written and spoken texts as well as illustrations, pictures, posters, videos, audio for the realization of communicative competence. Lindsay and Knight (2006) argued that teachers need to fully understand the concept communicative competence for them to fully implement the syllabus which mandates them to develop communicative competence in learners by ensuring that they take into consideration the four dimensions of communicative competence.

Therefore, good understanding of communicative competence by teachers and HODs, was essential in this study in that their classroom teaching strategies/practices were expected to be informed and grounded on sound theoretical knowledge, because their knowledge and ability to define communicative competence also meant that they had the ability to move beyond traditional teaching methods such as; rote learning and drills, to facilitate learners' meaningful engagement with the language in contextual and real life like language use situations, because the achievement of communicative competence in learners requires not only some knowledge of the concept communicative competence by the teachers but the knowledge of the aim of English teaching in schools and also the knowledge of the recommended general teaching approaches which are in line

with its aim. Just like, a study conducted by Shadiev et al, (2015) emphasized that when designing learning activities in language, educators have to ensure that the environment where learning takes place is authentic and relevant to real-life situations.

Besides that other heads of department and teachers also gave some satisfactory answers to the question that dealt with their understanding of communicative competence. They defined communicative competence as the ability to use a given language to communicate and that was a clear indication that these HODs and teachers too had some basic understanding of the concept communicative competence, which is also the aim of English teaching in Zambian secondary schools and a most useful foundational knowledge if they were to effectively teach English grammar to learners aimed at developing communicative competence in them, in the four selected secondary schools in Nakonde District. The implication of this lack of full knowledge of communicative competence on the other hand is that these teachers were not taking time to read through the syllabus. It also implies that learners were to some extent denied the opportunities to achieve communicative competence by these teachers. In that there was a high possibility that these teachers were not also using appropriate teaching strategies aimed at developing learners' communicative competence due to their lack of full knowledge about it. It can further imply that some of these teachers were poorly trained in syllabus interpretation and also that these teachers did not have the full knowledge of the meaning of communicative competence due to the fact that they were not following the syllabus recommendations in their teaching because they probably did not consider it very important and useful in their teaching of English language just like it was noted by (Mumba 2019).

Furthermore, there were also a number of other respondents who held misconceptions about communicative competence. They stated that communicative competence was an in-born ability by some people to communicate effectively by articulating issues well. Another misconception was that communicative competence is not taught at school formally because it is just attained naturally through exposure in the inherent process of language acquisition.

The implications of the above misconceptions, about communicative competence by some teachers and heads of department, is that these teachers and HODs may be tempted to think that since the development of communicative competence happens naturally according to the misconception above, then they had nothing or little to do with learners' development of communicative competence as

they taught English grammar, when in fact they were very focal persons in the development of learners' communicative competence, through their classroom teaching strategies which are supposed to be learner centered and stimulating to the learners. In addition, this misconception also implied that some of the HODs and teachers of English language assumed that they were using appropriate classroom teaching strategies aimed at developing learner' communicative competence when in fact they were just using different methods and approaches that did not even speak to the aim of the syllabus, in regards English language teaching in schools. This is so because teachers' misconceptions about the method can lead to either non application of the method and at most, wrong implementation of the method (Mwanza, 2017).

Besides that, there were a few other respondents who bluntly stated that they had forgotten what communicative competence meant. They explained that they learnt about it at colleges and universities but it had been long since they left those institutions hence they had completely forgotten about it. However, some of them just said that it generally talked about the ability to communicate. This finding relate well with the findings by Chishipula (2016) whose study on why teachers were not implementing CLT in schools in Chongwe reviewed that teachers in her study demonstrated that they had scanty ideas about CLT. This revelation clearly, show that some teachers did not understand what communicative competence meant and that was worrisome, because it is also the aim of English language teaching in Zambian secondary schools (CDC 2013).It can therefore, be concluded that learners were denied chance to develop communicative competence in English by these teachers in that they did not have proper understanding of the concept communicative competence which is also the aim of English language teaching in schools. Therefore, these teachers were not expected to use appropriate teaching approaches which were in line with the aim of English teaching in schools as outlined in the syllabus. Mwanza (2017) argued that teachers' misconceptions about the methods meant that their teaching was equally misinformed.

Lack of knowledge also implies that teachers were poorly trained and that their training lacked responsiveness to the demands of the syllabus which clearly states the development of communicative competence in learners as its aim. Subsequently, one wonders as to what kind of methodological courses these teachers did, which did not talk about the aim of English language teaching in schools. The other possibility is that teachers who did not know the meaning of communicative competence could have been trained in the general methods which included; CLT

which talked about the development of communicative competence in learners but they had forgotten what it meant due to the fact that they did not use it and they probably did not consider it very useful in their teaching of English after they were finally deployed to those schools. Therefore, it can be concluded that learners were denied chance to fully develop communicative competence, in that teachers themselves did not have proper understanding of communicative competence, which is also the aim of English teaching in Zambian schools. Therefore, these teachers were not expected to use appropriate teaching approaches and classroom strategies which were in line with the aim of English teaching in schools as envisaged in the Zambian Senior secondary School English Language Syllabus which they did not fully understand. Just like, Richard (2011) argued that effectiveness of teaching largely depends on the teacher's knowledge of the subject matter while (Milner 2010), argued that teachers need more than subject knowledge for effective teaching and learning to take place. This implies that teachers' content knowledge alone is not good enough. But teachers' content knowledge should match with pedagogical knowledge for effective teaching to take place.

Therefore, this revelation of some teachers and HODs who failed to define communicative competence leaves a lot of questions on the quality of teachers that are being trained in some of the colleges and universities in the country. Because the development of communicative competence in learners can only be possible if teachers fully understand what they are suppose to teach. In this particular case, teachers are supposed to understand the concept communicative which is also the aim of English language teaching in schools in Zambia (CDC: 2013). Thus, teachers' knowledge and understanding of the concept communicative competence is a critical ingredient in the attainment of learners' communicative competence in English language.

In conclusion, the findings on teachers' understanding of communicative competence have revealed that some teachers had good understanding of communicative competence. Others had a fair understanding of communicative competence. Those who had good knowledge of communicative competence explained that it meant the language user's grammatical knowledge of syntax, morphology, phonology and as well as social knowledge about how and when to use utterances appropriately. While those who had a fair understanding of the concept explained that communicative competence was the ability to communicate with others using a particular language and they were those who held misconceptions and a few who bluntly stated that they did not have an idea about the meaning of communicative competence.

6.2.1 Teachers and HODs' familiarity with the aim and methods of English language teaching in Schools.

During the interviews, it was equally important to establish whether heads of department and teachers were familiar with the aim of English teaching as stated in the *Zambian Senior Secondary School English language Syllabus* because the syllabus indicates that its aim is to produce a learner who would communicate effectively and appropriately in English in various social contexts, (CDC 2013). In fact, this was one of the emerging themes in the study.

The findings revealed that of the twenty (20) teachers who were interviewed, fourteen (14) representing the majority of the interviewed teachers showed through their responses that they had scanty ideas about the aim of teaching English in *Zambian secondary schools* as stated in syllabus. This finding contradicts scholars like (Nyimbili 2017, Chishipula 2016, Mwanza 2016 and Munakaampe 2005) who stressed in their studies the need for teachers' classroom teaching strategies to be in line with the aim of English language teaching in the CLT approach if they were to teach English grammar effectively.

Apart from the twenty (20) teachers, the four (4) HODs were also asked during interviews to state whether teachers in their departments understood the aim of teaching English in *Zambian secondary schools* or not. The findings revealed that the four HODs expressed mixed feelings. Some HODs said they were not sure if teachers knew or not because they had not taken interest to ask or observe while others said yes they knew. The findings above clearly show that despite some teachers and HODs having defined communicative competence correctly when asked to do so, they still did not know its importance in relation to English language teaching in *Zambian secondary schools*. This also agrees with what Chishipula (2016) revealed in her study which stated that teachers had scanty ideas that CLT aims at making learners attain communicative competence because all the forty one (100%) teachers under study could not give a comprehensive theoretical account of CLT. From that it clearly showed that teachers lacked understanding of the aims of teaching English language as stated out in the *Zambian senior secondary school syllabus*. This implies that teachers of English Language should be sensitized so that they become aware of the pedagogical requirements of the syllabi. This also agreed with Mwanza (2016) who conducted a study in central province of Zambia and the findings of his study showed that majority of teachers were not aware of the recommended methods of teaching.

This lack of familiarity with the aim of teaching English in Zambian secondary schools by some teachers also meant that the learners were being disadvantaged because these teachers lacked proper direction in terms of what was expected of them to enhance the development of communicative competence in learners. Many other scholars have also pointed out to the fact that communicative language tasks should be closer to what the learners will experience in real life. Therefore, teachers' knowledge of the aim of English teaching in Zambian secondary schools would help in producing a learner that would be able to communicate in actual communicative situations or perform using the language they are learning. In that teachers will employ appropriate classroom teaching strategies that would foster a holistic development of communicative competence in learners. For instance, Canale and Swain (1981) suggested that communicative teaching must be devoted not only to what the learner must know about the second language and about how to use it correctly but also to what extent a learner is able to actually demonstrate this knowledge in a meaningful communicative situation.

This therefore, confirms what Bernstein (1973) stated in his code and pedagogic discourse theory together with its extended notion of recontextualisation of education knowledge. Because under this theory it is believed that classroom teaching does not take place in a vacuum but rather it is affected by several factors such as government through the curriculum, syllabus, teacher training and even learners' social cultural background to mention but a few. In that teachers' failure to fully understand the syllabus recommendations had a negative impact on their classroom teaching output. Therefore, affecting learners negatively and resulted in most them even failing to develop communicative competence in English language.

6.2.2 Teachers and HODs' familiarity with the general recommended English language teaching approaches.

The study has also established that the four HODs were not able to correctly state the two general recommended approaches for English language teaching which were in line with the aim of English teaching as stated in the Zambian senior secondary English language syllabus. This inability by the HODs to give correct recommended general approaches for English teaching in schools was a clear indication that the HODs did not have adequate knowledge of the recommended general approaches for English teaching in the Zambian context as outlined in the senior secondary school English syllabus in line with its aim of English language teaching in the secondary schools. This lack of

proper knowledge of the two general recommended approaches for English teaching in schools, which are in line with the aim of English language teaching in the Zambian secondary schools and most critical and useful foundational knowledge, for the heads of department to make schemes of work for the departments, plan and teach English effectively with the aim of developing communicative competence in learners, had a negative impact on the quality of schemes of work they preparing for their teachers in the departments, because they were doing so without a proper direction and that also negatively affected their teacher supervision and also on their own classroom teaching strategies which they were using during English grammar lessons in their various classes in the sampled schools.

Another implication was that since HODs did not have full knowledge of the general recommended approaches for English teaching in Zambian secondary schools as stated in the syllabus, HODs were incapable of encouraging teachers in their respective departments and schools to use the recommended teaching approaches when teaching English grammar aimed at developing communicative competence in learners because they had little understanding of the recommended approaches for English teaching in Zambian secondary schools and this to some extent contributed to the majority of the learners failing to develop communicative competence in the sampled schools.

Besides that, teachers were also asked to state the general recommended approaches for English language teaching as a follow up question. The findings revealed that majority of the teachers were not familiar with the general recommended approaches for English teaching in schools. The finding above, disagrees with what other studies revealed in the reviewed literature whose findings revealed that majority of the teachers were trained to teach English using the communicative language teaching approach. These included studies by;(Mumba 2019, Nyimbili 2017, Chishipula 2016 and Munakaampe 2005). These studies reported that teachers had formal training in CLT. Makobila and Onchera (2013) as cited in Mwanza (2016) said that teachers mostly choose theories and approaches based on convenience while a few choose based on syllabus recommendation while a few choose based on syllabus recommendation. And others choose approaches which portrayed them as givers of information. Therefore, in this study it can be deduced that teachers choose and used approaches based on convenience and their own understanding because they lacked knowledge of the recommended approaches.

6.3 Teachers classroom strategies aimed at developing communicative competence in Learners used in English grammar lessons.

In order to establish teachers' classroom teaching strategies aimed at developing learners' communicative competence used during grade eleven (11) English grammar lessons which was the second objective of this study. The researcher generated the data from oral interviews and classroom lesson observations. It was observed that in all the observed lessons, none of the four (4) teachers adhered to the syllabus recommendation of employing the general recommended Communicative Teaching Approach (CLT) and the Text Based Integrated Approach (TBIA) fully.

Lessons were generally executed following the usual three stages format of lesson delivery where the teacher introduces the lesson by either stating the day's work or brain storming learners on the day's topic then thereafter introduce the day's topic. This model of lesson presentation was also noted by Chishipula (2016) who referred to it as a rigid three phase sequence known as Presentation, Practice, and production (P-P-P) cycle. Under this model the teachers first presented the new structures by means of giving grammatical rules with examples and this was usually followed by oral practice of the learnt structure through sentence construction and presentations and pupils practiced the new structures in a controlled context through brain storming question and answer strategies. Teachers, thereafter asked specific questions based on the structure learnt and the pupils supplied answers accordingly either as individuals or as groups and in most cases lessons ended with the pupils writing an exercise or copying a home work. In some instances, the learners were given to practice the learnt structures by making them stand and construct sentences based on the taught structure and present to the rest of the class members in a controlled way. Besides that in almost all the schools the researcher visited there was less use or no use of teaching and learning aids.

This study has established a number of teachers' classroom teaching strategies aimed at developing communicative competence in learners that teachers in this study used during English grammar lessons. Findings revealed that teachers frequently used the following classroom teaching strategies; whole class discussions, group works and discussions, sentence construction and presentations, simulations, teacher expositions; brain storming oral questions and answers. These strategies revealed in this study are similar to what Luangala, (2010) in his study on teaching strategies under learner-centered learning which revealed. He stated group work, pair work, role play, debate,

presentations, group discussion, question and answer and individual work as activities teachers were employing in learners centered teaching and learning in schools. Similarly, these strategies revealed in this study are also in line with what Nyimbili (2017) stated in his study on the use of learners centered techniques that; pair work, group work, role play, problem solving, question and answer, debate and brain storming were some of the activities teachers were using to teach English under the learner centered approach. He also went further to state that teachers used these activities according to the subject, grade and cultural background of their learners and he also said that commitment on the teacher's side also mattered in the usage of these activities in the teaching of English in schools. Similar findings were also echoed by Mtika (2014) who also did a similar study in Malawi and his findings revealed that teachers were unable to use all the learner centered techniques in schools but just used some because the classes were over enrolled.

In terms of teaching materials to develop communicative competence, Richard (2001) stated that one of the instructional practices promoted by communicative language teaching (CLT) is the extensive integration of authentic materials in the curriculum. Authentic materials refers to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes (Richards 2001). Examples of authentic audiovisual materials are announcements, conversations and discussions taken as extracts or as a whole from radio and television public broadcasting, real-life telephone conversations, messages left on answering machines, or voice mail. There are numerous justifications for the use of authentic materials. They contain authentic language and reflect real-world language use (Richards 2001). In other words, they expose students to real language in the kinds of contexts where it naturally occurs. The use of authentic materials also supports a more creative approach to teaching; that is, its use allows teachers to develop their full potential, designing activities and tasks that better match their teaching styles and the learning styles of their students. However, the use of authentic materials and contextual situations were absent in all the four lessons cited in this study which was a clear indication that learners were learning language as an abstract thing and that affected their development of communicative competence.

This use of authentic materials in the curriculum espoused by Richard (2001) agrees with the analytical model and its extended notions of resemiotisation and semiotic remediation used in this study. Kress (2010) observed that traditionally, classroom research focuses on teachers and learners

using spoken language to communicate in the classroom, with books as teaching materials. Multimodality recognizes that while spoken or written language is important in classroom communication between teachers and learners, there are other modes or semiotic resources which are available and can be used. They further argued that learning does not depend centrally on language (written or spoken) but on other modes too which include image, gesture, action with models and writing. Bock (2014) adds that multimodality recognizes that all communication (including classroom communication) uses a variety of modes. Modes are defined as the different semiotic resources used for making meaning both verbally (speech) and non-verbally (image, gesture, gaze, posture, music, color and discarded objects).

It was further observed that in almost all the classes and lessons the researcher observed, teachers at least employed some learner centered classroom teaching strategies. In that, most teachers at least made learners actively participate in their own learning. However, these learners centered classroom teaching strategies that teachers were employing did not reflect the aim of English language teaching which is to develop learners' communicative competence, because teachers were not integrating all the four dimensions of communicative competence. They were just focusing on linguistic/grammatical competence and neglecting the other three dimensions of communicative competence, which if well integrated can bring about a holistic communicative competent English learner. Some teachers even made their learners to stand and only sit after giving a correct answer based on the taught concept. This practice encouraged learners' involvement in the lessons, although it was not good enough to foster the development of communicative competence in them, because the sentences that were constructed and presented still lacked contextual situations and real life language usage scenarios as they were not contextualized. This practice by the teachers of just targeting grammatical competence in their classroom teaching strategies at the expense of the other three dimensions of communicative competence. Contradicted what Lindsay and Night (2006) stated:

Communicative Language Teaching puts emphasis on language in use rather than language as structure. It focuses on all the four language skills of speaking, listening, writing and reading. Practice of pronunciation, stress and intonation is a vital component; language learning is based on real life situations. Hence, the students' communicative competence is the objective, rather than linguistic competence.

This practice by teachers, further contradicted the fact that they were able to define communicative competence. Therefore, they were expected to do well in terms of their pedagogical approaches to English grammar teaching by encompassing all the four dimensions of communicative competence which Canale and Swain (1980) called as:

Grammatical or linguistic competence, which they said is an essential part of being communicatively competent. This type of competence includes the linguistic forms which are traditionally subsumed under the category of grammar; including rules of sentence structure, word formation and pronunciation in short it looks at words and rules.

Sociolinguistics or pragmatic competence which refers to an “understanding of the social context in which communication takes place, including role relationship, the shared information of the participants, and the communicative purpose for their interaction.

Discourse competence is understood in terms of the interaction of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text and;

Strategic competence which basically refers to the coping strategies that are employed by communicators to initiate, terminate, maintain, repair, and redirect communication.

But what was revealed through the transcribed lesson observation data presented in chapter five, just reflected teachers aiming at developing grammatical/linguistic competence, which is just one of the four dimensions of communicative competence. That too, was against the tenets of CLT and TBIA which emphasises on teaching a language as a whole in a contextual situation as it was also noted by (Mumba 2019). Besides that, the fact that, these teachers were able to give correct definitions for communicative competence did not have a direct bearing on their classroom practices. In that these teachers employed classroom teaching strategies that only focused on one of the four dimensions of communicative competence. For instance, in almost all the four lesson observations in the four secondary schools the researcher visited and included in this study. Teachers started their lessons by explaining the rules governing the use of a given structure using teacher exposition strategy and then in most cases they involved learners in making sentences based on the taught concept, either through group work, individual work or group discussions and in one of the classes the teachers had even used a story to try and bring a context in his teaching which was a plus on his part.

Teachers' focus on just one component of communicative competence was not enough pedagogically to enable learners develop communicative competence, because modern language teaching and learning emphasizes on context based learning where real life communication scenarios are brought into the classroom situation so as to develop a holistic language user (Richard 2001). Therefore, this approach to grammar teaching by the teachers in this study also neglected the other dimensions of communicative competence and lacked the contextual application of the taught structures to enable learners appreciate the real life language use, which is also the aim of CLT and the Zambia senior secondary school English syllabus (CDC 2013). Larsen-Freeman (2000) observed and stated that around 1970's and 80's, it became clear that communication required that learners perform certain functions such as promising, inviting, and declining invitations within a social context. In other words, the ability to communicate required more than linguistic competence; it required communicative competence, which (Hymes 1971) explains as knowing when and how to say what to whom. Hence forth, from that time "language teaching is based on a view of language as communication, that is, language is seen as a social tool which speakers use to make meaning; speakers communicate about something to someone for some purpose either orally or in writing" (Berns, 1990). Therefore, teachers should realize that they can meet the aspiration of the curriculum better by adopting the principles of CLT in their classrooms, because these principles and techniques if put in practice develop learners' English communicative skills.

Yet, for instance, most teachers introduced their lessons by explaining the rules that governed the grammatical structure under discussion. Then they later gave examples on how to use that particular structure and then went forth to let learners practice using that structure through individual or group sentence constructions and presentations. But all these strategies did not contextualize the learning process. While as teachers, they facilitated the learning process by moving around the class checking what the learners were doing. That was a commendable pedagogical practice by the teachers. Just like it was also noted by Aschermann (2010:46) who said:

Cooperative activity settings in a classroom allow children to create their own path towards a specific goal. These areas are more flexible and give children a more open area to work and interact. By providing these learning environments in a classroom, children are able to form a cohesive group task where they can express their ideas.

Further, the researcher observed that in almost all the schools he visited and lessons he observed, teacher were using similar strategies in teaching English grammar lessons aimed at developing learners' communicative competence. These teachers neglected contexts which can bring about meaningful language usage, which can also arouse interest in learners to learn the target language. Guthrie, (2011) as cited in Nyimbili (2017) also noted that some teachers sampled few techniques or strategies in their teaching because they hardly wanted their learners to take the center stage as creators of knowledge instead they were supposed to listen and get knowledge from the teachers. Therefore, they chose activities which needed their control at all cost. Guthrie lamented that with this cultural perception, it means that learning in secondary schools will continue to be on the same learner centered techniques. This revelation and notion, also contradicts what Brunner (1966) noted about the teaching and learning processes. He said the teacher is a facilitator of learning while the learner constructs knowledge through activities in the classroom and experience.

It was clear from the lesson observations that teachers at times code switched to local languages so as to ensure that learners got the concept. This practice agrees with the concept of democratization of the classroom through the avoidance of symbolic violence which calls for Translanguaging as a pedagogic practice, (Mwanza 2017). Translanguaging embraces multiple languages in the classroom and views them, as resources that can enhance learning and teaching in a classroom. This agrees with the pedagogic discourse theory which holds that classroom learning is not done in a vacuum but rather in an environment where it is affected by many other factors such as language barrier (Bernstein 1973). Therefore, one of the advantages of Translanguaging is that "it enables certain concepts to be reinforced through repetition in several languages and clarified in much more detail as opposed to using one language" (Hassan and Ahmed 2015: 26). Other benefits of Translanguaging as postulated by Baker (2011) are the promotion of deeper and fuller understanding of the subject matter; helping in the development of the weaker language; and the linking of home and school, thereby facilitating the cognitive powers of the learners.

The study also revealed that teachers were at times asking learners to work alone, construct sentences and make notes in groups or pairs before a class presentation. Teachers went round the groups, pairs or visited desks where learners were discussing the given tasks and facilitated the learning processes. This revelation by this study on how some teachers tried to make sure that learners were at the center of their own learning through their classroom teaching strategies, agrees with what Brunner (1966)

who stated that a teacher is a facilitator of learning while the learner constructs knowledge through activities in the classroom and experience. In this case, a learner was treated as a participant in the teaching-learning process and not as a passive listener. The finding also agrees with Munsaka (2011) who said;

Teachers need to ensure that learners remain at the centre of the teaching- learning process. Learners should be viewed as active participants in the teaching and learning process and not as passive receivers of information. Therefore, a teacher should not dominate the classroom but use learner – centered approaches where his/her instructions in class take into account the learners as partners in classroom activities.

In conclusion, proponents of Communicative approaches and specifically those who defend CLT postulate that the main aim of this language teaching process is for learners to acquire the language rather than to learn it by mastering grammar rules. Therefore, they argue that there should be a shift in the way classroom instructions are done, from being teacher centered to being learners centered (Richards 2006: 9).

6.4 Challenges teachers faced in teaching English grammar lessons aimed at developing communicative competence in learners.

The challenges discussed here, are in response to question three of this study. The challenges that have been highlighted in this study were attributed to the teachers and heads of department (HODs), pupils and the education system as a whole and they included the following:

Large class sizes, was mentioned by the majority of the respondents. These respondents said that large class sizes made the learning and teaching ineffective because some teachers also lacked self-motivational drive to handle such classes. This was due to the fact that most of the classes had huge numbers of learners. Which were mostly ranging from 55 to 70 pupils per class and some of them said that large class sizes in some ways made them even avoid using some learner centered strategies that required them to put pupils in groups. Therefore, they resorted to old traditional teacher centered methods. The finding above is in line with what Chipshiko and Shawa, (2014) found in their study in Malawi, where they stated that overcrowded classes influenced teachers to avoid learner centered activities like group work which promoted meaningful interaction amongst learners. This was equally noted by studies that were done by Chang, (2010) and Weimann, (1996) who also revealed that larger classes were a hindrance because they caused difficulties in organizing groups and oral

communicative activities as well as monitoring class activities. Teaching large classes was also reported to cause disciplinary problems especially when administering communicative activities.

This therefore, implies that learners were deprived of individualized teacher- learner attention and that negatively impacted on the learners as they were unable to get the much needed attention from the teachers and also learn from each other and as a result making it difficult for the learners to develop communicative competence in English. Where pedagogical issues are concerned, the findings above imply that the implementations of learner-centered instructional procedures were not possible in most of the classes the researcher observed, because of overcrowding. The findings also recorded minimal use of activity based teaching and learning strategies in most of the lessons that were observed, in that in most cases learners failed to freely express themselves in English when given chance. Some were shy and others did not just know the language. These findings were similar to the results of the study by Blatchford et al (2003) cited in Cakmak, (2009: 401) who stated that, “children in large classes are more likely to be off task in terms of not attending to the teacher and not attending to their own work when on their own.” This also implies that these learners were not given proper teacher attention and that contributed to some learners’ failure to develop communicative competence in English which is the aim of English teaching in the Zambian secondary schools.

Lack of teaching and learning materials was also cited as another factor that made it difficult for the teachers to teach effectively. Because the teachers in almost all the visited schools lamented that pupil- text book ratio was poor in all the schools under study. In a study by Rao, (2002) similar findings were reported. The study revealed that insufficient teaching resources such as authentic materials and language learning equipment in the classrooms posed a challenge. The author also reported that CLT required variable facilities to create teaching aids in order to motivate students to concentrate on communicative activities. Nevertheless, most educational institutions did not have enough financial resources that were required to provide the audio-visual equipment, photocopiers and other facilities and resources that were required to support the dynamic teaching associated with CLT which aims at developing learners’ communicative competence in the target language in this particular case in English language. Hence forth, its tenets emphasizes on the teaching of a language using contextual situations based real life communications.

Similarly, the above finding also corresponded with other findings by different scholars who include; (Mumba 2019, Nyimbili 2017, Garton et al 2017; Chishipula 2016; Mwanza 2016 and Munakaampe 2005) in whose studies, lack of learning and teaching materials were found to be hindrances towards the implementation of CLT and other approaches used in the teaching of English. This implied that pupils in the four schools in this study were denied chance to have effective lessons that would have used a variety of modalities which could have enabled them learn more effectively and construct their own knowledge which would have resulted in them developing communicative competence. In that these lessons were not multimodal with spoken language playing central role.

The study also established that most of the teachers found it problematic to create, maintain quality relationships and motivate learners in their classes. This finding is also revealed by Chipphiko and Shawa (2014) who found that teachers failed to stimulate learner's interest and arouse their curiosity to learn in class due to overcrowding and hence, boredom was created. This was also noted by Abdullah (2011) in Turkey, in his qualitative study aimed at establishing whether teachers' classroom practices overlapped with their attitudes towards certain features of Communicative Language Teaching (CLT) indicated that there was a discrepancy between teachers' classroom practices and the attitudes they expressed.

The study further revealed that the discrepancies between teachers' attitudes towards CLT were noted through their observed classroom strategies. for instance during interviews teachers favored pair and group work by mentioning their advantages, but when it came to the actual teaching during lesson observations, they seemed to ignore course book instructions like "work in pairs" or "work in groups" and forwarded questions to the whole class and during lessons it was observed that teachers either called on students or did the activities with the help of volunteering students only. As for fluency and accuracy teachers knew that the use of the target language and contextualized grammar teaching should be emphasized, their classroom behaviors revealed just the opposite. They allocated most of their classroom time to the "lecturing" of grammatical structure, mostly in Turkish, by skipping some of the fluency-based activities. The way they presented grammar was in contrived forms without a meaningful context also seemed to be far away from the basics of CLT.

The findings of this study further revealed that learners had poor English language background which hampered their development of communicative competence. This finding is in line with what Mwanza (2016) revealed in his study where he stated that most learners especially in rural areas had uneducated parents who could not speak English. Most of them came from communities where the dominant language of communication was an indigenous Zambian language such as Nyanja, Bemba, Lenje and Tonga. Thus, most learners were more familiar with their home language than with English. Such learners spoke their home languages even when they were at school. Respondents stated that when such learners were asked to speak English, they resorted to keeping quiet since they could not express themselves in English. Equally, a study by Makina (2017) on Communicative Language Teaching carried out in the secondary schools in Central province also showed that many learners had difficulties participating during lessons because of their inability to communicate in English. It is in this view that Mwanza (2016: 228) concluded that “in Zambia, the challenge of lack of English proficiency is not limited to primary schools alone but extends to secondary school as well, grade 11 learners, in this case.” The above finding also agrees with a study by Weidman, (2001) who also reported similar findings on Ciskeian learners in the same state of South Africa, saying “the low levels of English language proficiency by most learners, seriously affected learning when using CLT.” Therefore, with such a phenomenon the development of communicative competence in learners became a big challenge as they did not even want to participate in classroom activities that aimed at making them develop communicative competence. In that their low English proficiency becomes an enormous barrier.

Lack of proper teacher training in some colleges and universities and lack of refresher courses in methods in the teaching of English language to those who left colleges way back, were also noted as factors affecting proper teaching aimed at developing learners’ communicative competence. This was also echoed by Mumba (2019) in his study on the implementation of the Text Based Integrated Approach in selected schools in Luanshya District. In which he lamented on the quality of teachers being trained in some institutions who were failing to even state the approaches used in the teaching of English language in general. McLaughlin (2002) notes that all curriculum change programs 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, personnel and individual needs of the teachers. Manchishi and Mwanza (2018) advice that effective teacher training leads to effective teacher performance.

Furthermore, the study also established that mother tongue interference in some learners hampered the development of their communicative competence in English. Besides that lack of practice in the target language by some learners, shallowness of MK English text books in terms of subject content and erratic supply of text books in schools by government posed big challenges when it came to the teaching of English grammars lessons. Because learners' inability to express themselves in English language and the overuse of their mother tongue limited the teachers to certain classroom teaching strategies which were predominantly teacher centered. The findings above agrees with what Chang, (2010) and Li, (1998) stated in their study after conducting extensive studies on Asian students learning English as a second or foreign language which revealed that most Asian students had limited English Language vocabulary necessary for communicative activities. According to the findings of these studies, it was commonly reported that, when these pupils spoke English, they were afraid that some people would make fun of them. They felt embarrassed, shy and gradually, they lost motivation in trying to speak English. During group work, they tended to depend on their higher proficient peers. This trend was also noted in most classes where the researcher monitored during lesson observations.

However, the issue of mother tongue interference cannot be a hindrance to the learners' development of communicative competence if teachers embraced the fact that children's mother tongue is a pedagogical resource which they can tap into to bring about the development of communicative competence in learners. Just like, Bernstein (1973) with his code and pedagogic discourse theory together with its extended notion of recontextualisation of education knowledge theory which states that classroom teaching does not take place in a vacuum. But it is affected by several factors such as government through the curriculum, syllabus, teacher training, national exams, school inspections, school administration and the context of the school on one hand, and informal knowledge and the learners' social cultural background on the other hand. Therefore, practices such as Translanguaging bridges the home and the school or the horizontal and vertical discourse.

In the teaching of language, teachers must realize that language ideologies and how a particular country conceptualizes language also play a part. These factors are critical ingredients in effective classroom practices through recontextualisation of prior knowledge because these factors affect what method/s a teacher will use and how the teacher applies the chosen method/s in the classroom.

This is true to the application of the CLT approach to the teaching of English grammar in order to develop learners' communicative competence. Thus, teachers' classroom application of CLT and TBIA approaches aimed at developing communicative competence in learners must be inclusive in nature. Teachers thus, must ensure that they democratize their classes by employing pedagogic practices like Translanguaging, code mixing and code switching, so as to avoid symbolic violence as well as use children's mother tongue as a resource that can aid epistemic access to the target language and foster the development of communicative competence.

The multimodal approach and its extended notions of resemiotisation and semiotic remediation which formed the analytical framework of this study also echoed similar views. Kress and Van Leeuwen (2001) observed that traditionally, classroom practices focused on teachers and learners using spoken language to communicate in the classroom, with books as teaching materials. Multimodality however, recognizes that while spoken or written language is important in classroom communication between teachers and learners, there are other modes or semiotic resources which are available and can be used. They further argued that learning does not depend centrally on language (written or spoken) but on other modes too. These models include image, gesture, action with models and writing. Bock (2014) adds that multimodality recognizes that all communication (including classroom communication) uses a variety of modes where mode is defined as the different semiotic resources used for making meaning both verbal (written and speech) and non-verbal (image, gesture, gaze, posture, music, color and discarded objects). Therefore, in this particular instance, the mother tongue of the learners can be seen as a resource in addition to other semiotics that can help bring about the development of communicative competence in learners by even placing the lessons in the material culture of the learners.

Mumba (2019) argued in his study that it should be borne in the mind of teachers 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. He went further to argue that, modern language learning supports the use of two languages as they can co-work in meaning making. Furthermore, Akinyeye (2015) also recommends the use of a familiar language to allow learners express themselves well in the first stage of the teaching cycle. In this study, the use of vernacular in the first stage of the teaching cycle is allowed for learners to express themselves freely.

6.5 Summary of the chapter

The objectives of this study and other emerging themes were the sources of the themes used in this chapter to discuss and analyze the research findings from the field. This study has revealed that some teachers and HODs understood what communicative competence meant, while other teachers and HODs had fair understanding of communicative competence. It has also revealed that other teachers and HODs held misconceptions about communicative competence and that others had bluntly forgotten anything to do with communicative competence. The study further established that teachers were using a number of classroom teaching strategies aimed at developing learners' communicative competence and these strategies included; whole class discussions, group work, individual sentence construction and oral presentations, teacher expositions, brain storming oral questions and answers. The study also established that the teaching of English lessons to learners was seen as an enormous task by most teachers and heads of department because of the challenges they were facing. These challenges were attributed to teachers and HODs themselves, the pupils and the education system as a whole. Among them were the following; lack of proper teacher training, lack of refresher courses for practicing teachers, poor pupils' English background, inadequate teaching and learning materials and teacher's lack of syllabus interpretation skills by some teachers and large class sizes came out prominently. The next chapter presents the conclusion of the study, recommendations and proposed area for further study.

CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

7.1 Overview

This chapter presents the conclusions and the recommendations drawn from this study. The purpose of this study was to establish teachers' classroom strategies aimed at developing communicative competence in learners during English grammar lessons in selected secondary schools in Nakonde District of Muchinga Province.

7.2 Conclusion

The first objective of this study sought to establish teachers' and heads department's (HODs) understanding of communicative competence. The findings revealed that some teachers and heads of department showed good understanding of communicative competence. While some teachers had fair understanding of communicative competence and others had misconceptions while a few teachers and one (1) HOD bluntly did not know the meaning of communicative competence. The findings also revealed that in spite of the majority of the teachers being able to give satisfactory definitions of communicative competence, most of them were not certain of the aim of teaching English language in schools and as a result they were not using the general recommended approaches for English language teaching which were in line with the aim of English teaching in Zambian schools as stated in the syllabus.

The second objective of this study sought to establish teachers' classroom teaching strategies aimed at developing communicative competence in learners used during English grammar lessons in selected secondary schools in Nakonde district. The findings obtained through classroom lesson observations revealed a number of classroom teaching strategies which teachers were using which included; whole class discussions, group work, individual sentence construction and oral presentations, teacher expositions, brain storming oral questions and answers.

The third and last objective of this study aimed at establishing challenges teachers were facing when teaching English grammar aimed at developing communicative competence in learners in the four selected secondary schools. The findings revealed several challenges which teachers were facing in teaching English grammar lessons aimed at developing communicative competence in learners and these challenges were put in three groups; those that were attributed to the teachers and heads of

department (HODs) included challenges such as; inadequate understanding of communicative competence, lack of awareness of the aim of English language teaching in Zambian schools, poor syllabi interpretation skills, lack of time for developing adequate teaching and learning materials and activities, lack of proper teacher training and refresher courses in methods in the teaching of English language to teachers who left colleges and universities way back, some teachers found it problematic to create and maintain quality relationships and motivate learners in their classes because some teachers lacked motivational drive because of large class sizes and shortage of text books and finally lack self-motivation by some teachers. Pupils were also reported to have impacted negatively on their own inability to develop communicative competence and therefore, they constituted the second category of challenges. The factors attributed to the pupils included; low levels of English Language proficiency, their fond of use of their own local languages even within the school premises, lack of English Language practice, L1 interference in their learning of English in some cases. The last category of challenges was attributed to the education system as a whole and the findings revealed; lack of teaching and learning materials, large classes, the shallowness in terms of subject content of MK English text books and the erratic supply of these same text books in schools, posed a big challenge when it came to pupil text book ratio in the schools.

The, overall conclusion of this study therefore, is that; teachers and heads of departments had some knowledge of the concept communicative competence but this knowledge did not translate into them impacting positively on the learners' development of communicative competence because they were just focusing on linguistic/grammatical competence in their teaching and neglecting the other three dimensions of communicative competence and they were also not using appropriate classroom teaching strategies based on context and real life language usage. This was evidenced by their failure to explicitly state the aim of English teaching in Zambian secondary schools and to clearly mention the general recommended approaches for English language teaching which were in line with the aim of English teaching in schools as envisaged in the syllabus. Therefore, that made them incapable of utilizing their knowledge of communicative competence in their teaching, by using appropriate classroom teaching strategies aimed at developing communicative competence in learners in the four sampled secondary schools in Nakonde district and that coupled with the challenges that were noted, affected learners' development of communicative competence in the sampled schools.

7.3 Recommendations

In view of the findings above, the researcher would like to make the following recommendations to major stake holders in the education sector:

1. Universities and colleges of education should offer adequate training to trainee teachers of English language in syllabus interpretations, Communicative Language Teaching Approach and Text Based Integrated Approach.
2. The ministry of general education in partnership with Colleges and Universities to deliberately come up with short intensive continuous professional development programs, aimed at keeping in-service teachers abreast with the recommended teaching approaches and new trends in English teaching through short courses during school holidays.
3. The government of the Republic of Zambia through the ministry of general education to also ensure steady supply of text books and other teaching and learning materials in schools so as to improve pupil text book ratio.
4. The University of Zambia and the Higher Education Regulation Authority, being the regulators of Colleges and other higher institutions of learning training teachers and overriding all other such institutions in the country, should provide capacity building to colleges of education in English pedagogy.

7.4 Avenues for further research

Through this study, the researcher came up with the following areas for further research:

1. Carry out a study to establish trainee teachers' preparedness in syllabus interpretation in colleges of education and universities training teachers of English in Zambia.
2. Carry out a comparative quantitative study to ascertain if teachers' knowledge of the aim of English as a bearing on learners' failure to develop communicative competence in the Zambian secondary schools.

7.5 Summary of the chapter

This chapter has highlighted the conclusion of the findings of this study and has also made recommendations based on the findings revealed in the study and in summing up the researcher has suggested areas for future research.

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APPENDICES

APPENDIX A: INFORMED CONSENT FORM

Dear Respondent,

This serves to give you an understanding of the purpose of this research and proceedings that will be followed. Further implications for your participation are explained. Finally, you are being asked to sign this form to indicate that you have agreed to participate in this exercise.

Thank you in advance.

1. Description

This exercise is an educational research; the researcher is a student at the University of Zambia pursuing a Master of Education in Applied Linguistics. This research is a major requirement for the researcher to complete his program. Thus, this research exercise is purely academic.

2. Purpose

The researcher wishes to find out teachers' classroom teaching strategies aimed at developing communicative competence in learners used during English grammar lessons. The researcher is also interested in establishing teachers' understanding of communicative competence, aim of English language teaching in schools and approaches used to teach English and challenges.

3. Consent

Participation in this exercise is voluntary. You are free to decline to participate in this exercise.

4. Confidentiality

All data collected from this research is treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

5. Rights of Respondents

All effort will be taken to ensure that the rights of participants are protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any proceedings in the research.

6. Declaration of Consent

I have read and fully understand this document. I therefore agree to participate in this exercise.

Full name

Signature..... Date.....

APPENDIX B: INTERVIEW GUIDE FOR TEACHERS

I am a post graduate student at the University of Zambia Collecting information on various issues related to English grammar teaching and the development of Communicative Competence in the learners. I would like to have a discussion with you on your understanding of communicative competence and challenges you are facing in teaching English grammar lessons. The discussion will be confidential, so feel free to share your opinion.

1. Where were you trained?

2. What qualification did you obtain?

3. For how long have you been teaching?

4. What grade do you currently teach?

5. What is your position in school?

6. What approach do you use to teach English grammar.....

7. What do you think communicative competence is? Define it in your own words?

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8. What is the aim of teaching English language in Zambian senior secondary schools?

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9. How important do you think it is?

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10. What are the two general recommended approaches for the teaching of English in Zambia senior secondary school syllabus?

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11. Have you been oriented or helped to understand the aims of teaching English language by the Standard Officers? (A) Yes (B) No

12. Have you received retraining through CPDs, Workshop or any other in service training concerning the general aim of the new syllabus? (A) Yes (B) No

13. What challenges do you face in teaching English grammar lessons?

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14. What do you think should be done to effectively teach English grammar in order to develop communicative competence in the learners?

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15. What comment would you like to make with regards to the teaching of English grammar?

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Thanks

APPENDIX C: INTERVIEW GUIDE FOR HEADS OF DEPARTMENT

I am a post graduate student at the University of Zambia Collecting information on various issues related to English grammar teaching and the development of Communicative Competence in the learners. I would like to have a discussion with you on your understanding of communicative competence and challenges teachers are facing in teaching English grammar lessons. The discussion will be confidential, so feel free to share your opinion.

1. What are the two general recommended approaches for English teaching in Zambia senior secondary school?
2. What is the aim of teaching English language in Zambian senior secondary schools?
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.....
3. Explain your understanding of communicative competence?
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.....
4. Do English language teachers in your school understand the aim of teaching English language as stated in the Zambian senior secondary school syllabus? Justify your answer.
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.....
5. Do the learners develop communicative competence in English by the time they leave school? Justify your answer.
6. What are some of the classroom strategies, teachers use to teach in order to develop learners' communicative competence?
7. Why do you think Secondary School pupils of government schools in Nakonde District have difficulties in developing communicative competence in English language?
8. Are there some measures you have put in place to improve learners' English language communicative competence in your School?
9. What challenges do teachers face in teaching English grammar lessons aimed at developing learners' communicative competence?

APPENDIX D: LESSON OBSERVATION CHECKLIST

The lessons will be observed in order to establish teachers' classroom teaching strategies aimed at developing communicative competence in the learners during English grammar lesson.

School:

Grade: 11 Teacher.....

Class:

Subject: English

Number of Pupils: Boys Girls

Topic:

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Lesson duration:

Communicative classroom activities used during the lessons include:

1.
2.
3.
4.
5.

General lesson presentation and learner involvement

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APPENDIX E: TIME LINE/BUDGET FOR THE RESEARCH

Date	Activity	Cost	Comment
29/07/2018-	Proposal writing and submission	K200	Done
09/11/2018	Proposal presentation at departmental level	K100	Done
13/12/2018	Submission of ethical clearance forms	K800	Done
14/12/2018			
21/01/2019-	Data collection	K2000	Done
12/02/2019	Opening for 2018/2019 academic year (second part)	K16600	Done
25/02/2019-	Data interpretation and analysis	K1000	done
30/04/2019			
25/02/2019- /06/2019	Scheduled meeting with the supervisor	K100	On going
24/05/2019-	Submitting the draft dissertation to the supervisor for correction and advice.	K200	done
31/05/2019			
03/06/2019- 07 /06/2019	Seminar/poster presentations	K500	done
10/06/2019-	Editing, correcting noted comments during presentations and submitting the first draft to the supervisor	K500	done
30/10/2019			
/09/2019-	Submission of the dissertation for examination	K1000	done
04/11/2019			
04/11/2019- /06/2020	Examination, Defense and submission of the final dissertation.	K4000	
Total		K26800	

APPENDIX F: LETTER OF ETHICAL CLEARANCE FROM ETHICS COMMITTEE



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | **Tel:** +260-211-290 258/291 777
Fax: +260-1-290 258/253 952 | **Email:** director@drgrs.unza.zm | **Website:** www.unza.zm

Approval of Study

26th April, 2019

REF. NO. HSSREC: 2018-DEC-013

Mr. Mwelwa Wise
Ikawa Day Secondary
P.O. Box 430100
Nakonde

Dear Mr. Mwelwa,

RE: "TEACHERS CLASSROOM TEACHING STRATEGIES AIMED AT DEVELOPING COMMUNICATION COMPETENCE IN LEARNERS DURING ENGLISH GRAMMER LESSONS IN SELECTED SECONDARY SCHOOLS OF NAKONDE DISTRICT – MUCHINGA DISTRICT"

The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB has approved the study noting that there are no ethical concerns.

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.

In future ensure that you submit an application for ethical approval early enough.

Yours faithfully,

Dr. J. Mwanza

BA, MSoc, Sc., PhD

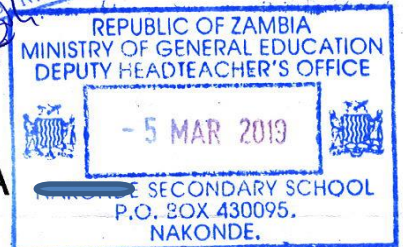
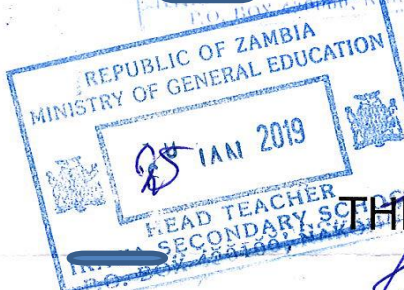
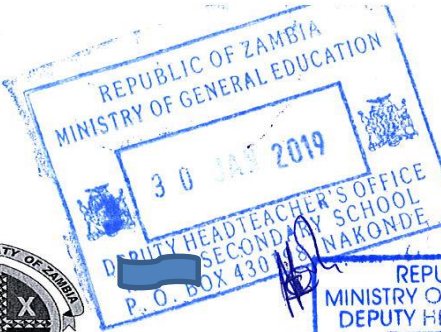
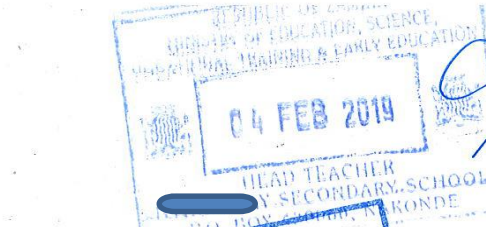
CHAIRPERSON

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

CC: Director Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies
Senior Administrative Officer (Research), Directorate of Research and Graduate Studies

Excellence in Teaching, Research and Community Service

APPENDIX G: INTRODUCTORY LETTER FROM ASSISTANT DEAN –UNZA



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

Date: 13/12/2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

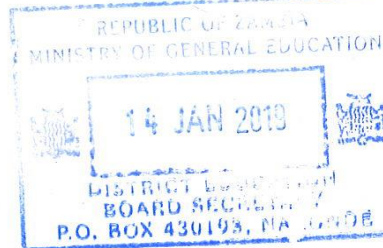
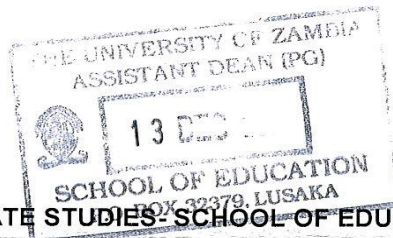
The bearer of this letter Mr. Ms. MUSELWA WISE Computer number 2017014564 is a duly registered student at the University of Zambia, School of Education.

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/.

Yours faithfully

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



Permitted
to do
fieldwork
in the
district.
Mdz

cc: Dean-Education
Director-DRGS