

**AN ANALYSIS OF THE INSTRUCTIONAL STRATEGIES USED BY  
TEACHERS OF ENGLISH IN SELECTED SECONDARY SCHOOLS OF  
LUSAKA DISTRICT OF ZAMBIA.**

by

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Requirements for the Award of the Degree of Master of Education in Literacy, Language  
and Applied Linguistics.

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## DECLARATION

I, Nonde Lukonde Mubanga declare that this dissertation represents my work. It has not previously been presented in any form to the University or to any other body whether for assessment, publication or for any other purpose (unless otherwise indicated). I therefore confirm that the intellectual content of the work is the result of my own efforts and no other person.

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## APPROVAL

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## **DEDICATION**

This work is dedicated to my mum and dad Mr. and Mrs. Mubanga. I am who I am because of your great love, sacrifice and the support you have shown me in my entire journey of life. I also dedicate this work to my family and friends for always being there for me, for their continued support and encouragements. God bless you always.

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## **ABSTRACT**

This study examined instructional strategies employed by teachers of English language and the views of pupils and educators on the availability and utilization of instructional materials in secondary schools within Lusaka District, Zambia. Guided by the pedagogical theory and a qualitative phenomenological research design, the research aimed to capture the lived experiences and insights of teachers and learners regarding English language instruction. Data was collected using semi-structured interviews, lesson observations, and focus group discussions, enabling a detailed exploration of participants' perspectives.

The study involved a sample of 378 participants, 5 head of departments, 15 teachers and 358 learners from five secondary schools in Lusaka district of Zambia. Random sampling was used to select the schools which provided an unbiased view. Purposeful sampling was used to select the pupils, teachers and head of departments who participated in the study. For teachers this was based on the teaching experience from 5 years and above, and for the pupils this study targeted grade 9 pupils. These methods were justified for their ability to maintain contextual richness and enhance the generalizability of findings across the district.

Data analysis employed thematic content analysis to identify recurring themes and patterns, ensuring a comprehensive interpretation of participant responses. Findings revealed that teachers had limited understanding of the terms approach, method, and technique, often confusing them. A variety of instructional strategies used in schools include question and answer technique, demonstration, teacher exposition / lecture method, group discussion, pair work and ICT integration. However, English language instruction in Lusaka district relied heavily on traditional methods, particularly teacher exposition, due to factors such as class size, resource availability, and time constraints, though some interactive strategies were used. Pupils expressed a strong preference for interactive, learner centred -methods and strategies, such as group work aligning with the pedagogical theory that emphasize learning through experience. However, significant disparities in the availability of instructional materials were evident, with participants highlighting inadequacies that hindered effective teaching and learning. The above findings underscore the urgent need for improved access to instructional resources and broader adoption of interactive teaching approaches to enhance English language

education in Zambian schools. Ethical considerations were rigorously upheld, including informed consent and participant confidentiality. This study contributes valuable insights to the ongoing discourse on improving the quality of English language instruction and addressing resource constraints in educational settings.

Based on these findings, the study recommends enhancing instructional methods through professional development, improving resource provision, incorporating pupil preferences in teaching, ensuring equitable policy and resource allocation, and implementing monitoring and evaluation mechanisms.

## **LIST OF ABBREVIATION**

CDC	Curriculum Development Centre
ECE	Early Childhood Education
ECZ	Examination Council of Zambia
DEBS	District Education Board Secretary
GRZ	Government of the Republic of Zambia
ICT	Information and Communication Technology
LiEP	Language in Education Policy
MoE	Ministry of Education
MoGE	Ministry of General Education
NLF	National Literacy Framework
UNZA	University of Zambia

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## **CHAPTER ONE: INTRODUCTION TO THE STUDY**

### **1.0 Overview**

In this chapter, the nature of the study is presented by outlining the purpose of the study, statement of the problem, the aim, research objectives and questions, significance of the study, delimitation and limitation of the study. The definition of key terms and the theoretical framework, conceptual framework and background of the problem have been provided. The chapter ends with summary of the main subtopics presented.

### **1.1 Background**

In a globalized culture like Zambia, the indispensability of English language instruction persists, as it remains a key instrument for fostering global cooperation, economic development, and cross-cultural understanding (Mkandawire, 2017; Mwanza, 2020). The major language status of English globally ensures Zambians access to a plethora of information, educational materials and diverse viewpoints. Additionally, English language proficiency continues to drive the nation's technical innovation and advancement, facilitating access to cutting-edge knowledge and technology. The proficiency also plays a pivotal role in enabling Zambians to actively participate in the international labour market, creating opportunities for professional mobility and career growth.

The challenges faced by English language teaching in secondary schools in Zambia stem from the complexities of the country's multilingual society, characterised by a mosaic of indigenous languages and diverse ethnic groupings (Pinxteren, 2022). As learners enter secondary education with varying levels of English competence due to their diverse linguistic backgrounds, the potential for challenges in effective language learning becomes evident. The disparities in language proficiency among learners can lead to differences in comprehension and engagement within the classroom, creating difficulties for teachers in ensuring consistent learning outcomes.

The commitment to preserving indigenous languages alongside English as the official language introduces an additional layer of complexity, occasionally resulting in limited exposure to and practice in English (Diwaele & MacIntyre, 2014). This limitation, in turn, hampers the development of robust language skills essential for success both within the

classroom and on a global scale in the workplace. To address these issues and ensure equal opportunities for linguistic growth and success in a multilingual society, strategic interventions are required. These interventions should carefully navigate the delicate balance between promoting linguistic diversity and meeting the imperative for comprehensive English language instruction.

### **1.1.1 The Place of English Language in Zambia's Education Curriculum**

The Zambian education curriculum places a robust emphasis on English, utilizing it as the primary language of instruction from primary school through university, encompassing it as a dedicated subject (Mubita, 2020; Muzeya & Mkandawire, 2023). The methodical teaching of English includes comprehensive coverage of grammar, literature, and communication techniques, aiming to enhance learners' vocabulary, fluency and comprehension in the language. Beyond being just a subject, English continues to serve as the medium for teaching various subjects in schools and remains the primary language of instruction in colleges and universities.

The teaching of English language in schools is important as it equips learners with the necessary language skills to succeed academically, communicate effectively, and actively participate in a globalized society as an international language. The commitment to fostering inclusive learning environments and helping learners navigate the linguistic demands of higher education is underscored by recognizing that learners from diverse linguistic backgrounds may encounter challenges when English is the sole language of instruction (Ndila, 2019).

Zambia's dedication to preparing its populace for global engagement is evident in the educational system's emphasis on English, an emphasis that concurrently acknowledges the imperative for deliberate measures to address linguistic diversity and ensure educational equity (Chishala, 2022). This dual commitment reflects the recognition that, while English is a key tool for global communication, efforts must be made to support learners from varied linguistic origins, thus reinforcing the nation's commitment to a well-rounded and equitable education system.

The language-in-education policy (LiEP) in Zambia indicates that Zambian languages shall be used in early childhood education classes and for primary schools, regional official languages (Bemba, Kaonde, Lozi, Lunda, Luvale, Nyanja, and Tonga, shall be

used from Grades 1-4 while English shall be used as media of instruction from Grade 5 (National Literacy Framework, 2013). English is introduced as a subject from Grade 2 onwards, with an initial focus on developing oral language skills and in grade 3, literacy instruction in English is offered as a subject (p.28; Ndeleki, 2015; Daka, 2022). As learners progress in education, the language of instruction slowly begins to transition from regional Zambian languages to English language and by the time they are in Grade 5 through tertiary education, English takes over. Concurrently, local languages continue to be taught as a subject until Grade 12 (Ndeleki, 2015). However in 2023 the Zambia Education Curriculum Framework enlist English as a sole medium of Instruction from ECE to University except Zambian languages subjects where local languages are used (MoE, 2023).

In Zambia's globalized landscape, English language instruction is integral for fostering cooperation, economic development, and cross-cultural understanding. Proficiency in English not only grants access to information and diverse perspectives but also fuels technical innovation and facilitates participation in the international job market (Serpell, 2014; Mwanza, 2016). Prioritizing English education aims to fortify ties of tolerance, cooperation, and cross-cultural understanding, equipping the population with crucial language skills for international engagement (Mytton, 2017).

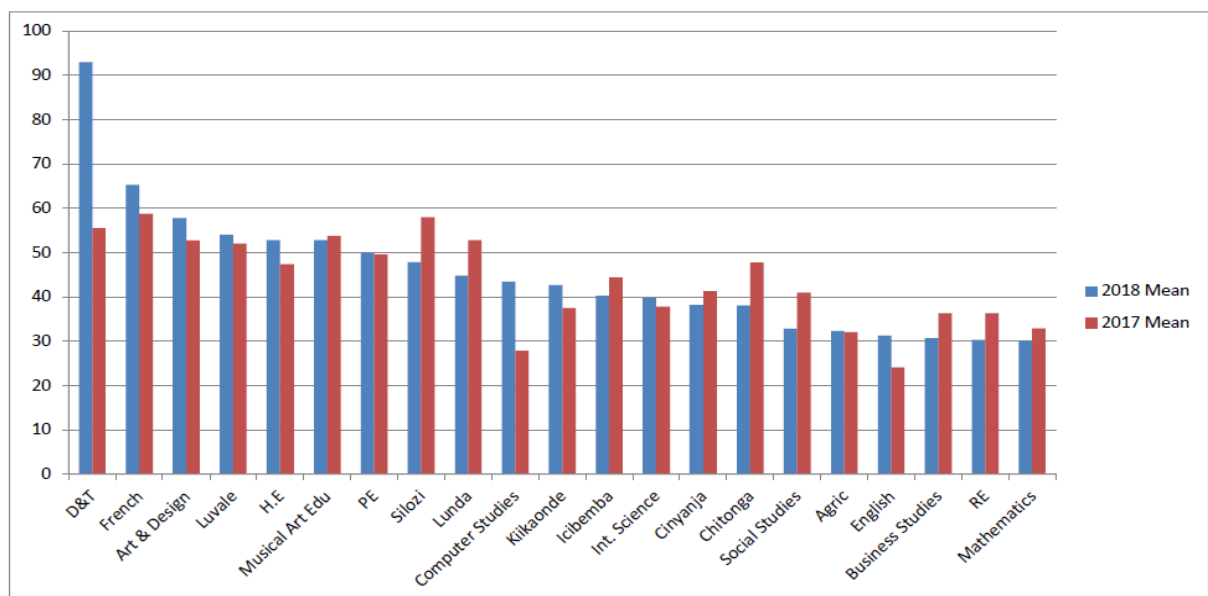
### **1.1.2 Performance of Learners in English language**

In Zambia's multilingual society, where English proficiency is vital for academic success and global engagement, the performance of secondary school learner in English language particularly at the Grade 9 level fluctuates at a very low passing rate as evidenced by the Examinations Council of Zambia (ECZ reports 2023).

This decline, reflected in several studies (Ilubala, 2020; Nyambe, 2019; Mbozi, 2008), points to persistent challenges in English language instruction, made worse by diverse learners backgrounds, varying language proficiencies, and instructional inconsistencies. Specifically, weaknesses in reading comprehension, as highlighted by the ECZ Chief Examiner's Report (2017,2018), reveal that over half of learners scored below half the total marks, failing to demonstrate essential reading skills. (Tasdemir, 2010; Chazangwe, 2011). Further compounding the issue, the absence of consistent and constructive feedback has been identified as a significant factor contributing to poor performance

(Banda & Manchishi, 2019), as outlined in the Ministry of Education’s Educating Our Future policy (MOE, 1996). While the policy underscores the importance of feedback, it lacks clarity on what constitutes quality feedback and how it should be delivered, leaving gaps in effective implementation (Maala & Mkandawire, 2022; Muyangana, 2012). Additionally, the prescribed methodologies for English instruction, such as Communicative Language Teaching (CLT) and the Text-Based Integrated Approach (TBIA), as outlined in the English Language Syllabus (CDC, 2013), are not consistently employed in practice, especially in areas with logistical constraints.

The Internal Examinations Learner Performance results in languages and literature across the country from 2017 to 2019 remained relatively poor with five (5) out of eight (8) language subjects recording a drop in percentage (Examinations Council of Zambia, 2019). These results suggests that the performance of learners in English language dropped. The 2019 ECZ Statistical report on Grade Nine (9) internal examinations also showed that multiple provinces kept recording lower performance in English as a second language along with other subjects as shown in Figure 1 and interpreted in summary in Table 1 below. Each province in Zambia was ranked in terms of performance in English language and others subject areas. Table 1 shows the performance of learners in English language per province.



**Figure 1: 2018 and 2017 Grade 9 Internal Examination Percentage Mean Scores by Subject**

**Table 1: Grade 9 Performance Ranking by Province for 2017 and 2018**

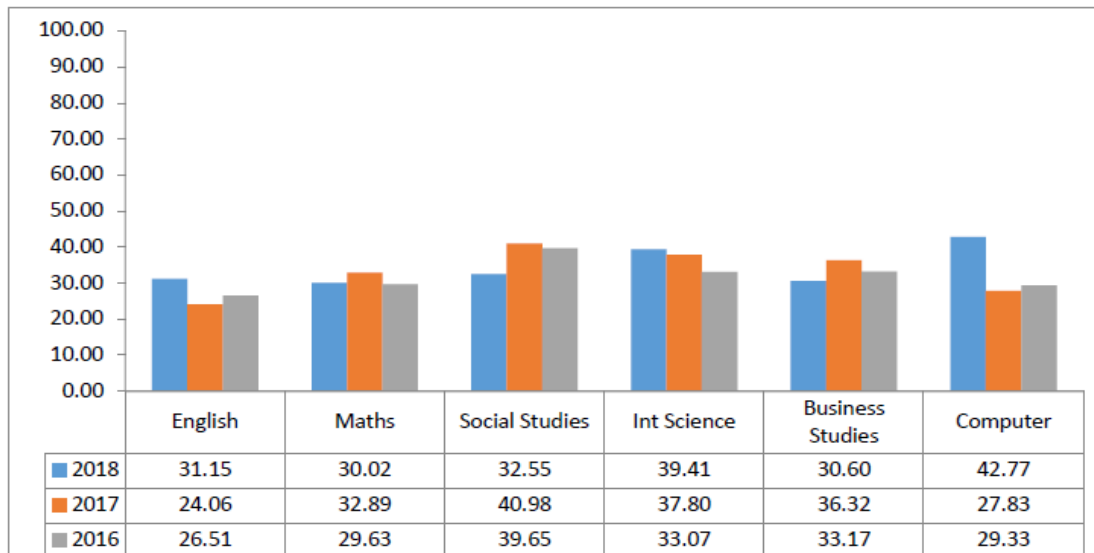
Province	2018		2017	
	% Certificates	Rank	% Certificates	Rank
Copperbelt	53.24	1	61.44	1
Lusaka	50.34	2	60.15	2
Zambia	45.65		49.5	
North-Western	45.64	3	59.7	3
Southern	43.66	4	45.37	10
Western	43.2	5	56.27	5
Muchinga	41.61	6	50.55	8
Luapula	41.61	7	53.65	6
Northern	41.48	8	59.63	4
Central	41.35	9	51.32	7
Eastern	40	10	45.39	9

**Table 1 Source: (Examination Council of Zambia –Highlights on Performance, 2019**

Table 1 shows that multiple provinces including Lusaka province where this study took place showed a decline in the number of pupils that passed Grade Nine with a certificate. Referring to the 2019 Examinations Council of Zambia performance highlights on Grade Nine (9) Internal Examination report, English Language, French and Zambian Languages examined by ECZ, fall under the category of Literature and Languages. However, the report on performance across subject groupings as shown in Figure 1 and figure 1 above, bemoan the fact that most candidates in that category did not perform well. ECZ Grade Nine (9) Highlights on Internal Examinations (2019: 24) stated;

*The largest proportion of candidates that failed was Recorded in English language at 51.79 percent of those who sat. An indication that more than half of the candidates could not probably have been able to read.*

The poor linguistic levels as presented above provide an impression that teachers of English in particular were not teaching effectively and the teaching methodology and instructional strategies used were not effective and that is why the current study is important. A clear contrast in performance across subject areas is indicated in Figure 3 covering the three years 2017 to 2019.



**Figure 2; Below shows the candidature for 2017, 2018 and 2019 that sat Grade 9 Internal Examinations. Source: Examinations Council of Zambia –Highlights on Performance, 2019**

Figure 3 shows that the performance of learners in English in Grade Nine from 2017 to 2019 has been declining steadily. The factors contributing to poor performance in English language are not clearly explained by the Examinations Council of Zambia’s report (2019).

### **1.1.2 Instructional Strategies in English Language Classes**

In English language classes, teachers frequently use multiple strategies and techniques to teach such as the teacher exposition, question and answer, pair work, group work, problem based, homework, interactive games or activities, role play, quiz, presentation, individualized attention, and debate (Vural, 2016). These instructional strategies have been classified into teacher centred, individual centred and interaction centred. These instructional methods are treated as strategies or techniques in second or foreign language teaching methods. From 1930s to 1980s, several instructional methods were developed mainly for teaching second or foreign languages and these included the Grammar Translation Method, The Direct Method, Audiolingual Method, the Cognitive Code Approach, the situational method, communicative language teaching, suggestopedia, the total physical response, text based integrated Approach and the eclectic method. These methods have dominated the teaching of English as a second language in Zambia. Some

methods are classified as approach such as the cognitive code approach, while others are classified as methods such as the audiolingual method. There is a difference among approach, methods, and techniques. According to Manchishi 2024:6 “An approach describes the nature of a language and how it should be taught”. It is the theoretical positions and beliefs about the nature of language, the nature of language learning, and applicability of both to pedagogical settings. “As for the term methodology, it is all about the study of methods” It is the pedagogical practices in general including theoretical implications and related research. It includes what is involved in how to teach. As regards to the method, “It is simply what a teacher employs to deliver a lesson to his or her learners.” Set of classroom specifications for accomplishing linguistic objectives. Methods are concerned with teacher/learner roles, subject matter, objectives, sequencing and materials.

Finally, techniques are the procedures or tools in language learning that the teacher uses to deliver various contents (Al-Osseli, 2010). The instructional strategies help teachers to make learning enjoyable and help learners have the desire to learn (Doyle, 2008). This study strives to assess different teaching strategies that the teachers of English use in the classroom. The study discusses approaches, methods and teaching strategies/techniques, learners preferred learning styles and the availability of instructional materials used in the classroom. The new English language syllabus (2013) aim is to develop the four skills in learning which is listening, speaking, reading and writing. The syllabus gives the guidelines on how these skills are to be taught what could be lacking is what instructional strategies the teachers could use as they teach the above skills.

## **1.2 Statement of the problem**

Despite the crucial role of English in Zambia’s education system and its significance in global communication, economic development, and career mobility, secondary school learners, particularly at the Grade 9 level, continue to perform poorly in the subject. Reports from the Examinations Council of Zambia (ECZ) indicate persistently low pass rates, with many learners struggling with reading comprehension and essential language skills. This challenge is compounded by Zambia’s multilingual context, where learners enter secondary school with varying levels of English proficiency, making effective instruction difficult. While various instructional strategies exist for teaching English, there is limited clarity on their practical application and effectiveness in secondary

schools. Furthermore, inadequate instructional materials and inconsistencies in teaching methodologies hinder learners' ability to acquire and apply English language skills effectively. The lack of clear guidance on instructional strategies in the English language syllabus exacerbates these issues. Therefore, this study seeks to examine the instructional strategies used by teachers of English in Lusaka District, assess their effectiveness, and explore learners' preferred learning approaches to enhance English language instruction and improve academic performance.

### **1.3 The purpose of the study**

The purpose of the study is to examine the instructional strategies employed by teachers of English in selected secondary schools of Lusaka district.

### **1.4 Research Objectives**

The study sought to achieve the following objectives:

- (i) To determine teachers perception of approach, methods, and techniques
- (ii) To establish the instructional strategies used by teachers of English Language Classes in selected secondary schools of Lusaka district.
- (iii) To ascertain the views of pupils on their preferred ways of learning.
- (iv) To determine the views of teachers and pupils on the availability of instructional materials.

### **1.5 Research questions.**

This study sought to address the following research questions.

- (i) How did teachers perceive the terms approach, method, and techniques/strategies?
- (ii) What were the instructional strategies employed by teachers of English in Lusaka district secondary schools?
- (v) What were the views of pupils on their preferred ways of learning?
- (vi) What were the views of teachers on factors contributing to learner performance during the instruction process?

## **1.6 Significance of the study**

Policy makers may use the findings of this study to help them reformulate policies on the teaching methods prevalent in second language classes such as English language. The results of this study may also be useful in helping teachers on the diverse instructional strategies teachers use in English language classes and the preferred learners learning strategies.

## **1.7 Limitations of the study**

The study acknowledges several limitations that warrant careful consideration. Primarily, its focus on the Lusaka district may constrain the generalizability of findings to other regions within Zambia. Furthermore, by excluding primary and tertiary education levels, the study limits its ability to provide a comprehensive understanding of English language teaching across the entire educational spectrum. The reliance on self-reported data from teachers introduces the potential for bias, and varying resource constraints in certain schools may impact the applicability of instructional strategies. A notable gap in the study lies in its insufficient exploration of changes in policies or practices over time. Additionally, the absence of a detailed examination of language proficiency assessment methods and external factors, such as socio-economic conditions and cultural influences, may restrict the depth of understanding. To navigate these limitations, the researcher intends to use cautious language when drawing broader conclusions, underscoring the specific context of Lusaka. Furthermore, efforts will be directed towards gathering diverse perspectives and accounting for variations in school resources and practices.

## **1.8 Theoretical Framework**

This study is grounded in the pedagogical theory. Pedagogical theory provides a framework for effective teaching and learning by emphasizing different approaches to knowledge acquisition and learners development. The Pedagogic theory is a systematic conceptualization of the process of education and conditions of human

development in both the individual and the societal life sphere. It deals with processes of upbringing, teaching, learning, and social and cultural development (Hamalainen, 2020, p.1). Behaviourism, as proposed by Skinner (1953), focuses on reinforcement and punishment to shape behaviour. Cognitivism, developed by Piaget (1952) and further expanded by Bruner (1966), emphasizes mental processes and the organization of information. Constructivism, supported by Vygotsky (1978) and Piaget (1952), highlights the importance of social interactions and experiential learning in constructing knowledge.

Pedagogical theory provides a structured framework for understanding and guiding educational practices, encompassing a holistic view of human development in both individual and societal contexts. Experiential learning, as outlined by Kolb (1984) and Dewey (1938), encourages hands-on, reflective learning and critical pedagogy, championed by Freire (1970), views education as a means of empowering learners to challenge societal structures. At its core, pedagogical theory seeks to define the dynamics and conditions necessary for effective teaching, learning, and personal growth. Hamalainen (2020) states it is not limited to instructional techniques or content delivery; rather, it also addresses how education shapes individuals' values, social skills, and cultural awareness, which are critical for integrating into broader society.

This theory is rooted in the understanding that education extends beyond academic learning, influencing various aspects of a learner's character, decision-making abilities, and social interactions. Pedagogical theory investigates how educational environments and practices support learners in becoming capable, responsible individuals who can contribute to societal progress. It is concerned with cultivating emotional, moral, and intellectual development, recognizing that each person's upbringing and educational experiences are intertwined with their cultural and social environment (Hamalainen, 2020).

Key elements of pedagogical theory include:

1. **Upbringing and Character Development:** This focuses on fostering values, ethics, and social responsibility in learners. Pedagogical theory emphasizes

education as a means of instilling habits, attitudes, and values that are integral to personal and communal well-being (Dewey, 1938; Kohlberg, 1984).

2. **Teaching and Learning Processes:** The theory examines instructional methods and how learner engage with learning materials, focusing on the cognitive and emotional processes involved in acquiring knowledge. This includes the importance of adaptable instructional strategies to accommodate diverse learning styles (Bruner, 1966; Vygotsky, 1978).
3. **Social and Cultural Development:** Pedagogical theory acknowledges that education should help learners understand and appreciate cultural diversity, fostering a sense of belonging and cooperation within a community. This aspect emphasizes the role of education in preparing individuals to navigate and contribute to a multicultural world (Freire, 1970; Banks, 2009).
4. **Lifelong Learning and Human Potential:** It addresses the ongoing nature of learning and the idea that education is a continuous process that extends beyond formal schooling, supporting the notion that individuals continually grow and develop throughout their lives (Knowles, 1975; Jarvis, 2004).

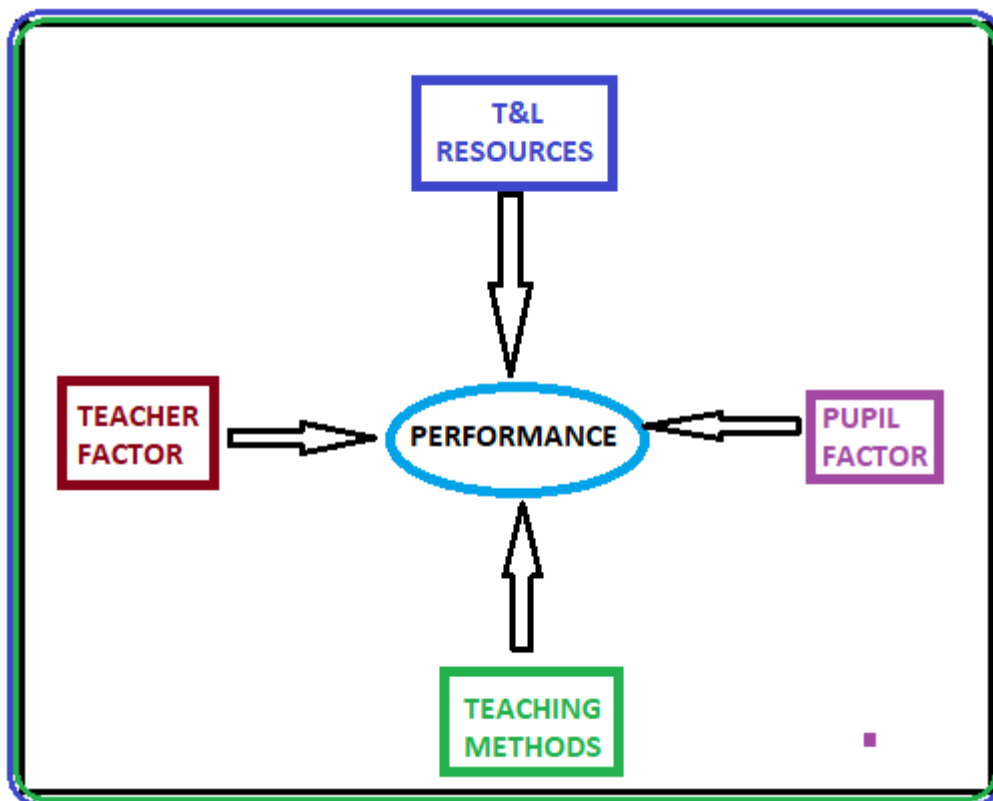
### **How the Theory was Used in this Study**

In this study, pedagogical theory underpins the exploration of instructional strategies used by English language teachers in Zambian secondary schools. By focusing on the pedagogical processes involved in teaching and learning, the theory provides a structured lens through which to analyse how English educators implement various approaches, methods, and techniques to enhance learners comprehension, engagement, and language proficiency. Pedagogical theory emphasizes that education shapes both individual development and societal progress, a concept highly relevant in the Zambian context where English serves as a bridge to global opportunities and economic advancement. Thus, the theory aligns with the study's goals by highlighting the importance of effective instructional strategies that cater to diverse linguistic backgrounds while fostering communicative competence—a core objective of the Zambian English syllabus. This theoretical framework is particularly pertinent as it underscores the teacher's role in adapting and delivering language instruction that not

only meets curriculum standards but also supports learner' personal and social growth, preparing them for meaningful participation in a multicultural and multilingual society.

### 1.9 Conceptual Frame work

A conceptual framework refers to a created graphical or narrative form of explanation outlining the fundamental issues being studies as key variables, factors and concepts which are described in a synthesized, progressive and simplified manner by a researcher (Mkandawire, 2022, p.39). The conceptual framework links the various aspects of the study in a simplified manner for easy assimilation by readers. The conceptual framework of this study is shown in Figure 5 below.



*Figure 3: Conceptual Framework*

This conceptual framework as summarized in Figure 5, is a representation of the focal points of the study that aimed at analyzing the instructional strategies teachers of English used in the teaching and learning processes in schools. Instructional strategies

or teaching methods are independent variables that have an influence on pupils performance.

**1.9.1 Teacher Factor:** This includes teacher qualifications, experience, motivation, and teaching style. Well-trained and motivated teachers can deliver effective lessons, enhancing learners performance. On the other hand poor teacher engagement, lack of training, or ineffective instruction can negatively impact learning outcomes.

**1.9.2 Pupil Factor:** This includes learners motivation, prior knowledge, learning abilities, and socio-economic background. Highly motivated and prepared learner perform better, while those facing challenges like poor background knowledge or lack of motivation may struggle.

**1.9.3 Teaching & Learning resources:** This covers a wide range such as textbooks, ICT tools, teaching aids, and classroom materials. Adequate resources support effective teaching, while their absence can hinder learners comprehension and engagement.

**1.9.4 Teaching Methods:** This contains the teaching approaches, methods and strategies that the teacher decides to use in the classroom such as learner-centered methods, group work, and interactive activities. The right methods enhance understanding and engagement, while ineffective approaches can lead to poor performance.

Each factor interacts to influence performance, and improving them collectively can lead to better learning outcomes.

## **1.10 Operational Definitions**

The following concepts and terms are to be interpreted as defined in this section of the dissertation.

**1.10.1 Approach** - This refers to the underlying theories and beliefs regarding how English language instruction should be conducted. An approach encompasses the

foundational principles that guide the teaching of language, addressing both the nature of language itself and how language learning should take place in educational settings.

**1.10.2 Methodology** - This term encompasses the study and application of various methods and approaches in English language instruction. Methodology addresses the broader pedagogical practices, including both the theoretical foundations and research that support different teaching practices.

**1.10.3 Methods** - are structured, specific frameworks or sets of procedures that teachers follow to achieve learning objectives in the classroom. A method is concerned with the roles of the teacher and learners, the subject matter, and the instructional materials that are employed to facilitate language learning.

**1.10.4 Technique** - these are practical tools used in the classroom to engage learners and enhance language understanding. Examples are specific activities, exercises, or tasks that teachers employ to realize lesson objectives within a given classroom.

## **1.11 Summary**

This chapter presented background information on the instructional strategies used by teachers of English in various secondary schools of Lusaka district. This chapter also gave the statement of the problem, objectives, significance of the study, theoretical and conceptual framework and definitions of key terms. The next chapter presents the literature review.

## **CHAPTER TWO: REVIEW OF LITERATURE**

### **2.0 Overview**

The previous chapter introduced and provided background information for the study. This chapter focused on the literature related to the current research. Conducting a literature review is a critical phase in the research process and involves a comprehensive, thorough, and systematic examination of relevant publications, using themes derived from the readings (Bless, 1995). This chapter is divided into two main sections. The first section is a conceptual review of literature, presenting key concepts and their connection to the current study. The second section reviews studies in relation to the research objectives outlined in chapter one.

### **2.1 Conceptual Review of Approach, Methodology, Strategy, and Techniques**

#### **2.1.1. Conceptual review**

In this segment relevant and specific concepts impinging on the study have been defined and operationalized while highlighting gaps and study relatedness in Literature.

#### **2.1.2 Approach**

Manchishi (2024: 6) defines an approach as “The nature of a language and how it should be taught. It is in other words: Theoretical positions and beliefs about the nature of language, the nature of language learning, and applicability of both to pedagogical settings.” “An approach is an enlightened viewpoint toward teaching. It provides philosophy to the whole process of instruction.” Hasanova et al (2021: 1) An approach in simple terms gives the overall wisdom, it provides direction, and sets expectations to the entire spectrum of the teaching process. Furthermore, approach sets the general rule or general principle to make learning possible.

#### **2.1.3. Methodology**

A teaching methodology is a method by which a teacher chooses to explain or teach the material to learners in order for them to learn the material. A teacher can use a variety of methodologies, and the methods used are frequently determined by the educational philosophy and preferences of the teacher. The combination of various teaching methods is something that every professional teacher should be aware of and put into practice. Giri, et al (2023) Methodology is more practical and focuses on the how of teaching should be done, covering aspects such as lesson structure, learners activities, and assessment techniques. For example, within the Communicative Approach, methodologies like role-play, group discussions, and task-based learning are used to create communicative opportunities for learners. These methods help teachers operationalize the principles of the approach.

#### **2.1.4. Method**

A teaching method has been defined by Afolabi and Adesope (2010) as a specific instructional process which differs from any other by the diversities of specialized activities. This implies that each teaching method has its own peculiar characteristics and steps which differ from another teaching method. These steps make a teaching method to be different from another method. Examples of teaching methods in second language teaching are; Communicative language teaching method, grammar translation and direct method.

#### **2.1.5. Technique**

Learning a language is a two-way activity between language and thought. Teachers should use appropriate techniques when teaching in order to make learners be able to interpret and understand the idea and thought of the whole text. Technique is the implementation of that which actually takes place in the classroom. It is a particular trick, strategy or contrivance used to accomplish an immediate objective. Technique works hand in hand with method and approach. (Anthony 1963, p.96 in Fauziati (2009, p.17). Hence, technique encompasses the actual moment-to-moment practices and behaviour that operate in teaching a language according to a particular method. These classroom activities integrate into lessons and are used as the basis for teaching and learning. Examples of techniques are role play, group discussion, question and answer techniques and teacher exposition.

## **2.2 Review of Studies on Instructional Strategies in English**

Banda and Manchishi (2019) conducted a study which focused on investigating the written corrective feedback. Their study sought to establish whether or not feedback helped the second language (L2) acquisition among grade elevens. Their study had two objectives; the first one was to establish the nature of written corrective feedback teachers gave and the second was to find out challenges involved in providing written corrective feedback. Four secondary schools were sampled in Kasama district among grade eleven (11) learners who were used to assess their perceptions on written corrective feedback. Twenty (20) learners were picked from each school and made a sample of eighty (80) respondents. Five (5) teachers were picked from each school making a sample of twenty (20). Various research instruments were used for both teachers and learners. The instruments used included: A test, interview guide, focus group discussion guide, questionnaires and document review guides. The findings showed that it was possible to acquire proficiency through written corrective feedback. The study concluded that, teachers as well as learners had unique perceptions about the practice of written corrective feedback and that they appreciated it differently. As such, the study drew two major recommendations. Firstly, a teacher needed to use corrective feedback which learners were familiar with and could interpret with ease. Secondly, a culture of encouraging learners to attend to their errors was to be upheld among teachers of English language. Banda and Manchishi's study directly relate to the current study as both studies were centred on feedbacking with a different focus and locations. It is appreciated that the study was carried out in Kasama, Northern Province of Zambia among grade eleven learners and focused on written corrective errors. However, the current study, took place in Lusaka, Lusaka province of Zambia and the main focus was Grade Nine (9), junior secondary school learners with a focus on the teaching strategies used in English language and the oral and written feedback given to learners.

Samalesu and Mwinga (2024) conducted a study focused on investigating the strategies used for teaching English as a Second Language in multilingual classrooms at lower grades in primary schools within the Maheba Refugee Settlement in Kalumbila District, Zambia. Their study had two objectives: to

establish the strategies employed in teaching English as a second language in multilingual classrooms, and to analyse how these strategies are used alongside the materials that support them. To meet these objectives, a phenomenological qualitative descriptive design was utilized. Five (5) primary schools were sampled, and eighteen (18) teachers participated in interviews. The findings indicated that teachers employed various strategies, including translation, code-switching, look-and-say, group work, class discussions, question-and-answer, body language, and phonemic awareness in the teaching of English as a Second Language. Additionally, the study found that these strategies were applied across different components of the English language, such as vocabulary, prepositions, dialogue, and comprehension within multilingual settings. The data further revealed that chalkboards, English readers (textbooks), and flashcards were the most commonly used teaching and learning materials in these multilingual classrooms. The study concluded that a variety of strategies and teaching and learning materials are employed to teach English as a Second Language effectively in multilingual classrooms. A notable observation from the findings was the over-reliance on chalkboard use and the question-and-answer method during lessons. Samalesu and Mwinga's study relates to my current research in that both studies emphasize instructional strategies in classrooms and their role in enhancing learning. In addition their study also discuss the over reliance of teacher centred methods such as question and answer technique which was common to my study. While their study was conducted at lower grades in primary schools in the Maheba Refugee Settlement, Kalumbila District, Zambia, my study focuses on Grade 9 learners in Lusaka district, |Lusaka, Zambia.

Galvez (2022) conducted a study which investigated the specific Instructional strategies which are widely used for teaching English grammar among senior high school learners; challenges and issues they had experienced along the teaching process were also included. The study took place in the selected private secondary schools in Zamboanga Sibugay. Thirty (30) teachers of English from senior high schools participated in this study. The Quantitative - qualitative data analysis was used. The findings were that participants emphasized the importance of instructional strategies in teaching English grammar and the strategies used were role-playing, diagramming sentences, structural analysis, table comparison, and dialogue as

suggested current strategies in teaching English grammar in particular. The findings emphasised the importance of using various instructional strategies to cater to diverse learners because each learner has various learning needs. The above study relates to my research as they both focus on the instructional strategies used by teachers. It is appreciated that the study was carried out in Zamboanga Sibugay in the Philippines among secondary learners and focused on teachers' interpretation of instructional strategies and how they helped learners in the classroom. However, the current study, took place in Lusaka, Lusaka province of Zambia and the main focus was Grade Nine (9) junior secondary school learners in Lusaka district, Lusaka, Zambia.

Mangila and Mangila (2022) conducted a study to establish the instructional strategies and their impact on strengthening pupils' engagement and academic performance in elementary classrooms. The study employed a descriptive survey method, utilizing a questionnaire for data collection and both descriptive and inferential statistics for analysis. The main objective was to identify whether instructional strategies used by teachers can help strengthen pupils' engagement and academic performance in selected Philippine elementary schools. Participants included sixteen (16) Grade six (6) teachers and two hundred and thirty five (235) pupils from elementary schools in Dumingag, Zamboanga del Sur, Philippines, with purposive sampling used to determine participant inclusion. The findings disclosed that classroom management, peer support, and individualized education plans were the primary instructional strategies used by teachers, all of which were assessed as effective. Pupils' engagement was rated high while their performance in English was considered fair. The study concluded that teachers must employ diverse instructional strategies to facilitate effective learning and ensure classrooms are inclusive and conducive to both teaching and learning. While Magilas' study focused on Grade 6 learners in the Philippines to identify the instructional strategies impacting pupil engagement and academic performance, my study explores similar objectives among Grade 9 pupils in Lusaka district, Zambia.

### **2.3 Review of Studies on Factors Contributing to Poor Performance in English**

Akayombokwa and Mkandawire (2022) Carried out a study among Grade 8 pupils in three selected secondary schools of Lusaka District of Zambia. The study employed the descriptive research design under qualitative mode of inquiry to gather information from twenty seven (27) participants who were selected using typical case and convenient sampling. The study sought to investigate factors contributing to low performance in English reading comprehension. Data was collected through comprehension lesson observation, interviews, and focus group discussion with in-service teachers and learners. The findings of the study revealed that there were multiple factors contributing to low performance in reading comprehension this included; lack of knowledge by some teachers on the procedure for teaching reading comprehension and therefore, taught poorly. Some pupils had challenges reading comprehension text due to illiteracy, lack of understanding, limited fluency, aliteracy, low reading culture, limited vocabulary, poor motivation, limited reading time in class against long passages. Inappropriate teaching methods by the teacher and lack of learning and teaching materials. In order to improve on the challenges in reading comprehension, the study recommended that schools should have frequent Continuous Professional Developments on how to teach comprehension. Teachers should also make sure that teaching and learning materials are relevant to the grade levels. Appropriate teaching methods should also be used for comprehension lessons to promote quality and effective teaching and learning. The Ministry of Education should build libraries in schools to support the reading culture and schools should have a reading hour every day of the week. The study is relevant to my study for 2 reasons; First, it acknowledges the poor performance in English language among the secondary learners despite its focus being on reading comprehension while my study focuses on the overall performance. Secondly, it discusses the inappropriate teaching methods that teachers use which adds to the poor performance of the learners, while my study focuses on the instructional strategies. The study focused on the grade 8 learners of Lusaka district while my study focused on the grade 9 learners of Lusaka district, Lusaka province of Zambia.

A research conducted by Khan et al (2021) where he investigated the causes of poor performance of learners in English language in selected public schools in Abbottabad,

Pakistan. A qualitative study was conducted, data was collected through semi-structured interviews and analysed using thematic analysis. The sample consisted of thirty one (31) teachers of English. The findings identified several major factors contributing to learner' poor performance in English, including inadequate administrative support, insufficient facilities to use in teaching and learning, an ineffective examination system, large class sizes, underqualified teachers, inadequate language teaching methods, and limited parental involvement. The study concluded that the teacher pupil ratio, lack of learning materials and infrastructure, lack of support from parents and administration and underqualified teachers contributed to the poor performance of learners. The study's findings carry important implications for teachers, learner, policymakers, and educational researchers, underscoring the need for systemic improvements to support English language learning at the secondary level. The above study relates to my current study in that Khan's study used thematic analysis to analyse data and also touched on the methodology, availability of instructional materials and large class sizes and how these affect performance of learners. While this study was conducted in Abbottabad, my study was conducted in Lusaka district, Lusaka, Zambia.

## **2.5 Summary**

In conclusion, while instructional strategies vary globally, a blend of approaches tailored to local contexts is essential for effective English language instruction. By bridging the gap between recommended strategies and classroom practices, localized research can inform interventions to enhance language teaching and learning, ensuring learners are equipped with the necessary skills for success. While there may be similarities with broader African perspectives, localized research is needed to gain deeper insights into teachers' views on factors contributing to learner performance. This research could inform targeted interventions and support initiatives to enhance teaching practices and improve educational outcomes in the country. Overall, a nuanced understanding of instructional strategies and their impact on learner performance is essential for fostering effective language instruction and promoting learners success in diverse educational contexts.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Overview**

This chapter presents the methodology of the study. The following are the areas covered in this chapter: the research paradigm, the research design, the study site, the target population, the sample size, the sampling technique, data collection method and instrument, data analysis, trustworthiness and ethical consideration.

### **3.1 Research paradigm**

The term paradigm was first used by Khan (1962) to denote a conceptual framework shared by a community of scientists, which provided them with a convenient model for examining problems and finding solutions. This research paradigm used a qualitative approach, aligning with constructivism under the pedagogical theory because it focused on interpreting meaning from participants' experiences and reflections, rather than relying solely on objective measurements. Hence, this research was guided by constructivism and described the constructivist philosophical paradigm as an approach that asserts that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. It was based on the analogy or basis that people formed or constructed much of what they learned through experience (Cashman et al., 2008).

As stated above, the constructivist philosophical paradigm was associated with the qualitative research approach. This was the case because the paradigm sought to understand a phenomenon under study from the experiences or perspectives of the participants using different data collection methods. Additionally, the researcher constructed meanings from the phenomena under study through own experiences and those of the participants. The researcher evaluated what was said to ascertain the real facts. The approach was suitable in this study because it gave the researcher an opportunity to interact with the selected participants, allowing for the collection of detailed information through conversations. In line with this, Kasonde (2013) stated that the qualitative approach mainly deals with verbatim accounts and recordings, this helped the researcher gain a detailed understanding of the subject being studied.

### **3.2 Research Design**

This study utilized a phenomenological research design grounded in the constructivist paradigm of qualitative research. This research design helped the researcher explore secondary school teachers' of English classroom experiences with instructional strategies in Lusaka District. Phenomenology was chosen as it allowed for an in-depth examination of teachers' personal insights and reflections, aligning with the constructivist view that knowledge is constructed through lived experience.

Data was collected through semi-structured interviews, class observations and focus group discussion with teachers and pupils enabling participants to share detailed narratives and fostering a rich understanding of their instructional practices and perceptions. A thematic analysis approach was used to identify and interpret patterns across responses, ensuring that findings captured the nuanced experiences of each teacher. To enhance credibility, member checking was conducted, allowing participants to validate interpretations. Ethical approval was sought to ensure participant confidentiality and uphold ethical standards throughout the research process.

### **3.3 Study site**

The study was conducted in Lusaka District, the capital city of Zambia, located in Lusaka Province. Lusaka is a vibrant urban area and a key educational hub, hosting a wide range of public and private schools. The district is characterized by diverse socio-economic backgrounds, making it an ideal location for exploring instructional strategies and educational challenges. The selected schools named A, B, C, D and E are prominent institutions within the district. These schools were chosen via random sampling and had a diverse learners population and were a great representation of both government and community-based education systems.

### **3.4 Target population**

A target population was a specific group or class of people that the researcher focused on to carry out their research study (Creswell, 2012). The target population for the study was all Grade 9 teachers of English language and head of departments and all grade 9 learners in Lusaka District of Lusaka Province.

### **3.5 Sample Size**

The study involved 373 research participants from five schools, comprising 15 teachers, 5 heads of departments for literature and languages and 358 learners in class observation and focus group discussion from 5 schools.

### **3.6 Sampling Techniques**

The research utilized a random sampling technique to selected participants from the pool of English language teachers and heads of departments in Lusaka district. After randomly selecting five schools from the 863 available, a purposeful sampling method was applied to select the teachers, head of departments and learners. This was because the study focus was on the teachers of English hence targeted English language head of departments and English language grade 9 teachers with over 5 years' experience. In addition, purposeful sampling for the 358 learners was done because the study focus is on grade 9 learners. This approach aimed to maintain both diversity and randomness in the sample, enhancing the validity of the study's findings within the specific context of Lusaka.

### **3.7. Data collection methods and Instruments**

Data collection methods are strategies used to collected research information while research instruments are guides, checklists and tools a researcher uses to gather data (Mkandawire, 2019). In this study, due to the qualitative research design that was used, data was collected using interviews, lesson observations and focus group discussion methods. The corresponding data collection instruments included interview guides, lesson observation checklists, and focus group discussion guides, which were employed to guide the researcher in the data collection process.

#### **3.7.1. Interviews**

“The research interview is an interpersonal situation, a conversation between two partners about a theme of mutual interest” (Brinkmann and Kvale, 2015, p. 149). This view is supported by Yin (2011, p.133) who stressed that "All interviews involve

interaction between the interviewer and the interviewee. Structured interviews carefully script this interaction so that it is easy to follow." In other words, interviews are conversations between the researcher and the respondent usually of acceptable age limit ethically (Mkandawire, 2022). The interview method entails posing direct questions to individuals to gather their responses, allowing for follow-up probing when necessary. This approach can be supplemented by additional data collection techniques, such as focus group discussions and observations. Interviews are particularly useful for obtaining in-depth information on topics familiar to respondents, drawing from their past experiences. This study used structured interviews where questions and topics for discussion were designed in advance before the interview, to enhance trustworthiness, efforts were made to ensure the interviews were with reliable respondents.

### **3.7.2 Focus Group Discussion**

A focus group discussion is a qualitative research method that explores participants' perceptions, opinions, beliefs, and attitudes on a given subject. Krueger and Casey (2009, p.2) describe a focus group as a structured series of discussions intentionally designed to gather insights on a specific topic in a relaxed and non-intimidating environment. Focus groups were conducted for the teacher and the learners, questions were presented in interactive sessions and open dialogued was encouraged. The groups were engaging especially for the learners. The learners were able to express themselves and air out their views on their preferred learning strategies and what they would like to incorporate in the curriculum while teachers were a bit reserved.

### **3.7.3 Lesson Observation**

Observation is one of the typical qualitative methods of data collection, it is based on the natural and traditional way of interacting with the environment (Mkandawire, 2022). This study employed lesson observation because some of the research questions demanded observing the approaches or strategies and languages that teachers were using when teaching in class. Five classes were observed focusing on

the four English language components grammar, composition, listening and speaking and comprehension. Each lesson observed was recorded and field notes were taken.

### **3.8 Data Analysis**

Ader (2008, p. 333) describes research data analysis as "A process of inspecting, cleaning, transforming and modelling data with the goal of highlighting useful information, suggesting conclusions and supporting decision-making." These views were further supported by Lewis and Michael (1995) who stated that data analysis is done in a variety of ways depending on the instruments used to collect it and how the researcher wants the information to be presented. In this study, qualitative data was analysed thematically.

### **3.9 Trustworthiness**

Trustworthiness pertains to the level of confidence in the data, its interpretation, and the methods employed to uphold the quality of a study (Pilot & Beck, 2014). In this research, trustworthiness was ensured through data triangulation and credibility. The same participants took part in focus group discussions, interviews, and lesson observations, allowing for cross-verification of themes, including those identified in interviews and focus groups. Additionally, different aspects of trustworthiness were addressed in the following ways. The study's findings are credible as they accurately represent the participants' original responses. The data is also transferable, meaning that potential users can apply the findings in different contexts. The study demonstrates dependability, as the data authentically reflects participants' perspectives, interpretations, and recommendations. Regarding confirmability, the study's results align with those of similar research, indicating that the findings are grounded in real data rather than subjective assumptions. The researcher further strengthened trustworthiness by linking the results to existing literature, trends, and contextual discussions, ensuring validation of the study's reliability.

### **3.10 Ethical Consideration**

The study was firmly rooted in ethical considerations, ensuring the protection of participants' rights and maintaining the integrity of the research process. Ethical clearance was sought from the relevant institutional review board before initiating data collection, affirming the study's commitment to adhering to established ethical standards. Informed consent was diligently obtained from all participating teachers and heads of departments, providing comprehensive information about the research's nature, purpose, and procedures. Participants' confidentiality and anonymity were strictly preserved, with any identifiable information handled discreetly. The study consistently followed recognized guidelines for research involving human subjects, upholding ethical principles at every stage. This ethical framework was foundational, reflecting the research's dedication to conducting a responsible and respectful investigation into the nuances of English language instruction.

### **3.11 Summary**

The above chapter presented the methodology that was used to conduct the study, the phenomenological research design was used. The population of 378 participants was used where 15 were teachers and 5 heads of department, 358 learners from five different schools who participated in interviews, focus group discussion and 5 classes that were observed during the research from random schools in Lusaka district of Lusaka province, Zambia. The instruments used were interview guides, focus groups and class observation.

## **CHAPTER FOUR: PRESENTATION OF FINDINGS**

### **4.0 Overview**

Having shown the methodological framework in the preceding chapter, this chapter presents research results on teachers perception of the instructional strategies used in teaching English language. The presentation of findings in this chapter is in line with the aligned research questions. This chapter presents the analysed data and findings, organized thematically, in line with the study's objectives. The study explored the following research questions:

- i. To determine teachers perspective of approach, methods, and techniques.
- ii. To establish the instructional strategies used by teachers of English Language classes in selected secondary schools of Lusaka district.
- iii. To ascertain the views of pupils on their preferred ways of learning.
- iv. To determine the views of teachers and pupils on the availability of instructional materials.

### **4.1 Teachers Perception of the terms approach, method, and techniques / strategies**

This section presents findings of the first research question which was aimed at establishing teachers' knowledge of an approach, method, technique or strategy when it comes to classroom instruction of English as a second language in Zambia's secondary schools at Grade 9 level. During interviews and focus group discussion, teachers held diverse views on the meaning of approach, method, and technique. Teachers' voices on the matter are presented in themes generated from the data as follows:

#### **4.1.1 Teachers Perceptions of Approach**

Teachers held different opinions on the meaning of approach and these opinions are presented below.

Teacher 1 from school A: *Ooooooh those things we learnt at college, I think an approach is a general principle that guides teaching. Aah, you see, with this Communicative Language Teaching (CLT) approach, the idea is to get learners using English in real-life situations, not just shoving grammar rules.*

Teacher 2 from the same school said: *An approach is the foundation of how we teach. It guides whether we focus more on practical communication or on strict grammar rules. For instance, instead of only teaching grammar, we can create activities where learners use English in real-life conversations. This helps them not just know the rules but also apply them naturally in different situations.*

The HOD from the same school said : *An approach is like the big idea behind how we teach. It's what guides us in choosing the right methods for the classroom. You know, like if we follow the Audio-Lingual Approach, we use a lot of repetition and drills. If we go with Communicative Language Teaching, we focus more on learners talking and using English in real situations. So, the approach gives us direction, and from there, we pick the best methods to use.*

Teacher 4 from school B: *An approach is just how we choose to teach based on what we think works best for learning. Instead of just having learners memorize grammar rules, we try to help them use English in everyday situations. We give them more opportunities to speak, listen, read, and write in ways that actually make sense. This helps them feel confident using the language, not just knowing the rules.*

Teacher 5 from school B: *An approach is the way I choose to teach, depending on what I believe will help learners stay engaged and really understand the material. It's not just about following a set of steps, but about creating a space where*

*learners can explore and apply what they're learning in a way that makes sense to them.*

Teacher 6 from school B : *An approach is simply like a map it is a guide on how to teach.*

Teacher 7 from School C: *An approach is a theory that drives teaching, like focusing on fluency over accuracy in the communicative approach, but the specific details of how this works am not sure.*

Teacher 8 from school C: *An approach is really a teacher's way of thinking about teaching, based on what we believe will work best for our learner. It's how we plan our lessons and activities to meet our goals. For example, if my goal is to build learners' confidence, I use an approach where we focus on group discussions, debate, role play etc so they get more chances to speak up and share their ideas. If I want to improve their skills, I use methods like practice exercises to help them master the grammar or vocabulary. And when my goal is to make learning more engaging, I use activities like games and storytelling especially in Literature in order to keep learner interested and involved. It's all about choosing the right approach that helps learner learn in the best way possible.*

Teacher 9 from school C: *Well, it's been a while since I was in school, but from what I remember, an approach is really just the method we use to teach. It's the way we organize our lessons and activities to make sure learners can learn well. For example, if we want them to understand something clearly, we might break it down into steps and go over it with lots of examples. If we're focusing on getting them to practice, we might choose methods that involve exercises or discussions. So, an approach is just the way we choose to teach to help learners grasp what they need to know.*

Teacher 10 from School D: *It is a conceptual framework for teaching, it is a kind of plan or framework for teaching that guides how we organize lessons and engage with learners. One example is focusing on interaction more than just giving lessons. Many teachers, myself included at times, tend to rely heavily on explanations where we do most of the talking, but research shows that learners learn better when they actively participate in discussions, group work, and other interactive activities. This gives them a chance to think, share ideas, and engage with the material in a more meaningful way. By focusing on interaction, we create an environment where learners can ask questions, express their thoughts, and really understand what they're learning instead of just passively listening. It's about finding the right balance between teacher input and learners involvement.*

Teacher 11 from school D: *An approach is like... well, it's a way to teach, I guess? It's like a framework, or, um, a plan for how to get learners to learn. For example, some people say it's better to focus on learners talking and interacting with each other instead of just listening to the teacher talk all the time. But, you know, sometimes I feel like it's easier to just teach and explain things, because... well, that's what we usually do. I think, maybe, if we let learners talk more, they might learn better, but I'm not really sure. Sometimes, I feel like it's hard to balance all these different ways of teaching.*

Teacher 13 from School E: *An approach is essentially a theory or idea about how teaching should be done. For example, one approach might focus more on communication rather than strictly teaching grammar rules. The idea behind this is that when we prioritize communication, we give learners the chance to use the language in real-life situations, which helps them learn it more naturally. Instead of just memorizing grammar*

*rules, they get to practice speaking and listening, which builds their confidence and fluency. This approach believes that understanding the structure of the language will come over time as learners use it more and more in context. So, it's about helping them communicate first, and then the grammar and other technical aspects can follow as they become more comfortable with the language.*

*Teacher 14 from school E: Eish an approach is a method of either solving a problem or finding out the cause of a problem and also how you get to a solution. An example is Learner centred approach or teacher centred approach.*

#### **4.1.2 Teachers Perceptions of a Method**

The concept of method excited multiple teachers during interview. They seemed confident when defining it than an approach. Below are their voices.

*Teacher 1 from school A: A method is a way of teaching that involves specific activities or techniques. For example, if we're teaching vocabulary, we might use flashcards to help learners remember new words. It's the actual process we use to make sure the learners understand and learn the content.*

*Teacher 2 said: A teaching method is a plan of teaching that comes from the approach. For example, if I choose the grammar translation method, it means I'll focus on translating texts.*

*Teacher 5 from school B: Methods are just the practical ways we go about teaching, based on the approach we've chosen. For example, if our approach is all about helping learners communicate better, our method might involve role-playing, where learners act out situations to practice speaking the language. If we're using direct instruction, it means we teach*

*them directly, explaining things clearly and giving examples until they understand. So, methods are really how we put the plan into action—whether through group work, discussions, or even hands-on activities, it's all about finding the best way to help the learners learn.*

*Teacher 6 from school B : A method is how we put an approach into action. For instance, if the approach is focused on communication, we might use role-playing or group discussions as methods to encourage learners to speak and use language in real situations.*

*Teacher 8 from School C: Um... I think methods are just the ways we try to teach a lesson. Like, for example, if we're teaching nouns, we might, uh, give learners a sentence with missing nouns and ask them to figure out which words should go there. I guess this helps them understand the role of nouns in a sentence... I'm not too sure, but I think it makes them think a bit more instead of just memorizing.*

*Teacher 9 said: A method is the way we go about teaching something specific. For instance, when teaching nouns, I might use the technique of showing learners different sentences and asking them to identify the nouns, or, we could use a technique where they work in pairs to come up with their own sentences and highlight the nouns in them. It's all about using simple, practical ways to get the learners to understand and practice what we're teaching.*

*Teacher 10 from school D: A method is the way we choose to teach a lesson, based on the approach or strategy we believe will help the learners learn best. It's like the specific steps we take to get the learners involved and help them understand the material. For example, when I am teaching grammar, I use a*

*method where learners first practice by listening, then repeating, and finally using the grammar in their own sentences. When I am teaching reading, I use a method where we read a passage together, discuss it, and then ask learners to answer questions about it. So, basically a method is like the 'how' of teaching—how we plan and organize activities to meet the learning goals.*

*Teacher 14 from school E : A method is basically the approach I use to teach a specific topic. For example, one method I use is guided practice, where I walk through a few examples with the learners before they try it on their own. I also like using visual aids like charts or flashcards to help them remember the rules. The method is how I break down the lesson, step by step, to help the learners understand and practice what they're learning.*

*Teacher 15: For me, a method is just the way I go about teaching something to the learners. Like, when I'm teaching punctuation, I might start by explaining the different punctuation marks—full stops, commas, question marks—and show them examples. Then, I get the learners to practice by correcting sentences with missing punctuation. Sometimes, I like to make it more interactive, so I have them work in pairs, reading sentences aloud and adding punctuation as they go. It's all about finding what works best for them and making sure they understand the rules without just memorizing them.*

#### **4.1.3 Teachers Perceptions of a Strategy or Technique**

A technique was equally viewed differently by teachers. Some teachers were able to define it while others could only explain how they use it in class. Some teachers had

some challenges defining a technique based on their responses and the discomfort they displayed when answering questions. Below are their responses;

*From school A: As the Head of Department, I see a method as the overall way we teach, but techniques are the specific strategies my teachers use to make lessons more effective. For example, when teaching comprehension, different teachers use different techniques—some use questioning strategies where they pause during reading to ask learners what they think will happen next, while others use story mapping to break down key ideas visually.*

*We actually talk about this a lot in our CPDs. We focus on refining these techniques so that learners engage better with texts. I encourage my teachers to use visual aids, because I've seen how they help struggling learners make connections. We also discuss how to balance different techniques—like when to use guided reading versus independent reading—so that we're not just sticking to one way of teaching. At the end of the day, I believe good teaching is about knowing which technique works best for which group of learners.*

*Teacher 1 from school A: I will define a technique by giving examples, I borrow it from my English literature class, one technique I use is dramatic reading, where my learners take turns acting out parts of a play or novel to bring the text to life. This works well with novels because it helps learners understand tone, emotion, and character development. I use this in my reading comprehension classes too. Another common technique I encourage is the use of visual mapping, this is done where pupils make character webs or theme charts, to help learners make connections between ideas in a novel or poem.*

*Teacher 2 said: Techniques is what I use in class to teach a lesson, group work, pair work, acting out especially in listening and speaking, reading out loud, silent reading, acting etc. I use this in a lot of my classes.*

*Teacher 3: Uh... for me, a technique is just like a method, really. It's how we teach something in class. Like, when I'm teaching reading, I use group discussions where learners talk about what the story is about. Sometimes, I use role-play, where they act out scenes to understand the characters better. I guess you could say a technique is just the way I decide to deliver the lesson so that learners understand the text more easily.*

*Teacher 4 from school B: Uh... for me, a method is just the way I try to teach a lesson. Like, when I'm teaching comprehension, I usually start by giving learners a passage to read, then I ask them questions to check if they understand. I think this helps them focus on the meaning, not just reading for the sake of it.*

*But honestly, sometimes just reading and answering questions doesn't work for every learners, so I try to use techniques like visual aids. I might draw a story map on the board to show the setting, characters, and key events, or even use pictures to help them connect ideas from the passage. I feel like this makes things clearer for them instead of just struggling through the words. I can't say it works perfectly all the time, but at least it gives them something to see and think about while they read.*

*Teacher 6 from school B: Techniques are smaller steps used to carry out the methods, like asking open-ended questions or using flashcards.*

*Teacher 7 from school C said : A technique is a specific way of teaching that makes learning easier for learners. It's not as broad as a method—it's more like a step we use during a lesson*

*to help learners understand better. For example, in an English lesson, if I'm teaching essay writing, I might use the Point, Evidence, Explanation, Link to guide learners in structuring their paragraphs. Another technique I use is where I write an introduction on the board step by step, showing them how to organize their ideas. These small strategies help learners grasp concepts better and improve their writing skills.*

*Teacher 8: I'm not sure how to explain it, a technique is the way I teach, how I teach a class.*

*Teacher 9: Techniques are like smaller tools we use within our bigger teaching methods to make lessons more effective. For example, in an English class, I might use brainstorming as a technique to get learners thinking about a topic before they start writing or discussing. This could be when we're planning an essay, and I ask them to come up with ideas together on the board. It gets them involved and helps them think more creatively. Another technique could be matching exercises, where I give learners a list of vocabulary words and ask them to match them with the correct definitions or pictures. This helps them learn new words and understand their meanings better. These techniques are just small parts of the bigger method, but they really make a difference in how learners learn and engage with the lesson.*

*Teacher 10: Techniques are the step-by-step ways a teacher uses to help learners understand a lesson better. They work together with an approach to make learning more interesting and practical. Instead of just telling learner information, techniques help them interact with the lesson in a way that makes sense to them. They engage learners and makes the lesson enjoyable.*

Teacher 12 defined a technique: *Techniques are classroom activities or exercises, like using songs to teach vocabulary.*

Teacher 15 *As a teacher, I see a technique as one of the tools we use to make learning easier and more engaging for our learners. It's not as broad as a method—it's more of a strategy that helps learners understand things better during the lesson.*

*For example, I like using quick quizzes at the beginning or end of a lesson to check if my learners are following. It helps me see where they are struggling so I know what to focus on next. Plus, it keeps them on their toes because they know they can be asked anytime.*

*I also like using pair work, first, I give time to the learner to think about a question, then discuss it with a friend before sharing with the whole class. It helps even the quiet learners to participate because they first get to share their ideas in a smaller group before speaking in front of everyone.*

*From my experience, these small techniques really help because they make the lesson more interactive and ensure that learners are involved instead of just sitting there listening the whole time."*

Some teachers were able to explain or give examples of approach, method, and technique while others struggled because it has been a while since they left college, some found it difficult to apply these differences in their teaching. They used the communicative approach well, with methods like group discussions and question-and-answer activities. However, many struggled to separate techniques from methods in practice. This is because in social sciences, the terms approach, methods and techniques generally refer to the same constructs such as the teacher exposition method, group work, question and answer, demonstration and pair work. Yet, in second language teaching, these terms have different meanings. (Vural 2016; Richards and Rogers 1986).

During lessons, the teachers utilized the Task based learning approach and the Communicative language teaching, employing methods such as teacher exposition and group work. Techniques observed included the use of flashcards, question and answer, group work, pair work and structured role-play exercises. However, There was an observation of technique misuse. While techniques like flashcards and role-play were observed, these were applied in a structured, controlled manner. For a Task-Based Learning Approach, techniques should encourage more open-ended exploration and active problem-solving, which was missing.

During interviews and focus groups, teachers had knowledge of the concept of approach. However, they were not sure of its application in a classroom setup as they made reference to the time they were training as teachers in colleges and universities. Although teachers defined the concepts from their point of views, they struggled to differentiate an approach from a method and some not sure of what an approach does in practice. During lesson observation, some teachers applied the communicative approach using group discussions and question-and-answer methods but did not clearly link techniques to their respective methods or approaches. This indicates a gap between theoretical understanding and practical execution. Teachers expressed difficulty in connecting specific techniques to the chosen approach or method during lessons.

#### **4.2. Instructional Strategies Used by Teachers of English Language**

The second research question present findings on instructional strategies teachers use in English language. The data in this section presents findings from teacher interviews and classroom observations regarding the second research question: Instructional strategies that teachers of English used to teach English language components varied depending on what was taught. Below is a summary of the established teaching techniques that teachers used as observed during the lessons and what was established from the interviews conducted. The most common instructional strategies that teachers of English were using included the lecture method/ the teacher exposition,

question and answer method, discussion method, demonstration method, prediction method, group work, presentation, and ICT integration method.

#### **4.2.1. Teacher exposition**

The teacher exposition technique was the most frequently utilized strategy for instructional practice. This indicated a strong reliance on traditional teacher-centred approaches, where teachers primarily delivered information while most of the times learners assumed a passive role in the learning process. During lesson observation, the researcher noted that teachers regularly started their lessons by writing the topic on the board and ask for prior knowledge from the learners. An example is at school D; The teacher wrote the topic 'Possessive nouns' on the board and asked the learners what they knew. After the learners attempted to answer, the teacher went on to explain what a noun is, defined a possessive noun, gave an example of singular possessive [The girl's bag.] and an example of a plural possessive noun [The girls' bag.]

*Teacher 2 explained: When learners are introduced to a new topic for the first time, I break the topic down properly by explaining it so that they understand before they start working on it. For example, in an English lesson, before I give learners exercises on subject-verb agreement, I first explain the rules in a simple way, using familiar examples. I even relate it sometimes to how we naturally speak in local languages so they see the difference. Example: Mwana agwa Singular and Bana bagwa plural. Once they get the idea, then they can start practicing on their own.*

*Teacher 6 explained: For me, I explain to make sure my pupils get the right information before they start forming their own ideas. This is especially important in grammar lessons because if I don't explain things properly, they might end up making avoidable mistakes. For example, when I teach letter writing, I take time to explain the difference between a formal and an informal letter. I make sure they understand things like the correct salutation, tone, and layout before they attempt writing*

*on their own. If I don't do this, some learners might start a formal letter with "Hey there!" or end it with "See you later!" which would be completely wrong. That's why I take my time to explain things clearly before they practice.*

During focus group discussion teacher 11 explained: *I use the teacher exposition because of the number of learners that we have in class. The teacher pupil ratio is high so explaining helps to cover up the work fast.*

Teacher 13 said: *Sometimes, as teachers, we have a lot to cover in a short time, so explaining helps us get straight to the point. Due to time, we explain the key ideas clearly and quickly, making sure they understand before moving on. For example, if I'm teaching direct and indirect speech, I'll first go over the rules, give examples, and then let them practice. This way, we don't waste time, and they still get a chance to apply what they've learned. Especially when exams are near, because we can focus on important points and common mistakes without rushing at the last minute.*

The teacher exposition technique or the lecture method was common at the beginning on most lessons. During lesson observation, one of the teachers from school B run through the following points in favour of teacher exposition. During a lesson observation of a grade 9 class at school B, the topic was "*Writing Formal Letters*" in an English Language lesson. The lesson demonstrated the use of various instructional strategies, particularly focusing on the lecture method or teacher exposition and group work. The lesson unfolded as follows:

**Teacher:** Good morning, class.

**Class:** Good morning, madam.

**Teacher:** Today, we will learn how to write a formal letter. By the end of this lesson, you should be able to identify the structure of a formal letter and draft one on your own. Let us start by discussing when we use formal letters.

**Pupil 1:** Madam, we use formal letters for official communication.

**Teacher:** Excellent! Can you give an example?

**Pupil 2:** Writing to the head teacher for permission.

**Teacher:** Well said! Formal letters are used for official purposes, such as applying for a job or requesting permission. Now, let us look at the structure of a formal letter.

*[The teacher wrote the key components on the board: Sender's Address, Date, Recipient's Address, Salutation, Subject, Body, Closing, and Signature.]*

**Teacher:** Let us break down each component.

*[The teacher elaborated on each part of the structure, providing examples.]*

**Teacher:** Now, let's move into groups. I will assign each group a task to analyse a sample formal letter on page 63 of your textbook. Group A will identify the sender's and recipient's addresses, Group B will analyse the body, and Group C will check the closing. You have ten minutes.

*The class divided into groups and engaged in discussion. The teacher moved around, answering questions and guiding the learners.*

**Teacher:** Time's up! Group A, what did you find?

**Pupil 3:** Madam, the sender's address is at the top left corner, and the recipient's address is below it on the right.

**Teacher:** Excellent. Group B, tell us about the body of the letter.

**Pupil 4:** The body is clear and to the point. It uses formal language and has three paragraphs.

**Teacher:** Good observation. Group C?

**Pupil 5:** The closing uses phrases like "Yours sincerely" or "Yours faithfully."

**Teacher:** Well done, everyone. These are the elements of a formal letter. For homework, I want each of you to write a formal letter applying for a library card. Use the format we discussed.

The teacher used the teacher exposition strategy to introduce the structure of formal letters, ensuring that all learners had a foundational understanding. This approach was effective in presenting content systematically but limited learner engagement during this part of the lesson. The subsequent use of class presentation, group work, question and answer technique encouraged collaboration and allowed learners to explore the components of a formal letter actively. The teacher's facilitation ensured that group discussions remained focused and productive. The observation reflects a balanced use of traditional and interactive methods, aligning with the findings across schools in the study. While the lecture method provided structure, group work fostered critical thinking and collaborative learning, consistent with theories like Vygotsky's social constructivism and Johnson and Johnson's cooperative learning model.

#### **4.2.2. Discussion technique**

This technique encouraged learner engagement and allowed active participation by sharing ideas and debating topics. While this strategy was more learner-centred compared to the teacher exposition, it was used by some and some did not.

*Teacher 1 said: I like using discussions because they get pupils involved. It's not just me standing in front of the class talking the whole time, but they also get a chance to share their thoughts and opinions. This makes the lesson more interactive and engaging because pupils are actively thinking instead of just listening passively. For example, in a comprehension English lesson, instead of me explaining everything, I let them discuss the meaning of the vocabulary based on the texts and how it has been used in groups. Each group comes up with their interpretation, and when we come together as a class, they share different perspectives. This way, they learn not just*

*from me but also from each other. It also helps them build confidence in speaking and expressing themselves in English, which is important for both exams and real-life communication. Even the shy ones slowly start contributing when they see their friends talking, making the class more lively and meaningful.*

Teacher 3 said: *Sometimes pupils understand things better when they explain to each other. One pupil might give an example that makes it easier for others to understand.*

Teacher 10 said: *I sometimes use the discussion method in my lessons, but I find it to be quite time-consuming and difficult to manage. While some learners actively participate and share their ideas, others remain disengaged, making it hard to ensure that everyone benefits from the discussion. I have also noticed that some learners rely too much on their peers instead of thinking for themselves. Even when I explain a concept first and then ask them to discuss, some groups struggle to stay focused, and the learning outcomes are not always as effective as I would like. Given these challenges, I often feel that other methods, such as me explaining or individual work is more efficient in covering content and ensuring that all learners grasp key concepts.*

Teacher 11 added: *I use the discussion method sometimes, and the learners really enjoy it. I enjoy it too because it gives me the opportunity to hear their thoughts, perspectives, and creativity. It allows them to express themselves freely, engage with the content actively, and learn from one another. However, while discussions can be enriching, they often take up a lot of time. Some learners may dominate the conversation, while*

*others may be hesitant to participate. Additionally, managing time effectively can be challenging, as discussions can easily go off track or extend beyond the allocated lesson period. Despite these challenges, I find that when discussions are well-structured and guided, they can be a powerful tool for enhancing learners engagement and deeper understanding of the subject matter.*

#### **4.2.2.1 Prior Learning**

Prior knowledge was used from the lesson observed at school D, after writing Possessive noun on the board, the teacher wanted to know what a possessive noun is. The learner defined a noun as a naming word and were able to slightly define a possession as something that belongs to you. The teacher wanted to know whether the pupils had any prior knowledge of what a possessive noun is.

*Teacher 11: What is a noun? Who knows what a naming word is, examples of things that have names? What is a possessive noun? Give an example of a possessive noun?*

At school A during focus group discussions one teacher said: *During reading comprehension lessons, I begin by writing the title of the passage or story on the board. Before the learners start reading, I ask them to predict what they think the story might be about based on the title. This encourages them to use their prior knowledge, critical thinking skills, and imagination to make informed guesses. It also sparks their curiosity and prepares them mentally for the reading activity. As they share their predictions, I facilitate a brief discussion, allowing different perspectives to be heard. This not only engages the learners but also helps them develop inference skills, as they learn to connect ideas from the title to possible themes, settings, or characters in the story. But sometimes this is a*

*disadvantage because others lose interest when they find out what they imagined is not the case.*

*Another teacher said: I also ask what experience they have related to the topic. An example is Story writing. I will ask that they write their First day at school. So it is like moving from something they know to what they don't.*

#### **4.2.2.2. Prediction**

Prediction was used by most teachers from school A,B and D, Mostly this was used when teaching reading comprehension. One of the teachers said

*After looking at a picture in the book I ask the learners what they think the story is about even before reading it. This sparks interest in the learners as they predict the story. Then after reading the story together, I ask them if what they thought the story was about is what it was.*

*Teacher 11 said: Another teacher added "I find prediction to be a great way to engage learners before they start reading. It activates their prior knowledge and gets them thinking critically. When learners make predictions based on the title or key words, they become more invested in the story because they want to see if their guesses were correct. This strategy also makes reading more interactive and meaningful."*

*Teacher 15: "I don't really use prediction that much because I've noticed that sometimes pupils get too focused on their guesses instead of actually understanding the passage. If their predictions turn out to be completely wrong, some of them lose interest or even get discouraged. Instead of asking them to predict, I prefer giving a short background or summary before they start reading. This helps them understand the context*

*better and keeps them engaged without feeling like they got it 'wrong' from the start."*

#### **4.2.3. Demonstration**

Demonstration involved the teacher showcasing a process or concept, which helped learners visually grasp the material. Some teachers used teaching aid in their teaching. In some cases, teachers incorporated teaching aids into their demonstrations, such as charts, diagrams, or real-life objects, to further enhance comprehension and engagement. These aids provided a visual and tangible context, making abstract concepts more accessible to learners and catering to diverse learning styles.

*Teacher 12 from school D used the pupils books, pens and pencils to teach about countable nouns and that made the lesson interesting. The teacher said that we use the locally available material in order that the pupils relate and sometimes because of the limited teaching aids in school.*

During focus group discussions teachers alluded that they improvise because they want to use objects or things learners relate to and sometimes due to lack of materials in the school.

*Teacher 10 from school D stated that: I use the pupils books, tea cups, charts in the classroom and when teaching comparative adjectives I use the learners themselves to give comparison. An example John is tall. John is taller than Mwamba. John is the tallest boy in class. I use things that the learners are familiar with and this helps them grasp the concept of the lesson.*

*Teacher 12 from school E said: "I usually call pupils to the front to try out the demonstration. For example when I am teaching listening and speaking in a reading lesson, I act out or read to the class then I ask learners to role-play characters to bring the text to life. This helps in comprehension, especially for those who struggle with English.*

Teacher 13: *I do not use role play in my class because I have many learners. I have seen that within the given time, it would take me a lot of time to organize them and come up with a reasonable play.*

#### 4.2.4. Group Work

It was established during focus group discussion that most of the teachers used group work when teaching. Group Work encouraged collaboration and peer interaction, allowing learner to learn from one another. Group work also substitute for the limited books in schools. Learners have to share books in classes.

*Teacher 2: "I find it easy to put my learners in groups because we have only a few textbooks. This way, they can share the books and have better access to the texts. It helps them work together and learn from each other. I really enjoy seeing how they support one another in their studies"*

*Teacher 10: I always use group work because some learners have reading difficulties and this allows them to follow and learn from one another*

*Teacher 11: I use group work for activities because after explaining and I give work, other learners still don't understand so I put them in groups and I find that at the end of the lesson even those that struggled with the concept would have learned from, their peers.*

However from school B teacher 4 said: *"I don't like putting pupils in groups because the class is too big. When there are too many pupils, it becomes hard to manage them, and the class gets noisy. Some pupils don't participate and just wait for others to do the work, while a few talk too much and take over*

*the discussion. This makes it difficult for everyone to learn properly.*

*Another teacher from school E added : It is also not easy to move around and check every group to make sure they are doing the right thing, especially when time is short. Instead of group work, I prefer giving pupils tasks to do on their own or sometimes in pairs. This way, they all get a chance to think and work instead of depending on others. When needed, I ask questions to the whole class so that everyone can share their ideas together."*

#### **4.2.5. ICT Integration**

This was the least used strategy, highlighting a significant underutilization of modern technological tools in English Language instruction. This was because of the limited access to computers and lack of teacher training in ICT. During focus group discussion a few teachers said they have used ICT tools before such as videos, games, presentations in lessons but it is rare because the computer lab always has lessons going on done by the ICT teachers.

*I used the computer lab once when I was teaching a comprehension passage. The pupils enjoyed it and the lesson was interesting.*

*The reason why we do not use videos, power point or give assignments is because we do not have enough computers or projectors. The government must provide computers.*

One of the teachers during focus groups discussions said

*I do not know how to integrate technology in an English class, because we have text books and teaching aids that we draw.*

#### **4.2.6. Question and Answer**

The question and answer strategy was one of the most common instructional technique as it was visible in every class that was observed. Multiple teachers equally

said they used the question and answer teaching strategy in their classes to measure learners comprehension of the lesson being taught. The following voices of teachers illustrate the argument.

*Teacher 20: So, we try things like question and answer, group discussions, role plays, and problem-solving activities to help them practice. In theory, it makes sense because they learn by actually using the language. But honestly, sometimes I wonder—does it work for all learners? Some of them still struggle when there's no structure. Maybe a balance with other methods would be better.*

*Teacher 13: I use many methods depending on the topic but I like to use group, teacher exposition, question and answer and others.*

*Teacher 1: Even pair work is used a lot with group discussion role plays, question and answer, and individual work where pupils interact with materials.*

During a lesson observation of a grade 9 class at school D on an English Language topic, "*Understanding Adjectives*" the following observations were made:

**Teacher:** Good morning, class.

**Class:** Good morning, madam.

**Teacher:** Today, we will learn about adjectives. Open your textbooks to page 45. There is a short story at the top of the page. Let's start by reading the title together.

**Class and Teacher:** *The Mysterious Forest.*

**Teacher:** Before we read the story, can anyone remind me what adjectives are?

**Pupil 1:** Madam, adjectives tells us more about people.

**Teacher:** very good! Adjectives give us more information about people, places, or things. Now, I'll read the first paragraph of the story, and I want you to underline all the adjectives you hear.

*The teacher read the paragraph slowly, emphasizing the adjectives. Pupils followed along, some underlining words like "dark," "quiet," and "tall. The teacher asked questions and prompted the pupils to follow the teachers reading"*

**Teacher:** What adjectives did you find?

**Pupil 2:** Dark, quiet, and tall.

**Teacher:** Very good. Can anyone use one of these adjectives in their own sentence?

**Pupil 3:** The tall tree swayed in the wind.

**Teacher:** Well done! Now, in pairs, I want you to look at the second paragraph and find more adjectives. After five minutes, we will share.

*As the pupils worked in pairs, the teacher moved around the room, helping those who struggled and praising those who were on task.*

**Teacher:** Time's up! Let's hear from one pair.

**Pupil 5:** Madam, we found "mysterious," "green," and "soft."

**Teacher:** Good job. Let's add those to the list on the board. Can anyone tell me why adjectives are important in writing?

**Pupil 6:** They make the story more interesting.

**Teacher:** That's right! Adjectives bring our writing to life. Finally, for homework, I want each of you to write five sentences using adjectives to describe your surroundings.

*The lesson concluded with a recap of the key points, and pupils were enthusiastic about the homework task. Those who struggled with the activity were given additional support after the lesson.*

Overall, researcher noted an effective use of interactive teaching methods, such as questioning, group work, and hands-on practice, to engage learner in learning about adjectives. The teacher's approach aligned with constructivist principles, encouraged active learning and collaboration. The use of the teacher exposition technique to introduce the topic was balanced with interactive pair work, allowing for greater pupil engagement and deeper understanding. The lesson exemplified how a combination of traditional and interactive strategies can be used to enhance the learning experience and promote active participation, supporting the findings in the study regarding the effectiveness of varied instructional methods.

In summary, the overall distribution underscored a noticeable preference for traditional teaching methods over more interactive or technology-driven approaches for various reasons such as teacher pupil ratio, lack of materials and time. This trend suggested that while there was an adoption of participatory strategies like discussions and group work, a broader shift toward modern, learner-centred methodologies remained a challenge. Addressing this imbalance would have required targeted professional development for teachers, better access to technological resources, teaching and learning aid and a concerted effort to promote the benefits of integrating innovative strategies into the classroom.

#### **4.3. To ascertain the views of pupils on their preferred ways of learning.**

The third research question sought to ascertain the views of pupils on their preferred ways of learning. During interviews and focus group discussion, pupils held different views on the preferred learning styles and the voices on the matter are presented in themes as summarized below.

##### **4.3.1 Interactive Lessons**

Pupils across all schools preferred interactive lessons. This preference indicated that learners were more engaged and motivated when lessons incorporated participatory activities rather than traditional ways of learning. For instance, in School C, interactive strategies such as group discussions and role-playing were frequently used allowing learners to actively collaborate and express their ideas. Similarly, in other schools, techniques like question-and-answer sessions, hands-on activities and problem-solving tasks enhanced learners engagement and comprehension. The high preference for interactive lessons highlighted the importance of adopting learner-centred approaches that fostered participation and critical thinking.

*One learner said Debate is my favourite part of learning, it is interesting when we get to argue about various topics with fellow classmates and others.*

*Another said I enjoy when my friend explains to me. The teacher usually gives us work to role play and once we role play its easier to understand. Group research is also nice because we get to use gadgets and ask from the computer lab.*

#### **4.3.2 Group Work:**

Multiple pupils preferred group work when learning. For example, School D recorded the highest preference for group work, reflecting a strong inclination towards collaborative learning. This indicated that learners in School D engaged more effectively when working together in teams, allowing them to share ideas, support each other, and develop problem-solving skills.

For example, during observed lessons, learners participated in group discussions and peer evaluations, which fostered active learning and deeper comprehension. The high preference for group work suggested that collaborative activities played a significant role in enhancing learners engagement and knowledge retention.

*A pupil from school A: Group work is fun, I enjoy working with others on a topic that I don't understand.*

A pupil from school D: *Group work is fun but sometimes distractive I enjoy it when I am working with my serious friends not the unserious ones.*

Another said from school A *I understand better when the teacher explains rather than give my classmates to explain, the teacher makes it easy and better.*

#### **4.3.3 ICT Integration:**

The integration of ICT in the teaching and learning process was occasional , some pupils have had access to ICT tools and others did not. Some schools were able to integrate multimedia sources to enhance learning while others did not have access. While some learner engaged with technology-based learning, traditional instructional methods were still more dominant and least preferred by the pupils interviewed.

For instance, in School D, teachers occasionally integrated ICT tools such as multimedia presentations and online research activities, allowing learners to interact with digital content. However, in School C, the lower preference suggested limited exposure to or accessibility of technological resources. Most of the learners had no access to smart phones or tablets which made research home work very difficult or non-existent.

Pupil 3 from school D: *I loved the power point presentations our teacher made us present in ICT, we have never had a power point presentation in English but it was fun in ICT. I learnt better and I think I can still remember what I learnt.*

Pupil 1 from school B: *we watch videos with our teachers sometimes, Sometimes she even makes us listen to songs that are related. An example is the YouTube video we watched last month on adverbs it was fun and I was able to relate.*

Pupil 1 from school C: *I have never learnt using a computer or phone. I don't trust myself I might end up browsing on social media platforms.*

Pupil 1 from school A: *I have never used a computer in class but I think it can be nice.*

#### **4.3.4. Demonstrations:**

Demonstrations were consistently favoured across all schools, showing that pupils appreciate visual and practical teaching methods. This preference suggested that pupils learned more effectively when concepts were illustrated through hands-on activities rather than relying solely on explanations.

For example, When teaching direct and indirect speech, teacher 10 acted out a conversation and then guided learner in transforming the spoken dialogue into reported speech. Similarly, for vocabulary development, teachers demonstrated word meanings through gestures, role-play, or real-life objects. These interactive methods helped learner grasp abstract language concepts more effectively, reinforcing their understanding through direct engagement.

Pupil 6 from school C : *I understand better when the teacher shows us how something works instead of just explaining it. I enjoy lessons more when teachers use demonstrations because it makes learning fun and exciting.*

*I remember things easily when I see them being done instead of just reading or hearing about them. When the teacher brought apples, bags, pens I still remember they are nouns.*

*When the teacher demonstrates something, we also get a chance to try it ourselves, which helps us learn faster because some topics are hard to understand, but when the teacher shows us through a demonstration, it becomes clearer.*

#### **4.3.5. Teacher exposition / lecture method:**

Teacher exposition accounted for the lowest preferred across the schools. This indicates a shift towards more interactive and learners-centred approaches. For instance, pupils showed less enthusiasm for traditional lecture-style lessons where teachers explained grammar rules or literary concepts without active learners participation. Instead, they responded better to methods that encouraged engagement, such as peer discussions, role-playing, and group activities. This shift highlighted the growing importance of interactive learning strategies that promote learners involvement and critical thinking in language acquisition.

*Pupil 1: I don't really enjoy it when the teacher just talks the whole lesson. It's hard to stay focused, and sometimes I don't understand everything. I prefer, the teacher is asking as questions as he or she teaches.*

*Pupil 2: Group work is the best! We get to share ideas, help each other, and it makes learning fun. Sometimes my friends explain things better than the teacher. For example, the last time the teacher was teaching us on rewrites how to use neither.. nor I got confused and my friend explained to me and I understood.*

*Pupil 3: I like when we do research on our own. It makes me feel more confident because I get to find answers myself instead of just being told what to know.*

*Pupil 4: When we work in pairs, I don't feel scared to ask questions. I can talk to my friend first before answering in class. Or when we discuss as a class instead of just listening. It's easier to understand when we all share different ideas.*

*Pupil 5: Lessons where we act out stories or do role-plays are my favourite. They help me remember things better and make learning exciting.*

*Pupil 6: Sometimes I want the teacher to explain things first, so I know what to do before we start group work. But I still like when we work together after that.*

#### **4.4. Views of teachers and pupils on the availability of instructional materials.**

The fourth research question sought to discuss the views of teachers and pupils on the availability of instructional materials in their classes. The respondents generally lamented the lack of sufficient materials in their classes with exception of one school that had adequate resources. Some schools even lacked pieces of chalk for writing on the board. The following were their voices.

*Teacher 1: We don't have enough learning materials, and it makes lessons harder. We need more textbooks so that every pupil can have one, more posters and charts on the walls to help us remember things, and better teaching materials so lessons can be fun and easy to comprehend.*

*Teacher 2: The teacher-pupil ratio is not favourable. With so many learners in one class, it's difficult to give individual attention, and group activities become chaotic.*

*Teacher 9: Sometimes, I have to rely on oral explanations or code-switching because we don't have enough bilingual teaching aids to support all learners."*

*Teacher 14 : If we had more materials, we could use more interactive teaching strategies. Right now, we make do with what we have, but it's not enough.*

*Teacher 15 : The techniques I use in class are chosen by looking at the level of the learners, the number of textbooks available, and the time that I have to teach that particular topic*

#### Pupils Voices

*Pupil 1: It's hard to share one book in a group discussion. Some of us can't see properly, and we end up just listening instead of reading.*

*Pupil 2: I think we have enough books. Sometimes we even take turns using them, so it works fine for me.*

*Pupil 3: We need more desks! Some of us have to squeeze on one, and it's uncomfortable. How can we concentrate like this?*

*Pupil 4: I wish we had more charts and posters in class. It's easier to remember things when we see them every day.*

*Pupil 4: When we do group work, we all have to crowd around one book. It would be better if we had at least two per group and we barely have reading books. I love reading but I don't have any nice books I can borrow from the library.*

The availability of instructional materials was a critical factor in determining how lessons were conducted. When materials were viewed as "inadequate" or "moderately adequate," teachers often resorted to strategies that required fewer resources, such as group discussions, oral question-and-answer sessions, or assigning peer activities. For example, teachers used code-switching to explain concepts instead of relying on unavailable bilingual teaching aids. Pupils were more optimistic than teachers about the availability of resources, possibly because they were unaware of the full range of materials needed for effective teaching. For instance, most learners were satisfied with having basic stationery and textbooks, while teachers required additional visual aids or updated curriculum materials.

#### **4.7 Summary**

This chapter has addressed all the research questions. The perception of approach, method and technique was the first research question that was tackled. Teachers had basic knowledge of what the approach, method and technique were but often confused them. This confusion can be caused by the training background of the teachers. In social sciences an approach, a method and technique are treated as one. The second research question focused on the instructional strategies that teachers use in class and the range of instructional techniques teachers used was dependant on many factors such as available resources, teacher pupil ratio and the comfortability of the teachers. Some teachers used techniques they felt comfortable using, some teachers particularly those with larger class sizes found it difficult to incorporate more interactive or time-consuming techniques because this was based on practical considerations such as class size, available resources, and time constraints. For instance, another teacher noted. This demonstrates that the choice of instructional strategies was largely influenced by the practical constraints teachers faced, rather than educational theory or best practices.

## **CHAPTER FIVE: DISCUSSION OF FINDINGS**

### **5.0 Overview**

This chapter focuses on the discussion of findings that were presented in the previous chapter. The discussion offers an in-depth analysis of the data in relation to the study's objectives. The discussion of findings starts by summarizing the key findings as presented in chapter four on each research question or related themes and link these results to the existing literature and the pedagogical theory. These three aspects helps in providing a comprehensive interpretation of the results. This chapter is organised following the research objectives as presented in chapter one of this dissertation.

### **5.1 Teachers Perception of the terms approach, method, and techniques / strategies?**

The first research objective sought teachers perception of the terms approach, method and technique. The findings of the study as presented in chapter four showed that most teachers knew what methods were but had challenges understanding an approach. The study also showed that some teachers felt that the terms approach, method and technique mean one and the same thing while others said it was difficult to distinguish a method and a technique as they referred to the same things. A few teachers perceived an approach as a guide on how to teach while others said its where a teaching method comes from. These findings agree with Manchishi (2024), who described an approach as providing a philosophical framework and theoretical guidance to teaching practices. Similarly, respondents at School E noted that the approaches that teachers regularly use to teach often fail to adapt to the diverse linguistic needs of learners. Samalesu and Mwinga (2024) equally echoed on the challenges of using approaches in multilingual contexts for instructional purposes. The major limitation here is that most approaches do not provide specific guide and how they should be applied. This discussion is in line with the pedagogical theory particularly on the second feature which addresses the need for instructional processes to be specific in responding to the needs of learners in classes.

Regarding the term method, several respondents had an idea of what teaching or instructional methods are and explained what they used in their classes to teach. However, they did mention that teaching methods such as question and answer, group discussion, pair work and the lecture method are also known as classroom techniques. The two concepts were used interchangeably for some teachers but for others, they used methods regularly. For example, a teacher from School D as presented in the previous chapter highlighted that lesson structures and activities such as group discussions and peer-to-peer learning were frequently employed. The confusion in distinguishing the terms methods and technique relate to the way teachers were trained. In social sciences, the terms approach, methods and techniques generally refer to the same constructs such the teacher exposition method, group work, question and answer, demonstration and pair work. Yet, in second language teaching, these terms have different meanings. For example, an approach is a theory of language or a theory in psychology that guides how something should be done. Chishimba (2009) observed that an approach describes the nature of the subject matter to be taught and ideas on how to teach it at a theoretical level. A method is an overall plan for the orderly presentation of language material and is in line with the approach or theory. A technique on the other hand refers to the specific activities and the actual implementation of the teaching point in the classroom (Anthony 1963; Richards and Rogers 1986).

Giri et al. (2023) emphasized on the role of operationalizing methodologies through task-based and interactive techniques. Participants raised concerns on the over-reliance on traditional methodologies such as the teacher exposition observing that It reduces learners' engagement in language learning. These concerns are consistent with findings by Mangila and Mangila (2022), who identified similar challenges in monotonous teaching methods. Teachers only using lecture methods reduced the learners engagement. The findings as presented in the previous chapter aligned with some aspects of the reviewed literature while diverging in others. For instance, the views expressed by respondents from school A and C regarding the importance of interactive methodologies supported the observations of Giri et al. (2023), who emphasized task-based and participatory approaches as critical in language teaching. These views directly correspond to some voices of teachers when responding to what

methods are when they reported that there are learner centred methods and teacher centred methods of teaching. The use of interactive methods or learner centred instructional methods in classes such as question and answer, group work, dramatization and pair work as presented in chapter four of this dissertation is in line with the pedagogical theory particularly on the third feature that values the importance of social interaction in the teaching and learning process. Conversely, some findings diverged from existing literature. Respondents from School D reported reliance on rote learning and traditional assessment methods, which were perceived as less effective in improving outcomes. This differed from Fauziati (2009), who advocated for innovative strategies like project-based learning.

In summary, objective one indirectly assessed teachers knowledge of some practices they frequently work with a classroom setup. It was noted that some teachers had limited knowledge of approach, method and technique. This imply that their application or choice of what methods to use when teaching in class is confined to specific aspects that they know. A good teacher must diversify instructional methods to meet the needs of diverse groups and to avoid monotony in the teaching and learning processes (Mkandawire et al., 2023).

## **5.2 Instructional strategies used by teachers of English Language**

This is the second research objective and the objective focused on the instructional strategies teachers use when teaching English in selected secondary schools of Lusaka district. The findings as presented in the previous chapter revealed varied instructional strategies such as teacher exposition, group work / pair work, discussion, question and answer, demonstration, and ICT integration. These strategies demonstrate a combination of traditional and modern approaches tailored to meet diverse learner needs.

**Teacher exposition / Lecture technique:** This technique emerged as the most commonly employed strategy, reported by most of the teachers across the sampled schools. As presented in the previous chapter, all teachers indicated that they used the teacher exposition or lecture method in the delivery of the lessons. They indicated that the teacher exposition method helps deliver structured content and ensures that all

learners grasp the basic concepts of the lesson. This finding disagrees with Vural (2016) who observed that although the lecture method is highly used by most teachers, it actually does not promote meaningful learning but encourages rote learning. Marzano et al. (2001) added that teacher exposition while efficient, may limit active learner engagement and critical thinking, emphasizing the need for complementary strategies. Furthermore, Eggen and Kauchak (2006) observed that the lecture can be ineffective over young learners and those with low academic success, forcing the limits of learner's working memories and therefore making it difficult to assess the learning process. Ornstein and Lasley (2004) underline that the lecture method falls short when teaching research based goals, when the learning content should be retained in the memory for a long time.

**Group Discussion Methods:** Discussion methods were the second most used strategy. As presented in the previous chapter, most teachers indicated that they used group discussion in their lesson delivery. Group discussions allowed learners to share ideas and build on each other's contributions, fostering deeper understanding. This encouraged learners to collaborate and learn from one another which promoted interaction in class. These findings are in tandem with Brookfield and Preskill (2005), who stated that discussions provide an opportunity for learners to actively participate in the learning process, enhancing their ability to articulate thoughts and challenge ideas. The group discussion method is a learner centred instructional strategy and it helps in improving critical thinking skills, democratic attitude, creativity and self-expression during the learning process (Vural, 2016). The group discussion method can serve directing learners to a certain subject, clarifying vague points, and reinforcing what learners already know about a topic (Ocak, 2008). Nevertheless, the literature also warns that without proper facilitation, discussions can become unfocused and fail to achieve intended learning outcomes. If not planned carefully discussion method can lead to unwanted consequences such as waste of class time. The role of the teacher in this method is to be a guide rather than a manager (Vural, 2016). The use of the group discussion method in classes as presented in chapter four of this dissertation is in line with the pedagogical theory particularly on the third feature that values the importance of social interaction in the teaching and learning process. Pedagogical theories such as Vygotsky's Social Constructivism stress that learning is a social activity in which students construct knowledge through interaction

with peers and more knowledgeable individuals. In this context, group discussions serve as an essential instructional strategy that fosters collaborative learning, allowing students to share diverse perspectives, clarify misunderstandings, and reinforce their understanding of the subject matter. Through group discussions, learners actively engage in critical thinking, problem-solving, and idea exchange, which enhances their cognitive and communicative skills. This promotes active participation, encourages questioning, and facilitates peer-to-peer learning, all of which are central to a student-centred learning environment.

**Question and Answer technique:** This is considered the most common technique used to improve pupils participation and retention in class (Durkin, 1979). As presented in chapter four, all the teachers indicated that they used the question and answer technique in their lesson delivery. Correlating with Durkin's premise, teachers at all the schools used the question and answer technique during all the observed lessons. In comparison to all the techniques that teachers used during the study, the question and answer technique was used more frequently. Teachers used the question and answer technique in the classroom to ensure that the learners are comprehending what is being taught. Another reason the question and answer technique is used is to ensure that the class is following what the teacher is teaching. Teachers frequently use questions in the classroom to enhance learners' ability to develop concepts, analyse cause-and-effect relationships, and explore various implications. Questions serve as a tool to facilitate desired behavioural changes in learner. According to Aydemir and Çiftçi (2008), questioning helps maintain learners' attentiveness in class while stimulating their intellectual abilities. Similarly, Vogler (2005) emphasizes that questions aid in monitoring comprehension, establishing links to prior knowledge, and fostering cognitive development. However, Hannel (2009) critiques the question-and-answer approach, considering it an outdated method primarily focused on achieving cognitive objectives. The use of question and answer technique in classes as presented in chapter four of this dissertation is in line with the pedagogical theory particularly on the second feature that examines the instructional methods in the teaching and learning process. This technique is a fundamental component of interactive teaching strategies, promoting active student engagement and reinforcing learning through inquiry-based instruction.

**Prior knowledge:** prior knowledge is one of the techniques that was used in teaching English language. As presented in chapter four during class observation and group discussion, majority of the teachers indicated that they used prior knowledge technique before beginning a lesson. This was done in form of pictures, or writing a topic on the board then ask the learners what they knew about the topic, another way was writing a comprehension title on the board then the learners guess what they think the story is about before introducing it. Koh (1986) also related understanding to the readers prior knowledge and found that a combination of linguistic proficiency and prior knowledge is important in learning. Similarly, this study established that inferential techniques that embedded child prior knowledge were applied by the teachers. These inferential techniques as contextualised in this study included title prediction, story prediction and question and answer to arrive to a topic. During lesson observation it was established that prior knowledge technique spiked up interest in the learners as they came up with various definitions and examples when asked what a possessive noun is. This made the learners feel part of the lesson and that they were not considered as blank slates. This relates to literature conducted by Alhaisoni (2017) Teachers strongly agreed that prior knowledge played a crucial role in text comprehension. They frequently activated learner' prior knowledge by asking questions before, during, and after reading, as well as providing relevant background information when necessary. The findings also revealed that brainstorming techniques, audiovisual aids, and questioning were among the most commonly used instructional strategies. The use of prior learning technique in classes as presented in chapter four of this dissertation is in line with the pedagogical theory particularly on the second feature that emphasize that learning is most effective when connected to what the learner already know.

**Demonstrations:** Demonstrations make abstract ideas more concrete, which helps learners visualize and understand concepts better. As presented in chapter four during class observation and group discussion, some of the teachers indicated that they used demonstration technique during a lesson. The demonstration method is a teaching technique that utilizes visual aids and hands-on experience to help learners understand complex academic concepts (Edu corpus, 2025). Demonstration technique was consistently favoured across all schools, showing that pupils appreciated visual and

practical teaching methods. This preference suggested that pupils learned more effectively when concepts were illustrated through hands-on activities rather than relying solely on explanations. The demonstration method puts learners at the centre of the learning process, allowing them to apply what they learn, and improving their memory retention and understanding. Traditional teaching, on the other hand, is often passive, with learners simply taking notes or listening to lectures. Literature supports demonstrations as a way to bridge theory and practice, particularly in complex subjects like language. According to Mayer (2009), demonstrations are effective in providing learners with visual and contextual cues, aiding in the retention of knowledge. However, researchers also point out that demonstrations can be time-consuming and resource-intensive, which may limit their use in resource-constrained settings.

**ICT Integration:** ICT integration, reported by teachers, was the least commonly employed strategy. As presented in chapter four during interviews and group discussion, a few of the teachers indicated that they used videos, computers and research during their lessons. ICT integration in education generally means technology-based teaching and learning process that closely relates to the utilization of learning technologies in schools. Due to the fact that learners are familiar with technology and they will learn better within technology-based environment, the issue of ICT integration in schools, specifically in the classroom is vital. This is because, the use of technology in education contributes a lot in the pedagogical aspects in which the application of ICT will lead to effective learning with the help and supports from ICT elements and components (Jamieson-Procter et al., 2013). ICT tools like projectors and online resources were sometimes used to make lessons more engaging, but access to resources was often a challenge. This finding reflects disparities between the potential benefits of ICT in education, as emphasized in the literature, and its actual implementation. According to UNESCO (2019), ICT integration can enhance engagement, provide diverse resources, and cater to different learning styles. However, limited access to technology, insufficient teacher training and infrastructure challenges are often cited as barriers to effective ICT use, which aligns with the low adoption rate observed in the findings. In contrast, the limited use of ICT integration highlights a gap between literature recommendations and practice. While literature

emphasizes the transformative potential of digital tools in enhancing language instruction, the findings reflect a lack of adequate resources and training, which hinders the full realization of ICT's benefits.

### **5.3. To ascertain the views of pupils on their preferred ways of learning.**

This is the third research objective and the objective focused on the views of pupils on their preferred ways of learning in the classroom in selected secondary schools of Lusaka district. The findings as presented in the previous chapter revealed varied views on the preferred ways of learning such as teacher exposition, group work / pair work, discussion, question and answer and ICT integration. These strategies demonstrate a combination of traditional and modern approaches and these were preferred amongst learners.

**Group Discussion Method:** Group discussion methods were the most preferred method of learning, with pupils expressing that group discussion kept them engaged and motivated. As presented in chapter four during focus group discussion, majority of the pupils enjoyed lessons that incorporated group discussion. Pupils valued group work for its ability to promote collaboration and peer-to-peer learning. A significant number of pupils preferred group work as their preferred way of learning because group work allowed them to share ideas with peers and better understand concepts through discussion. Implementing group work in educational settings brings a multitude of advantages that transcend traditional learning methods. As learners engage in collaborative and cooperative learning through group tasks, they not only enhance critical thinking and communication skills but also experience significant cognitive development. Research has consistently shown that when learners work in small groups, they are able to tackle complex tasks, fostering a deeper understanding and retention of material rather than working alone (Impact teachers, 2025). These preferences align with literature by Fisher and Frey (2014), they emphasized that interactive teaching methods encourage learners participation, foster deeper understanding, and improve retention of information. Such methods create a dynamic learning environment where pupils feel more involved in the process. However, other pupils preferred teacher-led instruction through teacher exposition. Other pupils

expressed that although group work was beneficial, it often led to distractions, and they preferred independent study for deeper focus. The integration of group work in classrooms, as discussed in Chapter Four of this dissertation, aligns with pedagogical theory, particularly its emphasis on the social and cultural dimensions of learning. The preference of learners to engage in group activities reflects this theoretical perspective, highlighting the role of collaboration in fostering a sense of community and enhancing the learning experience.

**Demonstrations:** Pupils appreciated the practical nature of this strategy, which helped them understand complex ideas more effectively. As presented in chapter four during focus group discussion and class observation, a number of the pupils enjoyed lessons that incorporated demonstrations. Pupils enjoyed the lessons where the teacher showed them practical examples through videos, charts and step by step explanations this made the lesson practical and relatable. Pupils admitted that demonstrations made learning fun and easier to remember. During the lesson observation covered in Chapter four on letter writing, the teacher taught the parts of a letter step by step on the board and displayed a chart that had all the parts of a letter, later the learners wrote the letter and presented it in their various works, this helped the learners learn by doing. Alba (2014) The demonstration approach focuses the pupils' attention on what is being displayed, as a result, the learners process will be more focused and this stimulates learners to be more active in participating in the learning process, increase learner experience, help learners remember the material presented for a longer time and it can reduce misunderstandings because teaching is better and clear. Literature supports these views, with Mayer (2009) asserting that practical demonstrations enhance understanding and cater to visual learners. Demonstrations are particularly effective for abstract concepts or subjects requiring hands-on experience, making lessons more engaging and memorable. The demonstration technique was used through most of the schools because of the use of teacher exposition methodology used. Classes had large number of learners and the demonstration technique provided a visual guide on what the learners should follow. As discussed in Chapter Four of this dissertation, the incorporation of demonstrations aligns with pedagogical theory, particularly on teaching and learning which encourages adaptable instructional strategies to accommodate diverse learners. It

serves as a practical application of the learning by doing where the teacher models concepts for learner to observe and emulate, enhancing their understanding through direct engagement.

**ICT Integration:** Although mentioned less frequently, ICT integration was recognized as a valuable instructional tool by a few learners who had used any of the tools in their classes. As observed in Chapter Four during focus group discussions and classroom observations, many pupils found lessons incorporating videos, PowerPoint presentations, and research activities to be highly interactive and relatable. Learners recognized the potential of ICT tools to enhance engagement and make lessons more interactive. Observations revealed that the use of technology, such as computers, videos, and projectors, contributed to a more dynamic learning experience. However, limited access to ICT tools remained a significant challenge, as many learners had never used computers nor attended lessons incorporating PowerPoint presentations, or engaged with digital learning resources. This aligns with Laurillard's (2012) findings, who highlighted the transformative role of ICT in education through interactive and multimedia content. While ICT integration offers increased motivation and expanded learning opportunities, its effectiveness is dependent on the availability of sufficient resources and comprehensive training for both teachers and learners.

**Teacher exposition or Lecture:** This was the least favoured method, Many pupils found teacher exposition monotonous and disengaging. As presented in chapter four during class observation and focus group discussion, the learners narrated that they found it hard to concentrate when the teacher just talks without involving them. Pupils remarked that when the teacher is the only one talking learning is boring and difficult to understand because they do not feel part of the lesson and there is little or no chance to ask questions. These views reflect a broader shift from teacher-centred to learner-centred methods. Bruner's (1966), advocate for strategies that actively involve learners, emphasizing exploration and discovery rather than passive reception of information. As discussed in Chapter Four of this dissertation, the incorporation of teacher exposition technique aligns with pedagogical theory, particularly on teaching and learning which encourages adaptable instructional strategies to accommodate diverse learners. It provides a structured approach to teaching while allowing

flexibility in delivery, ensuring that learners receive the necessary support to build a solid understanding of key concepts before engaging in more interactive or incorporating pupil led activities.

#### **5.4. Views of teachers and pupils on the availability of instructional materials.**

This is the fourth research objective and the objective focused on the teachers and pupils views on the availability of instructional materials that teachers use when teaching English in selected secondary schools of Lusaka district. The findings as presented in the previous chapter revealed various views from various schools. School A had the required instructional strategies needed for teaching and learning which made the work easier. Other schools had little or no materials needed for effective teaching and learning.

In discussing challenges contributing to poor performance in English, participants cited inadequate teaching materials both by teachers and pupils. As presented in chapter four during focus group discussion and interviews the pupils often lacked access to sufficient reading materials, which hindered their ability to improve their performance. This observation resonates with Akayombokwa and Mkandawire (2022), who identified similar barriers among Grade 8 pupils in Lusaka. There was a notable scarcity of teaching and learning materials, including insufficient reading materials and a lack of libraries, which hindered effective teaching instruction.

**Highly Available Instructional Materials:** The study revealed that some of the participants considered instructional materials to be highly available, with School A serving as a prime example of efficient resource management. Teachers at this school commended the administration's efforts to ensure that essential teaching resources were always available. The administration was proactive in addressing resource needs, and the school received updates on curriculum materials ahead of time. This proactive approach not only enhanced teaching effectiveness but also boosted teacher morale by providing the necessary tools to deliver quality education.

Pupils at School A also acknowledged the impact of resource availability on their learning experiences. Pupils stated that they have text books for every subject, which made it easier to follow along during lessons and revise at home. This comment reflects how sufficient resources enable learners to engage more actively in class and develop independent study habits. Such access is crucial for academic success, particularly in competitive subjects that require extensive revision and practice.

These findings are consistent with several existing literature emphasizing that the availability of instructional materials is one of the most significant factors influencing academic achievement (Lungu & Mkandawire, 2022; Mkandawire & Tambulukani, 2017; Iversen & Mkandawire, 2020; Chanda, 2019; Mwanza & Mkandawire, 2020). Similarly, Kasonde and Phiri (2020) found that schools with robust resource systems tend to perform better in national assessments. The correlation between resource availability and improved learning outcomes underscores the importance of investing in educational infrastructure and ensuring a consistent supply of teaching materials. These findings align with pedagogical theory, particularly in the area of instructional support and the role of resources in facilitating effective teaching and learning. Pedagogical theories, such as Bruner's Constructivist Theory and Vygotsky's Social Constructivism, emphasize that learning is most effective when students have access to appropriate instructional materials and resources that support cognitive development and engagement (Bruner, 1966; Vygotsky, 1978).

**Moderately Available Instructional Materials:** Half of the participants reported that instructional materials were moderately available, with schools like School D frequently experiencing resource gaps. While subjects such as Mathematics and English were generally well-supported, elective subjects such as Home Economics and Music often lacked adequate materials. The teachers complained that the management only paid attention to English and Mathematics, for subjects like Home Economics or Music, the materials that were used for teaching were outdated, and the materials was shared across multiple classes. This inconsistency in resource availability posed challenges for teachers, particularly those handling practical or specialized subjects that required specific tools or updated textbooks.

Pupils expressed similar frustrations when it came to material or equipment's, pupils expressed that they have resources for a few subjects but when it comes to practical lessons, they often fall behind because the equipment or books are not enough. This disparity in resource allocation meant that while learners could excel in core academic areas, their performance in practical and elective subjects was often compromised. Over time, such challenges could discourage learners from pursuing these subjects, limiting their career opportunities and stifling their overall development. The literature by Ngulube and Kalaba supports these findings. Ngulube and Kalaba (2018) observed that resource allocation in Zambian schools often prioritizes core subjects, leaving practical and elective areas underfunded. This imbalance can hinder holistic development and reduce learners interest in non-core subjects. Addressing these disparities requires an inclusive approach to resource planning, ensuring that all subjects receive adequate support to foster a well-rounded education. Furthermore, Pedagogical theory under Vygotsky's Social Constructivist Theory stresses that learning is a socially mediated process where diverse instructional experiences contribute to cognitive and personal development. An education system that neglects practical subjects limits opportunities for learners to engage in hands-on, experiential learning, which is crucial for skill development and real-world application.

**Low Availability of Instructional Materials:** Instructional materials were in low supply, particularly at School E. Teachers expressed deep concerns over the use of outdated materials that were no longer aligned with the current curriculum. The teachers lamented that they are still using textbooks from old syllabuses, which are no longer aligned with the current curriculum. If the lesson is based on a comprehension passage, the teachers photocopy the passage and give learners to follow. This misalignment not only complicated lesson delivery but also created a disconnect between classroom instruction and national examination standards. Pupils also highlighted the difficulties caused by resource shortages. Pupils complained that they use photocopied materials because textbooks are rarely available, and even those are shared among many learners. This reliance on improvised resources often disrupted learning and made it difficult for learners to stay on track with the curriculum. The lack of sufficient materials forced teachers and learners to engage in makeshift arrangements, which compromised the quality of education and resulted in lower

academic outcomes. These findings align with research by Mkandawire et al., 2022; Mkandawire et al., 2023; Kafusha et al., 2021; Phiri and Tembo (2017), who observed that resource shortages in many Zambian public schools create significant barriers to effective learning. Their study found that such shortages often led to decreased teacher morale, as educators struggled to deliver quality instruction under challenging conditions. Learners, in turn, became less motivated and more likely to underperform, particularly in resource-intensive subjects. Vygotsky's Social Constructivist Theory under the pedagogical theory posits that learning is a socially mediated process, requiring adequate tools and resources to facilitate interaction and knowledge construction. When teachers lack essential materials, such as textbooks, teaching aids, and laboratory equipment, they struggle to implement learner centred and interactive instructional strategies. This results in a less engaging learning environment, limiting opportunities for scaffolding and collaborative learning, which are key components of effective pedagogy.

**Not Available Instructional Materials:** The most concerning finding was a quarter of respondents reported that instructional materials were entirely unavailable in their schools. This was most pronounced at school E, where both teachers and pupils described the dire state of resource scarcity. Teachers sometimes teach without even the most basic tools, like chalk or writing boards, and learners struggle to grasp concepts without visual aids. This lack of fundamental teaching tools created a significant barrier to delivering effective lessons and maintaining learners' engagement. Pupils also voiced their frustrations where one book is shared in the entire class in some subjects, which makes learning very difficult and discouraging. The severe shortages not only disrupted the learning process but also contributed to a sense of hopelessness among learners, who felt that their educational opportunities were severely limited. These findings are consistent with the research of Mulenga and Kunda (2021), which documented persistent resource shortages in urban public schools. The findings also agree with other studies arguing that sufficient teaching and learning materials are important in facilitating the learning process (Mkandawire et al., 2022; Mkandawire et al., 2023; Chella et al., 2023; Mkandawire, 2022; Kafusha et al., 2021). Their study highlighted how such shortages force schools to adopt informal and often ineffective teaching methods, further exacerbating the educational gap.

between well-resourced and under-resourced institutions. The lack of instructional materials not only hampers academic performance but also perpetuates inequality within the education system.

Vygotsky (1978) argues that learning occurs through social interaction and the use of mediational tools, such as books, visual aids, and writing materials. The absence of instructional materials, as seen in School E, disrupts this process by depriving both teachers and learners of the necessary tools for effective teaching and knowledge construction. Without these materials, teachers providing structured support to guide learners towards understanding becomes difficult, leading to disengagement and limited academic progress. Additionally, the lack of textbooks and visual aids makes it challenging for learners to grasp abstract concepts, particularly where step by step instruction is required.

The findings from this study align with, but also extend, the existing body of literature. On one hand, studies like Chanda (2019) and Ngulube and Kalaba (2018) highlight resource disparities among schools, particularly in underprivileged areas. These studies emphasize that the uneven distribution of instructional materials undermines efforts to achieve equitable education. On the other hand, the finding that some schools, such as School A, have highly available resources challenges the prevailing narrative of scarcity. This suggests that resource availability may be influenced by factors such as administrative efficiency, external funding, and community support. For example, Banda and Mwansa (2020) identified donor contributions and proactive school management as critical factors in improving resource availability. These insights emphasize the need for policy reforms aimed at equitable resource distribution. Addressing disparities in resource availability requires a holistic approach, combining government funding, community engagement, and targeted donor interventions. This will ensure that all schools, regardless of location or socio-economic status, can provide quality education.

## **5.9. Summary**

This chapter delves into teachers' and pupils' perspectives on instructional strategies in English language teaching within Lusaka District's secondary schools. The findings revealed that while most teachers understood teaching methods, many struggled with

distinguishing between the terms approach, method, and technique. Pupils showed a clear preference for interactive learning strategies, especially group discussions and demonstrations, which they felt kept them engaged and helped make complex concepts easier to grasp. These preferences align with pedagogical theory on active learning, which highlights how such methods foster deeper understanding and retention, supporting the third key element of the pedagogical theory, which emphasizes that learners build knowledge through active engagement and social interaction. Despite the positive feedback on strategies like ICT integration, limited access to technology remained a significant challenge. A key issue was the shortage of instructional materials many schools lacked basic tools like textbooks and chalk hampering effective learning and contributing to low morale among both teachers and pupils. These findings align with Vygotsky's Social Constructivism, which emphasizes the role of resources and social interaction in cognitive development. The lack of resources and the impact on both teachers and pupils engagement also reflects the importance of adapting teaching methods to the socio-cultural context, as advocated by pedagogical theories. Ultimately, the study stresses that for teaching to be truly effective, there must be a balance of resources, interactive teaching techniques, and a clear understanding of the terminology and strategies teachers use. This aligns with the pedagogical theory that instructional strategies should be adaptable, contextually relevant, and responsive to the needs of diverse learners.

## **CHAPTER 6 : CONCLUSION AND RECOMMENDATIONS**

### **6.1. Overview**

This chapter presents the study conclusion and recommendations. The first part of this study chapter presents the conclusion of the study while the second part of the chapter outlines the suggested recommendations based on the findings.

#### **6.1.2. Teachers Perception of the terms approach, method, and techniques / strategies?**

With regard to objective one which looked at the perception of an approach, a method and a technique/ strategies, it was established that some teachers had limited knowledge of approach, method and technique. Others were able to define the approach , a method and a technique but still struggled to differentiate them especially the method and technique. Techniques where interchanged with methodology and approaches where known to be a guide.

#### **6.1.3. Instructional strategies used by teachers of English Language**

Objective two focused on the instructional strategies that teachers used when teaching English language in the classrooms in Lusaka district. The findings revealed a reliance on traditional teaching methods, such as the teacher exposition method this was due to a number of factors such as class size, the teachers knowledge of the strategies, availability of materials and time. Other strategies like group discussion, prior learning, demonstration, question and answer and ICT integration where also used in the classes but there was over reliance on the teacher exposition.

#### **6.1.4. To ascertain the views of pupils on their preferred ways of learning.**

Objective three focused on pupils views on preferred methods of learning English. The pupils preferred learner centred approach and interactive methods and techniques such as group work and demonstrations, indicating a desire for dynamic and participatory learning environments.

### **6.1.5. Views of teachers and pupils on the availability of instructional materials.**

The availability of instructional materials was the fourth objective focused on, materials were inadequate across most schools, significantly affecting teaching effectiveness and pupil engagement. Teachers cited challenges in accessing modern resources such as ICT tools, textbooks, and teaching aids, which were crucial for fostering an engaging and comprehensive learning experience. Pupils, on the other hand, expressed the need for diverse learning resources to cater to their varied preferences and improve their understanding of the subject.

## **6.2. Recommendations**

Based on the findings of the study, the following recommendations are made;

### **1. Enhancement of Instructional Methods**

- Schools should encourage the use of learner-centred approaches, such as group work, pair work, and dramatization to cater to diverse learning styles.
- Continuous professional development programs for teachers should be implemented to equip them with innovative teaching strategies and techniques for leveraging ICT tools effectively.

### **2. Improved Provision of Instructional Materials**

- Government and school administrations should prioritize the procurement of adequate instructional materials, including textbooks, ICT equipment, and teaching aids, to bridge the gap in resource availability.
- Collaboration with NGOs and private organizations could provide supplementary materials and support in resource-scarce schools.

### **3. Incorporation of Pupil Preferences**

- Teachers should integrate pupil feedback on preferred learning methods into their lesson planning to create more engaging and effective learning environments.
- Schools should provide platforms for regular dialogue between teachers and pupils to discuss instructional needs and preferences.

#### **4. Policy and Resource Allocation**

- Educational policies should emphasize equitable distribution of teaching resources to ensure all schools, regardless of location, have access to essential materials.
- Budgetary allocations for the education sector should specifically cater to improving the teaching and learning environment in English Language education.

#### **5. Monitoring and Evaluation**

- Schools should establish mechanisms to monitor the use of instructional materials and teaching methods, ensuring alignment with recommended practices.
- Regular evaluations should be conducted to assess the impact of adopted strategies on learning outcomes and make necessary adjustments.

#### **6.3. Suggestion for future research**

Based on the results of this study, there is need for future research on the relationship of the availability of instructional strategies and how it affects the pass rate.

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## APPENDICES

### APPENDIX A: FOCUS GROUP DISCUSSION FOR GRADE NINE (9) TEACHERS OF ENGLISH

I am a postgraduate learners undertaking a degree course in Master of Education in Literacy, Language and Applied Linguistics at the University of Zambia. I am carrying out a research on Analysis of Instructional Techniques Teachers of English are using in Grade Nine to Teach English Language in Lusaka district, Lusaka province. You have been purposively selected to take part in this research and the information that you will provide will be treated with confidentiality and entirely used for purposes of this study.

District: \_\_\_\_\_

Teacher's code number: \_\_\_\_\_

School: \_\_\_\_\_

Date of interview: \_\_\_\_\_

Time: \_\_\_\_\_

Sex of respondent: \_\_\_\_\_

## **Background information**

1. What is your highest professional qualification?
2. How long have you been teaching English?
3. Do you teach any other subject apart from English?
4. How long have you been involved in English language instruction, and what changes have you observed in language teaching methodologies over the years?

### ***Research Question 1: How did teachers perceive the terms approach, method, and techniques/strategies?***

1. What is your understanding of an approach?
2. Does an approach differ from a method, in your view?
3. What are teaching techniques?
4. What are teaching strategies?

### **Research Question 2: What were the instructional strategies employed by teachers of English in Lusaka district secondary schools?**

1. What teaching methods do you currently employ when teaching English language?
2. What strategies do you employ to engage learner actively in language learning?
3. In your opinion, how do these strategies contribute to learner' overall language proficiency and communicative competence?
4. Have you ever used the question-and-answer method, teacher exposition, pair work, group work, and problem based?
5. Have you ever used the audiolingual method, cognitive code, situation method and communicative language teaching?
6. Do you use teacher centred or learner centred methods of teaching?
7. What other methods do you use to teach?
8. Which method do you think is more effective in classes?
9. What challenges do you experience when using any of these methods to teach?
10. What, in your view, are the main challenges faced by English language teachers in Lusaka district?

**Research Question 3: What were the views of teachers on factors contributing to learner performance during the instruction process?**

1. What do you think affects the performance of pupils in classes?
2. What should learners do to perform well in class?
3. What should teachers do to improve the performance of learners in class?
4. Do you think the methods of teaching can affect learner performance? If yes/no, how?
5. What about teaching materials, can they affect learners' performance? If yes/no, how?
6. Based on your experiences, what recommendations or suggestions would you offer to enhance English language instruction in Lusaka district?
7. Are there specific areas where additional support or resources could lead to improvements in language teaching and learning?

**APPENDIX B: FOCUS GROUP DISCUSSION FOR GRADE NINE (9) LEARNERS.**

I am a postgraduate learners undertaking a degree course in Master of Education in Literacy, Language and Applied Linguistics at the University of Zambia. I am carrying out research on Analysis of Instructional Strategies Teachers of English are using in Grade Nine to Teach English Language in Lusaka district, Lusaka province. You have been purposively selected to take part in this research and the information that you will provide will be treated with confidentiality and entirely used for purposes of this study.

**Research Question 3: What were the views of pupils on their preferred ways of learning?**

1. What strategies should the teacher use in class that make you learn better?
2. If you were to choose how to learn in class, what would you pick?
3. Do you like group work, pair work, individual work, the teacher explaining or a combination?
4. What should the teacher do in class to help you understand?
5. Why do you find certain activities better to use to learn?
6. Have you ever learnt using computers?
7. Do you think you can learn better using a computer or internet?

**APPENDIX C: INTERVIEWS WITH TEACHERS AND HEADS OF DEPARTMENTS.**

1. How long have you been teaching?
2. What subjects are you offering?
  1. What grade levels have you been offering?
  2. Are you able to provide an overview of your experience in English language education and your role as the Head of the English Department at [School Name]?
3. How long have you been involved in English language instruction, and what changes have you observed in language teaching methodologies over the years?

***Research Question 1: How did teachers perception of the terms approach, method, and techniques/strategies?***

5. What is your understanding of an approach?
6. Does an approach differ from a method, in your view?
7. What are teaching techniques?
8. What are teaching strategies?

**Research Question 2: What were the instructional strategies employed by teachers of English in Lusaka district secondary schools?**

11. What teaching methods do you currently employ when teaching English language?
12. What strategies do you employ to engage learner actively in language learning?
13. In your opinion, how do these strategies contribute to learner' overall language proficiency and communicative competence?
14. Have you ever used the question-and-answer method, teacher exposition, pair work, group work, and problem based?
15. Have you ever used the audiolingual method, cognitive code, situation method and communicative language teaching?
16. Do you use teacher centred or learner centred methods of teaching?
17. What other methods do you use to teach?
18. Which method do you think are more effective in classes?
19. What challenges do you experience when using any of these methods to teach?
20. What, in your view, are the main challenges faced by English language teachers in Lusaka district?

**Research Question 3: What were the views of pupils on their preferred ways of learning?**

8. What strategies should the teacher use in class that make you learn better?
9. If you were to choose how to learn in class, what would you pick?
10. Do you like group work, pair work, individual work, the teacher explaining or a combination?
11. What should the teacher do in class to help you understand?
12. Why do you find certain activities better to use to learn?
13. Have you ever learnt using computers?
14. Do you think you can learn better using a computer or internet?

**Research Question 4: What were the views of teachers on factors contributing to learner performance during the instruction process?**

8. What do you think affects the performance of pupils in classes?
9. What should learners do to perform well in class?
10. What should teachers do to improve the performance of learners in class?
11. Do you think the methods of teaching can affect learner performance? If yes/no, how?
12. What about teaching materials, can they affect learners' performance? If yes/no, how?

13. Based on your experiences, what recommendations or suggestions would you offer to enhance English language instruction in Lusaka district?
14. Are there specific areas where additional support or resources could lead to improvements in language teaching and learning?

**APPENDIX D: LESSON OBSERVATION CHECKLIST**

Observer Name: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

School Name: \_\_\_\_\_

Grade/Class: \_\_\_\_\_

Lesson: \_\_\_\_\_

1. Check what teaching methods the teacher is using. -----  
-----
2. Check if there is a question and answer session-----
3. Is there teacher explanation (exposition) -----
4. Check if there is group work -----
5. Have you seen pair work? -----
6. Have you seen individual activity? -----

7. Check for class discussion -----
8. Check on demonstration -----
9. Check on materials -----
10. Check on teaching aids-----
11. Which methods actively involved learner -----
12. Learners participation-----
- 
13. Learners collaboration-----
- 
14. Which methods involved teachers -----
15. Teacher feedback-----
16. Strengths : Effective strategies observed-----
17. Positive Aspects of Pupil Engagement-----
18. Areas for Improvement:

a. Suggestions for Methodological Enhancements

---

b. Recommendations for Pupil Engagement

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16. Any additional comments or insights observed during the class:

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Observer's Signature:

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## **APPENDIX E: CONSENT FORM**

### **Introduction**

I am writing to invite you to participate in a research study conducted by Nonde Lukonde Mubanga, a researcher from The University of Zambia, aimed at exploring language teaching strategies used in English language in Lusaka District. Your participation in this study is entirely voluntary, and before you decide, it is important for you to understand the nature, purpose, and potential outcomes of the research.

### **Purpose of the Research**

The purpose of this research is to investigate the language teaching strategies employed by teachers of English language in Lusaka District. We aim to gain insights into the challenges and successes of these strategies, contributing to the improvement of language instruction in the region.

### **Study Procedures**

Participation involves the following:

**In-depth Interview:** If you agree to participate, you will be invited to engage in an in-depth interview. The interview will focus on your experiences and perspectives regarding language teaching strategies.

**Consent for Classroom Observation:** With your permission, a classroom observation will be conducted to understand the practical application of teaching strategies.

**Focus Group:** You will be asked to participate in a focus group discussion.

### **Benefits of Participation**

Your participation will contribute valuable insights to the field of language education. The findings may also lead to recommendations for enhancing language teaching strategies in Siavonga District.

### **Risks and Discomforts**

There are minimal risks associated with participation, such as potential discomfort in discussing teaching practices. All information provided will be kept confidential, and your identity will be protected.

### **Confidentiality**

Your privacy is of utmost importance. All data collected will be anonymized and stored securely. Only the researcher and authorized personnel will have access to the information.

### **Voluntary Participation**

Participation in this study is entirely voluntary. You have the right to withdraw at any time without consequence.

### **Contact Information**

If you have any questions or concerns about the study, please feel free to contact:

Nonde Mubanga

School of Education

The University of Zambia

PO BOX 32379

LUSAKA

PHONE NO: 0972307551

### Consent

I have read and understood the information provided in this consent form. I agree to participate voluntarily in the research study outlined above.

Participant's Name: \_\_\_\_\_

Participant's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Please retain a copy of this form for your records.*

### APPENDIX F: RESEARCH BUDGET

Item	Estimated Cost (ZMW)
<b>Data Collection</b>	
- Interview Guide Preparation	1000
- Focus Group Discussion Materials	500
- Lesson Observation Checklist	500
<b>Transportation</b>	
- Travel to Schools (5 schools)	900
<b>Participant Incentives</b>	
<b>Miscellaneous</b>	1000

<b>Total</b>	<b>4,000</b>
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**APPENDIX G: TIME FRAME**

<b>Task</b>	<b>Start Date</b>	<b>End Date</b>	<b>Duration</b>
<b>Literature Review</b>	10/08/2024	14/09/2024	4 weeks
<b>Ethical Clearance Application</b>	10/01/2025	30/02/2025	3 weeks
<b>Data Collection</b>	10/09/2024	10/01/2025	16 weeks
<b>Data Analysis</b>	20/11/2024	20/01/2025	8 weeks
<b>Writing the Report</b>	01/02/2024	15/02/2025	56 weeks
<b>Review and Finalization</b>	1/01/2025	15/02/2025	6 weeks