A Critical Reflection on Eclecticism in the Teaching of English Grammar at Selected Zambian Secondary Schools

By

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ABSTRACT

English is the official language in Zambia and a compulsory subject from grade 1 to the final year of secondary education. Communicative competence in English is therefore critical to mobility in education and is also central to one's job opportunities in the country. This implies that the teaching of English in schools is of paramount importance. Eclecticism is the recommended approach to teaching of English in Zambian secondary schools. However, no study had been done in Zambia on eclecticism in general, and on teachers' understanding and application of the eclectic approach to English grammar teaching in particular. Hence, this study was a critical reflection on Eclecticism in the teaching of English language grammar to Grade 11 learners in selected secondary schools in Zambia. The aim of the study was to establish how Eclecticism in English language teaching was understood and applied by Zambian teachers of English.

The study employed a mixed research study design employing both quantitative and qualitative approaches. In this regard, questionnaires, classroom observations, interviews (one-on-one and focus groups) and document analysis were the main data sources. Purposeful sampling was used to delineate the primary population and to come up with teachers and lecturers. In total, 90 teachers and 18 lecturers participated in this study. The documentary analysis involved documents such as the senior secondary school English language syllabus and Teacher training institutions' English teaching methods course outlines. These documents were analysed to establish to what extent they supported or inhibited Eclecticism as an approach to English language teaching.

Data was analysed using qualitative data analysis techniques looking for naturally occurring units and reducing them to natural meaning units to check for regular patterns of themes. Data from quantitative questionnaires were analysed using the statistical package for social sciences (SPSS) to generate frequencies and percentages. The documents provided information on the efficacy of using Eclecticism as an approach to English language teaching in the multilingual contexts of Zambia.

Theoretically, the study drew on Bernstein's Code Theory and Pedagogic Discourse with its notion of Recontextualisation. The Code theory was used to examine power relations in education while recontextualisation was used to explore the transfer of knowledge from one site to another. The study also used the constructivist theory which views teachers and learners as co-participants in the process of teaching and learning and treats learners' backgrounds as crucial to effective teaching. Considering recent developments in technology, the study also explored the extent of the use of multimodal tools in the teaching of English grammar, and the contestations around the 'grammars' arising from the dialogicality between the so-called 'British English Grammar' and home grown Zambian English grammar. The idea here was to explore how English was taught in the context of other English varieties and Zambian languages present in Zambian secondary school classrooms.

The findings showed that while course outlines from teacher training institutions and the senior secondary school English language syllabus showed that teacher training was aimed at producing an eclectic teacher, teacher training was facing a lot of challenges such as inadequate peer teaching, short teaching practice and poor quality of student teachers. These were found to negatively affect the effective training of teachers into eclecticism. Further, while some teachers demonstrated understanding of the eclectic approach and held positive attitudes, others did not leading to poor application and sometimes non application of the approach. In terms of classroom application, of the five teachers whose lessons have been presented in this thesis, four of them used the eclectic approach while one did not, implying that while the policy was accepted by some, others contested it. In addition, teachers stated that grammar meant language rules and they further stated that they taught formal 'Standard' English while holding negative attitudes towards Zambian languages and other varieties of English. The study observed that teachers held monolingual ideologies in which they used English exclusively during classroom interaction. Finally, teachers reported that they faced a number of challenges when using the eclectic approach such as limited time, lack of teaching materials and poor low English proficiency among some learners leading to limited to non use of communicative activities in the classroom. The study concludes that while the eclectic approach is practicable in Zambia, a lot has be to done especially in teacher training in order to equip teachers with necessary knowledge and skills to use the eclectic approach. Among other

recommendations, the study recommends that there is need for teacher training institutions to improve the quality of teacher training and ensure that student teachers acquire skills of resemiotisation, semiotic remediation and translanguaging as a pedagogical practice. The study also recommends refresher courses to already serving teachers to acquaint them with how the eclectic approach can be recontextualised in different teaching contexts.

The study contributes to the body of knowledge in the theoretical and practical understanding of the eclectic approach and how it is used in the Zambian context. The study also adds to literature on the eclectic approach. In addition, the findings act as a diagnostic tool among government education officials, teacher educators and teachers of English in Zambia in particular as they can now see where things are done right and where improvement is needed. Other countries where English is taught as a second language can also learn from the Zambian situation as they search for better ways of training eclectic teachers of English and how to teach English in their own respective contexts.

ECLARATION

I declare that *A critical reflection on Eclecticism in the teaching of English grammar at selected Zambian Secondary Schools* is my own work, that it has not been submitted for any degree or examination in any other University, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Full name: David Sani Mwanza

Signed:_____ Date:_____

DEDICATION

To my beloved children: *Kelvin* and *Selene*. You paid part of the price for my being in South Africa pursuing a PhD. Your pain was mine too. May God bless you and I hope my achievement means something to you. I thank you!

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter provides the background to the study as well as a statement of the problem, the research aims and objectives, the research questions and the significance of the study. It offers a critical discussion of the historical development of different language teaching methods leading to what is recommended in Zambia today, and the implications of these recommendations for this study.

Within the broad framework of post-colonial multilingual Zambia and late-modernity, this study is a critical reflection on the teaching of English in selected Zambian senior secondary schools. More specifically, it examines how Grade 11 teachers apply a particular approach to the teaching of English grammar, viz. the eclectic approach.

This analysis of a particular methodology used to teach the grammar of the Zambia's official language (English) has to take into account the local languages and practices, as well as the status afforded to different language varieties and blends. Zambia's colonial and post-colonial history, which has led to the current status of different Zambian 'Englishes', also helps to provide the frame for the study. It is therefore important to find out how teachers recontextualise the teaching of English grammar using the eclectic approach in multilingual Zambia. Recontextualisation here means how teachers interpret the methods and materials they are trained to teach in specific teaching and learning contexts. In order to understand this better, the training of teachers to use the eclectic approach in this context is also considered.

1.1 Background to the study

The history of language teaching has been characterised by a search for more effective ways of teaching language. Although much has been done to clarify these and other

important questions in language teaching, the profession is continually exploring new options for addressing these and other basic issues and the effectiveness of different instructional strategies and methods in the classroom. According to Richards and Rodgers (2001), language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century. Since then, a number of teaching methods and approaches have been developed.

1.1.1 An Overview of Language Teaching Methods

The ***grammar translation method*** was the earliest language teaching method to be formalised and dominated language teaching from the 1840s to the 1880s. Richards and Rodgers (2001) observe that the Grammar-Translation Method is a way of studying language first through a detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorising rules and facts in order to understand and manipulate the morphology and syntax of the foreign language.

In terms of the classroom roles and the nature of classroom interaction, it can be stated that the roles of teachers and learners are traditional. While the teacher is the authority in the classroom, the learners do as the teacher says so that they can learn what the teacher knows. Interaction in the classroom is from the teacher to the learner. There is little student initiation and little learner-learner interaction (Qing-xue and Jin-fang 2007).

From the above, it is clear that under the grammar translation method, the teacher dominated classroom interaction with the learner as a passive participant. This method also promoted rote learning which did not support critical thinking on the part of the learner. Learning a language through another language was obviously cumbersome for both teachers and learners. Mart (2013) noted that the grammar translation method was not effective in preparing students to use the target language communicatively. Krashen (1982) explains that the method failed because learners were not able to speak the language fluently since the focus was sorely on form and not meaning. This weakness led to the development of a successive method called the direct method.

The ***direct method*** was a monolingual approach to learning a language. The method receives its name from the fact that meaning was conveyed directly in the target language through the use of demonstration and visual aids as opposed to analytical procedures that focused on explanation of grammar rules in classroom teaching. The goal of language learning was communication and learners needed to make a direct association between the target language and meaning. Correct pronunciation and grammar were also emphasised. Teachers therefore needed to encourage direct and spontaneous use of the foreign language in the classroom (Li 2012).

Krashen (1982) notes that the direct method emphasises accuracy and errors are corrected instantly in class. However, Larsen-Freeman (2000) states that even if the teacher directs class activities, interaction goes both ways, from the teacher to the learners and vice versa. From this understanding, it is plausible that the student role is less passive than in the grammar translation method. In terms of the place of culture in language learning, learners studied the culture consisting of the history of the people who speak the target language.

Audiolingualism was born during the mid-1940s and 1950s and was earnestly promoted by influential foreign language teaching theorists particularly in the US. Zainuddin, Yahya, Morales-Jones and Ariza (2011) note that after the direct method had been used in schools, it quickly became apparent that it had not produced people who were able to speak the foreign languages they had studied. It was for this reason that the U.S. government asked the universities to develop foreign language programs that produced students who could communicate effectively in those languages. There were changes in the beliefs about how people learn and through behavioural psychology, the audio-lingual method was born. In the audio-lingual method, the emphasis was on the memorization of a series of dialogues and the rote practice of language structures. The basic premises on which the method was based were that language is speech, not writing, and language is a set of habits. It was believed that much practice of the dialogues would develop oral language proficiency. The use of the native language was avoided. The method became very popular in the 1960s. Language laboratories began to surge, and students were required to listen to audiotapes and repeat dialogues that captured aspects of daily living. In addition, specific structural patterns of the language studied were embedded in those dialogues. Students were required to participate in a number of practice drills designed to help them memorize the structures and be able to plug other words into the structure (Richards and Rodgers 2002; Larsen-Freeman 2000; Owino 2013).

Boers (2008:2) notes that the audio-lingual approach "prioritizes fluency over accuracy, concentrating on the memorisation of dialogues followed by classroom drills and exercises". A prominent means for achieving both fluency and accuracy is memorisation of dialogues followed by either an in class exercise or prolonged and intensive oral repetitive drills, transformation and completion exercises.

Larsen-Freeman (2000) observes that the teacher is the leader of the class and learners should do what s/he asks them to do. The teacher does not only direct but also controls the behaviour of the learners while learners imitate him/her. Classroom interaction is teacher directed and the learner is not allowed to initiate any interaction because it is assumed that the learners do not know anything and should therefore learn from the teacher.

The major weakness of the audio-lingual method was that learners were not able to transfer skills learnt in class to communicate meaningfully outside the classroom.

In the 1960s, the ***Cognitive Code approach*** to language teaching was born. It was a reaction against the weaknesses of the Audiolingual method. According to Skehan (1998:30) "the Cognitive Code approach enables maximum creativity in what is said. There is no constraint on the production of new combinations of meaning, since it is assumed that a rule based system is operating 'anew' for the production of each utterance and so constructions can be accomplished in total freedom". The goal was to enable the learner to use the language creatively outside the classroom. At this point, it is clearly noticeable that the development of methods was slowly moving from 'controlled' to 'greater freedom' and from teacher-centred to learner-centred methods.

The cognitive-code approach emphasised that language learning involved active mental processes and rejected the view held by behaviourists that learning was a process of habit formation. In this approach, lessons focussed on learning grammatical structures and the approach emphasised the importance of meaningful practice in which learners were encouraged to work out structural rules deductively for themselves. There was, however, little use of examples from authentic material. During classroom application, the goal for the learners was to understand the 'rule of the day', e.g. that the past form of regular verbs is formed by adding the suffix *-ed*. The teacher elicits a dialogue that includes clear examples of the structure. The learners practise it, and the teacher uses their practice of the dialogue to elicit the rules (Demirezen 2014; Owino 2013; Stern 1992).

Krashen (1982) notes that the cognitive code approach attempts to help the student in all four skills of speaking, listening, writing and reading. According to this approach, competence precedes performance. As opposed to what Chomsky (1965) believed, competence in this method is not the tacit knowledge of the native speaker but the conscious knowledge. As Carrol (1966:102) clearly states, the goal was that "once the student has a proper degree of cognitive control over the structures of a language, facility will develop automatically with the use of language in meaningful situations". In terms of the content of the lesson, Krashen (1982) observes that in cognitive code approach, the structure of the day dominates the lesson.

When critically examining the cognitive code approach, it is clear that the focus is on rule explanation as the belief is that language is rule-governed. However, it was later observed that the method overlooked how language is used in situations. With the focus of this method, it is possible to have learners or graduates who can have good mastery of language rules but fail to use them appropriately in real life communicative situations. This criticism led to the development of the situational approach.

The ***Situational method*** was developed in the 1960s. It was a reaction to the weaknesses of the Audio lingual and the Cognitive Code approaches as it sought to present language situationally. The method involved "systematic principles of selection (the procedures by which lexical and grammatical content was chosen), gradation (principles by which the organisation and sequencing of content were determined), and presentation (techniques used for presentation and practice of items on a course" (Richards and Rodgers 2001: 38).

Banda (2011) reiterates the above point when he noted that the situational approach was based on the structural syllabus (selecting, grading and orderly, presenting language forms from the harder to the simpler forms). The target language is the language of the classroom and new language points are introduced and practiced situationally. Language is learnt in the context of the culture of its people (culture being bound up in situations). In addition, the range of registers to be learnt by a learner learning an L2 should cover all aspects of life and living.

Li (2012) adds that the situational approach views speech as the basis for language and that structure is central to speaking ability. The central focus of situational approach is the ability of the learner to speak language correctly and appropriately in specific situations. There is no explicit explanation of the rule during the grammar lesson but learners are

expected to induce the rules being applied from the way language was used in a particular situation. This was so because at this point in the history of language teaching, many had realised the close relationship between language structures and context of use.

According to Richards and Rodgers (2001:39), the following are the main characteristics of the situational approach:

a. Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.

b. The target language is the language of the classroom

c. New language points are introduced and practiced situationally.

d. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.

e. Items of grammar are graded following the principle that simple forms should be taught before complex ones.

f. Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

Although the situational approach was useful in presenting language as used in situations, the method overlooked other important considerations about language learning and teaching. For example, the method made an assumption that language was situational. However, language as used in real life communication cannot be predicted. In other words, one cannot predict language forms or actual utterances which can be used in a particular situation. This is so because the words, structures and sentences which a person will choose will depend on the topic, interlocutors and the culture of the people involved in a communicative event. Hence, although, the situational approach is still useful today, it has weaknesses in the way it views language use. This explains why attempts to come up with more suitable methods continued and saw other methods develop. One of the methods is the Text Based Integrated approach.

The ***Text-Based Integrated Approach*** means that a series of lessons such as two weeks' work will comprise a unit. The teacher has a duty to carefully select a text which will be used for different topics and language skills. The text should lead the teaching of a variety

of topics such as word study and vocabulary extension, cohesion and coherence, stylistic features, oral discussions, written comprehension, summaries, note taking and making, and composition. The lesson should have communicative activities such as role plays, dramatization and simulations (Lungu 2006).

The text based integrated approach while being advantageous, it can be criticised for being boring. Learners may not be too excited and enthusiastic about reading the same unit for two weeks. Learning is exciting when learners are introduced to different materials and different ways of doing things. Hence, the text based integrated approach cannot be ideal as the only method a teacher should use when teaching.

The ***Total Physical Response*** was developed in 1974. Zainnudin*et al.*. (2011) states that the total physical response method holds that people learn better when they are involved physically and mentally. When the method is applied in the classroom, the teacher will start by asking questions or giving commands and learners are expected to respond physically not verbally. After much practice, learners will give commands thereby developing oral proficiency. In terms of teaching materials, TPR employ pictures, objects, and realia for students to manipulate as they respond non-verbally.

In terms of the roles of teachers and learners in the classroom, Widodo (2005) notes that in the beginning of the lesson, the teacher is the director of all students' behaviour. After ten to twenty hours, the learners may begin to speak and the roles are reversed. This point makes one think that the Total Physical Response was meant for foreign language teaching and learning. Larsen-Freeman (2000) supports this analysis when he states that the method was meant to enable learners enjoy communicating in a foreign language.

While a teacher of English in Zambia may wish to borrow some characteristics of the Total Physical Response, the method may not be suitable to exclusively be used to teach English. This is so because, English in Zambia is a second language and at grade 11 level, learners would have acquired enough language proficiency not to wait for ten to twenty hours in order to practice speaking. In this line of thought, it may not be encouraging for teachers of English in Zambia to apply this method in its core, but simply borrow a few desirable characteristics of language teaching. Zainnudin *et al.*. (2011) actually state that TPR is limited to the confines of the classroom and it's very challenging to both the teacher and the learners. It is not surprising therefore that other methods continued to be develop after the introduction of the Total Physical Response.

The ***Natural Approach*** was developed by Terrell (1977, 1981). According to Zainnudin *et al.*. (2011), the main target of the method is immediate communicative competence. Hence, all classroom activities were designed to enable develop language proficiency. Grammar rules were not explained in the classroom as the major objective was to produce a student who would communicate competently. According to Terrel (1977), error correction negatively affected learners' motivation to learn the language and it is thus discouraged in the process of oral language development. In other words, the naturalistic approach supported the naturalistic principles of second language acquisition.

The challenge I find with this approach (and indeed with all other methods discussed so far) is that they tend to focus on one aspect of teaching and learning a language and overlook the rest. While it may be agreeable that instant error correction demotivates learners and does not support smooth learning, total negligence of the error is as dangerous as correcting it instantly. Hence, what I find problematic in the methods reviewed so far is their exclusive focus on one consideration of language teaching while neglecting other equally important elements.

Another method (normally placed under the 'other methods' label) is the ***Silent Way***. Li (2012) argue that the Silent Way requires that teachers remain silent much of the time during learning and encourage learners to do most of the talking and interaction. The belief is that learners are the initiators of learning and should be able to learn the language independently without teachers' interference.

In the Silent Way, error is considered to be a natural indispensable part of the learning process. In terms of classroom interaction, the teacher is very active in setting up situations for learners to practice speaking. While relying on what the learners already know, the teacher helps them by giving cues and focus of the lesson. On the other hand, learners have a responsibility of making use of what they already know to communicate among themselves. The teacher's silence is meant to give learners an opportunity to use language (Larsen-Freeman 2000).

The Silent Way has its own weaknesses. Zainnudin*et al.*. (2011) point out that the major weakness of the method is that it is difficult to find teachers who would be comfortable with the required silence. Moreover, one wonders what amount of teaching will take place with this amount of silence by the teacher. It appears that the need to give learners an opportunity to use language in the classroom is over exaggerated. The only principle point

one can pick from this method is that learners learn better if they are given an active role in the learning process while bearing in mind that this does not mean that the teacher should be silent as the approach suggests.

Suggestopedia is another method belonging to the 'other methods' category. It was developed with the aim to remove psychological impediments to learning. According to Lozanove (1978), the method recommends the use of drama, art, music, laughter, jokes, games, physical exercise and traditional methods of speaking, listening, writing and reading.When teaching, the teacher applies a gentle and indirect way of correcting learners' mistakes, does not give complicated homework and ensures a stimulating atmosphere in the classroom. The classroom should be equipped with comfortable sitting arrangement and soothing music is employed to invite relaxation and comfort. The use of learners' native language is allowed in order to create a welcoming atmosphere. The idea is that the learning environment should be relaxing, non-threatening environment.

However, the method has been criticised as not being practical for large classes and that most current text books do not embrace this method. Furthermore, Owino (2013:81) observes that 'Suggestopedia with its rigid belief in small and socially homogeneous groups and reliance on music and a relaxed atmosphere where learners sit on comfortable chairs is not tenable in most African countries because most learners in African classrooms hardly have benches to sit on during classroom exercises'. Williams (2006) is also critical of this method when he states that such a method would not be practical in Zambia where studies have shown that most classroom lack desks as learners sit on the floor and bricks.

Cognisant of the weaknesses of suggestopedia, the undeniable fact is that learners learn better in a conducive, non-threatening environment. Therefore, in whichever way possible within the special characteristics of the school, teachers should strive to make the environment a relaxed and non-threatening one. Thus there are characteristics of the method which teachers can still find useful in their teaching.

The ***Community Language Learning Approach*** takes its principles from the general counselling learning approach. In language teaching, the method advises teacher to look at the learner as a whole person. This means that in lesson preparation and delivery, the teacher should consider the learners' feelings, instinctive protective reactions, motivations, abilities and desire to learn. The teacher should be sensitive to learners' levels of confidence. Another characteristic is that 'the superior knowledge and power of the teacher

can be threatening'. Thus, the teacher should be friendly to learners and develop cordial relationships with learners to help them feel at ease (Li 2012). The method recommends that the teacher should not always stand in front of the learners. S/he can participate from time to time in group activities, and should prepare them for what they will learn in the next lesson. This will prepare their minds for that lesson, because any new learning experience can be threatening.

Most of the above methods had as their goal learning to communicate in the target language. However, students who learnt under these methods could construct grammatically correct sentences in the classrooms but failed to use them appropriately outside the classroom. It was also observed that ability to communicate needed more than mastering the rules of linguistic structures while being unable to use language in real life situations and contexts (Widowson 1978; Larsen-Freeman 2000).

Larsen-Freeman (2000) observed that around 1970's and 80's, it became clear that communication required that learners performed certain functions such as promising, inviting, and declining invitations within a social context. In other words, the ability to communicate required more than linguistic competence; it required *communicative competence*, which Hymes (1971) explains as knowing when and how to say what to whom. Widowson (1990) asserts that it is such observations which contributed to the shift in the field of language teaching from linguistic structure-centred approaches to communicative approach.

The ***Communicative Language Teaching Approach (CLT)*** refers to both the processes and goals in classroom learning and the fact that communicative competence comprises abilities in expression, interpretation and negotiation of meaning (Savignon 2002). The approach arose from Dell Hymes' concept of 'communicative competence', and his classic utterance: "There are rules of use without which the rules of grammar would be useless" (Hymes 1972:279). This does not mean that grammar is not important, but that one has to take the whole context and communicative situation into account when determining whether an utterance is successful or not. According to Savignon (2002) and Halliday (1978), the communicative approach derives its influence from functional linguistics, in which language is viewed as central to understanding language systems and how they work.

Allwright (1984) noted that CLT stresses the development of *fluency* and not just *accuracy*, in learners. The method advocates exercises containing problems which require learners to communicate with each other in order to resolve them. Littlewood (1981) outlines the possibility of a range of different types of exercises such as pre-communicative, communicative and socio-interactional exercises.

The grammar and vocabulary taught in the classroom will follow from function, situation or context, and the different roles of the interlocutors. In terms of the roles of the teacher and the learners in the classroom, the role of the teacher is to facilitate classroom interaction by way of coming up with situations that can bring about communication. On the other hand, students need the knowledge of the linguistic forms, meaning and functions. Learners should be able to negotiate meaning in communication, know that one form can save various functions, and they must also be able to choose the most appropriate forms, given the social context (Qing-xue and Jin-fang 2007).

According to Mitchell (1994), classroom activities under CLT should maximise opportunities for learners to use the target language for meaningful purposes, with their attention on the messages they are creating and the task they are completing, rather than on correctness of language form and language structure. When learners are using language to communicate, they may make mistakes. This should be considered normal and as part of the learning process because constant correction of mistakes is not necessary and may even be counterproductive. Grammar explanation is helpful to some learners but they should practice speaking in interaction. Teaching of language should also be responsive to the needs of the learners. As a facilitator of learning, the teacher will have to identify the learning needs of the learners and tailor learning towards the identified needs.

Brown (2001: 43) provides a useful overview of the communicative approach:

a. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.

a. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

c. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

d. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

e. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

f. The role of the teacher is that of facilitator and guide, not an all-knowing custodian of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

Although CLT has received wider acceptance and recognition than the other methods, Gebhard, Gaitan and Oprandy (1990) argue that there is no convincing evidence from pedagogic research, including research into second language instruction, that there is any universal or 'best' way to teach language. They further state that while particular approaches are likely to prove more effective in certain situations than others, a 'blanket prescription' is difficult to support theoretically.

Nunan (1991:228) is probably correct when he remarks that "it has been realised that there never was and probably will never be a method for all". Since none of the methods discussed in the section above could be used effectively in isolation from other methods, the idea of Eclecticism – a conscious blending of different methods - was developed. It must be mentioned here that in this thesis, the term Eclecticism will be used synonymously to Principled Eclecticism.

1.1.2 Zambia's choice of Eclecticism

In Zambia, the recommended approach to teaching English is eclecticism. On methods of teaching, the syllabus states "The teaching of English be eclectic"(CDC 2012:36). The syllabus also states: "It is recommended that the Senior Secondary School English Language Syllabus is interpreted through two general methodologies which should be

used concurrently – the Communicative Approach and the Text-based, Integrated Approach" (Curriculum Development Centre 2012:4). The concurrent use of the communicative approach and the text based integrated approach results into eclecticism. As Al Hamash and Younis (1985:22) put it, "eclecticism is defined as a type of methodology that makes use of the different language learning approaches instead of sticking to one standard approach". Thus, the use of the two broad methods mentioned in the syllabus recommendation fits into what eclecticism is. Further, considering that the communicative approach is itself eclectic confirms that this recommendation is on eclecticism. Pachler and Field (1997:44) state that "the communicative approach can be seen as an eclectic assortment of traditional and novel approaches based on the tenet of the development in learners of an ability to communicate in the target language rather than as a prescriptive method of how to teach." It can therefore be reiterated that the method being recommended in the syllabus is indeed the eclectic approach.

Brown (2002) argues that eclecticism provides the solution to teaching language because the approach allows the teachers to select what works within their own dynamic contexts. Gao (2011) further states that principled eclecticism challenges the teacher to ensure that every decision about classroom instruction and activities is based on a thorough and holistic understanding of all learning theories and related pedagogies, in terms of the purpose and context of language teaching and learning, the needs of the learners, materials available, how language is learnt and what teaching is all about.

Larsen-Freeman (2000) states that a teacher can choose to be pluralistic, in which case a teacher will pick and choose from among methods to create their own blend which make allowances for differences among learners. This implies that a teacher will create his/her own method by blending aspects of others in a coherent and principled manner which result into principled eclecticism. Freeman adds that the selection of a method to be used in the classroom will be influenced by the teacher, the students, the conditions of instruction and the broader social cultural context. He advises that there should not be any method that should be prescribed for success for everyone because each leaning context requires particular methods.

Since method selection involves both thoughts and actions, it is expected that eclectic teachers should be able to give reasons for why they do what they do. Most of their

decisions take into consideration the complexity of the classroom reality, including what is happening socially among the learners (Allright 1984; Nunan 1992; Prabbu 1992; Clarke 1994).

In order for teachers to give reasons for the selection of their blend of methods, it is important that they undergo comprehensive teacher education which should prepare them adequately for the knowledge of the approach and how it can be used in the classroom. This is the reason why Larsen-Freeman (2000) argues that the knowledge of methods is part of the knowledge base for teaching. It was therefore important to find out in the study whether or not teachers of English in Zambia were adequately prepared during training and whether they could give reasons for the use of the methods and activities they chose to apply in the classroom.

Luo, He and Yang (2001) in Gao (2011:362) sum up the five features of successful eclectic teaching as:

> 1) Determine the purposes of each individual method; 2) be flexible in the selection and application of each method; 3) make each method effective; 4) consider the appropriateness of each method and 5) maintain the continuity of the whole teaching process. The teaching procedure should be divided into three stages namely: (a) teacher-centred at the input stage; (b) learner-centred at the practice stage; and (c) learner-centred at the production stage.

This means that the application of the eclectic approach is systematic and the teacher should have a thorough understanding of the approach and how it works in order to apply it appropriately and correctly in the classroom situation. The teacher should be aware of how s/he can recontextualise this approach to the teaching of English Grammar in his/her unique classroom situation.

Recontextualisation is a very important skill which teachers should develop during teacher training and they need it in their lesson preparation and delivery in the school. The interpretation of the syllabus requires that the teacher knows how to recontextualise education knowledge and the means (teaching methods) by which knowledge can be

transferred from the syllabus to the learner in the classroom. Larsen-Freeman (2000:181-182) was right when he stated the following about the nature of methods:

> Methods themselves are decontextualised. They describe a certain ideal based on certain beliefs. They deal with what, how and why. They say little or nothing about to who/whom, when and where.

This means that a teacher has the responsibility of recontextualising the methods in the classroom depending on the learners, their background and the general context of teaching and learning. It can be assumed that syllabus designers at the national level contextualise the methods at a national level. Larsen-Freeman (2000:82) warned that "there can be no method for everyone…methods should not be exported from one situation to another". This requires that a teacher decides what to do depending on his/her peculiar classroom situation. To justify this proposition further, Larsen-Freeman (2000:xi) noted that the "Decisions that teachers make are often affected by the exigencies in the classroom rather than by methodological considerations.

From this background, it is clear that there is no one method for all. The best way to teach is to use the eclectic approach which is a blend of methods depending on the teacher, learners, materials available, the culture of the teacher and learners, background of the learners and the learning objectives. This requires that teachers are adequately trained in order to have a thorough understanding of the eclectic and how it can be recontextualised in the classroom to suit the target learners. Teachers understanding of eclecticism and recontextualisation of education knowledge become particularly crucial in teaching. Considering that Zambia is multilingual and that English is learnt as a second language, Zambian languages and cultures become part of the learners' background. Hence, the consideration of these factors in the teaching and learning of English grammar was interesting to establish.

Therefore, within the theoretical and contextual framework provided, this study aimed to reveal teacher preparation to use the eclectic approach, teachers' understanding of eclecticism, their attitudes about eclecticism, how they recontextualised the approach in the teaching of English grammar, their views on its use in the classroom situation and the challenges which they faced. The study also hoped to show whether teachers were consciously aware of the different methods they used when teaching English grammar.

1.2 Statement of the Problem

Zambia teaches English as a second language, and the subject curriculum for English recommends the use of the eclectic approach. However, the problem was that it was not known how teachers of English in Zambia actually implemented eclecticism in the classroom situation when they taught English, specifically English grammar, or what challenges they faced when trying to use this approach. This is what this study wished to discover.

1.3 Aim and Objectives of the Study

The aim of the study was to establish how teachers of English in Zambia understood and applied the eclectic approach to ESL grammar teaching in selected secondary schools.

1.3.1 Specific Objectives

The study intended to establish:

a. Teachers' preparedness to teach English using the eclectic approach
b. Teachers' attitudes towards different language varieties in Zambia
c. Teachers' understanding of Eclecticism in English language teaching
d. Teachers' attitudes towards the eclectic approach
e. How teachers apply the eclectic approach when teaching English grammar
f. The level of awareness among teachers of the various methods they used when teaching English grammar
g. How teachers understand grammar and grammar teaching
h. Challenges teachers faced when teaching English using the eclectic approach

1.3.2 Research Questions

Major Research Question: How is Eclecticism in English language teaching understood and applied by Zambian teachers of English?

Sub-Questions:

a. Are teachers adequately prepared to teach English using the eclectic approach?
b. What are the teachers' attitudes towards different language varieties in Zambia?
c. How did teachers understand Eclecticism in English language teaching?
d. What are teachers' attitudes towards the eclectic approach?
e. How did teachers apply the eclectic approach when teaching English grammar?
f. What was the level of awareness among teachers of the various methods they used when teaching English grammar?
g. How did teachers understand grammar and grammar teaching?
h. What challenges did teachers face when teaching English using the eclectic approach?

1.4 Significance of the Study

This study is particularly significant for trainers of teachers of English in Zambia, as it aimed to show how the methods taught in teacher training institutions were actually working in practical situations. In addition, the findings of the study might also help teachers of English to reflect on their approaches to teaching English grammar and how these can be improved. Teacher trainers may also learn from the study on the way forward in the preparation of teachers of English.

This study also has policy implications. Syllabus designers may learn from this study and may be enlightened on how the English language syllabus is being interpreted by teachers, which may act as a basis for policy formulation, modification or change. The findings of the study may also be a very important resource for teacher educators and language teachers. Since this study employs particular theories on how to interpret classroom interaction and teaching, it may be very helpful in motivating and building the capacity of researchers in the field of language education. Finally, this study may contribute in a holistic manner to the field of English Didactics in Zambia, and internationally.

1.5 Delimitation of the Study

This study was conducted in the Central Province of Zambia. It was limited to three districts of Kabwe- the provincial headquarters of Central Province, Chobombo and Mumbwa districts. The nine schools which were sampled were drawn from these three districts. Three schools were sampled from an urban area, three from a semi-urban while the other three were drawn from a rural area. Effectively, three schools were sampled from each of the three districts

1.6 Limitations and Challenges of the Study

The obvious limitation of this study is that since only nine schools were sampled from the Central Province, the findings may not be generalised as being representative of Zambia as a whole.

Gaining the trust of the teachers who were observed was another challenge. Most of the teachers were sceptical because the researcher studied at a foreign University. However, once the researcher introduced himself as a Zambian and also working under the Zambia's ministry of education in addition to being a PhD candidate at University of Western Cape in South Africa, the respondents relaxed and consented to being observed and interviewed respectively.

Due to financial and logistical constraints, it was not possible to sample schools from several provinces of Zambia. Instead, the study only sampled nine secondary schools from the three different districts of Central Province.

1.7 Thesis Chapter Outline

CHAPTER 1. Introduction and Background to the Study: This chapter provides an overview of the study, its aims, objectives, study questions and methods, together with short summaries of a range of language teaching methods, from the grammar translation method to the eclectic approach. It also provides the significance of the study as well as its delimitations.

CHAPTER 2. The Status and role of English and the Indigenous Languages in Zambia: This chapter introduces the Zambian Education system, and includes a critical discussion of the role of English both in the colonial and post-colonial eras in this country. The different varieties of English and their status relative to Zambian languages also considered. In addition, the chapter will consider the contestations around Grammars in post-colonial, multilingual Zambia and the influence of the Mother Tongues. The training of teachers of English will also be discussed, particularly focusing on whether they are adequately prepared to teach using the eclectic approach. The chapter concludes with a review of studies conducted on the teaching of English in and outside Zambia.

CHAPTER 3. Eclecticism: This chapter offers a critical discussion of eclecticism – its definitions, characteristics, advantages and criticisms against the method.

CHAPTER 4. Theoretical and Analytical Framework: In this chapter, I will discuss the theoretical framework underpinning the study. The theories include social constructivism and Basil Bernstein's Code and pedagogic Discourse theories with its concept of recontextualisation. Further, the chapter will also present a discussion on Multimodality and its related concepts of Resemiotisation and semiotic remediation. In addition, Critical Discourse Analysis will be presented focusing on its relationship with classroom and school interactions and practices.

CHAPTER 5. Research Methodology: This chapter offers the methodology in terms of design and methods of data collection and analysis. In doing so, the research design, target population, sample size, sampling procedure, research instruments, data collection procedure, data analysis and ethical considerations will be explained in detail.

CHAPTER 6. Teachers' Preparation and their Attitudes towards different languages and Varieties in Zambia: I will present and discuss findings on teachers' preparation in teacher training institutions and answer the question of whether or not, they are adequately prepared to use the eclectic approach to teach English. The chapter also presents and discusses data on teachers' attitudes towards the different language varieties in Zambia. In so doing, the chapter shows whether teachers consider the linguistic repertoires of the learners in the teaching of English as a second language in multilingual Zambia

CHAPTER 7. Teachers' Understanding and Application of the Eclectic Approach:

This chapter presents and discuss findings on teachers' understanding of the eclectic approach. This will be followed by the attitudes held by teachers about the approach and how in turn, attitudes affect teachers' valuation of the eclectic approach. This chapter will also present and discuss findings on how teachers apply the eclectic approach when teaching English Grammar. This will involve discussing teachers' classroom practices. The chapter will also present and discuss teachers' awareness of the methods they integrate when teaching which will further show their understanding and competence in the use of the eclectic approach. Since we are living in a technological age, teachers' use of teaching materials including multimodal tools will be presented and discussed as they form part of the eclectic approach. Further, teachers' understanding of grammar and grammar teaching will be discussed and show whether their understanding of grammar was related to how they taught English from a methodological point of view. Finally, the chapter will present and discuss findings on the challenges which teachers faced when teaching English using the eclectic approach.

CHAPTER 8.Conclusions and Recommendations

This chapter will present the conclusions and recommendations emanating from the study. The contribution to the body of knowledge and implications for further research will also be presented.

1.8 Summary of the Chapter

The chapter has provided an historical account of the development of different language teaching methods and approaches, showing their nature and classroom realisations, from the Grammar Translation Method to Eclecticism, which is a pluralistic approach, based on the learners, teachers, materials available, background of the learners and the socio-cultural dynamics of the learning and teaching context. The chapter discussed the eclectic approach as the recommended approach in the teaching of English in Zambia. However, considering that Zambia is a multilingual country, and that each learning context is different, a key consideration is how such methodologies are recontextualised in the Zambian classroom by the individual teacher.

The actual research problem for this study is that it was not known how teachers of English in Zambia understood and implemented eclecticism in the classroom situation, and what challenges they faced when trying to use this approach, specifically when teaching English grammar. This would be addressed through specific research aim, objectives and research questions. In conclusion, the study's significance, delimitation as well as limitations and challenges were addressed, and the outline of the different chapters was provided.

CHAPTER TWO

THE TEACHING OF ENGLISH IN POST-COLONIAL ZAMBIA

2.0 Introduction

This chapter introduces the Zambian Education system, and includes a critical discussion of the role of English both in the colonial and post-colonial eras in this country. The different varieties of English and their status relative to Zambian languages also considered. In addition, the chapter will consider the contestations around the norms of grammar teaching; the teaching of grammar and the influence of the Mother Tongues. The training of teachers of English will also be discussed, particularly focusing on how they are trained in the context of eclecticism. The chapter concludes with a review of studies conducted on the teaching of English in and outside Zambia.

2.1 The Education System in Zambia

In Zambia, there is a three tier education system consisting of primary, secondary and tertiary education. Primary takes the first seven years of formal education while secondary takes five years. Tertiary education differs in duration depending on whether one attends a college or university. Colleges offer certificates and diplomas which take two to three years while university education takes four years of bachelor's degree. Although, this structure is what is currently prevailing in Zambia, the system has seen twists and turns. Thus, from independence in 1964 to 2004, there was primary, secondary and tertiary education. However, when former President Mwanawasa came into power in 2001, the structure of education changed. Primary education changed its name to basic education and the period was extended from grades one to grade nine. Secondary education changed to high school and it took three years from grades ten to grade twelve. It was during this time that primary teachers' colleges started offering three years diplomas in order to produce teachers who would teach at grades eights and nines which had now become part of the basic school. However, when the Patriotic Front took government in 2011, the structure was changed again. The new government reverted back to the earlier structure where

primary school was restored which now takes seven years while secondary education was also restored and takes five years,. It can be stated that the current structure being implemented by the current government is not new, but rather, a re-introduction of the former structure. Beyani (2013:23) captures these developments quite neatly when he noted the following:

> Until 2005, primary school covered the first seven years and secondary school another five. The tertiary level included four years of university education and two to three years of college education. However, during the Mwanawasa presidency in the 2000s this changed. Primary school was renamed basic education and constituted the first nine years, while secondary school became known as high school education, and was for three years only. Under the new PF government, it has reverted to the post-independence education structure with immediate effect.

It is not very clear why the government of Zambia has been making these changes in the structure of the education system. The challenge is that when the structure changes, a lot of things change as well. For example, when primary schools changed into basic schools, it meant that primary school teachers were supposed to teach grade eights and nines even when they did not possess the qualification to teach those grades. Hence, during the transition period, learners were the victims as they were not taught by qualified personnel. In terms of infrastructure, primary schools needed to be expanded in terms of building more classrooms. From 2005 to 2011, basic schools seemed to have been established and colleges of education started training teachers who would teach at the basic school. Other colleges and universities were training teachers who would teach at high school. By implication, it is reasonable to assume that the curriculum in colleges had changed. Thus, reverting back to the old system required other structural and administrative changes to take place. For instance, it may mean that those teachers who were prepared to teach grades eights and nines may now be qualified to teach at secondary schools. Are high schools ready to accommodate grades eights and nines considering that they were full with grades tens, elevens and twelves?. Once again, learners are inconvenienced and some teachers may be asked to start teaching in schools or grades they were not ready for. When all implications are considered, one wonders whether the decisions taken by government are really based on educational principles or mere politicking.

It is important to note that in Zambia, primary education is free. Secondary and tertiary education is paid for. The country boasts of more primary schools than secondary schools and tertiary institutions. This means that fewer learners will progress to secondary schools due to both failure and lack of school places as a result of not having adequate schools. The education sector faces many challenges. MOE (1977) mentions lack of school places resulting into over enrolment in schools, lack of teaching and learning materials, shortage of teachers and lecturers, lack of adequate infrastructure as some of the challenges being faced by the education sector. These may appear to be challenges of the past. However, Beyani (2013:19) also acknowledges the same problems as still facing the ministry of education in Zambia today and he argues that:

> This state of affair has had a negative impact on the effectiveness of delivery services at primary, secondary and tertiary levels in education sector. The internal system is very inefficient and characterized by high dropout rates and poor reading and arithmetic skills at middle primary level, as well as generally unsatisfactory examination performance at both primary and secondary levels.

The situation captured above has very serious implications on the teaching of English. Firstly, the children who are said to have poor reading skills in primary school will have to learn the English subject at secondary school. Since learner centeredness is important to the implementation of the eclectic approach when teaching English, teachers are supposed to take this poor language background of the learners into consideration in the choice of methods as well as the manner of teaching. Secondly, poor examination performance is an issue which needs attention. Although it is not specified in Beyani's study whether there is poor performance even in the English subject, it is important to question the role and abilities of the teacher in this. Given the challenges the education sector is facing, an eclectic teacher has a duty to still make teaching and learning meaningful and interesting for the learners. This is not to say that eclectic teachers are not affected by education problems, rather, they should be equipped with creative skills and abilities to ensure that learning take place by studying the context, and design teaching according to the factors around a specific teaching and learning context. In chapter seven of this thesis, it is shown what challenges teachers of English face and how they cope.

Since this study focuses on secondary schools and by extension tertiary education, let me briefly discuss secondary and tertiary education in Zambia. Beyani (2013:26) observed that "secondary education is the most neglected part of the education sector" in Zambia. This appears to be correct when one considers Longe (2003) who noted that secondary schools in Zambia are mired by shortage of teachers and ill qualified ones resulting into poor quality teaching. Further, governments funding has been below expectation such that schools do not have enough classrooms and teaching materials.

Secondary schools in Zambia are either government, private, grant aided or community owned. Government schools are owned and funded entirely by the government. Private schools are owned by individuals or groups and are registered as companies. Grant aided schools are those which are semi private and receive grants from the government to help in their operations. Community schools are established and owned by the community. In 2004, there were 330 secondary schools. There was a total of 206 government schools, private were 49, the church owned 21 while 7 were unknown (MOE 2005). Nine years later, Beyani (2013) indicates that Zambia had 644 secondary schools. Of these, 423 were government, 140 private, 73 grant aided and 8 community schools. This shows that during the period 2004 and 2013, government tried to expand secondary education by building more schools. However, annual reviews and studies (MOE 2001, 2005, 2006, 2008 and Beyani 2013) have shown that there are constant challenges in secondary schools such as shortage of teachers, lack of classroom space resulting into overcrowding in classes, poor infrastructure and lack of teaching materials. No doubt, these challenges have the potential to negatively impact effectiveness and quality in teaching. However, the point to note is that these reports are general and give a picture of what is going on across subjects. Thus, it is still not known what challenges teachers of English in particular face, specifically regarding the use of the eclectic approach. Thus, this study brings out specific challenges and opportunities faced by teachers of English and how English is taught in specific given circumstances. In order not to pre-empty my findings, it may be necessary to mention that chapter seven of this thesis addresses these issues regarding the current situation in selected secondary schools and how English is taught using the eclectic approach.

Another point worth stressing is that the number of Universities in Zambia is too small. At present, there are only three public Universities. This is clearly not enough for a developing country whose need for skilled and educated workforce cannot be over emphasized. In 1969, the government expressed awareness of the importance of university education when it stated that in order to develop the country, many jobs in the country would require that a person had a university degree or more (GRZ 1969). Based on this sound statement, one would expect that the government would embark on building more Universities in order to realise the dream. Ironically, the government only has three public universities since independence in 1964. These are not enough to meet the demand for high education in a country that is so desperate to develop, a goal which requires that most people managing the county's economy possess refined knowledge and skills. Instead, what we have witnessed is the slow but steady increase in the number of private universities which are not supervised by government, and therefore, issues of standards and quality may not be certain. Later in this chapter, I will give a specific discussion on the training of teachers of English in Zambia.

2.3 Status and Role of English and Indigenous Languages in Colonial and Post-Colonial Zambia

There have been twists and turns in the formulation and implementation of language in education policy in Zambia. This dates back to the time the missionaries came to settle in Zambia (Northern Rhodesia then) and started their mission of evangelism and in the process, established schools. Trask (1997) refers to language policy as an official government policy which regulates the form, teaching or use of one or more languages within the area controlled by that government. Language policy can also be explained as a set of interventions pronounced and implemented by states which are supported or enforced by law. Evidently, for language policy to work, it needs to be accompanied by effective status and corpus planning initiatives to formalise the use of a particular language in education as well as to create and ensure that sufficient vocabulary is available for use by learners and teachers.

Following Banda (2009), I want to identify three phases in the introduction of English as a language of education in Zambia. The first phase started with the partition of Africa in 1888 until 1924. The British South Africa Company ruled what was to become Zambia from around 1890 to 31 March 1924 on behalf of Britain. The British government took direct control thereafter until 1964 when the new African government under Kenneth Kaunda took the reigns. The British South Africa Company's interest was in exploiting the mineral wealth. Thus, it is not surprising that during their reign, they only built one school – The Barotse National School (Mwanakatwe 1968).

Whereas the missionaries who had arrived before the 1800s to set up mission posts and schools depended on local languages for their work, linguistically, the British South Africa Company came with English mother tongue settlers and hunters, and as Banda (2009) notes, the company and settlers relied on mission schools to provide Africans to work as artisans and general labourers in homes and farms, and also as administrative staff such as clerks and support staff to Europeans. Thus, knowledge of some English slowly but surely started to matter to Africans.

Contradiction aside, the missionaries continued as before 1888 to set up churches, hospitals and schools but under the jurisdiction of the British South Africa Company who were the overseer of the territory. Since they had realised from the outset that the best way to get their message across was through the Africans' own languages, the missionaries almost entirely used local languages to teach reading, writing and numeracy. Commenting on the missionaries' use of local languages, Manchishi (2004:1) notes:

> …the drive for evangelism proved extremely successful because the missionaries used local languages. The Bible and other Christian literature were translated into local languages. People chanted hymns in the language they understood best i.e. their own local languages, and even in the schools, the medium of instruction was in their own local languages at least up to the fourth grade.

Thus, even with the best of intentions, English was to be used in some form after grade four. At the very least, it can be said that missionaries instigated the beginning of a more or less formalized language policy in education involving the use of both English and local languages as media of classroom instruction.

However, I need to note that, albeit in the mother tongue, the missionary curriculum, if I can call it that, had very little in terms of content as education was designed for few Africans to read and understand the scriptures themselves so that they could become passionate Christians able to convert other Africans. This is apparent in the letter by the Secretary of the London Mission Society to a young missionary who arrived in Zambia in 1900 which reads in part:

> It is most important that the converts should learn to read in order that they attain a fuller knowledge of the Scriptures, when the Scriptures can be provided to them, but I think it is even more important that they should learn to live self-respecting, progressive Christian lives. The mission that turns out good carpenters and blacksmiths does more among such people ... than that which turns out good readers and writers. (Mwanakatwe 1968: 12)

As evident above, the teaching was not designed to make Africans “good readers and writers” and thus be able to produce their own reading and teaching materials from their own sources and social contexts. This means Africans were taught a little technical terminology in English, just enough to make them understand some "technical" terms in the verses and scriptures during the transcription of the bible into pamphlets and other reading material for use during evangelization missions in the communities.

In short, there was very little in terms of quality of language teaching of both African languages and English, as well as in the content of curriculum. Rotberg (1965: 45-46) captures the situation succinctly when he quotes a Father Guilleme who described the work of White Fathers at the turn of the twentieth century as follows:

> ... to teach the natives in the knowledge of Christian doctrine and morality, to instruct the more intelligent among the children and the young people to serve, when time requires, as assistants, to teach them all to work in the fields, and to train the more possible of them as carpenters, masons, sawyers, etc. according to the wants of the country. So in every station we have the Christian doctrine teaching for all, old and young people, about 20 minutes a day. (Rotberg 1965: 45-46)

It is manifest that indigenous Africans hardly acquired any English because the first four years of education were in one of the four official Zambian languages - Cicewa/Cinyanja, iCibemba, Silozi and Citonga. Ciluvale and Kikaonde were made official after Zambia's independence in 1964 (Manakatwe 1968). Although some English was used in limited situations as described above, English was usually introduced as a subject only from the fifth year or sixth grade. Moreover, missionary societies were mostly averse to teaching English or academic education. The London Missionary Society (Anglicans) and the Free Church of Scotland (Presbyterians) were among the few mission societies that taught English and offered anything resembling academic education (Gadsden 1992; Siegel 1999). For the few Zambians that went to school, their education ended by grade 3 or 4 as most schools ended their education in the fourth grade anyway. The majority of mission societies were content on offering the barest minimum of schooling in indigenous languages and with a very limited curriculum in terms of content.

Therefore, this phase of missionary direct control of schools, education was generally ineffectual and unsatisfactory, and as far as English is concerned, it did not feature prominently in the curriculum, if at all. It is not surprising that when the British colonial office took over, one of the first things they did was to reign in mission schools, and 'forced' them to improve the quality of education (Banda 2009). However, with the increase in the British involvement in the running of the mission schools came more English in the curriculum of mission schools. This was taking place at the time the copper mines were increasing, and administrative outposts called Bomas (districts), through which the British government ruled Zambia through District Governors, were also burgeoning

(Banda 2009). Banda (2009) argues that the establishment of administrative positions in the mines and the civil bureaucracies in the Bomas necessitated the need for an educated civil service. He further notes that even though English did not feature much in the curriculum, the irony was that the few Africans that could speak rudimentary English found themselves 'lucrative' jobs as kalaliki ('clerks'), kapitao ('captains) in the civil service, the farms and the mines, or as district kaphaso ('messengers') to work alongside white civil servants and District Governors, who collected taxes on behalf of the Queen of England. These positions obviously gave these few Africans a lot of power over fellow Africans and their status was only second to that of the white colonialists and missionaries. Thus, even before direct British rule was instituted, the first ingredients of English hegemony had been planted as those with little knowledge of English were rewarded with different roles and high status in society.

As implied above, the second phase started in 1924 with the British colonial office taking direct control of the administration of Zambia from the British South Africa Company (Banda 2009). Aware of the poor education offered to Africans by mission societies, the British colonial office set up the Phelps-Stokes Commission charged with coming up with recommendations for effective development of African education.

The Commission recommended that the colonial government should increase its expenditure on education in the form of grants-in-aid to the mission societies and predicted that such an investment would eventually "be reflected in better health, increased productivity and a more contented people." (Phelps-Stokes 1924: 265). With regard to language of instruction, the commission recognised the complementary roles that English and local languages could play in personal and national development. As a result, it recommended that English should become the official language in education and government business while local languages were to be used for the preservation of African cultural values and ethnic identities. As a result of the recommendations, the government formally recognized four main local languages; iCibemba, Cicewa/Cinyanja, Citonga and Silozi as regional official languages to be used in the African government schools as media of instruction for the first four years of primary education. This policy declaration was a major development in language policy formulation for Northern Rhodesia (to become

Zambia in 1964) with regard to medium of classroom instruction and, by extension, to language of wider communication by zone. I would like to argue that even though the declaration gave legal status and appears to acknowledge the importance local indigenous languages in education, it also inadvertently promoted English above indigenous languages by pronouncing it the official language of government and business, and education generally, especially after grade 4.

I also want to note that the Commission understood that the colonial government did not have the capacity to go it alone in providing what it thought was effective education for Africans. Thus, the Commission urged each mission society to establish a central training institution where qualified trainers could impart the necessary knowledge to future African teachers.

I wish to argue that the zoning of languages was arbitrary in the sense that it did not reflect the multilingual contexts in the different geographical locations. Thus, the implementation of language policy in 1953 created the problem of a three-tier language policy in 1953. It was not uncommon for a learner to be taught in a less dominant mother tongue for the first two years of primary education. Thereafter, the learner would be taught in the more dominant regional official language for another two years and then in English from the fifth year onwards (Chanda 1998:63; Kashoki 1978:26). What I see here is the beginning of the situation in which African languages are being relegated to early literacies before learners are channelled to English medium giving the ideological basis that these languages cannot cope with advanced and specialist content. Thus, "instruction through a local language was invariably seen as a transitional phase prior to instruction in English" (Ansre 1979:12). Associating higher grades with English also added to perceptions that African languages were only good for lower level education.

The third phase coincided with Zambia's attainment of independence. Its highlight was the proclamation in 1966, of English as a sole official language at national level and as a language of classroom instruction from grade one to the highest level of education.

At Zambia's independence in 1964, the majority of primary and secondary schools were still being run by missionaries. It became apparent to the new black government that the envisaged improvement and expansion in education establishments would not succeed without the involvement of missionaries. According to Mwanakatwe (1968), the new Zambian government planned to rely on the missionaries to deliver on the envisaged expansion of the education sector while government financed extension work up to 75% of the total cost incurred by mission owners of secondary schools, and up to 75% of new mission secondary schools. However, this was a forced arrangement as government was intent on taking control of the education sector, as Banda (2009) notes, participation of missionary societies in the education sector was depended on the latter acquiescing to what the government dictated. Consider the following statement from John Mwanakatwe, the first Zambian Minister of Education:

> …the Ministry of Education has continued to welcome the participation of voluntary agencies, whether churches, mines, industry, or other recognised groups more particularly in the post-primary field where the need to supplement Government's effort is considerable. But the basis for continued participation of voluntary agencies in education development must depend upon their willingness to comply with school regulations issued by the Ministry from time to time. (Mwanakatwe 1968: 130).

Roman Catholic agencies to some extent resisted some of the regulations for some time as they had their own funds to continue to build and extend existing ones without calling on government to help. Other missionary societies succumbed to government pressure and "voluntarily" handed over their schools to government. However, the argument here is that, with adoption of English as the medium of instruction in Zambian schools in 1965 in urban areas in particular, it was the missionary (or former missionary) run schools that would bear most of the burden of delivering this policy.

In essence, the legacy of marginalisation of African languages continued, but was this time perpetuated by emergent African leaders. Wakumelo (2013) noted that even after independence, Zambian leaders in independent Zambia adopted English as an official language because they felt that the country had too many indigenous languages none of which could be accepted nationwide. In addition, it was argued that there was no Zambian language at that time that was developed well enough to function as a medium of wider or international communication. English was seen as a neutral non-indigenous language that would be acceptable to all the divergent linguistic and ethnic groups in the country and thus would foster national unity. The first minister of education after Zambia's independence (John Mwanakatwe) confirms this when he stated the following:

> It is unity in diversity which must be forged without exacerbating inter-tribal conflicts and suspicions which have a disruptive effect. Because of this fact, even the most ardent nationalists of our time have accepted the inevitable fact that English- ironically a foreign language and the language of our former colonial masters- definitely has a unifying role in Zambia. It is the language used by the administration at all levels-central, provincial and district. In parliament, in the courts, at meetings of city and municipal councils, in the more advanced industrial and commercial institutions-the banks, post offices and others- English is the effective instrument for the transaction of business (Mwanakatwe 1974:212-213).

This was the thinking not only of the minister of education but other government leaders at the time referred to as ardent nationalists. It is clear that Zambian languages were viewed as incapable of meeting the challenges of communication and that only English was. The other point one picks from the quote above is that multilingualism in Zambia is considered a negative reality and as one of the major causes of English dominance as it is viewed as language which binds different ethnic groups together. Wakumelo (2013) observed that this thinking from the government showed how the government viewed multilingualism as divisive and not as a resource that could be harnessed for socio-economic development of the country.

As in colonial times, missions schools were expected to carry out government mandates and in particular the policy after 1965 of English medium of instruction in all schools from day one. The Zambian government expected the mission schools to play a critical role in the New Peak Approach, its chosen teaching approach, which was conceived around English as medium of instruction.

It could be argued as Ohannessian (1978b) notes that even if there was commitment to have universal education in mother tongues after Zambia's independence in 1964, it would not have worked as missionary education was desperately inadequate and did not prepare Zambians for expert teaching in various content subjects using indigenous languages in primary and secondary school. A study of the teaching of Zambian languages in schools and colleges after 1964 found that teachers and lecturers had little or no linguistic knowledge of the languages they were teaching, and more alarming was the discovery of the "extreme meagreness of linguistic content in courses as regards material in and about these languages." (Ohannessian 1978b: 319). This appeared to force teachers to teach Zambian languages in English.

In spite of African majority rule, Zambia was still reliant on mission schools and expatriate staff who taught in English. The government introduced the New Primary Approach (NPA) to teaching with the onset of the English medium of instruction in 1965-66. As Banda (2009) notes, the NPA, modelled on Kenya's New Peak course, was touted as a new approach designed to discourage the mechanistic grammar translation and the audio lingual approaches to language teaching/learning ubiquitous during colonial times. The NPA was supposed to enhance English communication skills in learners by emphasising the situations and contexts in teaching. It emphasised group work among learners rather than the teacher being at the centre of the lesson. As Banda (2009) argues, this promoted the "Zambianisation" of English as learners developed their own accents often quite different from their (white) teachers. He further notes that after 1975, the teaching of English increasingly was in the hands of Zambians.

In terms of classroom practice, during the first year of English learning, the NPA course mainly focused on oral communication. As noted above, unlike in the previous approaches, teachers were asked to teach minimal pairs, for example, in situational or situated contexts instead of mechanical "minimal pair" drills. Multimodality was encouraged as teachers were encouraged to accompany their teaching with pictorial displays and/or role-play (cf. Banda 2009). However, reading and writing only started at the end of term 1 of the three-term calendar year. The situation/contexts during year 1 of schooling were the home, the classroom and the school. In year 2, the situation/contexts of interest shifted to the neighbourhood, the general shop, the game park, the farm and the town. The centres of interest became increasingly complex up to grade 7 third term. Evidently, however, is that if 'literacy' is defined as ability to 'read and write,' the delay did not make sense as it is feasible to have the oral/aural component as well as reading and writing.

The Ministry of General Education instituted the Primary Centre in 1965 with the mandate to produce primary school materials. Initially, there were five language and teaching specialists at the centre, two of whom were made available by the British Council. The personnel at the centre were charged with the responsibility of the writing of teaching material and in the training of administrators and teachers in the use of the new material. The Curriculum Development Centre (CDC) took over the functions of the Primary Centre. It is ironic, as Banda (2009) notes that the CDC was set up in part because the mission societies and the British colonial government was not providing relevant and sufficient materials in both Zambian languages and English. Yet, after independence, the emergent leaders were still dependent on mission societies and British agencies, such as the British Council, to provide the expertise, manpower, and training skills required for effective teaching, as well as production of learning materials.

It is not clear what happened to the NPA programme, but the CDC has continued to produce material for primary and secondary schools in Zambia. The other question is whether the NPA was successful in developing English competence. One criticism often levelled against the NPA is that it was too much focused on communication and ignored the essential grammatical aspects of the language, which was equally important. Another

criticism was that it often produced learners who could speak some English but unable to write in it. Since examination tested written competence, such learners still failed the examinations. In any case, the various education reforms that have been taking place since the 1970s is testimony of the dissatisfaction with the NPA, and increasingly language education in English.

2.3.1 Education Reforms

The 1977 education reforms recommended continued use of English as language of education while making provisions for the utilization for the seven local official languages where necessary. This was despite having acknowledged the weaknesses of using English as a sole language of classroom instruction. Simwinga (2006) observes that by 1992, it had become increasingly clear that the use of English as a language of instruction was not working well particularly at lower primary school level. In 1992, the Ministry of Education revisited and reappraised the language in education policy. It was found out that the policy had weaknesses which included: downgrading of local languages, isolation of the school from the community, alienation of the learner from tradition and impairment of children's future learning. With these weaknesses in consideration, the 1992 policy document recommended that the MOE would institute a review of the primary school curriculum in order to establish the main local languages as the basic languages of instruction from grades one to four. The 1992 recommendation provided the teacher with greater freedom to determine 'the main local language' to be used as language of instruction in primary schools while at secondary schools; English was going to be a medium of instruction as well as a compulsory subject for everyone. Contrast this with the fact that Zambian languages were going to be offered as optional subjects at secondary schools.

In another reform initiative, the 1996 policy document (Educating Our Future) also retained the use of English as official language of classroom instruction but, in addition, recommended the employment of familiar languages to teach initial literacy in grade one. The policy states:

> …all learners will be given an opportunity to learn initial basic skills of reading and writing in a local language... officially, English will be used as a language of instruction but the language used for initial literacy learning in grade one

> will be one that seems best suited to promote meaningful learning by children (MOE 1996:27).

In 1998, another turn took place. The New Break Through to Literacy programme (NBTL) started as a pilot study in Mungwi and Kasama districts of Northern Province. The study involved an experiment of using a familiar language as a medium of instruction in grade one to teach literacy. The results showed that learners were able to read by the end of grade one and that, the level of reading for grade two learners was equivalent to grade four learners who had undergone the English medium. As a result, the project was scaled to all schools in Zambia under the programme titled "Primary Reading Programme (PRP)" (Manchishi and Chishiba 2014). The notion of learning through a familiar language is interesting in that it is conceivable that such a language is not one of the seven official languages, or that one earmarked for that zone. Since familiar languages in communities are not necessarily "standardised", there is also an interesting prospect that the languages are not necessarily the formalised ones. The use of a familiar local language as a language of initial literacy went on up to 2013.

At the beginning of 2014, there was another language education policy shift. The government announced that the language of instruction from grade 1 to 4 will be one of the zoned seven official Zambian languages. From grade five onwards, English will be the language of instruction up to University. It must be mentioned without fear of contradiction that the 2014 policy framework is not a new policy. The use of a Zambian language up to the fourth grade existed during the time of the missionaries. The current policy recommendation can be viewed as a revitalisation of the missionaries' policy. However, the impression created by this policy is not practical in Zambia. The practice is that, it is not necessarily the familiar language that is used but the zoned official language. In multilingual contexts such as the capital city, Lusaka, Mwanza (2012) stated that it was not the familiar language or the language of play which was used in the classroom but the standardised regional official language. The study also showed that most learners struggled to learn because it was the case that their familiar language (Lusaka Nyanja) was not the language of the classroom (Standard Nyanja/Chichewa). What one picks from this is that in Zambia, languages are grouped into three in terms of their status. English enjoys the

highest status while the seven regional official languages play the role of medium of instruction for lower education while the rest of the languages and dialects only serve as preserves of culture.

Another point worth discussing is that at secondary school, while English is the medium of instruction as well as a compulsory subject, the seven regional official languages are not medium of instruction and are only offered as optional subjects. It is the case that most learners opt not to take up a Zambian language at secondary school and most secondary schools especially in urban areas have completely stopped offering any Zambian language even as an optional subject. One of the reasons for this is that both teachers and learners have negative attitudes towards Zambian languages due to their lower status and lack of economic value attached to them. Thus, the language policy in Zambia in which English is the medium of instruction from grade 5 up to University, language of government business, the judiciary, the media and formal employment make learners and teachers to get persuaded to prefer English to local languages which only function as languages of lower primary education. On Zambian children's interest in English, Africa (1980:278) noted that in Zambia:

> The instrumental motivation for learning English is dominant. English is seen as necessary for higher education, for reading books, newspapers and magazines, for studying and for better employment… the implication of this trend is that English is perceived as being associated with higher education, good jobs and examinations; consequently, persons aspiring towards these must possess English that is adequate and functionally appropriate in these roles.

In a country where all official functions have been assigned to English as stated above, it may be unfair to blame learners in Zambia for developing a bias towards English. This is so because they see English as a tool to realise their socio-economic goals, and rightly so, English is officially the language of formal business. The point here is that most learners and school administrators do not take Zambian languages seriously because the Zambian

language policy implicitly suggests the same (that Zambian languages are irrelevant and incapable of coping with modern demands of communication). However, it is not only learners whose language attitudes are influenced by the language policy. Teachers too have more interest in English than in Zambian languages. Benzie (1991) was alive to this reality when he noted that there is greater interest in English than African languages in the minds of many people who teach in Africa.

In summary, it has been established in this section that from the pre to post-colonial Zambia to late modernity, English has enjoyed a higher status than Zambian indigenous languages and has always performed more important functions. English has consistently been the language of instruction from the forth/fifth grades up to highest education while Zambian languages have been languages of lower education. English has always been the language of government business, judiciary, media and employment while Zambian languages have largely performed the role of preserving Zambian culture and heritage. This has resulted into language attitudes among Zambians where parents prefer that their children learn English due to its economic value. Learners are also highly motivated to learn English over Zambian languages because of the prospects they have through acquiring English proficiency and competence. Thus, since English is compulsory subject at secondary school and the seven zoned languages are optional, every learner learn English with very few and sometimes none of the learners taking a Zambian subject at a particular school. Given this situation, the question that begs our attention in this thesis is what is the attitude of teachers towards different languages in Zambia and whether the country's language policy has influences teachers' language attitudes. Further, how do teachers teach English in the context of multilingual Zambia? Chapter six presents findings on teachers' attitudes towards English relative to Zambian languages and dialects.

2.4 Varieties of English in Zambia

Zambia has an estimated population of 13 million people. Wakumelo (2013) noted that according to the 2010 census, only 1.7% of Zambians speak and understand English. This means that most of the population in Zambian predominantly speak Zambian languages (see CSO, 2010). Zambia has 73 dialects which can be collapsed into between 25 and 40

mutually intelligible languages. Nkosha (1999:58-59) observed that "Zambia has no national lingual-franca although it uses seven (7) regional indigenous languages, which are widely understood and used in the regions". However, different people speak different varieties of the same language. For example, Mwanza (2012) observed that while the standard forms of the seven regional languages exist in written form and spoken only in selected parts of the country, other areas especially urban spaces speak 'town dialects' of the language which is characterised with borrowing and translanguaging as the common language practice. Banda and Mwanza (2014) noted that due to language contact and globalisation, there has been a growing development of informal varieties of Zambian languages alongside other dialects in Zambia. Thus, the standard varieties as prescribed in text books are not the only used forms of Zambian languages. It is within this linguistic context that English is an official language and a compulsory subject in school.

Broadly put, there are two varieties of English being spoken in Zambia, namely, formal and informal varieties. Tripathi (1990) observed that in as far as the use of English is concerned there is a growing use of an informal variety of English amongst the English speaking minority which differs phonologically, semantically and syntactically from the standard British English. For example, Bobda (2001) argued that in Zambia, the prevalence of /a/ is very low. It seems to be associated orthographically with ‹ur› and ‹our› in words such as burn, purpose, burden and journey. Interestingly, Tripathi (1990) argues that even with comprehensive educational intervention, it will be impossible for standard British English to become a norm of spoken usage in Zambia. However, he acknowledged that a much smaller population of the Zambian elite now speak and write like educated Englishmen.

Considering the arguments above, it is important to find out the norm of English or the English variety which is recommended for teaching in Zambia. If the majority of Zambians speak the English variety which differs phonologically, syntactically and semantically from the British standard variety, then the norm of English variety in schools should consider the variety spoken by the majority of Zambians. In other words, the English variety taught in Zambia should be or pay respect in a small or bigger way to the one commonly spoken. Interesting, the syllabus does not state explicitly what the norm of

English variety should be taught in Zambia. For example, one of the general objectives on listening and speaking English, the syllabus states that learners should be able to "understand and speak English at an acceptable international standard" (CDC, 2012:6). The phrase 'international standard' is not clear and is not specific on which international standard teachers should consider. Thus, it was important to find how teachers interpreted the syllabus on this matter and which norm they followed. Chapter six presents findings and discussions on which variety teachers teach and why.

Although Zambia has two English varieties, it must be noted that within the informal variety, there are several sub-varieties. Since Zambia is highly multilingual, different people speak English differently phonetically and phonologically depending on how strongly they are influenced by their respective mother tongue. Within the scope of this argument, the Tonga speaking people will pronounce the [s] in because as /s/, while the Chewa speaking people pronounce it as /z/. In addition, while [h] is silent among the Bemba speakers in words such as 'how' and 'here', it is not silent among the Chewa and Tonga speaking people. The point here is that even within the informal variety, there are sub varieties according to the mother tongue interference in particular people.

Considering that different languages and varieties are spoken in Zambia, the question that begs attention is: how should English be taught in the context of multilingualism and multiethnicity? Lewis, Jones and Baker (2012) state that in a multilingual classroom, there is need to bridge the home and school environment by drawing on the child's linguistic resources to help learners maximise their understanding and classroom performance. Banda and Mwanza (2015) also argue that if the goal of teaching is to enable learners to access learning, then it is imperative that their home languages and literacies are allowed in the classroom as stepping stones to accessing learning. This may involve what is called translanguaging and Lasagabaster and Garcia (2014) argues that as a pedagogical practice, translanguaging entails allowing students to draw from their home languages in the process of learning the target language and teachers accept it as legitimate pedagogical practice. As Creese and Blackledge (2015:26) put it "translanguaging as a pedagogy has the potential to liberate the voices of language minoritised students". This means that pedagogically, learners should not be discriminated against from participating in classroom

interaction simply because they cannot speak the target language. Thus, to enable all learners access learning, it is important that teachers are flexible in their approach to teaching and see other languages besides the target language as resources which learners and teachers can use to move from the known (home languages) to the unknown (official language/target language). In the context of Zambia, this means that Zambian languages and other language varieties can be allowed in the classroom space as linguistic resources. As Creese and Blackledge (2015) have stated above, this will entail that all the learners including those with low English proficiencies will be liberated to actively take part in classroom interaction thereby enabling them to access learning. While Helot and Young (2006:72) observed that "most teachers are used to implementing top-down policies since they work under the authority of inspectors whose job it is to make sure such policies are put into practice", Cummins (2015) argues that teachers have the pedagogical freedom in their classroom to come up with classroom activities and practices which would promote learning among learners from linguistically diverse backgrounds. This means that even in the presence of Zambia's education policy where English is the sole language of instruction in secondary schools, teachers have the pedagogical freedom to permit learners linguistic repertoires and use them as resources to promote learning.

According to the general objectives of the senior secondary English syllabus on the teaching of structure (grammar), the syllabus recommends that "the teaching of structure at senior secondary school level should be based on errors which occur in learners' spoken and written work" (CDC 2012:16). This means that learners should speak and write English with grammatical accuracy and correctness. However, the question which seeks an answer is: since different languages and dialects spoken by different learners have their own grammars, how should English grammar be taught in the context of multilingualism? Following the discussion above about translanguaging as a pedagogical practice and the need to move from the known to the unknown as well as connecting the home with the school in the process of learning, it follows that the teaching and learning of English grammar will recognise the grammars of the languages which learners come with to the classroom and use them as resources in the process of learning English grammar.

Since eclecticism is the recommended method of teaching, it is interesting to establish how the method is being applied in the context of Zambia's complex linguistic context. chapters six and seven of this thesis present findings which answer these questions.

2.5 Training of Teachers of English in Zambia

The training of teachers of English is crucial in Zambia. Teachers undergo either University training (to obtain a degree in English) which takes four years, or College training (to obtain a diploma in English) which takes three years. In both cases, trainee teachers learn English teaching methods for a year and English content is learnt throughout the period of study. During the course of study, they also go for teaching practice during which time, the student teacher practices teaching in a real classroom situation as part of learning. Hence, teaching practice is considered a very important part of teacher training in Zambia.

Zambia has 14 colleges of education country wide. Of these, ten train primary school teachers while two prepare secondary school teachers. The other two are in-service teacher training institutions. The University of Zambia has a school of education which also train both primary and secondary school teachers. Other colleges are Natural Resources Development College which train teachers in agriculture science and Evelyn Hone College which among others, also train teachers of Art, Music and English (Longe 2003; MOE 2007, 2008; Beyani 2013). Clearly, the number of teacher training institutions are not enough to produce the required number of teachers to address the problem of shortage of teachers in schools. In fact, inadequate training institutions appear to be the central problem where most of the pedagogical problems emanate. The problem is worsened by the fact that there is also a problem of teacher attrition and the impact of HIV /AIDS (see MOE 2007, 2008). Inevitably, there is need for the government to build more teacher training institutions in order to produce more teachers. This is so because shortage of teachers implies that the available teachers are overworked. Consequently, quality is compromised as learners may only have access to the classroom but not learning itself.

All government teacher training institutions are affiliated to the University of Zambia. In this arrangement, the university is supposed to ensure that these colleges deliver the content and methods according to the senior secondary school syllabus as well as the current trends in English language teaching. This implies that there is uniformity on major themes in teacher education across all colleges in Zambia. Since the eclectic approach is the recommended method in the secondary school English syllabus, it is expected that all colleges in Zambia introduce their teachers to the eclectic approach. The question that begs attention is how well does the University of Zambia (UNZA) perform its role. Longe (2003) noted that UNZA faces a lot of challenges such as poor funding and that this affects its role of ensuring quality and high standard in colleges of education. Once again, government's weakness in managing the education system is exposed. As a coordinator and general overseer of teacher training in the country, the University of Zambia is supposed to be adequately funded so that colleges may also benefit from the expertise and skills of University of Zambia teacher educators. In any case, this is the collaboration which would ensure consistence and uniformity in terms of standards and quality in all the colleges of education.

The country also has private teacher training institutions. However, as Beyani (2013) observed, government has no autonomy over these colleges. They do most of the things on their own. This means that issues of standards and quality are not closely monitored. The eventual effect is that teachers who graduate from these colleges and Universities may be of low quality and pedigree to teach effectively and competently in secondary schools.

In terms of how teachers are trained in content, methods and the qualities of a teacher, it is easy to decipher that the goal of the Ministry of Education is to produce an informed teacher and one who is eclectic in terms of teaching methods. The 1977 education reforms document is very helpful in unpacking this matter. The goal of teacher training is to impart knowledge and skills into a teacher which is up-to-date with current developments in the field of teaching as well as the country's social economic situation. Teacher education is based on the identified needs and aspirations of the country (MOE 1977). From the perspective of teaching methods, this means that teachers should be informed of the current methods of English language teaching and should be able to use them according to

the prevailing conditions of the classroom, the school and the country in general. This is part of the explanation of what an eclectic teacher should be.

In addition, teacher training programmes in Zambia are intended at building a teacher with the right attitude, personality, ethics and knowledge of what teaching and learning is all about. In order to do so, teacher training programmes include subjects such as educational psychology, education sociology, general education, guidance and counselling and other supporting subjects other than the major teaching subject (MOE 1977). As mentioned above, the goal here is to come up with an all-round teacher who is versatile enough to deal with the complexities of the classroom. From what I consider as government's directive for colleges of education to produce an eclectic teacher, MOE (1977: 67) notes that:

> teacher education should assist the teacher to develop his planning and instructional skills through the use of a variety of techniques and teaching methods. It should also develop his organisational and management abilities, awareness and understanding of learners needs.

From the above quote, the ability to identify learners' needs and be able to use a variety of teaching techniques and methods according to their varying characteristics surely results into eclecticism. The scope and meaning of eclecticism is discussed in detail in chapter three. Suffice to mention that, it involves the use of a variety of techniques, methods, and materials based on the fact that different learners in the classroom have different learning needs and abilities. Thus, from the quote above, one can tell that the government of Zambia through the ministry of education intends to train eclectic teachers through its teacher education programmes.

In addition, the government intends to train teachers who have multiple skills to handle the complex job of teaching. Teachers should be professional in conduct while also being knowledgeable and competent in the subjects they choose to teach. This is so because teaching demands both professional and academic skills. Further, teachers should be

researchers. This means that they should continuously build on the knowledge and skills they acquire in colleges and universities. They should not be satisfied and limited to what they learn in class during teacher training; rather, they should strive to read and be aware of the new developments in the field of teaching. This calls for teachers' creativity and continuous self-development. This is partly so because the teaching profession is in continuous development and change. All these qualities and abilities are expected of Zambian secondary school teacher. For example, consider the following quote:

> The teacher cannot play his various roles successfully from a position of mediocrity. Good teaching demands that the teacher should not only possess a correct attitude and adequate knowledge of the subjects he teaches but also keep abreast of developments in those subjects and in the objectives and methods of teaching (MOE 1977:61)

Teaching from a position of mediocrity needs discussion. It must be noted that even a teacher who claims to be eclectic can do so from a position of mediocrity. For example, unprincipled eclecticism where a teacher will select and use methods without considering the needs and special characteristics of the learners definitely amount to mediocrity. If a teacher fails to motivate and help learners learn equally amounts to mediocrity. Further, teachers who lack a positive attitude, professional ethics in the conduct of teaching and who lack knowledge on the various methods of teaching and in what contexts and topics those methods work may rightly be deemed mediocre. Therefore, it is reasonable to agree with the government that mediocrity should not have a place in the Zambian teaching service, and that training a competent, ethical and well informed teacher is the right objective of teacher training. To this end, an eclectic teacher (who is the goal of the government) should be competent in both the content and methods of teaching as well as professionally endowed in order to manage learners with their diversities.

A study was done in selected secondary schools in Lusaka by Kayungwa (2002) whose purpose was to establish the qualities of a good teacher as perceived by learners and teachers themselves. The study showed that effective teachers are those who are

knowledgeable, competent, prepare for lessons, give clear explanations in class, lively, creative, loving and approachable. However, it must be noted that this study confines itself to teachers' and learners' opinions on what an effective teacher is. It does not go further to tell us whether teachers in the selected schools were effective or not based on the qualities they stated. In any case, this study looked at teachers in general irrespective of the subject they taught. On the other hand, my study focuses specifically on teachers of English. From an eclectic approach point of view, it will be established in chapters six and seven if teachers of English in Zambia are effective or not.

As implied above, the Ministry of Education in Zambia hopes to have motivated teachers and teachers who can in turn motivate learners to learn. However, Mutono (2010) in her study on factors affecting teacher motivation in selected secondary schools in Lusaka cited low salaries, lack of accommodation, lack of promotion opportunities and lack of teaching/learning materials as some of the causes of low motivation among teachers. However, the study did not mention whether this had an impact on the selection of the teaching methods they used in class. Moreover, as most studies cited, this study focused on all teachers in sampled schools irrespective of the subjects they taught. It will be shown in chapter seven of this thesis what challenges teachers of English face specifically regarding the use of the eclectic approach when teaching English grammar.

Another important issue the Ministry of Education is interested in is the quality of lecturers in colleges and universities who train teachers. It is believed that quality teachers are products of quality training which emanates from quality teacher educators. This means that lecturers in colleges of education and Universities training teachers should be competent both in content and methodology. They need to understand what teaching and learning is about including what can help learners learn through the various methods and what classroom activities enhance learning in particular situations. Lecturers should themselves possess the right attitude and high level professionalism if they want their products to be professional and successful teachers once they go to teach in secondary schools. It is common belief that teachers normally a reflect those who taught them in training institutions. Whether this is true of not, the point is that teacher educators should

be competent if they are to produce competent teachers. In line with this argument, MOE (1977:70) believes that:

> A good teacher is not a product of chance. He is a product of good education both academically and professionally…this among other things, implies that those who educate and train our teachers must themselves be highly competent and of superior quality.

In relationship to Zambian and the focus of this study, it is clear that the ministry of education in Zambia expects lecturers in teacher training institutions to be competent and professional. They are expected to be knowledgeable of the eclectic approach and how it is applied in teaching. They are expected to have thorough knowledge of the secondary school English syllabus, to be aware of the recommended methods and be able to tailor their training according to the needs and objectives of the English secondary school syllabus. To be of superior quality also means being resourceful and possess the skills and abilities to produce and reproduce teaching and learning materials. It is therefore expected that teacher educators (lecturers) in Zambia have adequate knowledge of the content of the subject, methods and the syllabus. Since they are researchers, they are expected to have wide knowledge of the various teaching contexts in the country and be able to provide advice and mentorship to trainee teachers on how they can go about teaching in those different contexts when they are deployed in schools after training.

So far, it has been established that the ministry of education in Zambia through government policy documents expect colleges of education to come up with teachers who are eclectic in knowledge and practice. However, since this study focuses of teachers of English, I will now draw on the secondary school English syllabus. In this syllabus, the ministry makes recommendations specifically on how English should be taught. the point to make clear at this point is that the 1977 education reforms on teacher education and all the English languages syllabus including the most recent syllabus which was revised in 2012 agree on the principles of good teaching. The syllabus in its recommendations is even more direct on suggesting the eclectic approach in the teaching of English. As stated in

chapter one, the secondary school English syllabus recommends the concurrent use of the communicative approach and the text based integrated approach (CDC 2012). I argue in this thesis that the concurrent use of these two broad methods result into the eclectic approach. In fact, regarding the teaching of listening and speaking, CDC (2012) states that it is the duty of the teacher to choose and use methods which may best enhance learning. It is therefore clear that the ministry of education both in its general teacher education goals and on how teachers of English should teach English expect the eclectic approach to be the method of use.

Although teacher education in Zambia seems to be founded on very strong grounds, research has shown that generally, teacher training is problematic in Zambia. Mwanza and Manchishi (2013) found in their research on the adequacy of teacher training at the University of Zambia that most student teachers had problems with lesson delivery. They were not able to put theory learnt during training into practice in the classroom. Another study was conducted by Masaiti and Manchishi (2011) and the aim of the study was to establish if the University of Zambia pre-service teacher education programme was responsive to secondary schools and the aspirations of the communities. They also found weaknesses in the content and methodology of the teacher education programmes. Trainee teachers were unable to apply the broad content learnt and the methods of teaching into real classroom situation. They noted that the problem was with the teacher education programme which needed to be revised if it was to respond to the needs of secondary schools. The mismatch between what was taught at UNZA and what was obtaining in secondary schools meant that teachers had problems fitting in secondary schools because their abilities, skills and attitudes were not of the required or expected standard. Consider the following quote:

> There were gaps between what the UNZA programme was offering and what was obtaining in the High Schools. There is evidence that UNZA trainee teachers were exposed to a broad content material which, in some cases, did not take into consideration what was obtaining in the Zambian High Schools.…The study also revealed that UNZA prepared teachers who were weak in the delivery of subject matter (methodology) and that Professional ethics were not

part of UNZA Teacher Education Programme. Masaiti and Manchishi (2011:311)

The weaknesses associated with the University of Zambia regarding teacher education are a great source of concern. This is because as stated above, all other teacher training institutions are affiliated to the University of Zambia. The assumption behind the affiliation is that UNZA should help the Ministry of Education in ensuring quality and high standards in colleges of education. In fact, concerning the affiliation, MOE (1977:69) noted that "the relationship represent one of the many ways in which the University of Zambia continues to exert its educative influence" on other teacher training institutions. However, with the findings above, one wonders what influence in terms of quality and standards UNZA has on colleges of education when its own teacher education programme is problematic. UNZA seems to be failing to operate as an example to other teacher training institutions and this may have an impact on the quality and standards which come out colleges.

Although the findings of the two studies cited above give a general understanding of the training of teachers from UNZA, the findings cannot be said to explain the situation regarding teachers of English because the sample in the two studies included student teachers from different teaching subjects which included History, Mathematics, Biology, Chemistry, Physics, Civic Education, English, Geography, French and Zambian languages. Moreover, there was no specific method which was being investigated unlike in my study where I am focusing on the eclectic approach in the teaching of English grammar. Further, the sample in the study by Manchishi and Mwanza were students who were still undergoing training and not qualified teachers. On the contrary, my study looks at qualified teachers who are teaching English in schools. The additional challenge is that in both studies, they used interviews to come up with the data. That was not adequate to verify the inadequacy of teachers in delivering the lesson. In my study however, other than conducting interviews, I entered the classroom to observe lessons to see how practically teachers taught English. This is very important because it may be challenging to claim someone's inadequacy solely based on the respondent's opinions. Thus, the present study focuses exclusively on teachers of English (and through the use of lesson observation,

interviews, document analysis, and questionnaires) to comprehensively establish if teachers understand the eclectic approach and its application as recommended by the government through Curriculum Development Centre.

As hinted above, the status ad functions assigned to English mean that it is arguably the most important language officially. Since it is the language of formal employment, communicative competence in English is mandatory to getting a job especially in the public service (Wakumelo 2013). It therefore follows that teacher training institutions are preoccupied with producing good teachers of English who are later entrusted with the responsibility of preparing a cohort of English communicatively competent citizenry that will occupy decision making positions in the country. It is therefore interesting to establish how teacher training institutions prepare teachers of English, and how in turn, teachers of English teach the English language and more specifically in this context, English grammar. Chapters six and seven present and discuss data on these issues.

In summary, this section has discussed teacher training institutions in Zambia. It has been observed that teacher education is founded on well informed educational, teaching and learning principles. However, teacher training institutions face a number of challenges. Studies done on the University of Zambia have shown that the teacher education programme is inadequate. Based on the criticism against the studies conducted so far, it was important that this study, with specific focus on a particular method of teaching was conducted. To this effect, chapter six and seven will report and discuss on how teachers of English are trained, what methods they learn, the challenges they face when using the eclectic approach and whether or not they understand and apply the eclectic approach correctly.

2.6 Studies on the Teaching of English in Selected Countries outside Africa.

Studies have been conducted on the subject of eclecticism. Kumar (2013) conducted a study on the application of principled eclecticism to the learning of English. The aim was

to discuss the relationship between spoken language teaching practice and the process of learning language effectively. The study reported that teachers mostly resorted to the use of the grammar translation method which according to the researcher was not right. He therefore suggested that the proper method to teaching language was to contextualise learning and consider the culture of learners and that the teacher should be mindful of the objective of the lesson. Finally, the study concludes that the best way to teach English was through eclecticism although some teachers do not seem to cope with it. While the focus of Kumar's study was on teaching spoken language, this study focuses on grammar teaching. In addition, the findings did not explain comprehensively why teachers could not cope with eclecticism. Chapters six and seven will respond to these information gaps as they relate to Zambia.

Gao (2011) also conducted a study in China after a mandatory policy for teaching of English at tertiary level was introduced in 2004. The study sought to investigate the views of the lecturers, administrators and policy makers on the pedagogical shift to eclecticism. The study adopted a mixed mode of enquiry and used interviews, questionnaires and document analysis. The findings reported that lecturers had limited understanding of principled eclecticism. It was further reported that even those who showed some understanding had problems with how it could be applied in the classroom situation. There was also resistance to eclecticism as some lecturers still used traditional methods such as the grammar translation method. While lecturers in this study are said not have demonstrated knowledge of the eclectic approach, it is not known in Zambia whether lecturers in colleges and Universities understand the eclectic approach and what attitudes they have about it. Thus, Gao's findings cannot be generalised to every lecturer worldwide. For this reason, it was important for this study to be done to find out (according to one of the research objectives) the position of Zambia's teacher trainers on the recommended methods and eclecticism in particular and further establish if they understand principled eclecticism themselves. Chapter seven presents the findings.

Bal (2006) did a study at five different Turkish Public Primary Schools with twenty English teachers. He found that even though teachers were aware of CLT in terms of theoretical aspects and held positive attitudes towards CLT, they did not actually use

important features of CLT in their classrooms. The findings of this study help us to understand the situation in Turkey and it enlightens us that it is possible to hold positive attitudes about a method of teaching, and yet fail to apply the method for which positive attitudes are held. However, it was not known what attitudes teachers of English in Zambia had about the eclectic approach and whether they apply it or not. It was not also known whether teachers even understood the eclectic approach and how it was applied in the classroom. These questions are all answered in chapter seven.

A contradiction between teachers' attitudes and classroom practices was also found in Karavas-Doukas' (1996) study. He observed 14 Greek English language teachers' classroom practices and found that although these teachers held favourable attitudes towards CLT, their classroom practices differed significantly from the principles of the communicative approach. Since this study was done in Greek, it is not known how teachers of English in Zambia use the same approaches in the classroom to teach grammar. Moreover, while Karavas-Doukas focused on teacher's attitudes, this study is broader and attempts to bring out the holistic picture of how eclecticism is being understood, applied and the attitudes which teachers have about it.

A qualitative study by Coskun (2011) was conducted in Turkey whose purpose was to reveal whether teachers' classroom practices overlapped with their attitudes towards certain features of Communicative Language Teaching (CLT). The findings indicated that there was a discrepancy between teachers' classroom practices and the attitudes they expressed. Savignon (1991: 273) believes that in order to understand the discrepancy between theory and practice, teachers' views should be investigated. In addition, Coskun (2011) pointed out that since studies of this kind may reveal different findings in different contexts, there is a need for further contextual research, especially for the purpose of justifying possible reasons why there is a discrepancy between theory and practice. He believed that further contextual studies will pave the way for finding those factors which prevent the classroom adoption of eclecticism in actual teaching. This is why this study is particularly crucial.

Although Karava-Doukas (1996), Bal (2006) and Coskun (2011) all argue that there are sometimes mismatches between positive attitudes and implementation of a particular method, other studies have argued that positive attitudes lead to positive implementation. For example, Chang (2000) investigated the attitudes held by 110 Taiwanese teachers of English about CLT and how it could be used. The results showed that teachers held positive attitudes towards CLT and this resulted into more use of the communicative activities among the teachers of English

Indeed, the importance of attitudes in teaching cannot be overemphasised. Wafulla (2012:189) states that "attitudes held by implementers about a certain issue play a very important role in determining how that subject is going to be taught". In this case, it can be argued that the attitudes held by teachers about eclecticism in Zambia determine how the eclectic approach is being applied in the classroom. To this effect, Groux (1988) suggests that since teachers are the main agents in the implementation of the curriculum, there is need for them to have positive attitudes towards the provisions of the curriculum. Giroux (1988), Hargreeves (1994), Freeman (1990) and Prabhu (1992) all argue that teachers' performance in class is largely influenced by their minds and attitudes. In fact, Freeman (1990) sees attitudes as the cause of teachers' failure or success. Thus, Richards (1996) advises that it is important to listen to teachers' voices/views about eclecticism in order to understand their classroom practices. In this view, my study becomes very important as it establishes teachers' attitudes towards eclecticism and the impact of their attitudes (if any) on the implementation of the eclectic approach.

Studies have also been conducted in different settings focusing on the contextual reasons why CLT may be preferred, but cannot be applied in the classroom. A study by Lewis and McCook (2002, cited in Karim, 2004: 25) investigated the lack of uptake of communicative language teaching principles among teachers in Vietnam. The findings showed that teachers tried to apply new ideas, but also used the traditional norms valued in their educational system, which reveals that they could not avoid local educational theories totally despite their willingness to implement CLT. Lewis and McCook seemed to have assumed that teachers in Vietnam already did not apply the important features of CLT. In this study, while the expectation is that teachers apply the eclectic approach, it was not

known whether teachers applied the eclectic approach or not. Chapter seven answers this question.

The massage coming from the literature so far is that although the curriculum may suggest new methods of teaching such as CLT or the eclectic approach, teachers sometimes resort to traditional methods and ignore the recommendations of the syllabus. Further, it is clear from the literature that it is possible for a teacher to have positive attitudes towards a method of teaching such as the eclectic approach but fail to apply it in the classroom. Thus, to have positive attitudes does not necessarily mean being able to embrace the method practically. Therefore, to apply a method requires not only positive attitudes but knowledge of the method and competence on how it can be used in the classroom.

Since my study looks at the teaching of English grammar, it is important to review a study which was conducted specifically on how teachers looked at grammar and how they thought grammar should be taught. I therefore refer to Uysal and Bardakci (2014) who investigated teachers' beliefs and classroom practices about grammar teaching. In other words, they sought to establish how teachers conceptualised grammar and how they thought it should be taught. The study revealed that teachers were very traditional in their thoughts and beliefs about grammar teaching and learning. For example, 84% of the teachers reported that English cannot be acquired without explicit grammar instruction. Almost all the teachers believed that explicit grammar teaching through rule explanation and immediate error correction worked better than the implicit natural approach. Teachers also stated that if left alone, learners cannot deduce the rules on their own.

It is clear from the findings above that teachers were traditional in their beliefs about grammar and what they thought should be the focus in teaching English grammar. Although the approach they took is not completely wrong, it should not be the only way to look at grammar and how to teach it. Learners should not be considered as empty slates, rather, as active beings who are creative and can make sense of the world around them through thinking and reasoning. Thus, the use of situations (whether linguistic or visual) and with good guidance during classroom communicative activities, learners can deduce

not only the meaning but the rules of grammar being used. This is the reason why I argue for a view on grammar teaching which reconciles form with meaning. It is called the focus-on-form. By definition, focus-on-form is "any planned or incidental instruction activity that is intended to induce language learners to pay attention to linguistic forms" (Ellis, 2001:1-2) during meaningful communication (Long, 1991). This means that language is not only about communication in which meaning is being negotiated or only the correct uses of grammatical rules to account for correct sentence constructions. Rather, language or grammar is about both meaning and form. Rules of grammar help in meaning making and meaning making influences how grammatical rules will be used in order to make the intended meaning. In other words, I am in favour for a view on grammar which looks at form and meaning as interdependent and equally important. Therefore, it was expected that teachers of English in Zambia looked at grammar in terms of both meaning and form and that the eclectic approach was used to teach both the meaning and form of the English during grammar lessons. Whether this was the case or not, chapter seven of this thesis presents the data from the field to report the beliefs teachers of English held about grammar, and in light of their beliefs, how taught grammar using the eclectic approach.

2.7 Studies on the Teaching of English from Selected Countries in Africa

A number of studies have been conducted in several parts of Africa especially in Southern, West, East and Central Africa where most countries use English as a second language due to colonial legacy. This part of literature review specifically looks at studies which were conducted in Nigeria, Kenya, Tanzania, Zimbabwe and South Africa respectively. In these countries, English is an official language and a language of instruction in secondary schools.

Adedimeji (2011) noted that despite attempts to teach English as goal-oriented and learner-centred to bring about communicative competence in the learners, there are concerns in Nigeria about students' depreciating communicative competence and continued poor performance in the use of English. The author suspected that there was a problem with teachers because they used a single method approach to teaching which he thought was not

ideal to teaching all aspects of language. Based on the understanding that each method has strengths and weaknesses, Adedimeji advised teachers to know a variety of methods and how to integrate them to bring about effective learning experience for the learners. He added that the methods and classroom activities should be learner centred. A critical analysis of Adedimeji's arguments shows that he was proposing the use of an eclectic approach to the teaching of English. Since the eclectic approach is already the recommended approach in Zambia, chapters seven shows how teachers of English in Zambia understand and apply the eclectic approach and possibly the other methods which they could be using.

Makobila and Onchera (2013) conducted a study in Kenya whose aim was to evaluate the factors which influenced teachers' choice of theories and approaches and further evaluate the theories and approaches commonly used in teaching English. Data was collected through interviews, observations and questionnaires. The findings revealed that teachers mostly choose theories and approaches based on convenience while a few choose based on syllabus recommendation. Most teachers used approaches which portrayed them as givers of information. It was observed that teachers talked for 75% of the time spent on the lesson as learners were listening compared to only between 15% to 20% of the time which was spent on learners' reading and writing activities. This means that lessons were teacher centred. The study further revealed that teacher personality, training and the calibre of learners, curriculum objectives and text books influenced the choice of approaches and teaching materials. According to the study, the desire to pass the exam also influenced the choice of methods. Although their study differs from this one in terms of focus, it still helps us know the possible reasons why teachers opt for some methods and not others. Further, the study tells us that teachers do not always follow what is recommended in the syllabus, but can apply any method they deem fit. It was therefore interesting to see whether teachers in Zambia used the method recommended by the syllabus. Reasons for such possible departures from the syllabus will be presented and discussed in chapter seven.

Ridge (2014) explored some of the challenges which teacher trainers face in South Africa in their attempt to enable trainee teachers to discover the full potential of the

communicative approach to Language Teaching and to avoid its pitfalls. One of the challenges was that teacher trainers were given very little time to enable their students gain a comprehensive understanding of applied linguistics. In addition, some of the lecturers lacked adequate knowledge of pedagogy and lacked hands-on contact with the exigencies of teaching in schools. Ridge noted that there was a danger of trainee teachers going to teach with prescribed methods instead of the ability to identify suitable methods for a particular learning context. The other challenge was the view of language where language was viewed as communication with emphasis on language functions and interaction. Ridge argues that lecturers should broaden the view of language because categories of functional and communicative uses must be viewed along with the grammatical and structural features which can serve as their vehicles. Ridge's suggestion agrees with the stance taken by the Ministry of Education in Zambia on the view of language which recognises language as communication while appreciating the importance the rules of grammar which aid effective meaning making (CDC 2012). However, my study is crucial as it unearths the challenges teacher trainers and teachers face as far as helping trainee teachers realise the full potential of the eclectic approach is concerned.

The challenges highlighted above are not limited to teacher trainers in South Africa. Teachers at secondary schools experience challenges to apply CLT to teach English. Matsoeneng (2003) observed that although CLT was the recommended method to use in South Africa, the method was not being implemented effectively. Some of the reasons given were that learners even at senior secondary school could neither speak nor write English with any degree of proficiency. As a result, most learners did not participate during lessons thereby defeating one of the central tenets of CLT which is active learner participation. Further, the study states that only a few learners with better language backgrounds dominated the lesson while the majority were quiet. Chapter Seven of this thesis presents the challenges which teachers of English face when using the eclectic approach in the case of Zambia.

Mareva and Nyota (2012) conducted a study in Zimbabwe to investigate whether the traditional structural approach which emphasises grammatical or linguistic competence still had an influence on English language teaching in Zimbabwe or the communicative

approach which is the recommended approach by the syllabus was being implemented. Data was collected through interviews, questionnaires and document analysis. The study reported that secondary school teachers mainly used the structural approach and its associated approaches while CLT played second fiddle. The study noted that teachers either lacked knowledge of CLT and its benefits or they simply resisted CLT due to conservatism. While teachers in Zimbabwe are said not to apply CLT due to ignorance, it was not known whether teachers of English in Zambia applied the eclectic approach, and if so, how and with what competence.

Arising from the above study, Mapako and Mareva (2012) attempted to investigate secondary school teachers' conception of the Communicative Language Teaching approach in Harare, Zimbabwe. The findings were that although teachers claimed to be aware of the approach and demonstrated some knowledge of CLT, they also held 11 glaring misconceptions about CLT. Some of the misconceptions were that they interpreted learner centeredness as teachers being passive and learners doing things on their own. Secondly, they thought that CLT did not concern itself with grammar teaching and that the method meant group work and pair work in every lesson. They also argued that teaching/learning materials required to be used with CLT were scarce and expensive. From the findings, it is fair to argue that teachers did not fully understand the meaning of CLT. This means that the method was not fully utilised in the classroom and with the desired competence. Regardless, it was not known whether and how teachers of English in Zambia understood the eclectic approach. It was also not known if they had any misconceptions about the eclectic approach which may have had a negative impact on its application. These questions and information gaps are answered in Chapter Seven where data is presented and discussed regarding the use of the eclectic approach by Zambian secondary school teachers to teach English grammar.

Banda and Mohamed (2008) looked at classroom discourse and discursive practices in higher education in Tanzania. They used Critical Discourse Analysis to analyse the findings. The study reported that lecturers focused on the provision of skills including those of manipulating grammatical rules which is decontextualised from the students' academic cultural context. In the classroom, lecturers played the all-knowing role with

students as recipients of knowledge. Since this study was done at the university level, the attitude of lecturers could have been due to the university policy of using the lecture method. Hence, it was important to conduct a study at secondary school in Zambia and establish the classroom interaction between teachers and learners and how much learner participation was involved as it is one of the major features of eclecticism. In observing classroom interaction, CDA was also used. Chapter Seven has findings on how teachers recontextualised the eclectic approach in Zambia.

2.8 Studies on the Teaching of English in Zambia

English is an official language in Zambia, a medium of instruction in schools from grade 5 up to tertiary education and it is the only language subject which is a compulsory subject from grade 1 to the final year of secondary education. Studies have been done on the teaching of English in Zambia. Although none of the studies have looked at the eclectic approach, different methods of teaching have been investigated as well other pedagogical issues. To get an insight into how English is taught, I now present a review of a number of studies.

Munakampe (2005) conducted a study to establish the level of implementation of the communicative approach to English teaching at grade 5 and the possible constraints faced by teachers. The findings of the study showed that teachers were not implementing CLT and they didn't understand the underlying psychological processes of language learning. Further, learners did not participate actively in the lesson and the lesson lacked communicative activities. This is study is important in as far as it gives us that some teachers in Zambian at primary school are not aware of the important features of CLT. However, while Munakampe attributed the non-implementation of CLT to lack of knowledge on the part of teachers, the study can be criticised for targeting grades 5 because at that level, most children in Zambia are not proficient in English (cf. Mulenga 2012). In fact, this point was raised in her literature review but she ignored it. On the contrary, my study focused at secondary school pupils (grades 11) who were expected to be proficient in English and that teachers would have undergone three years or four years of training which is deemed enough to master the methods of teaching. It was therefore

important to establish how teachers of English applied the eclectic approach when teaching grammar to grade 11 classes.

Mbozi (1989) sought to investigate the factors contributing to disparities in grade 12 English results between grant aided schools and government schools. This was based on the observation that grade 12 results in English were better in grant aided than in government schools. The study reported that the quality of teachers and learners was a huge contributing factor to success in the learning process. This means that the quality of teachers and learners contribute significantly to a successful learning and teaching experience. It is worth noting that while this study did not look at teaching methods, it still informs the current study that the quality of teachers and learners can be crucial to the implementation of eclecticism too. This is the reason why, this study also looked at teacher preparation to establish the quality of teachers who were teaching English to grades 11. Further, the sample included schools from rural, peri-urban and urban areas in order to capture teachers and learners of different social economic status and see whether these differences accounted for any difference in the performance of the teachers and/or learners.

Sidambi (2011) observed that learners in Zambia completed grade 12 with very poor composition writing skills. He therefore conducted a study to find out how composition was taught in the classroom. Data was collected through interviews and classroom observation. The study revealed that teachers lacked knowledge of the important considerations in the teaching of composition. In addition, out of the 12 teachers whose lessons were observed, only 2 used the right procedure while 8 used a wrong one. The study recommended that teachers needed refresher courses on the teaching of composition. It is important to note that Sidambi's study focused on the procedure of teaching composition and not the theories and approaches which were used to teach composition. In addition, while he looked at the teaching of English composition, the current study looks at eclecticism in the light of English grammar teaching.

Sakala (2012) conducted an interesting study relative to my own. He sought to establish the factors which contributed to the excess use of the lecture method of teaching among high school teachers in Kitwe and Kalulushi Districts. The major findings of the study

were that teachers excessively used the lecture method due to large class sizes, wide syllabi, lack of teaching/learning materials, the need to prepare learners for examination, lack of participation by learners and the teacher training programme where the lecture method was used predominantly. However, I wish to argue that the reasons given in this study for the use of the lecture method are not justifiable. For example, stating that they used the lecture method because lecturers during training used it is tantamount to lack of pedagogical knowledge on the part of teachers. It is widely understood that lecturers predominantly use the lecture method. This does not become prescription for what teachers will use in secondary schools. Although the findings of this study still gives us a general understanding of some of the challenges which teachers are facing in schools, the weakness of the study is that it looked at methods as either being teacher centred (lecture method) or learner centred. This is a narrow way of looking at methods compared to what I am focusing on (eclecticism) in my study. Infact, the two of them (learner centred and teacher centred) are just characteristics of what I am referring to as methods in my study. For example, learner centeredness is a characteristic of the eclectic approach and not as a method on its own. Actually, as I argue in the next chapter, even teacher centeredness is part of the eclectic approach. In this view, an eclectic teacher decides when to use learner centred techniques and when to apply teacher centred ones in the same lesson. It is therefore possible from an eclectic point of view that a lesson may have both learner and teacher centred activities. Thus, considering the two as being mutually exclusive is to look at methods from a traditional perspective which actually does not agree with the tenets of eclecticism.

A lot of differences exist between my study and that conducted by Sakala. Firstly, Sakala did not focus on any specific teaching subject while my study focuses on the teaching of English. It must be mentioned that the study under review looked at the lecture method as it was assumed to be used by teachers in all the subjects offered at a school. In any case, the lecture method is a departure from the syllabus while the eclectic approach is the recommended approach for the teaching of English. Sakala's study does not inform us whether teachers had knowledge of other methods which they did not use or not. Note also that the title of the study suggests with prejudice that teachers in those schools excessively used the lecture method. However, the study does not provide sufficient evidence that

teachers really used the lecture method. The methodology did not help matters in this regard too. The researcher used only interviews, questionnaires and documents to arrive at the conclusion without going into the classroom to see what methods were being used by teachers. It is therefore questionable to make the claim that teachers used the lecture method excessively without producing evidence from the classroom. In order to avoid such weaknesses and lack of depth in the data, my study used interviews, questionnaires, document analysis and classroom lesson observations. This amount of triangulation was helpful in validating the data in my study.

Lungu (2006) investigated the effectiveness of traditional methods on one hand and communicative approaches on the other hand. According to the study, traditional methods included grammar translation method, direct method and the audio-lingual method. Communicative approaches comprised of the cognitive code approach, the situational approach, text based integrated approach and CLT. An experiment was conducted where one class of grade 8 was taught using traditional methods for a term and another class was taught using communicative approaches for the same period of time. The two groups were tested in reading and writing skills before and after the experiment. Results showed that learners who were taught using communicative approaches performed better than those who were taught using traditional approaches. While the study confirms a widespread recognition for the effectiveness of communicative approaches, it can be criticised for limiting the causes of bad or good performance to the choice of methods. It is agreeable that the methods one uses may have a bearing on the teaching outcome but a lot of other factors such as the quality of learners, quality of teachers, teachers attitudes towards traditional methods and communicative methods respectively and the learning environment could also be explanations for the disparity in performance among learners. Further, while Lungu looked at methods as belonging to two groups, the current study is post-methodic and looks at methods in the context of the eclectic paradigm. The other difference is that while Lungu looked at the effectiveness of the methods, my study will focus on teachers understanding and application of the holistic approach called eclecticism.

2.9 Summary of the Chapter

Zambia has a three-tier education system. Although the country is multilingual, constitutionally, English is the most powerful language in the country. Teacher training is deemed very important and tailored at producing an eclectic teacher. From the literature reviewed, it is clear that a lot of studies have been done internationally, regionally and locally on how teachers implement different teaching methods and approaches in the teaching of English as a second language. In some countries, it is clear that lecturers as well as teachers do not have adequate understanding of eclecticism. It has also been shown that while teachers may have positive attitudes toward a particular method, they still fail to implement the same method in the classroom. It has also been established through comparative studies that some teachers have resisted communicative approaches due to ignorance and sometimes due to conservatism and have continued using tradition methods. In Zambia, studies have been conducted and have focused on methods in isolation and researchers seemed to consider methods as homogeneous entities. However, no study has been done in Zambia on eclecticism and on the teaching of grammar in particular. This study will be bring new knowledge because it focuses on a recommended method at secondary school and looks at the teaching of a language component (grammar) which has not been studied in Zambia particularly in the light of eclecticism. This study is also very important because I will apply two new theories of multimodality and Critical Discourse Analysis to discuss classroom discursive practices between teachers and learners. Chapters six and seven will present and analyse the findings.

CHAPTER THREE

ECLECTICISM

3.0 Introduction

The previous chapter presented the literature review. This chapter looks at the scope and conceptualisation of the eclectic approach. The chapter is organised as follows: it will start with a discussion of various definitions of the concept which will be followed by its key characteristics. The lesson procedure based on the eclectic approach will be discussed. Thereafter, the role of the teacher as well as the learners will be presented. A critical discussion on the role of teaching materials will be given and this will be followed by the advantages and disadvantages of using the eclectic approach when teaching. Finally, a summary of the chapter will be drawn. It is important to mention from the onset that in this study, the term *eclectic approach* will be used synonymously with *principled eclecticism*. This is so because the term eclectic approach has been criticised as being permissible to every classroom practice which sometimes are contradictory to each other. Thus, the term used today is principled eclecticism to mean that being eclectic should be based on a thorough understanding of the approach and what teaching and learning is all about. In other words, eclecticism does not imply 'anything goes' in its application. Rather, it is based on a judicious selection of methods based on the topic, learning needs, characteristics of the learners and integrates the selected methods and activities in a way that promotes learning. To this end, eclecticism is no longer just eclecticism, it is principled eclecticism. This is the reason why even in instances where I will use the term eclectic approach, I will be using it to mean principled eclecticism.

3.1 Background

The eclectic approach was born out of the realisation that each of the individual methods had strength and weaknesses and that no one method was responsive to the dynamic classroom context. Thus, based on the shortcoming of the methods, Brown (2002) argues that eclecticism provides the solution because the approach allows the teacher to select

what works within their own dynamic contexts. Gilliland, James and Bowman (1994) stated that the justification for the eclectic approach lies in the weaknesses of the single approach because a single method has a narrow theoretical basis and has a delimited set of activities and is therefore inflexible. Since eclecticism is context sensitive, learning is fun and innovative and the approach works for every type of learner regardless of their social economic background and preferences.

It can therefore be reiterated that the eclectic approach was born as a result of the dissatisfactions of the single method approach. Since, each learning situation is different, method prescription is pedagogically unaccepted. The eclectic approach therefore responds to the diversities in the classroom and learning contexts.

3.2 Definitions and Meaning of the Eclectic Approach

Kumar (2013:1) notes that "the eclectic method is a combination of different method of teaching and learning approaches". It can also be viewed as principled eclecticism implying that the approach is characteristically desirable, coherent and pluralistic to language teaching. It also involves the use of a variety of language learning activities which are mostly different characteristically and may be motivated by different underlying assumptions of language teaching (Al Hamash 1985; Larsen-Freeman 2000; Mellow 2000 2002).

Gao (2011) states that principled eclecticism challenges the teacher to ensure that every decision about classroom instruction and activities is based on a thorough and holistic understanding of all learning theories and related pedagogies, in terms of the purpose and context of language teaching and learning, the needs of the learners, materials available, how language is learnt and what teaching is all. In addition, Gao (2011:1) describes the eclectic approach as "not a concrete, single method, but a method, which combines listening, speaking, reading, and writing and includes some practice in the classroom". He adds that the current preferred teaching methods are an integration of Grammar-Translation, structural method and CLT and advises teachers to take advantage of all other

methods whilst avoiding their disadvantages. Wali (2009:40) summarises this proposition when he stated the following:

> …one of the premises of eclecticism is that teaching should serve learners not methods. Thus, teachers should feel free in choosing techniques and procedures inside the classroom. There is no ideal approach in language learning. Each one has its merits and demerits. There is no royalty to certain methods. Teachers should know that they have the right to choose the best methods and techniques in any method according to learners' needs and learning situation. Teachers can adopt a flexible method and technique so as to achieve their goals. They may choose whatever works best at a particular time in a particular situation

To states that methods should serve learners and not methods means that teachers should focus on helping learners to learn and not on fulfilling the prescriptions of the methods. When teaching, the goal is learning and that learners should grasp the content. Cognisant that different learners learn differently and have different preferences on what factors and methods promote effective learning, the teacher should consider learner characteristics before choosing the method/s of teaching. In other words, methods should respond to the needs of the learners and not learners responding to the needs or demands of the methods. It is common knowledge that each individual method has suggestions on what learning and teaching is and how therefore, teachers should teach. The problem is that the suggestions made by individual methods are bracket prescriptions which do not consider the actual differences which exist from classroom to classroom and from one learning context to the other. The quote above also emphasises teacher freedom in the decisions about which methods to use and which classroom activities should be adopted to bring about effective learning. The point here is that the learner should be the basis on which classroom decisions should be made.

According to Weidemann (2001), the justification for the use of eclecticism as an approach to language teaching is its fashionability which is strengthened by the argument of critical pedagogy. Kumaravadivelu (2006) actually warns against relying on methods in their

specifications because they do not provide all solutions to language teaching. He instead proposes a post-methodic approach to language teaching. Discussing pedagogical parameters of particularity, practicality and possibility as well pedagogic indicators of the post-method teacher and learner, she suggests that a language teacher should adopt a context-sensitive pedagogic framework which will be able to respond to special characteristics of a particular learning and teaching context. As implied above, within the framework of principled eclecticism, a teacher is not bound or confined to the prescriptions of a particular method but is free to draw from a vast range of methods and resources to teach a particular topic. In fact, Weidemann (2001:2) notes that the eclectic approach has been so widely accepted that "today, many good teachers use it proudly as a tag to describe their teaching, wearing it almost like a badge of honour". This means that since learners are different and have different ways of learning, it is helpful to use the eclectic approach because it strives to responds to the diversities and exigencies which normally exist in the classroom. Thus, effective teaching is about flexibility through the use of the eclectic approach.

The eclectic approach has several advantages. It connects classroom experiences to the daily life activities of the learners. This helps learners to understand new knowledge by drawing on what they already know. Thus, learning is not strange because the activities are life-like. Kumar (2013:2) actually states that "the purpose of advocating eclectic methods is to connect life experiences to the ideas presented in learning of the language. The types of learning activities teachers select are often directly related to their experiences in the real world". As mentioned above, this helps learners not to look at learning and the classroom as threats but as an extension of the home environment.

In order for the eclectic approach to be appreciated by both the teacher and the learners, the teacher should have thorough understanding of the approach. The teacher should know the various methods and techniques of language teaching, and have the ability to choose appropriately which methods and techniques to integrate in a lesson which can lead to the achievement of the learning and teaching goals. Unfortunately, if a teacher who is supposed to apply the eclectic approach is not well vested in the approach, s/he may

struggle to come up with a blend that may be helpful in the realisation of the lesson objectives. This is the reason why Weidemann (2001:8) states that:

> If one can employ a number of methods deliberately to achieve language teaching and learning goals, such an approach may yield a professionally stimulating experience. But if, on the other hand, one uses an eclectic argument merely for the sake of avoiding commitment and playing it safe, never coming to an understanding of the roots of the techniques that one adopts, the only consequence it may have is to dilute the effect of the new.

It can therefore be reiterated that applying the eclectic approach requires teachers' understanding of the approach. Further, it is important that the teacher should not only understand the approach but also how it can be applied in different teaching and learning contexts. Hence, its successful application depends on thorough training of the teachers. For this reason, some of the objectives of this study were to establish how teachers were prepared, how they understood the approach and how they applied it in the classroom. chapters six and Seven present the findings.

3.3 The Characteristics of the Eclectic Approach

It is important to note that the eclectic approach is not a rigid approach, thus, its characteristics may not be limited to the ones presented in this study. However, an attempt has been made to cover its major characteristics in as much detail as possible.

Ali (1981:7) lists the following principles of eclecticisms:

(a) Teachers are given a chance to choose different kinds of teaching techniques in each class period to reach the aims of the lesson.
(b) There is flexibility in choosing any aspect or method that teachers think suitable for teaching inside the classroom
(c) Learners can see different kinds of teaching techniques, using different kinds of teaching aids, that help to make lessons much more stimulating and ensures better understanding of the material on the other hand.

(d) Solving difficulties that may emerge from the presentation of the textbook materials
(e) Finally, it saves both time and effort in the presentation of language activities.

Since the eclectic approach is constructed by an individual teacher according to the learning and teaching context, it can also be argued that another characteristic of the approach is that it is subjective. This means that what may be called eclectic is dependent on what a particular teacher will come up with depending on the factors affecting the classroom. Teachers have the freedom to choose judiciously what works for them and decide how and what can be integrated in a particular instance to bring about learning. Thus, the subjectivity being discussed here refers to how different teachers will conceive what may constitute eclectic. However, what makes it common is the fact that the goal and basis of eclectic teaching is that learners of different characteristics should access learning without difficulties.

In addition, in the teaching and learning of English as a second language, L1 and L2 connection is inevitable. In education, the importance of learners' first language in the learning of the second language cannot be over emphasised. There are several reasons for this. Firstly, learning a new language (L2) is facilitated by what the learner already knows (L1). Hence, L1 aids L2 learning (Kumaravadivelu 2006). Stern (1992:283) noted that "it is the nature of linguistic and communicative competence that ...L1 (or the second language previously learnt) is the yardstick and guide to our new L2". Language and culture are related. Hence, most learners in Zambia practice the culture associated with the first language (normally a Zambian language). This becomes helpful when learning a second language which is English in the context of Zambia. Hence, teachers should not completely ignore the role of the first language in second language teaching and learning. In support of this proposition, Stern (1992:283) noted that learners' first language and culture "deeply bound up with our personal lives. A new language and culture demand a personal adjustment". Kumaravadivelu (2006) advised that this adjustment should be gradual.

While the recognition of first language is an important factor in the teaching and learning of a second language as part of the eclectic approach, the extent of its recognition needs clarification. Drawing on L1 in L2 teaching and learning may be more emphasised at lower grades in Zambia. However, there are less able learners in high school or senior grades who would benefit if some of the concepts in English can be explained using a local language if doing so in English is proving difficult to such learners. Some learners may also fail to express themselves or participate fully in communicative activities in class due to their deficiency in English. Instead of such learners being quiet in class, the teacher can allow them to speak by tolerating code switching and code mixing whenever they can. In the process, they can be helped by either the teacher or the learners to learn new vocabulary which would improve their communicative abilities in English. In other words, I wish to submit that the eclectic approach uses both the intralingua and the cross lingual approaches. Stern (1992:286) noted that " the emphasis on an intralingual or crosslingual strategy should be decided in relation to the goals of the learners, their previous experience in the L2, the context in which the programme takes place and the ability of the teacher to function intralingually or crosslingually". In terms of classroom application, the strategy can either be more intralingual or crosslingual depending on the factors stated above. However, there are teachers who deliberately follow the intralingual strategy exclusively. To such teachers, Stern (1992:298) advises that it is important "to allow certain well-defined periods in which the use of L1 is allowed so that questions can be asked, meanings can be verified, uncertainties can be removed, and explanations given which would not be accessible to the learner in L2". This is probably the reason why Kumar (2013) argued that the eclectic approach helps learners even from the rural area who do not speak English in common language usage to learn it and pass the objective examination. However, while L1 and L2 connection cannot be questioned, Kumaravadivelu (2006) warns that a judicious balance is needed in this case between L1 and L2 so that learners do not entirely depend on L1 instead of making the attempt to develop an independent relationship with L2 verbal connections. What this means is that the use of L1 in L2 teaching at senior classes should be done cautiously because if done anyhow, learners may not develop the necessary required skills in the target language. Hence, they should be encouraged to learn the target language (English) while drawing on the learners' L1 (Zambian languages) only when it is necessary to help learners learn the second language. Chapters six and seven will show what attitudes teachers of English had about learners' home languages and whether or not,

they allowed the use of learners' home languages in class as stepping stones to learning English.

From the above, three characteristics of the eclectic approach have been identified. These are that eclecticism recognises the role of L1 in L2 teaching and learning, that both intralingual and cross-lingual strategies are applied and that the eclectic approach is subjective. However, for all these three features to be realised, it follows that the eclectic teacher should be knowledgeable and versatile about language and language teaching.

Another characteristic is that the eclectic approach is situational or context specific. Hence, the understanding and application of the eclectic approach should be localised or contextualised to teaching and learning contexts. Naturally, the eclectic approach recognises that every teaching and learning situation is different, and therefore requires a different approach so suit the prevailing conditions. This also means that every global idea or conceptualisation of the approach should be understood and interpreted according to the local conditions of the classroom. This does not mean that global principles of language teaching are not important but that their usefulness should be appreciated context by context. Actually, Kumaravadivelu (2006:198) noted that "global principles [are] for general guidance but their implications need to be worked out for local everyday practice". In other words, while global theorising of the eclectic approach is crucial, its interpretation and application should consider the characteristics of the learners, teachers, topic, teaching and learning goals and the culture of the learners, the school and the community in which language teaching and learning occurs. This is because as Kumar (2013:2) asserts "the purpose of advocating eclectic method is to connect life experiences to the ideas presented in learning of the language. The types of learning activities teachers select are often directly related to their experiences in the real world". Thus, Alwright (2000) suggests that it is better for teachers to carry principles of language teaching from context to context than carrying principles across contexts.

When discussing post-method pedagogy which in practice translates into what is called the eclectic approach in this study, Kumaravadivelu (2001) cited in Gao (2013:3)

contends that post-method pedagogy is characterised by " (a) a focus on a context-sensitive language education based on a true understanding of local linguistic, socio-cultural and political particularities (2) enabling teachers to construct their own theory of practice and (3) emphasising the socio-political consciousness in order to aid the quest for identity formation and social transformation". The scope of context includes learners' characteristics, teacher characteristics, and goals of teaching/learning, the school, politics, economy and the social cultural factors. Methods of teaching in themselves are de-contextualised. Therefore, the teacher has a duty of contextualising them according to the prevailing factors. Larsen-Freeman (2000:v) put it this way:

> a method is decontextualised. How a method is implemented in the classroom is going to be affected not only by who the teacher is, but also by who the students are, their and the teachers' expectations, of appropriate social roles, the institutional constraints and demand, and factors connected to the wider socio-cultural context in which instruction takes place.

This is the reason why, as discussed above, teachers need to be well informed about the method if they are to apply it successfully. It is true that methods are decontextualised and teachers, with the knowledge of what factors surround their class, will decide how to contextualise the method so that it serves the learning needs of the learners.

The other characteristic of the eclectic approach is that error is considered as a normal part of the learning process. This does not mean that error is accepted but that error is viewed as a process of learning. Hence, error correction should not be done instantly but at the end of the communicative activity. Error correction is important as it helps learners to change their earlier knowledge which could be wrong. In grammar teaching, Curriculum Development of Zambia (2013) advises teachers to pay attention to errors in the teaching of grammar. On the importance of error correction, Krashen (1982:117) explains:

> when error correction works, it does so by helping the learner change his/her conscious mental representation of a rule. In other words, it affects learned competence by informing the learner that his/her

> current version of a conscious rule is wrong. Thus, second language acquisition theory implies that when the goal is learning, errors should indeed be corrected.

From the above, it can be reiterated that when the goal is learning, errors should be corrected. It can be argued that without error correction, there would be no learning and there would be no need to teach because learners would still have the wrong rules and apply them in their communication even when they would have gone through an education system. However, it must be mentioned that error correction should not be done by the teacher alone. Learners should also be involved in correcting error as this helps them as well to test their own hypothesis of the rule they could be having. So, learner involvement should be extended to error correction of their peers. Li (2012:170) suggests that "the responsibility of error correction can be assumed by the students rather than the teacher so that they will learn from mistakes". This is so because learners also have the ability to identify mistakes made by their peers. Thus, involving them in error correction helps them develop critical thinking and a sense of being an important member of the classroom.

To exemplify the proposition in the above quote, when a learner has made a mistake during a communicative activity, the teacher may ask fellow learners to comment on the answer or contribution. Learners will state whether it is correct or not and they should be encouraged to give reasons for their opinions. At this point, the teacher assumes his/her role of a facilitator. Learning is effective and learners will enjoy the experience if they do not just learn from the teacher but from fellow learners too. This proposition is part of the conceptualisation of the eclectic approach.

In the teaching of grammar, rule explanation is important. The only difference is whether the rule should be presented and explained explicitly or implicitly. Considering that each class will have learners with different abilities and learning strategies, is it important that the teacher employs both the deductive and inductive strategies in the same lesson. Therefore, the integration of the deductive and inductive strategies in the same lesson is part of the tenets of the eclectic approach especially in the teaching of English grammar.

Concerning the deductive and inductive strategies, Krashen (1982) argues that both deductive and inductive teaching is important. Since learners have creative minds, they may be allowed to work out the rule themselves. However, if they are unable, the teacher should present a clear explanation about the rule to them. Thus, both of them are useful. The teacher should only know when and how to use each one of them.

The two-sided argument above is representative of the classroom reality where some learners will be able to work out the rule themselves while others will need teacher input followed by practice of the rule in order for them to master the rule or the structure being taught. It is for this reason that every well trained principled eclectic teacher will blend the two strategies in order to reach out to all the learners according to their preferred learning strategy. Hence, as Krashen (1982) advises, there is no need to insist on which one is correct and which is not. The point which Krashen is making here is that neither the deductive nor the inductive approach to rule explanation is wrong. The appropriate approach which is sensitive to the needs of all the members of the classroom is the use of both in the same lesson. This integration is also a characteristic of the eclectic approach.

3.4. The view of Language in Eclecticism

In Eclecticism, language is viewed as a whole. According to Larsen-Freeman (1992), the components of language such as pronunciation, grammar and vocabulary do not have meaning if used in isolation. Hence, meaning is expressed when language is used as a whole. Language teaching therefore should follow the same way. Kumar (2013) reiterates the same point when he advised that language should be viewed as a whole without separating into isolated units of pronunciation, grammar and vocabulary. As part of viewing language as a whole, language should not be separated from its culture. Hence, when teaching English as a second language, teachers ought to also focus on the cultural side of the language as it will help learners the various meanings of words according to the culture as well as what is appropriate in particular situations. Now, since English in Zambia is taught and learnt as a second language, the culture of the first speakers of English should be taught. However, since the learners will use it in Zambia, it will be imperative to recontextualise the appropriacy of language use in the Zambian cultural

context. In other words, both the culture of the indigenous speakers and the cultures of the community or second language speakers (Zambians) should be discussed during the lesson in order to ensure appropriate use of words and constructions. Kumar (2013:1) advised language teachers that "the cultural side of English is a very important aspect…. Most often, it is not just language that is to be spoken but culture, thoughts, emotions, interpersonal bonds have to be focused".

Another critical point to mention is that under the eclectic approach, language is viewed as both form and function. The dichotomy means that language can be conceptualised as an overlap between language as communication and language as form. Mellow (2002:6) noted that "such intersections would acknowledge that language is both form and function, and that some active construction can occur during communicative language use…the mid-point axis is conceptualised as the pairing of form and function. Nunan (2001:193) advises teachers to teach "language in ways that make form/function relationship transparent".

Kumaravadivelu (2006:117) is also of the view that for effective communication to take place, a person will have to be both grammatically correct and communicatively appropriate. He put it as follows:

> In order to operate successfully within a speech community, a person has to be not just grammatically correct but communicatively appropriate also, that is, a person has to learn what to say, how to say it, when to say it and to whom to say it

It is also advisable that when teachers are teaching language, they should help learners understand language into its different manifestations which include language as a system, language as communication and language as discourse. All these should come out of the English lesson. Kumaravadivelu (2006:2002) states that "during these [classroom] interaction activities, teachers should facilitate the learners' understanding and use of language as system, language as discourse and language as ideology". This entails that it is both educationally and linguistically correct to view language as a system as well as a

social practice where communication of meaning is the goal of language. Further, it means that grammar lessons should be taught bearing in mind that language is both form and function and more importantly with the realisation and knowledge that this dichotomy can be integrated into one lesson for a broader appreciation of the structure being taught or learnt. Therefore, language is neither exclusively form nor it is exclusively a social practice but both. It is the duality of form and function which Hymes (1972:279) had in mind when he noted "There are rules of use without which the rules of grammar would be useless". This does not mean that grammar is not important, but that one has to take the whole context and communicative situation into account when determining whether an utterance is successful or not. Similarly, one needs correct grammatical construction in order to communicate the intended meaning and avoid ambiguity. In addition, Ridge (2000) states that linguistic competence and linguistic performance are not the same thing but the two are reconcilable when teaching English in the classroom. Therefore, learners should not only be taught the knowledge of the language (e.g. grammar rules) but how language can be used in different contexts. From the foregoing, Nunan (2001:192) advised teachers as follows:

> As teachers, we need to help learners see that effective communication involves achieving harmony between functional interpretation and formal appropriacy by giving them tasks that dramatize the relationship between grammatical items and the discoursal contexts in which they occur. In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with the reference to the context and purpose of communication…if learners are not given opportunities to explore grammar in context, it will be difficulty for them to see why and how alternative forms exist to express different communicative meanings.

In summary, in the eclectic approach, language is viewed as a whole in which grammar, pronunciation, and discourse are not separated and where form and function are integrated to explain language. Thus, language is both a system as well as a social practice. It will be shown in chapter seven how teachers of English in Zambia viewed English grammar and how they taught it to learners in the classroom.

3.5 Lesson Procedures in Eclecticism

It is inappropriate to come up with a procedure for teaching language. Each individual teacher will come up with a procedure depending on the choice of the activities and materials. These choices also depend on the quality of the learners in the classroom and the preferences of the teacher. The eclectic approach avoids blanket prescriptions for how to teach language and instead, afford the teacher the opportunity to come up with his/her own procedure. Kumar (2013) aptly argued that it is difficult to put this theory into one or two sentences to explain the lesson because each teacher will have his/her own format and set of activities. However, while this chapter is not intending to give a prescription, it will give a guide on how broadly speaking, a lesson procedure will look like if/when one uses the eclectic approach. Gao (2011) states that a lesson should have the input stage where the teacher gives input and that it should have the practice stage where the lesson is learner centred and learners are encouraged to participate actively. He adds that the last stage is the production stage which is also learner centred and it involves learners doing an exercise or exercises based on the lesson. What Gao seems to suggest is that while an eclectic lesson should be learner centred through classroom practice and written exercises, the teacher also has a duty of giving some input in the learners.

In the input stage, the approach is teacher centred. This is where the teacher should introduce the topic and help learners know the focus of the lesson. This is reasonable because when it is said that the method is learner centred, it does not mean that the teacher will not do anything. The teacher has a duty of introducing the lesson by way of mentioning the topic and providing direction. This can be done in many ways. The teacher can use question and answer or he/she can simply explain to learners before engaging them into communicative activities. The teacher will make choices whether to use question and answer or not depending on the topic and background information learners have on the topic. However, since some learners may prefer formal instruction and other may prefer question and answer, the teacher may do well to use both if the class has learners of different preferences. The practice or development stage will be learner centred. This means that the teacher should come up with communicative activities to make learners practice the rule or structure being learnt in meaningful contexts. Learner participation

should be encouraged and they can participate though classroom activities such as group work, pair work, role play, simulation or class work. Li (2012) states that learners should practice through role play, problem solving activities, debate and group discussion. At this stage, the teacher's role is to facilitate learning by guiding and helping learners as they actively participate in the lesson. The last stage which is the output stage is also learner centred. This is where learners are given an exercise or exercises which they should do especially individually in order for the teacher to assess whether the learners mastered the teaching point or not. This stage is very important as it is also the evaluation stage. Similarly, the role of the teacher is to give an activity or exercise based on the lesson and learners should do the work and not the teacher.

While there are basically three broad stages in lesson delivery using the eclectic approach, there are other principles of teaching which should be adhered to. For example, Mellow (2002:1) argued that for the eclectic approach to work effectively in the classroom, "activities within the lesson should (i) maintain coherence by consistently focusing upon the same formal and or functional units, and (ii) be sequenced so that by the end of the lesson , learners have engaged in activities that require contextualised attention to signs". Li (2012:169) added that "in class, there should be a rich mixture of activities which mainly includes formal instruction and communicative tasks. The content and form of these two categories should also be versatile". So, it is clear that while there are stages in lesson delivery, the choice and variety of activities depend on the individual teacher. However, professional and academic advice can be given on what would be suitable. In support of this, Wali (2009:36) observes that the most effective way of applying the eclectic approach is "for teachers to provide a variety of activities to meet the needs of different learning styles so that all students will have at least some activities that appeal to them…teachers need techniques that work in their particular situations with specific objectives that [are] meaningful for the kind of students they have in their classes."

Concerning the need for the lesson to be learner centred at the practice/development and at the production stages, teachers must also bear in mind that the eclectic approach is characteristically learner centred. Learner centeredness means that the needs, preferences, ages, values, culture, interests and abilities of the learners should be considered in the

choice of the topic, activities and materials to be used in the classroom. This is the reason why Kumar (2013:3) noted that "if the teacher does not pay attention to the need of respective students, the whole teaching practice is useless". Hence, consideration of learner needs and preferences is crucial to the classroom success of the eclectic approach.

Since different learners have different preferences in terms of learning strategies, the teacher should ensure that there is a balance between monotonous activities and those which are executed by the learners through pair work, group work and class work. According to Li (2012:170):

> Different students have different learning styles and preferences. Some prefer formal instruction while some prefer communicative activities. If the teacher pays no attention to their respective needs, they will feel insecure and have no sense of achievement. A variety of activities will cater for the interests of all students and be suitable for mixed ability groups….monotonous activities can never keep the students motivated. Only various activities can catch their attention.

In summary, it can be reiterated that in terms of lesson procedure, there are three broad stages. The lesson will be teacher centred at the input stage, learner centred at the practice stage and learner centred at the production stage. In doing so, the teacher should employ a variety of classroom activities according to the needs and characteristics of the learners in the classroom as well as the topic being taught. Chapter Seven will present findings on how teachers actually applied the eclectic approach in the classroom. It will be shown whether their lessons were learner centred or not.

3.6 Role of the Teacher

Before considering the roles of the teacher, it is important that a teacher should have certain special features in order to apply the eclectic approach. Wali (2009) suggests that the teacher should be competent, imaginative, and energetic and should be flexible in order

to come up with activities which will keep the lesson varied and interesting. This is particularly important because as noted in chapter two of this thesis, good teaching cannot take place from a position of mediocrity. The teacher should also be prepared for lessons. Lesson preparation is crucial in the success of the lesson. This means that the teacher should come with the lesson plan which all activities and strategies are documented. This helps the teacher to be coherent, logical and systematic.

As hinted already, the role of the teacher is that of a facilitator of learning and a guide. The teacher mobilises resources and manages the classroom. Li (2012) states that the teacher is the organiser and guide in the learning process. During the lesson, the teacher will facilitate learning; he is the organiser of resources and the resource himself. The teacher also assesses the performance of the lesson through giving a written exercise. The teacher also gives feedback at the end of the lesson depending on the objective and content of the lesson.

In addition Wali (2009) suggests that teachers should be well prepared in order for the lesson to be organised and to flow smoothly. Teachers also play an active role as directors of learning with learners as actors in the learning process. Kumaravadivelu (2006) adds that the teacher should ensure learner autonomy and ensure that the topic is socially relevant. The topic and classroom activities should be relevant to the culture of the learners. This implies that teachers should be researchers and be aware of the culture o the learners and the community. Further, the teacher should foster language awareness among learners. Rodgers (2001:251) refers to the eclectic approach as the personal approach and advises the teacher to:

(a) Engage all learners in the lesson
(b) Make learners and not the teacher, the focus of the lesson
(c) Provide maximum opportunities for student participation
(d) Develop learner responsibility
(e) Be tolerant of learners' mistakes
(f) Develop learners' confidence
(g) Teaching learning strategies
(h) Respond to learners'' difficulties and build on them

(i) Use a maximum amount of student to student activities
(j) Promote cooperation among learners
(k) Practice both accuracy and fluency
(l) Address learners' needs and interests

Although different scholars have stated slightly different teacher roles from others, it is clear that all of them agree that the teacher is a facilitator whose main role is to help learners actively participate in the learning process through various activities and strategies. As noted in Chapter Two, the Ministry of Education in Zambia desires to train teachers who can perform the roles mentioned above. The Ministry intends to come up with teachers who are competent in the subject content and the methodologies of teaching. In addition, the ministry hopes for teachers who are creative, imaginative and holistic in their approach to teaching. However, as discussed in the previous chapter (chapter two), a few studies have been conducted in Zambia to look at teacher training in Zambia. Mulenga and Luangala (2015:40) note that "teacher training in Zambia is geared towards producing teachers who will demonstrate knowledge and understanding of their teaching subjects; appropriate pedagogical expertise and an understanding of their role as teachers". However, a study by Masaiti and Manchishi (2011) on whether the pre-service teacher education programme at the University of Zambia was responsive to the needs of the school and communities revealed that teachers were not adequately prepared. They were exposed to broad content which did not correspond with what was obtaining in schools. Further, they had more content but lacked in methodological knowledge on how to teach the content. It was also established that the teachers who graduated from the University of Zambia lacked in professional ethics and social skills. These findings are alarming because they suggest that teachers who were trained by the University of Zambia were not adequately prepared. However, it must be noted that these findings are not specifically answering the question of teachers of English because the sample of the study included teachers of all teaching subjects offered at the University of Zambia. In addition, the study did not aim at investigating any particular method of teaching. Therefore, while the study provides a general understanding of what may be obtaining in the field, it does not respond to the research questions and focus of my study. Chapter Six provides an analysis of this matter as it relates to how adequately teachers of English are currently prepared in Zambia.

3.7 The Role of the Learner in the Eclectic Approach

Under the eclectic approach, the role of the learner is that of an active participant of the learning situation. The learner is an individual worker, pair worker, group worker and a class member. S/he is considered not as a passive recipient of knowledge but an active participate who contribute in the process of knowledge creation, dissemination and reception. The learner is the focus and centre of learning and whose interests the teacher set out to meet. Li (2012:170) summarizes the roles of the learner as follows:

> Learners are the centre of the class. They have multiple roles. As individuals, they are active participants of the activity, explorer of the language, negotiator and evaluator of the learning process. Their needs and interests influence the course. As a group member, the learner is the source of the input and part of a support system. Students work cooperatively in classroom activities. Their output is the others' input. They help each other in solving problems rather than depending wholly on the teacher. We can use group discussion in solving the problems so as to encourage independence. In a word, the learner takes initiative in the classroom.

In short, the learner is an active member of the class who influences lesson preparation, lesson delivery and conclusion. The goals of the lesson are centred on the abilities and preferences of the learner. During the lesson, they receive and share knowledge too. This is the reason why earlier in this chapter, it was suggested that teachers should serve learners and not methods. It can therefore be reiterated that every decision made by the teacher should be made with the learner in mind. However, this does not mean that the learner is a passive person who should be served. On the contrary, the learner is an active participant who should be involved in every activity. Thus, the eclectic approach is not only demanding for the teacher but the learners too.

3.8 Teaching Materials

It is important that teaching and learning materials are interesting and motivating for the learners. This means that the teacher should carefully select teaching materials according to the teaching point, leaner needs and characteristics and the cultural context of the learning and teaching context. Weidemann (2001) asserts that effective language teachers invest a lot of time collecting interesting and attractive teaching and learning materials to liven up their teaching, and never spare a thought for the learners in the process of materials development and teaching. In the eclectic approach, the teacher will use any teaching material which will be deemed fit for use. They can use realia, chats, text books, magazines, newspapers, radio, film, music, maps, pictures and computers. Both visual and linguistic materials will be used. Iedema (2003) suggest that television, film and the computer are also useful resources in communication.

Jewitt (2005) argued that in the 21st century, image, sound and movement have entered the school classroom in new and significant ways. Duncan (2004:252) states that in the classroom, "meaning [can be] made through an interaction of music, the spoken voice, sound effects, language and pictures". This means that in terms of teaching materials, teachers should not be limited to speech; instead, they should exploit a variety of resources as long as they would be appropriate according to the learning goals. There are some materials which seem to be meant for teaching of English grammar. A trained teacher should be able to transform and repurpose any materials and use it anew for the objectives of the lesson at hand. This is called repurposing. Bock (2014:45) notes that semiotics are constantly being made and remade. She suggests that communicative and meaning making is a creative process in which participants can resemiotise and repurpose semiotics in order to communicate meaning in a particular context.

Hence, eclectic teachers should be creative and be able to resemiotise and using objects and materials anew depending on the topic. This means that a biology text book for example, can be used to teach English grammar. For example, the biology text books may have pictures showing processes. The teacher can use such pictures to teach presenting continuous tense by asking learners to say what is happening on the pictures with the expectation that the tense of the response will be in the present continuous tense. Consider

the following example: when teaching comparison, the teacher may use the sizes of the buildings within the school to draw the structure or adjectives which will carry the suffix –er. For example, comparison may elicit sentences such as: (a) The sports hall is bigger than the staff room; (b) The junior secondary classroom block is longer than the senior secondary school classroom block. In this scenario, the buildings whose primary purpose is to accommodate learners is now being repurposed to be used and teaching materials in grammar lesson. Hence, it can be reiterated that the eclectic approach is multimodal. The theories of multimodality and its extended notions of resemiotisation and semiotic remediation will be discussed in detail in the next chapter (theoretical framework). However, it will be shown in chapter seven whether teachers used various materials in their teaching and what type of materials they were.

3.9 Advantages of the Eclectic Approach

Scholars agree that there are a lot of advantages in using the eclectic approach, which opens the language teacher to a range of alternatives and embraces all the four language skills of speaking, reading, writing and listening. Further, Brown (2002) states that the eclectic approach is important because it gives the teacher freedom to choose what is appropriate in their own dynamic teaching contexts. Kumar (2013) mentions the following advantages:

(a) It is easier for learners to understand the language of the text in its cultural context
(b) It blends listening, speaking, reading and writing
(c) Helps teacher to teach effectively by drawing on the strength of various methods and avoiding their weaknesses
(d) Learning is easy due to the use of realistic situations in the classroom

The message coming from the above points is that the eclectic approach is holistic. It does not just consider the theoretical aspects of teaching and learning, but also links teaching and learning to the real life experiences of the learners while the teacher enjoys maximum freedom in using what works best in his teaching context. It also presents language

holistically. As stated, it integrates all the four language skills of listening, speaking, reading and writing.

There are a lot of other advantages. For example, it is learner centred, context sensitive, live, motivating, participatory, variety of classroom activities and tasks. Learners are aware of what is expected of them. It is not flexible and accommodative to the exigencies of the classroom during the lesson. In addition, it is objective correlative and produce fast results since it responds to the needs of learners of diverse characteristics (Kumar 2013).

3.10 Disadvantages of the Eclectic Approach

Although eclecticism is idealised as the best approach in teaching English, it is also associated with a number of disadvantages. This is ironic, considering that the eclectic approach itself is based on the weaknesses and strengths of other methods. However, this is not surprising because even the methods that existed before it were developed based on the weaknesses of the method/s that preceded them. This simply shows how complex the practice of teaching is. For example, Brown (1994:74) notes that "theoretical eclecticism is suspicious on logical and theoretical grounds [and] without principles, eclecticism is likely to fall into a state of arbitrariness". Weidemann (2001) notes the following disadvantages of the eclectic approach:

(a) It cuts teachers off from a reconsideration of their professional practices. In a word, it discourages them to reflect upon their teaching. They have made up their minds; they will use anything that works which can obtain results and is safe from ideological excesses.
(b) Adopting the eclectic approach can be unsafe as a teacher may fall victim of the methodological baggage that comes with it.
(c) Mixing all manner of methods and approaches may result in gathering in one's teaching arsenal; but using such a mixed bag can lead to all kinds of conflicts.
(d) When introduced to new methods and techniques, teachers, in their haste to integrate these into their traditional styles of teaching forget about the rationale for the techniques altogether.

(e) If an innovative technique is used only occasionally, and mixed in with other (potentially contradictory ones), the effect of the new is diluted.

Although there are a number of known weaknesses of the eclectic approach, the approach is more advantageous than disadvantageous. In fact, most of the weaknesses mentioned above are only justifiable when teachers are poorly trained and prepared for the classroom. Weidmann (2001:6) is possibly right when he states that "the argument that emerges [against eclecticism] is perhaps more about the dangers of an unprincipled eclecticism than anything else". This is the reason why Eclecticism requires teachers who know their learners, subject content, methods of teaching and what teaching is all about. They need to understand what eclecticism means and be able to give reasons for any choice of the technique or methods they integrate. No study in Zambia has been done on the eclectic approach to establish how teachers understand and apply it in the classroom. The findings of this study will therefore show how eclectic selected Zambian teachers of English are. Moreover, Chapter Seven will provide findings on teachers' attitudes towards the eclectic approach and their views on eclecticism.

3.11 Summary of the Chapter

In summary, the chapter has looked at the meaning of the eclectic approach, its characteristics, and lesson procedure, role of teachers and learner, materials as well as the advantages and disadvantages of the approach. Since the eclectic approach is the recommended method of teaching English in Zambia, it means that teacher training is tailored at preparing teachers who understand the conceptualisation of the approach and how it can be applied in the classroom. Chapters six and seven will present and discuss findings relating to how teachers of English are trained in Zambia and will further establish teachers understanding of the eclectic approach and how they apply it in the classroom.

CHAPTER FOUR

THEORETICAL AND ANALYTICAL FRAMEWORK

4.0 Introduction

The previous chapter looked at the Eclectic approach. The chapter explained the meaning and features of the eclectic approach to language teaching. Advantages and disadvantages were also brought out. This chapter intends to present the theoretical and analytical framework which governed this study. It is imperative to reiterate that the aim of this study was to critically reflect on teachers' understanding, interpretation, and application of the Eclectic Approach in the teaching of English language grammar in selected Zambian secondary schools. Theoretically, the study draws on two educational theories of Constructivism and Bernstein's Code and Pedagogic Discourse (which includes the recontextualisation of educational knowledge) while analytically, two theories - Multimodality and Critical Discourse Analysis are used. As part of Critical Discourse Analysis, I also draw on the important role played by attitudes in language teaching.

4.2 Theoretical Framework

4.2.1 Constructivism

The first core theory underpinning this study is Constructivism. It is important to state that while constructivism is understood and applied differently in different disciplines, in this study, constructivism is viewed as a theory of learning, influenced by psychology. Constructivism was used to explain how learners learn best and therefore, how teachers should teach in order for meaningful learning to take place in the classroom.

Sjoberg (2007) observed that although the term constructivism should be used with serious caution because it is widely used in many disciplines, in education, constructivism concerns itself with the theory of teaching and learning. It explains how teachers and learners construct meaning in the classroom. Constructivist teaching refers to "any

teaching that is somewhat child centred, caring, inclusive, or based enquiry, discovery or any kind of active involvement from the learners" (Sjober 2007:1). In the same line of argument, Taber (2011:40) states "constructivism in education has been seen as a progressive, as a basis for current good practice" in the classroom. Richardson (2003) argues that constructivism can be understood as a theory or a practice. This is the reason why in this study, it is applied as a theory of classroom practice.

In this study, constructivism is viewed as a theory of learning drawn from psychology. It is used to explain how learners learn best and therefore, how teachers should teach in order for meaningful learning to take place in the classroom.

Crotty (2012:1) suggests that applying the constructive theory in the classroom means that the emphasis should be on the "process, collaborated learning and teaching for understanding". The goal here is learners' understanding of the lesson and the teaching points. Therefore, classroom activities should be designed in a way that supports effective understanding by the learners. Taber (2011:39) states that the application of the constructivist theory in the classroom:

> does not adopt doctrinaire allegiance to particular levels of teacher input (as can be the case with discovery learning or direct instruction) but rather the level of the teacher guidance (a) is determined for particular learning activities by considering the learners and the materials to be taught"

There are a lot of characteristics of the constructivist teaching which have informed classroom choices and practices. Although similar, different scholars have put suggestions forward on what constructivist teaching involves. Sjoberg (2007:3) lists the following as the core ideas of constructivism as used in the classroom situation:

●Knowledge is actively constructed by the learner, not passively received from the outside. Learning is something done by the learner, not something that is imposed on the learner.

●Learners come to the learning situation with existing ideas about many phenomena. Some of these ideas are ad hoc and unstable; others are more deeply rooted and well developed.

●Learners have their own individual ideas about the world, but there are also many similarities and common patterns in their ideas. Some of these ideas are socially and culturally accepted and shared, supported by metaphors etc. they also often function well as tools to understand many phenomena.

●These ideas are often at odds with accepted scientific ideas, and some of them may be persistent and hard to change.

●Knowledge is represented in the brain as conceptual structures and it is possible to model and describe these in some detail.

●Teaching has to take the learners' existing ideas seriously if they want to change or challenge these.

●Although knowledge in one sense is personal and individual, the learners construct their knowledge through their interaction with the physical world, collaboratively in social settings and in a cultural and linguistic environment.

The above ideas about constructivist teaching are very important in the analysis of the eclectic approach. This is so because like in the eclectic approach, lessons are supposed to be learner centred. Teachers should consider the special characteristics of the learners; background knowledge, social background and the learning context in general. It is for this reason that the constructivist theory will be very useful in the analysis of the findings in this study particularly focusing on teachers' classroom practices as well as their understanding of the practical aspects of the eclectic approach. Taber also reminds us that some of the ideas or knowledge which learners come with may be stubborn to challenge or remove and this is the reason why these factors should be considered in the classroom to show the learner the relationship and or contradictions between the already existing knowledge and the new knowledge in the lesson. This is in line with the idea that learners learn better if they are allowed to move from the known to the unknown. Learners should not suddenly be introduced to new knowledge, but the process should be gradual with

respect to their abilities and existing ideas about phenomena. To support this argument, Taber (2011:48) states that when applying the constructivist theory "teaching involves activating relevant ideas already available to learners to help construct new knowledge". In line with these arguments, Grennan, Brooks and Brooks (1993) cited in Brooks and Brooks (1999:4) state that when the constructivist theory is applied in the classroom:

●Students opinion is sought and valued

●The learning experience must be close to the life experience and relevant to students' lives

●The constructivist teacher gives a broader understanding of a subject rather than focusing on small bits of information

●Constructivist teachers' assess the whole learning experience of students rather than assessing only what can be measured by 'paper and pencil assessment'.

Another crucial point arising from above is that the topic and classroom activities should be related to everyday life of the learners and relevant to their daily experiences. This means that the topic, classroom activities, examples, teaching materials and exercises should be relevant to the life of the students as well as the learner's expectation of the learning outcome. Thus, learner centeredness is very important to ensuring meaningful and effective teaching. This, when well executed will result into meaningful learning on the part of the learner. In line with this proposition, Cooperstein and Kocevar-Weidinger (2004:142) note that "meaningful learning develops through authentic tasks ...which are closer to the daily lives of the learners... [and] new learning builds on prior knowledge" through social interaction.

From this understanding, it can be argued that practically, both social and cognitive constructivism combine to result into desirable principles of language teaching. Actually, Crotty (2012) explains that social and cognitive constructivism can be integrated in the classroom in an event where learners interact with each other and with the teacher while applying critical thinking in the process. This is basically what is expected of the teacher and learners when teaching grammar using the eclectic approach to language teaching.

One issue which needs recognition is the fact that some topics may be too abstract for the learners to make sense using their prior knowledge. In this case, it may be difficult for learners to make meaning on their own. This requires that teachers devise activities to introduce the lesson which will help learners make relations or make sense with the concept which the teacher is trying to put across. Taber (2011:48) suggests the following for the teacher:

> When teaching abstracts concepts that cannot be directly shown or demonstrated to learners, the teacher needs to find ways to help students make connections with knowledge which could be relevant: using models, analogies and metaphors for example. As this suggests, effective constructivist teaching, whilst student centred in terms of its focus on how knowledge building takes place in the mind of the learner, is very much hands on teaching where the teacher seeks to guide learning by supporting the knowledge construction process.

From the preceding quote, it is clear that the teacher has the duty of facilitating learning. If the teaching point is abstract, the teacher should come up with strategies which will help learners identify connections to what they know and how such a concept would operate. This point means that the role of a teacher as a facilitator should also be clarified. When a teacher is said to be a facilitator as is the case in the eclectic approach, it does not mean that he/she has to leave everything to the learner. It is imperative to reiterate that teachers should find a balance between teacher and learner input. Neither the teacher nor the learners should dominate classroom interaction. Teachers should not leave learners alone in the learning process under the guise of performing a facilitating role. Teachers should also have time for formal teaching while allowing learners to actively participate during the lesson. Crotty (2012:4) is probably right when he notes that in constructive teaching "A balance is called for between teacher input and facilitating students to construct knowledge".

In this study, the constructivist theory is viewed as a theory of learning. It explains what and how effective teaching and learning entails and proposes classroom practices which can result into meaningful teaching and learning. It suggests teacher role, learner role, and the role of teaching materials. One point to note is that the constructivist theory embraces principles of the eclectic teaching, which is the focus of this study. Hence, this theory was used to analyse the classroom practices of the teachers when teaching English grammar. Further, the theory was used to analyse how teachers viewed learners, how they treated error in the process of learning, and how much consideration they gave to learner participation or learner centeredness as they taught English. Other crucial points of analysis using this theory were how the learners' background knowledge was exploited in the acquisition of new knowledge and how the teacher helped learners to move from the known to the unknown in the process of acquiring new knowledge.

4.2.2 Code and Pedagogic Discourse Theories

The code and pedagogic discourse theory is used in this study together with its extended notion of recontextualisation of education knowledge. Under this theory, it is believed that classroom teaching does not take place in a vacuum. It is affected by several factors such as government through curriculum, syllabus, teacher training, national exams, school inspections, school administration and the context of the school on one hand, and informal knowledge and the learners' social cultural background on the other hand. In the teaching of language, language ideologies and how a particular country conceptualises language also play a part. These factors are critical ingredients in effective classroom practice through recontextualisation of prior knowledge. These factors affect what method/s a teacher will use and how the teacher applies the chosen method/s in the classroom. This is true to the application of the eclectic approach to the teaching of English grammar. Thus, the classroom application of the eclectic approach was analysed within this framework.

Bernstein (1973) argues that every pedagogic discourse is characterised by power and control. Haugen (2009:152) offers the following explanation of Bernstein's code theory: 'the code theory examines the reproduction of power in schools by looking at the way content is classified and the interactions are framed". This shows that the concepts of

'classification' and 'framing' are central to Bernstein's theory of Pedagogic Discourse. Sadovnik (2001:3) notes that "classification is concerned with the organisation of knowledge into the curriculum" while "framing is related to the transmission of knowledge through pedagogic practices". In the education system, classification may refer to governments' powers over the curriculum and regulations on what schools or teachers should do while framing is concerned with the amount of control teachers and learners have over what goes on in the classroom. Framing also includes the control (or lack of it) teachers have in implementing the curriculum. Bernstein (1973b:88) describes framing even clearer when he noted "frame refers to the degree of control teacher and learner possess over the selection, organisation, pacing and timing of the knowledge transmitted and received in the pedagogical relationship". It is important to note that this study mainly looked at how teachers understood the eclectic approach to the teaching of grammar. However, this would not be done without considering the factors behind the eclectic approach and the grammar which teachers needed to teach. That is the reason why the concept of framing as it relates to the power that teachers and learners have over what goes on in the classroom is very important in this study.

Framing can be internal or external. According to Bernstein (2000:14), "internal framing refers to the influence the learners will have over the teaching" while external framing "refers to the control from outside pedagogic practice on communication." Examples of internal framing include the learners' preferences, choices, interests, background, age and other special characteristics of the learner. Examples of external framing include the influence of the government through government policies and expectations. It must however be mentioned that depending on the decisions made by the teacher and implicitly by the influence of the state, internal framing may be weak of strong meaning that the learner may be or may not be considered as an important factor on classroom choices and decisions. Sadovnik (2001:3) states "strong framing refers to a limited degree of options between teacher and students; weak framing implies more freedom". Both teacher and learners freedom is crucial to the understanding and application of the eclectic approach. Hence, this theory is very helpful in analysing teacher lesson preparation, lesson procedure and practices, and how much freedom in the classroom is exercised by both the teacher and the learners in the learning process. This is especially important in the context of the

eclectic approach in which both the teacher and the learners should have the freedom and flexible over what does on in the classroom.

From the argument above, it is clear that external framing seriously affect internal framing in formal teaching. Therefore, the question which is important in the application of this theory in the analysis of the data is how much governments control is there and how do teachers teach or negotiate their control during their teaching. This analysis also includes the freedom of the learners and how this affects (positively or negatively) the application and appreciation of the eclectic approach by the teachers. Aware of the challenge that arise out of external and internal framing, Bernstein (1973:88) observes that "education may be wholly subordinate to the agencies of the state or it may be accorded a relatively autonomous space with respect to discourse areas and practices". Haugen (2009:12) adds that "power relations are exercised and negotiated in discourse". Zambian secondary schools are not immune to this reality. Hence, the analysis of teaching and the choices about methods and teaching strategies and techniques cannot be done without considering these important factors. This is what renders this theory a lot of importance in the analysis of the finding in this study. In this case, the theory helps to decipher how external framing affected internal framing as teachers teach English grammar using the eclectic approach.

Related to the argument above is the fact that Zambian schools, like schools around the world, are characterised by both vertical and horizontal discourses. Bernstein (1999:159) defines horizontal and vertical discourse as follows:

> [Horizontal discourse] is a form of knowledge, usually typified as every day or common sense knowledge. Common because all, potentially or actually have access to it…it is likely to be oral, local, context dependent and specific, tacit, multi-layered, and contradictory across but not within contexts… A vertical discourse takes the form of a coherent, explicit and systematically principled structure, hierarchically organised…or it takes the form of specialised languages with specialised modes of interrogation and specialised criteria for the production and circulation of texts

Haugen (2009) believes that the background of every learner is very important to every teaching and learning situation in school. I draw on the concepts of vertical and horizontal discourses when analysing the teaching of English grammar in multilingual Zambia, given a language situation characterised by indigenous Zambian languages and the home grown Zambian English. How, in other words, do teachers accommodate learners' sociolinguistic backgrounds while still trying to teach the official syllabus using Eclecticism?

This question lead me to a core concept in this study – 'recontextualisation'. According to Bernstein (1996) cited in Singh (1997:7) "recontextualisation refers to the rules or procedures by which educational knowledge is moved from one education site to another". In other words, how do the teachers in my study interpret the official syllabus of the Ministry of Education and implement it through their classroom practices in their own particular learning situations and contexts?

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

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

with to the classroom. Concerning the argument that the horizontal discourse can be used as a resource to access the vertical discourse, Bernstein (1999:169) states the following:

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

This part of the theoretical framework informs my analysis of the relationship between the official and unofficial knowledge, power relations in the Zambian education system regarding what method/s the syllabus recommends, the method/s which teacher educators recommend to teachers in teacher training institutions and how teachers actually teach language in the classroom. However, Apple (2006) reminds us that education policies are normally not characterised by progression or regression but by contradictions, and undoubtedly many contradictions and incongruences emerged from this study as teachers tried to recontextualise official policy and methodology within their own unique contexts and under the influence of their particular attitudes towards the method. Chapter seven will show how teachers actualised recontextualised the English language syllabus.

In summary, this study has used Bernstein's code and pedagogical discourse theory specifically using the concepts of classification and framing, horizontal and vertical discourse as well as recontextualisation of education knowledge to analyse the findings. The theory was used to analyse how teachers applied the eclectic approach in the classroom within the context of the social cultural and political context of the teaching and learning situation in selected secondary schools.

4.3 Analytical Framework

4.3.1 Multimodality

Since this study looked at language teaching in the classroom, multimodality is used in this study to analyse the types and forms of teaching materials, teaching aids and language forms which teachers used to communicate meaning in the English grammar classroom while using the Eclectic Approach. Hence, multimodalities were viewed as teaching resources.

Mambwe (2014:45) notes that "the term multimodality or MDA has been used to describe approaches that seek to explain communication and representation as being more than language which addresses a wide range of communication forms that people engage in during interaction, for example, gaze, posture, sound and their relatedness'. Iedema (2003:39) notes that the term multimodality "highlights that the meaning work we do at all times exploit various semiotics" and that semiotics can co-occur and work together to make and communicate meaning.

Due to diversity in the way people communicate meaning and the medium through which teachers can do that, it was expected that teachers would vary their teaching materials/resources and communication forms in the classroom in order to make the learning experience an interesting and motivating one for the learners. Being multimodal is also helpful for the learners because it is believed that learners are also multimodal in their daily communication. Siegel (2006) argues that children have always been multimodal in the way they use their social cultural resources such as talk, gesture, drama and drawing in meaning making.

In this study, I draw on the multimodal approach and its extended notions of resemiotisation and semiotic remediation. Kress and Van Leeuwen (2001) observe that traditionally, classroom research focuses on teachers and learners using spoken language to communicate in the classroom, with books as teaching materials. Multimodality recognises that while spoken or written language is important in classroom communication

between teachers and learners, there are other modes or semiotic resources which are available and can be used. They further argue that learning does not depend centrally on language (written or spoken) but on other modes too which include image, gesture, action with models and writing. Bock (2014) adds that multimodality recognises that all communication (including classroom communication) uses a variety of modes where mode is defined as the different semiotic resources used for making meaning both verbal (written and speech) and non-verbal (image, gesture, gaze, posture, music, colour and discarded objects). Jewitt (2005) claims that in the 21st century, image, sound and movement have entered school classrooms in new and significant ways. Iedema (2003) suggest that television, film and the computer may also be useful resources in communication. Kress (1999:68) advises scholars and in this case teachers "to realize that written language is being displaced from its hitherto unchallenged central position".

Classroom interaction normally involves face to face interaction between teacher and learners as well as learner to learner. However, the crucial point is that even face to face interaction is multimodal in nature. This is reflected in Strivers and Sidnell's (2005:2) definition of face to face interaction when they stated that face to face interaction is "a multimodal interaction in which participants encounter a steady stream of meaningful facial expressions, gestures, body postures, head movements, words, grammatical constructions and prosodic contours". This means that when a teacher is teaching in class and learners are contribution through class discussion, group and pair work, they are not only using words to communicate but integrate words with paralinguistic features to make and communicate meaning. For this reason, teachers may deliberately speak as well as gesture when illustrating or demonstrating a point. Actually, Strivers *et al.* (2005) adds that when talk and gesture are used together, they aid each other in meaning making.

Multimodality has found its place in the classroom and teachers and learners have found it very useful. I now present why and how the theory of multimodality can be used in the classroom. As already stated, the theory is being viewed in this study as providing the teacher with varied resources for teaching.

During lesson preparation, teachers need to state or plan properly how he/she will use the different semiotic resources in the lesson. In fact, de-centring spoken language during classroom interaction is part of the eclectic approach. In this case, classroom interaction encompasses various material affordances. Jewitt (2005:15) suggests that decisions should be made regarding "when and how writing, speech and image are used to mediate meaning making". This proposition explains why in this study, classroom communication is expected to be multimodal.

With the advent of multimodality, the role of the teacher has also changed in order to cope with the complex nature of modern communication. Hasset and Curwood (2009:271) state that in the new media age, besides the teacher being a facilitator of learning, instructor and model, other teacher roles include:

> (1) teacher as resource manager-teacher manages a range of resources-print based and otherwise-that he or she knows will enable the students to develop the skills and critical abilities needed to navigate new texts and/or complete their purpose (2) teacher as co-constructor of knowledge-teacher and students explore and learn together because the teacher acknowledges that students sometimes know as much, if not more about certain things.

The above quote entails that the teacher should mobilise and create learning materials and further ensure that he/she engages learners in the co-construction of knowledge.

It is also believed that today, even text books have become multimodal (cf. Curwood, 2009).When text books have both text and pictures or images, it becomes easier for learners to make sense of the material as they make relations to the picture. This is why teachers should have knowledge of multimodality and how it works in the classroom. The teacher may even transfer the picture from a text book to a chart to help learners understand the concept which would otherwise take long to be understood if only spoken language was used. For example, if a teacher is teaching 'present continuous tense', he/she can draw boys walking, a man chopping wood, a girl running. When learners see these

pictures, they will generate thoughts which if transformed into sentences will be in the present continuous tense. Hence, this is easier as the picture will aid spoken language but learners will also link the structure being learnt in class to everyday life. When pictures or text are used in a lesson, Chambers (1985) cited in Unsworth (2001:261-262) state that learners will analyse the "subtle interweaving of words and pictures, varieties of meanings suggested but never stated, visual and verbal clues to intricate patterns, structures and ideas". In this case, it is not surprising therefore why Stivers *et al.* (2005:1) note that "different modalities work together to elaborate the semantic content of talk".

It is clear that books and indeed other teaching materials ought to be multimodal. It is certain that multimodal materials when used in the classroom help learners to make sense of the text easily just like teachers also find it easier to explain concepts because learners are likely to easily understand the concept under consideration. In this study, it was important to analyse the lessons in terms of how multimodal they were.

4.3.1.1 Resemiotisation and Semiotic Remediation

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

process or practice where a modality has been repurposed and used anew to serve a different function is referred to as semiotic remediation (Bolter and Grusin 2000; Prior and Hengst 2010). At the heart of the notion of semiotic remediation is *repurposing*, which refers to how people re-use other people's words in talk, frequently re-perform others' gestures and actions, redesign objects, represent ideas in diverse media and thus restructure both their environments and themselves (Prior and Hengst 2010). On the other hand, resemiotisation is explained by Iedema (2003) as being about "how meaning shifts from context to context, from practice to practice, and from one stage of practice to the next".

Resemiotisation entails that materials can be created and recreated in different forms and practices, while remediation means using material for a different purpose to what is it originally known (Banda and Kenkeyani 2015). Therefore, the often stated challenge among teachers about lack of teaching materials in schools is lessened by resemiotisation and repurposing. The teacher only has to be created and free enough to identify the materials which can be repurposed and used in the classroom according to the lesson objectives at hand. Thus, the notions of Resemiotisation and semiotic remediation were used to analyse teachers' creativity in creating and mobilising teaching materials. It was also used to analyse the competence of a teacher in as far as teaching and material production is concerned, as this forms part of the eclectic approach to English language teaching.

4.3.2 Critical Discourse Analysis

Critical discourse analysis (CDA) is another theory which is used in this study to analyse teacher-learner relations in the classroom and the influence of government over what happens in the classroom and how this is reflected in texts. Fairclough and Wodak (1997) state that language as used in speech and writing is actually a form of social practice. This implies that discourse is influenced by context and the social structures which frame it. They further explain that discourse constitute objects of knowledge, contexts as well as the relationships between the participants. This contributes to the production, reproduction and transformation of the social status quo. Fairclough and Wodak (1997) add that discourse is

socially consequential in the sense that it has the ability to produce and reproduce power relation between social classes of people belonging to different social groups. They add that discourse may be affected by ideology just while discursive practices may possess ideological effects.

It is clear that most interaction is characterised by power relations and this includes classroom interaction. These power relations can be opaque or transparent. Huckin, Andrus and Clary-Leman (2012:107) note:

> CDA [is] fundamentally interested in analysing opaque as well as transparent structural relationships of dominance, discrimination, power and control when these are manifested in language. CDA aims to investigate critically social inequality as it is expressed, constituted and legitimised by language use.

This means that CDA is used to analyse power relations which are observable such as between the teacher and the learners and those power relations which are visibly clear but still exists such as ideologies which people have. CDA is used in this study to analyse classroom practices during the lesson. The theory was used to analyse both teacher-learner interaction and (language) ideologies as enshrined in education documents such as the English language syllabus and the language policy. According to Banda and Mohamed (2008), CDA views language as socially constituted practice where text, whether written or spoken, is considered as discourse which is produced by speakers who are socially situated. The operational assumption in CDA is that discourse takes place within society, and can only be understood in the ”interplay of social situation, action, actor, and societal structures” (Meyer 2001: 21). In this regard, Banda and Mohamed (2008) argue that discourse is seen as structured by power and dominance. Power involves control by one group over another, while dominance refers to hegemonic existence where the minds of the dominated are influenced “in such a way that they accept dominance, and act in the interest of the powerful out of their own free will” (van Dijk 1993: 255). In this study, CDA, in line with Bernstein’s concepts of classification and framing, was used to analyse teacher’s practices and how they relate with learners in view of the principles of eclecticism where lessons should be learner-centred, with the teacher as a facilitator.

In the classroom, critical discourse analysis provides a good assessment of the nature of interaction and the underlying assumptions behind how the teacher treats the learners and how learners behave in the learning process. Thus, CDA is not only useful in analysing educational institutions but also what goes on in the classroom. Regarding CDA and the classroom, Huckin *et al.* (2012:115) state that "the classroom is a place in which power is circulated, managed, exploited, resisted, and often directly impacted by institutional policies and changes".

The message from the above quote was very useful in the analysis of the data. In Zambia, teachers of English are supposed to teach English grammar using the eclectic approach. However, the theory was used to analyse any form of influence the government of Zambia through the ministry of education had on the teaching of English. The influence of government normally provides direction and sometimes a challenge on what decisions a teacher should make. Hence, this aspect of the theory was crucial in analysing teacher's decisions as they agree, disagree or contradict the status quo. In the same vein, critical discourse analysis expose how government policies and directives as well as teacher's decisions and directives can be accepted, rejected and or ignored in the process of teaching and learning. It is no wonder that Haugen (2009) argues that education policies are sometimes characterised by contradictions. Due to these contradictions, Huckin *et al.* (2012) state that sometimes, teachers are caught up in an ideological dilemma in their classroom practice as they implement government's policy directives on one hand and as they respond to their professional need to create a free classroom atmosphere on the other hand.

It must be mentioned that CDA is not only used to analyse classroom interaction in terms of what power the teacher had over the learners, and what control government and the school administration had over what happened in the classroom and the place of the learners in education policies and classroom activities. The theory was also used to analyse the English language syllabus. This is because it is believed that power and dominance can be exercised through policies as well as documents. In this regard, Wodak (2002:10) has noted that "texts are often sites of struggle in that they show traces of differing discourses and ideologies all contending and struggling for dominance". Hence, the syllabus, and

course outlines were analysed using CDA to see the meanings and the ideologies behind what was written and recommended in schools texts. This is in line with Huckin *et al.*'s (2012:107) argument that CDA can be used to "explicate abuses of power promoted by […] texts by analysing linguistic/semiotic details in light of the larger social and political contexts in which those texts circulate". The analysis of the documents in the study was therefore done to tease out the underlying ideologies behind the text and how that influenced or affected classroom teaching.

The concept of power needs attention. In the context of power and dominance, CDA focuses on the weak, the controlled and the discriminated against. In most classroom situations, CDA focuses on the teacher and especially the learner. Wodak (2002:10) agrees with this when she noted that "CDA often chooses the perspective of those who suffer, and critically analyses the language use of those in power, who are responsible for the existence of inequalities and who also have the means and the opportunity to improve conditions". This is why classroom relationships between teachers and learners were analysed by focusing on the way they played their roles and identities relative to each other.

As part of CDA, the study also drew on attitudes in analysing the data. In doing so, I draw on Howarth's (2006:6) definition of attitudes which states that attitude/s is "an opinion or group of opinions held by an individual about a specific object. Attitudes influence one's reaction towards a particular phenomenon for which attitudes are held. Attitudes also make people behave in certain way depending on what attitude they have. In this case, teachers' attitudes towards eclecticism were used to analyse teachers' opinions about the method and how they applied it. Freeman (1990) in fact sees attitudes as the cause of teachers' failure or success.

In summary, CDA was used to analyse power relations between the teacher and learners, the influence of government and other forces on what went on in the classroom. The theory also critically analysed selected documents and the ideologies on which the texts were based. CDA also included the analysis of teacher training in Zambia and how this

reflects the production and reproduction of power and dominance in the education system. As part of CDA, teacher attitudes were discussed in as far as they affected teachers' use of the eclectic approach.

4.4 Summary of the chapter

This chapter presented the theoretical and analytical frameworks which were used to frame and analyse the data in the study. The chapter considered constructivism which views teaching and learning as a social practice in which learners drew on their prior knowledge to acquire new knowledge. It further views the learner as an active participant in the classroom with the teacher as a facilitator. The second theoretical framework was Bernstein's code and pedagogic discourse with its extended notion of recontextualisation of educational knowledge. This theory looks at the forms of knowledge, power relations and struggles in the education system and the practical implementation of the syllabus in the classroom by the teacher and the underlying ideologies. Analytically, the study drew from multimodality together with its extended notions of resemiotisation and semiotic remediation in which modalities referred to teaching materials and resources. Finally, Critical Discourse Analysis was also used to analyse the data. CDA considers the relations of power, dominance, resistance and discrimination which characterise teaching and the entire education system. Thus, different classroom identities and how they were performed were analysed using CDA. Under the same theory, an understanding of attitudes was also used to analyse teachers' attitudes towards the eclectic approach as well as different language varieties and how this affected the application of the eclectic approach.

CHAPTER FIVE

RESEARCH DESIGN AND METHODOLOGY

5.0 Introduction

The previous chapter presented and discussed the analytical and conceptual framework used in the analysis of data in this study in line with the research objectives. This chapter presents the research design and the methods of data collection and analysis which were used in the study. The chapter begins by discussing the concepts of research design and methodology and explaining how these concepts were applied in this study. It will be shown that the study employed a mixed research design consisting both qualitative and quantitative methods. Hence, this chapter discusses qualitative and quantitative methods and how they were applied in this study respectively, and the choice of a mixed research design is explained and justified. The target population, sample size, sampling procedures and research instruments are also presented and explained, followed by the data collection procedure and methods of data analysis. The chapter also includes a critical discussion on the reliability and validity of the methods and instruments used with regards to the findings emanating from the study. In doing so, the possible weaknesses of each step taken are explained but more importantly, the chapter explains how these potential weaknesses were dealt with proactively. The chapter ends with a presentation of the ethical issues which were considered in the study.

Marshall and Rossman (1999) believe that the motivation for doing research come from real world observation and what the researcher experiences as he interacts with the world as well as his interest. Creswell (2009) notes that the choice of research design and methods of data collection and analysis are influenced by the nature of the problem of the study, the researcher's personal experiences and the target population. It can be mentioned that the interest to do this research emanated from my experience as a lecturer of English Teaching Methods at a University. Through reading and training teachers of English on how to teach the subject using the eclectic approach, I became interested in how teachers applied the eclectic approach in the real classroom environment.

5.1 The Research Design

The concept of research design has been defined differently by different scholars. Parahoo (1997:142) defines a research design as "a plan that describes how, when and where data are to be collected and analysed". Polit, Beck and Hungler (2001:165) describe a research design as "the researchers' overall for answering the research question or testing the research hypothesis". The term overall is used in the definition to mean the totality of the methods and tools for data collection and analysis. Creswell (2009:3) noted that research designs are "plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis". Burns and Grove (2003:195) define research design as "a blue print for conducting a study with maximum control over factors that may interfere with the validity of the findings", Mouton (2001:56) simply defines it as "a plan or blue print of how you intend conducting research". It is clear from the definitions that research designs have to do with how one intends to conduct research in terms of methods of data collection and analysis. Another concept which is closely linked with research design is methodology. Methodology encompasses the design, catchment area, sample, limitations and the techniques used to collect and analyse data. It comprise a group of methods and techniques which work in tandem with each other and are capable of delivering data findings which will answer research questions according to the purpose of the study (Henning 2004). In addition, Halloway (2005) states that methodology refers to a framework and principles on which decisions about methods and procedures of data collection and analysis are based. Simply put, Mouton (1996) believes that methodology refers to the means of doing something such as research in this case.

5.2 Possible Research Designs

Harwell (2011) observes that it has become increasingly popular that the methodology of a study can be characterised as being either qualitative, quantitative or as involving both qualitative and quantitative methods. When qualitative and quantitative methods are used in the same study, the design is called mixed research study design. Hence it can be stated that there are three types of research designs (qualitative, quantitative and mixed research

designs). Leedy (1993:142) states that qualitative research is "concerned with human beings: interpersonal relationships, personal values, meanings, beliefs, thoughts and feelings. The qualitative researcher attempts to attain rich, real, deep, and valid data and, from a rational standpoint, the approach is inductive". On the other hand, Dyers (2014) states that quantitative research is concerned with countable and statistically observable phenomena. Leedy (1993:143) noted that a quantitative researcher "manipulate variables and control natural phenomena. They construct hypothesis and 'test' them against the hard facts of life". As stated above, this study employed a mixed research design. Creswell (2003:20, 21) states the following about mixed research study:

> *Mixed methods* approach involves collection of both quantitative and qualitative data sequentially. The researcher bases the inquiry on the assumption that collecting diverse types of data best provides an understanding of a research problem… data collection involves gathering numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information..

This study used a mixed research design comprising both qualitative and quantitative methods and techniques during data collection and analysis because the researcher wanted to come up with rich information which would improve the validity and reliability of the overall findings. This reasoning is supported by Kidder and Fine (1987) who note that combining qualitative and quantitative methods is a form of triangulation that enhances the validity and reliability of one's study. Creswell (2003:4) adds that using mixed methods provides a rich understanding of the topic under study because to "include only quantitative and qualitative methods falls short of the major approaches being used today in the social and human sciences".

5.2.1 Qualitative Research Design

As stated above, this study employed both qualitative and quantitative methods resulting into mixed methods approach. Qualitative methods were the major design in the study. It involved the use of interviews, observations and document analysis. This in itself shows

that the data was triangulated. The qualitative methods were used because the aim was to get in-depth understanding of how teachers taught English using the eclectic approach. I also wanted to get their views and opinions on the use of the eclectic approach. This was only possible through one-on-one interviews. The reasons why focus groups could not be given are given elsewhere. Observations were also used because I wanted to observe in a real classroom situation how teachers actually put theory into practice. In other words, I observed the lesson to see if what teachers said in the interviews correlated with what they did in the classroom. Observation was also the best way to know teachers' understanding and application of the approaches in the classroom. Since teaching does not take place in isolation, it was also necessary that I read documents and analysed them. Document analysis was another instrument used for data collection. The documents which were analysed were the senior secondary school English Language Syllabus and University and College course outlines for English Teaching Methods. These will be discussed in detail later (section 3.2.3). It is important that the use of qualitative methods in this study was done with a thorough understanding of what the methods are and what they involve. I now present my understanding of the qualitative design to research as applied in this study.

Cresswell (2003:18) defines qualitative approach as:

> one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e the multiple meanings of individuals' experiences, meanings socially and politically constructed. The researcher collects open ended, emerging data with the primary intent of developing themes from the data.

This means that in qualitative research, different people are interviewed and they will give different views depending on their respective social political situations. The researcher should however respect the views of the people however different. The different views will be grouped into themes according to research objectives. Patton and Cochran (2002) adds that qualitative research generate data which is expressed using words and not numbers. Another definition which I found of core importance to my study on teachers' use and understanding of eclecticism in the teaching of English grammar is one by Leedy (1993:142) which states that qualitative research is:

> concerned with human beings: interpersonal relationships, personal values, meanings, beliefs, thoughts and feelings. The qualitative researcher attempts to attain rich, real, deep and valid data and, from a rational standpoint, the approach is inductive.

The definition above is crucial to this study because the aim of using qualitative method was to collect rich, detailed and authentic data from the respondents. It was also aimed at getting the beliefs about grammar teaching among teachers of English and their understanding of the eclectic approach. Their views and opinions about teacher training were also collected through interviews. Thus, the qualitative approach was ideal in this regard.

According to Holloway (1997), qualitative research is a type of social inquiry in which people interpret and make sense of their experiences and the world in which they live. Cresswell (2003) observes that qualitative research uses interviews, observations, focus group discussions and document analysis to which Patton and Cochran (2002) adds that one can also analyse pictures, photo graphs, minutes and dairies using this method. It is important to reiterate that in this study, only interviews, observations and document analysis were done as part of the qualitative method in the study. The richness and indeed reliability of qualitative data is emphasised by Neuman (2011:92-93), who writes:

> Qualitative data is not imprecise or deficient; the data are highly meaningful. Instead of converting social life into variables or numbers, we borrow ideas from people we study and place them within the context of natural setting. We examine motifs, themes, distinctions and ideas instead of variables, and we adapt the inductive approach of grounded theory…qualitative data document real events. They are recordings of what people say (with words, gestures, and tone), observations of specific behaviours, and studies of written documents or examination of visual images. These are all concrete aspects of the world

Going along with Neuman's argument on the reliability and richness of qualitative research, it is clear that qualitative research generates findings which can be relied upon, which can give a comprehensive understanding of the situation especially that there is no manipulation of the variables. In fact, the mention of observations of specific behaviours, recordings of what people say and written documents fully explains what I did in this study. Due to the various data forms I collected using the qualitative method, it can be stated that the data was triangulated thereby providing further validity and reliability of the findings. Hence, the data I collected in the study was not just rich but reliable too.

A further understanding of qualitative research is noted by McMillan and Schumacher (2001:395) who argue that "qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts, and perceptions. The researcher interprets phenomena in terms of the meanings people bring to them". Henning (2004) adds that observations, documents and artefacts and recording of naturally occurring interaction are part of qualitative techniques.

Wood and Brink (1998:246) and Burns & Grove (2003:357) note that qualitative research:

• derives meaning from the participants' perspective

• is ideographic: aims to understand the meaning that people attach to everyday life captures and discovers meaning once the researcher becomes immersed in the data

• uses concepts in the form of themes, motifs and categories

• seeks to understand phenomena

• determines observations by information-richness of settings, and modifies types of observations to enrich understanding

• presents data in the form of words, quotes from documents and transcripts

• analyses data by extracting themes

• uses a holistic unit of analysis, concentrating on the relationships between elements, concepts and so on• considers that the whole is always more than the sum

In this study, understanding phenomena from respondents' perspective meant that I respected the views and reality of the matter as stated by the respondents. In other words, I did not look at the findings from my perspective but from the respondents who in this case were familiar with the practice in the field. However, I got immersed in the study in that I was the primary data collecting tool because I wanted to get first-hand information from the respondents. Though this technique, I was able to collect rich data direct from the field of practice.

It is important to note that qualitative methods have been criticised by some scholars. In the next part, I will present these criticisms or rather the weaknesses of qualitative research and how I dealt with the possible weaknesses in the study. It must be mentioned that since I read about the possible weaknesses, I took proactive measures to ensure that some possible biases and weaknesses were completely avoided while others were simply minimised. In fact, Cresswell (2002), Maree (2007) and Nueman (2011) believe that researcher subjectivity in qualitative research cannot be avoided as the researcher is also viewed as a research instrument in the data collection process.

5.2.1.1 Biases in Qualitative Research

On the possible biases especially arising from the researcher as a data collection instrument as well as an analyst, Marshall and Rossman (1999:28) note the following:

> the qualitative researcher's challenge is to demonstrate that his personal interest will not bias the study. A sensitive awareness of the methodological literature about the 'self ' in conducting inquiry, interpreting data, and constructing the final narrative helps, as does knowledge of the epistemological debate about what constitute knowledge and knowledge claims, especially the critique of power and dominance in traditional research

The challenge as stated in the above quote is that the researcher may fail to perform his/her role as an objective inquirer and instead allow his/her interests and attitudes to decide the direction of the research. This awareness helped me to detach my position, attitudes and interests from the study as much as possible so that I could not affect the outcome of the study.

Patton and Cochran (2002) observe that one of the weaknesses of qualitative research is that it is difficult to tell how far the findings are biased by the researchers' own opinions.

With the above knowledge in my mind, I had to state the aim of the study in advance which was done before the findings were generated. A way (method) of how this was going to be done was also planned. Triangulation of the data via interviews, observations and document analysis meant that the researcher's own biases would be minimised or ruled out. This was ensured by the way I presented the findings. The interview was recorded and some direct quotes are included in the presentation chapters just to show the authenticity of the findings (see chapters six and seven). Other than that, I described the lesson which was videotaped. I showed the lesson description to each teacher I observed just to cross check that the description was accurate. These steps were followed in order to make sure that the data from respondents informed the study and not the researchers' opinions.

There are other biases which can come about through the instruments which a researchers uses, the way the researchers conducts the interview, the researchers' experiences and the target population. I will address these when I will discuss data collection procedure and instruments as well as sampling techniques.

5.2.2 Quantitative Research Design

In this study, I also used quantitative methods through the use of a closed-ended questionnaire on teachers' attitudes towards eclecticism, opinions on the quality of teacher training and their views on other pedagogical decisions and considerations. The

aim was to generate findings in terms of percentages and frequencies in order to systematically measure certain aspects of the research which were deemed very important. The questionnaire responses followed the Likert scale (see discussion in sub-section 5.4.4.2).The findings collected through a questionnaire were used as supplement the various forms of data which was collected qualitatively. Below, I briefly share my understanding of quantitative research:

Creswell (2003:18) defines quantitative approach as "one in which the investigator primarily used post positivist claims for developing knowledge…and collects data on predetermined instruments that yield statistical data". Post positivism refers to objective truth or data which is normally collected through the use of some predetermined variables via a questionnaire or experiment. In this case, a questionnaire with predesigned variables was used. Sibanda (2009:2) notes that quantitative research "focuses on gathering numerical data and generalising it across groups of people".

Sibanda (2009:3) lists the following characteristics of qualitative research:

a. Researcher has a clearly defined research question to which objective answers are sought
b. All aspects are carefully and precisely designed before data collection
c. Data are in the form of numbers and statistics
d. Project can be used to generalise concepts more widely, predict future results or investigate causal relationships

The questionnaire which I administered had clearly defined questions and objective answers were given. The questions and optional answers were carefully thought of and planned during the designing of the instrument. The items on which questions were based were carefully chosen according to the objectives and purpose of the study. The objective answers which were generated were presented together with the qualitative data which was collected through interviews. This type of triangulation helped to enrich the findings and reliability of the conclusions which were drawn.

5.2.3 A Mixed Methods Approach

As mentioned above, this study employed a mixed research study design. This involved the use of both qualitative and quantitative methods. Since I have explained how I used qualitative and quantitative methods respectively, and I will do so in detail in the other sections, this section is meant to provide a discussion on the meaning of mixed research design and I will also provide justification why I used a mixed research design in this study. Without pre- empting my discussion on mixed research design, it can be mentioned that I used the approach in order to get rich, detailed data which would help me better understand the research problem. It was also a way of triangulating my data which further provided reliability and validity to the findings. Since I used interviews, observations, documents analysis (qualitative) and I administered a questionnaire (quantitative) in order to get research questions answered, it can be argued that mixing the two brought trustworthiness to the findings.

Cameron (2011:1) contends that mixed methods research is a "third methodological movement and has witnessed a rapid rise in popularity in the last ten years". Johnson and Onwuegbuzie (2004) refer to mixed methods as a research paradigm whose time has come. Creswell (2003:4) notes that "the situation today is less quantitative versus qualitative and more how research practices lie somewhere on a continuum between the two ". Johnson *et al.* (2004 2007) observe that using a mixed methods approach enables a researcher to provide a superior research and explanation about the phenomenon being investigated as opposed to using the monomethod of inquiry. Denzin (1978:14) notes that since mixed methods provide triangulation "the bias inherent in any particular data source, investigators, and particularly methods will be cancelled out when used in conjunction with other data sources, investigators and methods". Creswell (2003:15) adds that "recognising that all methods have limitations, biases inherent in any single method could neutralise or cancel the biases of other methods" when used in a mixed fashion. This is the same point raised by Niglas (2000) who argues that triangulation neutralises biases associated with particular data sources and methods. Still on the same argument, Rossman and Wilson (1985) state that mixed methods lead to confirmation and

corroboration between data through triangulation. It can therefore be argued that mixed methods offers triangulation in a study, making it highly advantageous.

Below, I give a further discussion on mixed methods in terms of its meaning and why it was important to use it in this study. Hussein (2009:2) states the following about using both qualitative and quantitative designs:

> both paradigms are designed towards understanding about a particular subject area of interest and both of them have strengths and weaknesses. Thus, when combined there is a great possibility of neutralizing the flaws of one method and strengthening the benefits of the other for the better research results. Thus, to reap the benefits of two paradigms and minimizing the drawbacks of each, the combination of the two approaches have been advocated

From the quote above, it appears logical to use mixed methods to avoid the weaknesses inherent in either qualitative or quantitative methods. Therefore, in order to benefit from the strengths of either method, mixed methods become the answer. Clark and Cresswell (2007:5) have the same understanding in mind when they explain mixed methods as the combination of different methods in a single study because "the use of qualitative and quantitative approaches in combination provides a better understanding of the research problem than either approach alone".

Turner, Anthony, Johnson and Onwuegbuzie (2007:129) define mixed methods research as follows:

> Mixed methods research is an intellectual and practical synthesis based on qualitative and quantitative research; it is the third methodological or research paradigm (along with qualitative and quantitative research). It recognises the importance of traditional quantitative and qualitative research but also offers a powerful third paradigm choice that often will provide the most informative, complete, balanced and useful research results

The central reason why I used a mixed methods approach in this study was to have a comprehensive and detailed understanding of the research phenomena under investigation (how teachers understood and applied the eclectic approach to English grammar teaching). In this case, using interviews, questionnaires, observations and document analysis provided rich data which covered almost all the aspects of English language teaching in Zambia according to the major objective of the study. It would not be enough to interview teachers because it was possible that they could say what they did not practice in the classroom. Similarly, it would not be enough to just observe the lessons as I needed to interview them in order to understand the reasons behind the decisions and methodological choices they made in the classroom. Document analysis was also deemed very important owing to the importance of documents such as the syllabus to teaching. It should be mentioned that data sources were also triangulated in this study. Teachers were the major data sources. However, to understand further the possible influences behind teachers' classroom practices and their preparation into eclecticism, College and University lecturers were also interviewed in order to understand the training and preparation which teachers of English went through. This in fact helped to explain some of the beliefs about grammar and grammar teaching in general. I must also state that I did not only interview the teacher educators but I also analysed the course outlines in order to see what competencies student teachers were exposed to during training. In short, in this study, I did not only triangulate methods, but also data sources. All this was done in order to have a rich understanding of the answers to the research questions.

Different scholars and researchers have identified justifications and rationales for using mixed research design.

Johnson and Onwuegbuzie (2004:22-23) list the following advantages for using mixed methods:

●A researcher can use the strengths of an additional method to overcome the weaknesses in another method by using both in a research study.

●Can provide a stronger evidence for a conclusion through convergence and collaboration of findings

●Can add insights and understanding that might be missed when only a single method is used

●Qualitative and quantitative research used together produce more complete knowledge necessary to inform theory and practice

●Can provide quantitative and qualitative research strengths

●Can answer a broader and more complete range of research questions because the researcher is not confined to a single method or approach

●Numbers can be used to add precision to words, pictures or narrative

The decision to use a mixed methods approach was arrived at after I familiarised myself with what mixed methods were and how they would work in a study. The advantages mentioned above were considered in making the decision. It must also be mentioned that my study had many facets and therefore the use of mixed methods in order to fully answer the research questions in detail.

Mixed methods take various forms. In some cases, it can be more qualitative than quantitative, more quantitative than qualitative or can have both in equal measure (Pure mixed methods). In this study, it is important to note that it was more qualitative than quantitative. As earlier mentioned, interviews, observations and document analysis were part of the qualitative method while only a questionnaire was used to generate statistics quantitatively. The type of mixed methods used is called Qualitative dominant mixed methods also represented as QUAL+quan. Johnson *et al.* (2007:124) define this type of mixed methods as follows:

> Qualitative dominant mixed methods research is the type of mixed research in which one relies on a qualitative, constructivist, poststructuralist critical view of the research process while concurrently recognising that the addition of quantitative data and approaches are likely to benefit most research projects.

As the definition entails, the reason for including quantitative data was that it could help to understand certain elements of the study which were deemed important. In addition, it was important as the two types of data would augment each other to explain the researched phenomena.

5.3 Target Population

Burns and Grove (2003:43) assert that "the population includes all elements that meet certain criteria for inclusion in a study". White (2003) explains that a population is the universe of units from which the sample is to be selected. In this study, the target population was drawn from the three districts of Kabwe, Chibombo and Mumbwa. The three districts were all from Central province of Zambia. Kabwe is the provincial headquarters of central province while Chibombo is peri-urban and Mumbwa is a rural district and were sampled for differential effect. Hence, the target population included all the secondary schools in Kabwe, Chibombo and Mumbwa districts, all the grade 11 teachers of English in Kabwe, Chibombo and Mumbwa; and all the grade 11 learners in Kabwe, Chibombo and Mumbwa districts. Since the study sought to get views from teacher educators, Lecturers of English teaching methods from University of Zambia, Evelyn Hone College, Nkhruma University College and Chalimbana University College were part of the sample.

Central Province was targeted because of its centrality and the fact that it provided the three classes of categorisation of proper urban, rural urban and rural. This meant that the target population would provide suitable sample for the study. The other reason was that the three districts were also easy to access due to good road network in the Central Provinces. The idea was to reach to even the remotest part of the province without much difficulty and this was achieved.

5.4 Sample Size and Sampling Techniques

Latham (2007:2) defines sampling as the "ability of the researcher to select a portion of the population that is truly representative of the said population". Since a sample is taken from the population, it is very important that the selected sample is representative of the population from which it is taken. In this study, the sample comprised nine secondary schools, four teacher training institutions, 90 teachers of English and18 lecturers of English teaching methods from the four teacher training institutions. The grade 11 learners who were part of the classes where I conducted lesson observations formed part of the sample. These learners were important in the analysis of teacher-learner classroom interaction in the context of the eclectic approach.

In coming up with the sample, I divided the target population into units. This was because there were three areas from which I needed to draw the schools. Additionally, since there were different classes of data sources, I divided potential respondents into teachers and lecturers (teacher educators) as well as documents. It was very important to come up with these units as they would enable me to come up with respondents who together would answer the research questions appropriately. What I did agrees with Cochran (1977:6) who states the following about sampling:

> Before selecting the sample, the population must be divided into parts that are called sampling units or units. These units must cover the whole of the population and they must not overlap, in the sense that every element in the population belongs to one and only one unit

Hence, to come up with the sample I used cluster sampling. Cluster sampling was used owing to the purpose of the study in which several data sources needed to be consulted with respect to the diversity in the areas where respondents were drawn. Barreirro and Albandoz (2001:8-9) describe cluster sampling as follows:

> In cluster sampling, population is divided into units or groups, called strata (usually they are units or areas in which the population has been divided in), which should be as representative as possible for the population i.e they should represent the heterogeneity of the population

> we are studying and they should be homogenous among them. The reason to make this sampling is that sometimes, it is too expensive to make a complete list of all the elements of the population that we want in the study.

Apart from the reasons given in the above quote, the other reason cluster sampling was used was for differential effect among and between respondents. Deferential effect means the differences which may arise as a result of teachers and learners (schools) situated in different locations with different social economic lifestyles. I wanted to draw from the urban area, peri-urban and the rural areas. This was based on the premise that language use and attitudes could differ from one area to another. Additionally, the background of the learners was deemed necessary in analysing teacher practices. Hence, drawing schools, teachers and learners from three different social classes was paramount for differential effect since with all these differences, they used the same syllabus and were expected to go by the same recommendations in the syllabus, and they were all supposed to use the eclectic approach to teach English grammar.

To come up with the actual sample, purposive sampling was used. "Purposive sampling is one in which the person who is selecting the sample tries to make the sample representative, depending on his opinion or purpose" (Barreirro and Albandoz 2001:5). I used purposive sampling because I wanted to come up with the most suitable respondents according to the purpose of the study. Put differently, the reason for using purposive sampling was to come up with respondents who had the characteristics which were suitable for the study and who were relevant according to the research questions and objectives. For example, when coming up with schools, I had to choose three schools in a particular area which prototypically were characteristic of the area. For example, within the urban Kabwe, there were schools which were in the periphery of the town which would not be very good examples of an urban school although they were in Kabwe District. In this case, as with the other districts, I had to consult and moved around schools before I finally came up with three schools which were suitable. I did this in all the three districts. Finally, I came up with nine schools (from the three units) which provided the study with the differential effect that was needed.

The distribution of the sample was as follows:

Three schools were drawn from a rural area, three from peri-urban and the other three from the urban area of Central Province. As stated above, the reasons why three schools were sampled from three different areas was because economically and socially, the three areas were different. Hence, to adequately answer the research questions, these different areas which also presented different types of learners in terms of their backgrounds were very important in the study. The three schools sampled in each of these districts were those which represented the description of the area. To understand how the eclectic approach was applied, it was important that we considered the different possible circumstances in which teaching and learning took place. This is the reason why I sampled schools not from one region, but from three different areas of different social economic characteristics.

Kabwe is the provincial headquarters of Central Province. It is less than 200 kilometers from Lusaka which is the capital city of Zambia. Further, Kabwe has TV signals and internet facilities are present both in town and in most secondary schools. School going children are exposed to modern life and technologies which they are part of. Since almost all the parents/guardians are business owners and working class respectively (high and middle class), it was thought that children in Kabwe urban received more financial, emotional, material as well as academic support from their parents compared to their rural counterparts. All these factors were deemed crucial when analysing classroom interaction. Three urban schools were sampled from this district.

Chibombo District lies between Kabwe and Lusaka. Although, it is closer to Lusaka than Kabwe, this district is less developed. Most of the parents in this district are farmers. While some parents were retirees with some form of education, most of them were not educated. It must also be mentioned that Chibombo is one of the impoverished districts in Zambia with very low literacy levels among the people. Moreover, the dominant language in the area (Lenje) is not one of the officially recognised languages in Zambia. This was particularly important in this study since one of the aims was to analyse how the child's background was recognised in the classroom and whether the home language was

acknowledged as a resource to access the official language. Two rural schools were sampled from this district with an addition school which qualified as semi urban school owing to its location and type of learners who attended the school.

Mumbwa District is about 160 kilometres west of Lusaka but in Central Province. Although the district is closer to Lusaka (the capital city), it is not really developed. The central business town is populated by the civil servants and private service workers. It must be mentioned that Mumbwa is largely a rural district with villages and farms lying around the central business district (CBD) of the town. Most schools in Mumbwa were typically rural.

Interestingly, there were schools in Mumbwa which were very close to the CBD but could not fit as either urban or rural. The district however had schools which were typically rural by all standards. In this study, two peri-urban schools and one rural school were sampled from Mumbwa district.

Six grade 11 teachers of English from each school (a total of 54) were sampled to participate in the face to face interview. One of the six from each school was also observed in the classroom and was interviewed after the observation. The point to note here is that 54 teachers were drawn from the nine sampled schools. In order to come up with the six teachers in a school, the guiding principle was that each of the teachers should have been trained by a different training institution. In Zambia, teachers of English come from different colleges and Universities. The idea here was to get teachers who were trained by different training institution so that I could come up with rich data which could explain variations or similarities in the understanding and application of the eclectic approach. Hence, to avoid selecting teachers who could have come from the same teacher training institution, purposive sampling was deemed suitable. In the same vein, I also wanted to draw teachers who were trained by both Universities and Colleges (representation in terms of qualification among teachers) as this was the reality in all the schools in Zambia that teachers possessed different qualifications (Diplomas, Degrees and Master Degree).A further 36 teachers of English were also sampled from the same nine secondary schools to take part in answering the questionnaire together with the 54 who participated in the face

to face interview. This took the total number of teachers who participated in the study to 90.

Furthermore, 18 lecturers of English teaching methods from the four public institutions mentioned above were sampled for interviews. Since it was only lecturers of English Teaching Methods who were interviewed, it was the case that there were a few lecturers teaching the courses. The numbers ranged from 2 to 6 per institution. Since the numbers were not too big, I decided to interview every lecturer of English Teaching Methods in the four Training institutions which were sampled. Hence, the total number of lecturers teaching English Teaching Methods amounted to 18. Lecturers were included in the sample because they were the ones who were preparing teachers of English in methods of teaching. Secondary school teachers were products of the lecturers. Thus, to understand teacher preparation and how teachers were introduced into eclecticism, lecturers were interviewed. This also helped to understand teachers' understanding and classroom application of the eclectic approach in grammar teaching. Moreover, as indicated earlier, combining the views of the lecturers and teachers on answering the same research questions (teacher preparation) was a good form of triangulation.

5.5 Data Collection Methods and Instruments

Data collection involves the manner and the instruments used to collect data. Burns and Grove (2003:373) define data collection as follows:

> Data gathering is the precise, systematic gathering of information relevant to the research sub-problems using methods such as interviews, participant observation, focus group discussion, narratives and case studies

It must be mentioned that in this study, I used document analysis (documents), interviews (Interview guide and recorder), participant observation (video camera and note book were used), and a structured questionnaire.

5.5.1 Document Analysis

My starting point was document analysis on the secondary school English syllabus and the Methods of Teaching English course outlines from universities and colleges of education. After that, I visited the schools. This was done in order to understand the underlying beliefs and theories behind the syllabus, and English teaching methods course outlines. At the proposal stage, I had planned to collect lesson plans from the teachers I would observe for analysis. However, as it will be shown in chapter seven, none of the teachers used a lesson plan while one who had a guide refused to give it to me. I will explain this further later and the implications it had on teacher lesson preparation. However, the point to note here is that I analysed two documents stated above. Document analysis was an important technique for data collection. Hancock *et al.* (2007:19) believe that "a wide range of written materials can produce qualitative information. These can be particularly useful in trying to understand the philosophy of an organisation…they can include policy documents, mission statements, annual reports". In this study, understanding what was written into these important documents was prerequisite to understanding what teachers chose to and not to do in the classroom.

5.5.2 Interviews

Burns and Grove (2003:58) state that "interviewing refers to structured or unstructured verbal communication between the researcher and the participants in which information is presented to the researcher". In this study, I conducted interviews with secondary school teachers before I interviewed lecturers in colleges and Universities. For the teachers, I designed a semi-structured interview guide which had 8 open ended questions according to the research questions and objectives. However, the interview was so detailed that I asked probing questions, and in many cases, I asked the same questions in different ways just to make it clearer and to get more information from the teachers. I created a relaxing environment and I encouraged the respondent to be free to ask questions or to state when the question was not too clear to them. One to one Interviews were very helpful to provide

detailed information and teachers spoke freely especially that. They were promised confidentiality. Hancock *et al.* (2007:16) state the following about interviews:

> Qualitative researchers usually employ semi-structured interviews which involve a number of open ended questions based on the topic areas that the researcher wants to cover. The open ended nature of the questions posed defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail. The interviewer can use cues or prompts to encourage the interviewee to consider the question further. In a semi-structured interview, the interviewer also has the freedom to probe the interviewee to elaborate on an original response or to follow a line of inquiry introduced by the interviewee.

I used the same approach when interviewing lecturers. I also used face to face interviews with lecturers. In the interview guide which I used for lecturers, I included questions about the teaching methods they taught, which ones they recommended for use and whether or not teachers were adequately prepared and the challenges they faced to train teachers of English (See appendix 9). Since I am also a lecturer of English teaching methods, my knowledge and experience in the field proved handy in executing the interview. The questions were open ended and I interviewed each lecturer in his/her office which proved very convenient for the respondents with no distractions. Owing to the amount of data which I generated through interviews, it was realised that interviews were very advantageous in this study. My experience with the interview is consistent with Byrne's (2004:182) argument that:

> open ended and flexible questions are likely to get a more considered response than closed questions and therefore provide better access to interviewees' views, interpretation of events, understandings, experiences and opinions….(qualitative interviewing) when done well is able to achieve a level of depth and complexity that is not available to other, particularly survey-based approaches.

In qualitative research especially when using interviews, there is a danger that the researcher may not get real and adequate data due to the environment and the relationship between the researcher and the respondents. As a teacher educator, I was aware of what could lead to uneasiness. Hence, I read on this topic and I took the necessary steps to ensure a successful interview. Babbie (1995) advises researcher to first familiarise themselves with the research questions before the interview. King and Horrocks (2010) emphasise the need for a relaxing environment since both the interviewer and the interviewee require psychological comfort. Kvale (1996) believes that the researchers' personality and approach to the interview is very important in the overall success of the interview. In this vein, Henning (2004) and McNamara (2009) cited in Thornhill (2014:161) suggest that the interviewer should observe the following when conducting an interview:

●Avoid judgemental phrasing

●Attempt to remain as neutral as possible, and do not show strong emotional reactions to the interviewee's responses

●Encourage responses with occasional nods of the head, 'uh huh' etc

●Adopt a knowing approach by rephrasing questions to include the knowledge you have acquired during the interview

●Provide transition between major topics, e.g "we have been talking about your training and experience and now, I'd like to move on to the implementation of language policies in your school"

●Listen carefully to the participants' responses

●Start with the less threatening or easier questions and ease into the more difficulty ones

●Do not lose control of the interview

When it came to conducting the interviews both with the teachers and lecturers, I found the above tips very practical and helpful. I must mention that I applied all the above mentioned tips in the execution of the interviews during my field work. The other

guideline which I followed was the step by step procedure for conducting an interview proposed by Henning (2004:75) which consists of the following steps:

●The interviewer sets the scene by explaining the research topic and aim as well as the purpose of the specific interview

●Next, the researcher may provide the interviewee with a copy of the interview questions and allow the participants some time to scan and reflect on it

●The researcher now proceeds with the questions, and also explains probes and allows the interviewee time to think, if requested

●As the interview progresses, the researcher may summarise some of the conversation as a means to help the interviewee to get a picture of what she has said, and to check whether the interviewer's understanding corresponds with that of the interviewee

●The interviewer may also want to ask the interviewee to expand on a topic or clarify a concept that she used

●During this process, the researcher should keep an eye on the recording device, to ensure that it is still recording the interview

●Towards the end of the allocated time, the researcher starts to round off the interview, by asking if there is anything that the respondent still wishes to add, or if the respondent has any questions. The researcher then summarises and concludes by thanking the interviewee

It must be mentioned that during the interview, I used an audio recorder to record the interview. This was done in order to capture everything which the interviewee said which I could listen to later after the interview for thorough understanding. Other than a recorder, I also had a field diary or field note book where I took note of important points. Patton and Cochran (2002) advise that interviews should be recorded on a recorder and there should be a dedicated note taker too. In this study, I recorded the interview and I was also the one taking notes. I decided to take note myself to ensure that I noted everything I considered important. Another thing which I did was to explain the use of the

recorder and to get permission from my respondents about it. Patton and Cochran (2002:23) note the following about the use of a recorder during interviews:

> If a recorder is going to be used, the respondent's prior permission must be sought. You will need to explain that the reason why you are recording them is to help you check whether you have recorded the views correctly

The above procedure, tips, instruments and the knowledge of research equipped me to conduct interviews with the teachers and lecturers respectively and helped me to come up with rich and detailed data.

5.5.3 Observations

I conducted 9 lesson observations which I also video recorded. This means that I observed one lesson or teacher in each of the nine sampled schools. The reason why I observed the lesson was to see how practically teachers of English used the eclectic approach to teach English grammar. In the interview, they explained how they understood the eclectic approach and how it could be used. However, I thought it was very important to observe the lesson since it is possible that sometimes, people say what they do not do or they do what they do not say. For example, it was possible that teachers could say that they taught English grammar using the eclectic approach, but it was imperative to observe to see if they really did that and how they implemented it. In addition, lesson observation was also done in order to see how teachers interpreted theory into practice in a real classroom situation. Patton and Cochran (2002:20) have this to say about observations:

> To understand fully the complexities of many situations, direct participation in, and observation of the phenomenon of interest may be the best research method. The data collected must be descriptive so that the researcher can understand what happened and how it happened….Observational data is very useful in overcoming discrepancies between what people say and what they actually do and might help you uncover behaviour of which the participants themselves may not be aware

Consistent with the proposition above, the lessons which were observed were described for analysis. I will explain more on this later when I will be explaining how data was analysed. Suffice to state that I followed a number of research guidelines such as the ones by Patton and Cochran above in the execution of my research.

Hancock *et al.* (2007:18) also view observations as a suitable method of data collection as stated in the following statement:

> Observation is a technique that can be used when data cannot be collected through other means, or those collected through other means are of limited value or are difficulty to validate. For example, in interviews, participants may be asked about how they behave in certain situations but there is no guarantee that they actually do what they say they do. Observing them in those situations is more valid: it is possible to see how they actually behave. Observation can also produce data for verifying or nullifying information provided in face to face encounters

Following the above argument, interviews on how teachers understood the eclectic approach and whether or not they were adequately trained were followed by classroom lesson observation in order to see whether what respondents said in the interviews corresponded or contradicted with what they did in the classroom and how they did so. As stated earlier in this chapter, this was a form of triangulation which contributed significantly to the validity and reliability of the findings.

Considering the central question in this study, where I sought to establish teachers' understanding of the eclectic approach and how they applied it, interviews as well as observations were undoubtedly suitable methods of data collection. Observations as already stated above, worked to present agreements, discrepancies or contradictions between what teachers say they understand and practice on one hand and what they actually do in the actual classroom situation on the other hand.

When observing the lesson, I used a video camera to capture everything that happened in the classroom. This was particularly important because after videotaping the lesson, I could go through the lesson again to thoroughly analyse the classroom interaction. In order to do this, I became part of the class as a participant observer. Since learners learn English every day, I spent the first four days of the week sitting in class to co-teach and helping to mark learners' books. The lesson observations took place on the last day of the week by which time both learners and teachers had become familiar and at ease with my presence in the classroom. I did the same in all the nine schools. One point which needs mentioning is that permission was sought from the teachers and learners both for the researcher to sit in class and for the lesson to be recorded.

I was aware that there was a danger that the use of a camera would capture the attention of the learners and the teacher. Further, the movement of the one holding the camera would distract the attention of the learners. In order to avoid these possible distractions, I stood at the corner of the classroom (at the back) and I remained stationery throughout the lesson. I only moved the focus of the camera depending on where the teacher or the focus of interaction was. Standing at the corner of the classroom also helped to put the whole classroom in focus while not distracting their attention. The teacher was told weeks before that one of the lessons would be videotaped. Therefore, on the day of the observation, the teachers and the learners were at ease with my presence as well as with the use of the camera. The other reason the teachers and the learners were comfortable was because I explained earlier that the recording was strictly for academic purposes and that it would remain confidential. They were also assured that the film would be deleted or erased once the data was described. These assurances including the fact that the researcher was part of the classroom for four days prior to the recorded observation made the observation natural and normal to the class.

From the above, it can be argued that observation especially with the use of the video camera is important in research. However, observations accompanied by the use of a video recorder pose challenges too. The researcher should work on how to address the possible challenges which may affect the quality of the findings. Hancock *et al.* (2007:19) describe video recording during observation as follows:

> Video recording: This frees the observer from the task of making notes at the time and allows events to be reviewed repeatedly. One disadvantage of video recording is that the actors in the social world maybe more conscious of the camera than they would be of a person and that this will affect their behaviour….this problem can be lessened by having the camera placed at a fixed point rather than being carried around

It must be reiterated that although I stood at the corner of the classroom, the camera was not focused in one direction. I directed and focused the camera in the direction of the classroom activity. I also videotaped the walls of the classrooms to capture all the writings and pictures which were stuck on some of the classroom. Without pre-empting my findings, I can mention that some walls however did not have any writings, charts or pictures.

5.5.4 Questionnaire

Thornhill (2014:149) defines a questionnaire as "a specific tool, also known as an instrument, for gathering information directly by asking people questions and using the responses as data for analysis". Czaja and Blair (1996:54) argue that a good questionnaire "is a valid measure of the factors of interest; it convinces respondents to cooperate; and it elicits acceptably accurate information".

5.5.4.1 Motivation for the use of a Questionnaire

Creswell (2003) contends that the research problem, the experiences of the researcher and the target audience are the three factors which influence the choice of methods. It must be stated that the reason for using quantitative methods and in this case, a questionnaire, was because of the research problem. It was done in order to collect information on aspects of the study such as knowledge and attitudes of respondents towards the eclectic approach. Wisker (2008:187) notes that a questionnaire is used to collect data in terms of "facts,

attitudes, behaviours, activities and responses to events". Dornyei (2003) adds that questionnaires are normally used to collect factual, behavioural and attitudinal information about respondents or the phenomenon under study. In this study, I wanted to gather data or factual information about teachers' knowledge of the eclectic approach and grammar, classroom application of the eclectic approach relative to other methods, attitudes towards the eclectic approach and their teacher training. To collect this factual information, a questionnaire was particularly important.

5.5.4.2 Design and Structure of the Questionnaire

There are a number of points to consider to when designing a questionnaire. The choice of questions, the phrasing and ordering are all very important to the overall success of the questionnaire. In this study, I considered a lot of guidelines and tips about the designing and structuring of questionnaires. I now present some of the considerations which I took. Simple language should be used in the questionnaire so that respondents easily understand and respond without difficulties. This requires that the researcher should not choose the vocabulary and sentence structures which will make the questionnaire difficulty to understand. Questions should be clear, direct and self-explanatory as they should attract one and only one answer or response. In addition, the questionnaire should begin with simple questions and there should be a logical progression from simple to complex questions (Thornhill 2014). Czaja *et al.* (1996) believe that clear language will encourage the respondent to complete the questionnaire. Thornhill (2014:152) further advises that "researchers should avoid having questions on a particular topic scattered through the questionnaire". This means that a researcher should identify the topical issues to be covered in a questionnaire and categorise the questions accordingly. In this study, the questionnaire had questions on the respondents' bio-data (gender, lengthy of service, position in school etc), quality of respondents' training, respondents' knowledge of grammar, familiarity with the English language syllabus, knowledge of the eclectic approach and attitudes towards the eclectic approach. These were the major topics and questions were sequenced and arranged according to these headings.

For this study, teachers were presented with a list of statements to which they responded by using the Likert scale (Likert 1932), which Bertram (2000:1) describes as:

> a psychometric response scale primarily used in questionnaires to obtain participants' preferences or degree of agreement with a statement or set of statements….it is mostly seen as a 5-point scale ranging from strongly disagree on one end to strongly agree on the other end with neither agree nor disagree in the middle.

Krosnick and Presser (2010) advise that the points should cover the entire measurement continuum without leaving out regions and both the researcher and the respondent should have a shared meaning of the points in the scale. In this study, due to differences in the type of questions I asked, not every question carried equal number of scales. The number of scales depended on the type of questions and possible expected answers. Some questions only had four or three scales. This means that the Likert scale was operationalised in this study according to the type of question and possible expected responses.

This method elicited quantitative data on teachers' personal details, qualifications and their understanding of eclecticism among others in order to generate frequencies and percentages. Examples of statements to which they responded to included:

(a) I understand what is meant by the eclectic approach to English language teaching.

(b) I have been applying the eclectic approach when teaching English grammar to Grade 11 learners.

(f) The eclectic approach is the best method to teach English Grammar

(g) I know the meaning of Grammar

(h) Teacher Training institutions adequately prepare eclectic teachers of English

(j) I am familiar with the English language syllabus

(k) I know the specific methods recommended in the syllabus for use to teach English

5.5.4.3 Reliability of the Questionnaire

To ensure reliability of the questionnaire, I made sure that I avoided phrasing leading questions. In this case, leading questions refer to questions which are phrased and asked in such a way that the respondent feels directed to the answer or where the respondent is implicitly given a suggestion on what to say. Other than that, I pre tested the instrument. Thus, I administered the questionnaire to teachers of English in Lusaka District. When administering, I told them to report any difficulty they would encounter when answering the questionnaire. When I collected the answered questionnaires, I noticed some of the errors in the questionnaire as highlighted by the respondents. Based on the answers they gave, I also noticed other weaknesses of the instruments. Most of the mistakes were typographical and there were three statements which were ambiguous and different respondents understood the question differently. Hence, I made corrections to the instrument. After that, I administered the same questionnaire to a different group of respondents. They answered the questionnaire. This time, there were no corrections and respondents' feedback was that the questions were clear and that they did not have problems understanding the questions. They also reported that the instructions in the questionnaire were also clear. Krosnick and Presser (2010) assert that in order to ensure reliability of the questionnaire, both the researcher and the respondents should have a shared meaning of the stems (statements/question statement) and the scales (responses/options). Respondents should clearly understand the meanings of the points on the scales. To make sure that this is the case, Krosnick *et al.* (2010) suggest testing and re-testing of the instrument. This is exactly what I did in this study to make sure that the instrument was reliable before I administered it to my target sample in the study.

The other point worth mentioning is that the reliability of the questionnaire using the Likert scales rests on the fact that the various scales enable the respondent to situate their response on a suitable point. The middle point is also crucial for respondents who may not have knowledge on the question being asked. For example, in this study, most of the questions were on the teachers' knowledge, application and attitudes towards the eclectic approach. It was possible that a respondent would say that he/she did not know the eclectic approach. If this is the case on their knowledge of the eclectic approach, they would obviously give the 'I don't know'/Neither Agree nor Disagree' response to a question

asking them whether the eclectic approach was the best method for the teaching of English grammar. The point I am making here is that, the point scales in the Likert scale also contributed to reliability of the instrument since all the possible answers from respondents were represented on the scales. Lissitz and Green (1975) share this view when they observed that the number of scale points on a particular question is related to reliability.

5.6 Data Analysis

Hancock *et al.* (2010:31, 32) argue that "if you are clear what question you set to address, it will be easier to make sense of the mountains of data you have generated and to present an interesting, meaningful and high quality paper)" and that in terms of practicality "analysis of data includes interpretation which involves extracting the meaning of what was said and using it to comment on and contribute to the theory base". In this study, I gathered data from interviews, questionnaire, observation and document analysis. In terms of presentation, I presented the data according to research objectives. Hence, when I had all the data, I segmented it according to research objectives and presented it. This means that I integrated data from interviews, documents, observation and questionnaire under one objective as long as the data was answering the same research question. For example, on a particular theme (research objective), I would present data from interviews and later present the data from the questionnaire to confirm or counter argue the finding/s. This would also be supplemented by data from documents. Similarly, when presenting and analysing data from lesson observation under a particular theme, I could bring in data from interviews to explain certain actions as explained by teachers. In short, I presented and discussed the data thematically. "thematic analysis is one that looks across all the data to identify the common issues that recur, and identify the main themes that summarise all the views you have collected" (Patton and Cochran 2002:23). In order for me to do this, I read through all the data that I collected, identified the themes, grouped the data according to themes and discussed it.

Document analysis was done using CDA and retrospection. The specific documents which were analysed were the English syllabus and the English Methods Course outlines from the sampled Colleges and Universities. At the proposal stage, there was a plan to collect

and analyse lesson plans from teachers who were observed. However, during the field work, it was found that none of the teachers used a lesson plan in their teaching among those who were observed. Chapter seven gives details (findings) concerning the absence of lesson plans and their implications in the context of this study. The syllabus was analysed to show what the government (Ministry of Education) recommended and expected from schools and teachers. Course outlines were analysed to see which methods teachers were introduced to during training (teacher training institutions) and whether or not the eclectic approach was taught and to what depth. Document analysis at three levels of the education system (government, teacher training institution and the school/teacher) showed the relationship and or the contradictions thereof. This was done in light of Critical Discourse analysis in which it is believed that documents reflect ideologies underpinning them and that education policies are sometimes characterised by power and control which may result in discrimination, domination and contradictions. By analysing the data using retrospection, it is meant that the analysis was done using the researcher's knowledge of the theory and scope of the documents under analysis. In other words, analysis drew on the researcher's knowledge and skills.

Data from the questionnaire was analysed using the Statistical Package for the Social Sciences (SPSS). Here, I identified the variables in the questionnaire. This was possible because the questions were designed in such a way that each question provided a variable for analysis. Once the data was entered, percentages and frequencies were generated using a SPSS. After the data was generated, I also had to group the data according to the identified themes in the study and fitted the data according to objectives and themes. The analysis was integrated into the analysis of other data collected from other sources and instruments. The reason why data from the questionnaire was integrated with interview data for example, was to show similarities, agreement and sometimes contradiction in the data and responses from the research participants. Greene (2007:48) shares this view when he noted "the primary purpose for importing demographic data or other categorical information into a qualitative data base is to allow for comparative analysis of responses of subgroups….with respect to themes, concepts or issues raised in the qualitative material".

CDA, Multimodality with its extended notions of resemiotisation and semiotic remediation together with thematic analysis were used to analyse the data from interviews and observations. CDA was used to analyse the classroom power relation between teachers and learners, how much freedom learners had, whether learners' creativity was encouraged or not, teachers flexibility during delivery of the lesson and the attitudes which teachers had towards the eclectic approach, learners and teaching in general. Multimodality was used to analyse the types and variety of semiotic resources which teachers used in the classroom. Resemiotisation and semiotic remediation were used to analyse teachers' mobilisation of teaching materials, how teachers appropriated resources from one context to another, teachers' creativity to repurpose materials and re-use them for the purpose for which they were originally not planned for. In other words, Semiotic remediation was also used to analyse teachers' competence on how well they resemiotised and remediate teaching resources in the classroom.

Thematic analysis was used where research objectives and emerging themes formed headings for the categorisation and analysis of the findings. The grammar lessons were transcribed. According to Hancock *et al.* (2010:22), transcribing "is the procedure for producing a written version of an interview". Patton *et al.* (2002) advise that the data from observation should be descriptive so that readers may know what happened but also how it happened. I considered this point very crucial in this study because certainly, one can only understand the choices which a teacher makes in the classroom if the situation and context of the lesson is described. Further, other than what the teacher and learners said, other activities taking place should be presented to see how they affect teaching and learning. Hence, in the data, before presenting the description, I gave the bio data of the teacher in terms of sex, qualifications and age. I also described the class in terms of how many learners were in class. The location of the school and the general social economic situation of the area is presented. This description was deemed necessary because it was thought that some of these factors could help understand or interpret the overall classroom activities and choices. After this information, the description was done by presenting exactly what was said. However, this was coupled with descriptions of other classroom activities which could not be captured in voice. For example, some learners could sleep while the lesson was going on while in some cases, some learners could be focused on

activities outside the classroom while the lesson was going on. All these could not be transcribed but I presented such information descriptively. This is the reason why Patton *et al.* (2002:20) argue that "observation of the phenomenon of interest may be the best research method. The data collected must be descriptive so that the reader can understand what happened and how it happened".

The data from lesson observation helped in analysing the method/s used in order to see if and how Eclecticism was employed when teaching grammar. Since eclecticism emphasises learner participation and learner centeredness, the described lesson showed whether this was done or not.

When analysing the data, I also included some direct quotes from what some respondents said as evidence to the propositions I made in the study. Thus, I presented certain quotes exactly the way the respondent said it. Direct quotes add authenticity to the argument. Hancock *et al.* (2010:32) agree with this reasoning when they noted "quotations should be presented with a linking commentary and should be selected to illustrate such features as: the strength of the opinion or belief, similarities between respondents, differences between respondents, the breadth of ideas". It is not surprising therefore why there are a lot of direct quotes from the interviews in the data presentation and analysis chapters (Chapters Six and Seven). In fact, it is also worth mentioning that in this thesis, data presentation and analysis has been done in two chapters, with chapter six focusing mainly on teacher preparation while chapter seven mainly focuses on teachers' understanding and application of the eclectic approach.

The other technique I used to analyse the data was to refer to previous studies or literature on related studies. This was crucial in establishing what was similar, different or contradictory of what was obtaining in other countries or contexts where similar studies were conducted. Patton and Cochran (2002:20) agree with what I did when they advised:

> a literature search should identify other studies in this area, and other studies on the same topic in different areas…use this

> information in your analysis to think about what is the same and what is different in your study and why.

Using literature from other studies helped me not only to strengthen my arguments in this study but to show how different, authentic and relevant the findings of this study are.

5.7 Data Validation

Data in this study was validated through triangulation. There was triangulation of research methods, research instruments, types of data and sources of data. In this study, I used both qualitative and quantitative methods, used a semi-structured questionnaire, structured questionnaire and an observation guide. Data sources included teachers and learners, lecturers and documents. Triangulation in this study ensured validity and trustworthiness of the data. Data was compared to see agreements, disagreements, confirmations and contradictions between data sets. Triangulation is broadly defined by Denzin (1978:291) as "the combination of methodologies in the study of the same phenomenon." Hussein (2009:2) states that:

> Triangulation is one of the validity measures. Triangulation is defined as the use of multiple methods mainly qualitative and quantitative methods in studying the same phenomenon for the purpose of increasing study credibility. This implies that triangulation is the combination of two or more methodological approaches, theoretical perspectives, data sources, investigators and analysis methods to study the same phenomenon.

As stated above, the types of triangulation which were applied in this study were methodological, theoretical, data sources and analysis methods. This rendered the findings and conclusions made valid and credible.

5.8 Ethical Considerations

The researcher observed all the necessary research ethics. Firstly, I obtained the ethics clearance from the University of the Western Cape. I explained to the university ethics committee how I was going to address the ethics concerns in this study. Although this study did not have very serious ethical implications since I was going to collect data from adults and adolescents, I had to ensure that informed consent, confidentiality of participants and their dignity was protected. Cochran *et al.* (2002) argue that a researcher has ethical responsibilities both to the research participants and the University where he/she is affiliated. Beauchamp and Childress (1983) suggest the following four factors to be considered when conducting the study:

- Autonomy; respect the rights of the individual
- Beneficence; doing good
- Non-Maleficence; not doing harm
- Justice; particularly equity

In this study, I got permission first from the Provincial Education Officer and the Provincial Education Standards Officer who superintends over education matters in secondary schools in the province. Thereafter, I sought permission from District Education Board Secretaries who manage educational affairs at the district level. Later, I got permission from Head teachers of the sampled secondary schools to conduct the study. Further, I explained to the teachers the nature of the study and got informed consent. I explained the purpose of the study, how I intended to collect the data, the role of the participants and the intended use of the data which I collected. Thus, the education administrators, teachers and learners were informed about the study before data collection commenced. I sought their consent. I informed them that they were free to accept or refuse to participate in the study. I told them they were also free to withdraw from the study at any point in the study for any reason.

After my explanation, informed consent was obtained from the provincial Education administrators, School Managers, teachers and learners. Informed consent is very important in research. Patton *et al.* (2002:5) assert that informed consent means that respondents "should be well informed about what participation entails, and re-assured that declining will not affect any services they receive. While written consent may in some situations frighten the individuals you are talking to, you should at the very least obtain verbal consent". Apart from explaining the purpose of the study verbally, I gave an ethics statement of informed consent to the head teachers and teachers containing details about the study (see appendices), which they needed to read and understand before they could sign. I clarified any matter which respondents brought out before signing the informed consent. After explaining all these details to the research participants, I got their permission to proceed with the study. When I went to classrooms for lesson observation, I also spent time explaining details of my study to the learners and finally asked for their permission. In some cases, learners asked me questions which I answered and clarified before commencement of the lesson observation. In other words, Informed consent was sought and no participant was persuaded or forced to take part in the study.

In this study, I obtained both written and verbal permission. Since I started getting permission from the provincial level, when I went to the school, some Head teachers felt that they did not need to write or sign anywhere since the higher authorities had already consented. The same thing happened with some teachers. Some teachers declined to sign the consent form saying they were not allowed to sign any document that came from outside the school. They explained that only administrators could sign and since I had written permission from the provincial Education Officer and the Provincial Education Standard officer, there was no need for them to give further permission since according to them, permission was already given. From an ethical point of view, I decided not to force them to sign the document as this would be forcing them to go against rules in their school. Patton *et al.* (2002) advise that respondents should not be forced or unfairly pressurised to do anything they are not willing to do. However, the point here is that I obtained informed consent both in writing and verbally.

Since interviews were recorded and videotaped, I explained the use of these gadgets to the research participants (teachers and learners), assured them of the confidentiality and further explained that the information or recorded information would be used purely for academic purposes and nothing else. In addition, I informed research participants that no name or identity of any individual would be published. Confidentiality, anonymity and privacy were very central in this research. Lobiondo-Wood and Harber (2002:273) note that "confidentiality and anonymity are guaranteed by ensuring that data obtained are used in such a way that no other than the researcher knows the source". Polit and Hungler (1999:143) assert that "confidentiality means that no information that the participant divulges is made public or available to others". In fact, Whelan (2007) states that assuring participants of privacy is one of the requirements of informed consent and research participants should be informed that the information they will give will be anonymous and/or confidential. It must be reiterated that I followed all the necessary steps in ensuring confidentiality, anonymity and privacy of the research participants as I have explained above.

5.9 Limitations of the Study

There were a number of limitations encountered in the study. Marshall and Rossman (1999) note that there is no research project without limitations as there is nothing like a perfectly designed study. In this study, the first limitation was that since the study was done in central province only out of the ten provinces of Zambia, the results could not be generalised to the whole country. However, the findings and conclusions help to understand how teachers' understood and applied the eclectic approach as well as their attitudes towards eclecticism. The findings are also very important as they inform syllabus designers and teacher educators of what was obtaining in the classroom, which I hope will lead to progressive steps being taken.

The other limitation was on how to organise for a focus group discussion with the teachers. In the proposal of this study, I intended to have a focus group discussion with the teachers. Unfortunately, it was not possible to find time when all the teachers would be free to participate in the discussion. When some teachers were not teaching, others were in class.

It was not possible to have the discussion during break time because break time was only 15 minutes. Moreover, teachers claimed they needed break time to refresh too. After classes, teachers claimed that they were tired that they could not participate in the focus group discussion. Others claimed that they used lunch time to prepare for afternoon classes. They told me it was going to be difficult for me to have all of them free and together at the same time. This made me change from focus group discussion to face to face interviews with individual teachers. This is how I ended up conducting individual interviews with six teachers from each school. It must be mentioned though that I found individual interviews very helpful as the teachers were able to give me more detailed information due to the privacy and assured confidentiality in the absence of other teachers. In fact, interviews were more effective because I learnt later that teachers did not want focus group discussions for fear of being judged by fellow teachers on how they taught English.

The other limitation was to obtain written consent from some teachers. Since I obtained Permission from the Provincial Education Officer and the Provincial Standards Officer, some teachers and Head Teachers did not want to sign their consent forms claiming that it was not right for them to sign any document after permission was already granted by higher authorities. They argued that once permission was given by higher offices, they would not decide otherwise, but simply respond favourably as this was what the PEO and PESO expected of them after giving the researcher permission. This was challenging because it was affecting the ethical considerations of this study where every participant needed to sign a consent form. However, it is also true that ethically, a researcher should not force or persuade participants to do what they do not want to do. Hence, I did not force them, and I only accepted their verbal permission coupled with the written permission I got from the provincial education officer and the provincial education standards officer.

5.10 Summary of the Chapter

This chapter has presented the research design used in this study. It has been clear that a mixed research design was used. The chapter has noted that the study was conducted in three districts of Central provinces. The study involved a total of 90 teachers of English, 18

lecturers from four training institutions and learners who were part of the lessons which were observed. Data was collected through Interviews, lesson observations, document analysis and the questionnaire. The data was triangulated and this added reliability and validity of the research findings. The findings were analysed both qualitatively and quantitatively. The chapter has also explained that the data from different sources and different research instruments were analysed thematically and the data of different types was presented according to the research question or objectives. The chapter has also stated and explained all the ethical considerations which were observed in the study.

CHAPTER SIX

TEACHER PREPARATION AND ATTITUDES TOWARDS DIFFERENT LANGUAGE VARIETIES IN ZAMBIA

6.0 Introduction

This chapter presents and discusses the findings of the study on teacher training, teachers' familiarity with the secondary school English language syllabus and the attitudes of teachers towards the different language varieties in Zambia. In assessing the effectiveness of teacher training, the chapter will draw on document analysis, quantitative data and the opinions through interviews with lecturers and teachers respectively. Two specific documents are analysed, namely the course outlines for English teaching methodology from four teacher training institutions and the English senior secondary school syllabus. The teaching methods course outlines are analysed to see whether or not student teachers are introduced to the eclectic approach during training. The English syllabus for secondary schools is analysed to see what directions and guidelines it offers on how a teacher of English is expected to teach the subject from a methodological point of view.

The opinions of lecturers and teachers are presented and discussed in separate sections in this chapter. These opinions are important in order to get an in-depth understanding of how effectively teachers are prepared to teach English eclectically. Furthermore, this chapter assesses teachers' familiarity with the English language syllabus. To answer this question, data was generated through face to face interviews, focus and a quantitative questionnaire. In addition, the chapter presents and analyses data on teachers' attitudes towards the different language varieties in Zambia namely, formal, 'elite' English, informal English (frequently blended with indigenous languages, especially in urban areas) and the indigenous Zambian languages. Face to face interviews involving teachers of English were used to elicit the data. The chapter concludes with a summary of its main findings.

6.1 Teacher Training and Preparation for using the Eclectic Approach

As stated in the introduction, one of the objectives of this study was to establish how teachers of English were trained in Zambia and whether or not they were adequately prepared to use the Eclectic approach to teach English at secondary school. To answer this question, data was collected through document analysis, face to face interviews with the lecturers, face to face interviews with the teachers as well as a quantitative questionnaire which was administered to teachers of English. Thus, the findings below are presented according to type of data and respondents involved.

6.1.1 Document Analysis of English Teaching Methods Course Outlines from Selected Teacher Training Institutions

During data collection, I collected and analysed the course outlines for English teaching methods from the four sampled teacher training institutions to see which methods student teachers were introduced to during training. This was done to establish whether or not trainee teachers were introduced to the eclectic approach during training. Below, I present the course outlines of four teacher training institutions which were sampled. I indicate the topics which they cover. Note that the real names of the institutions have been withheld for ethical reasons and are represented here as institutions W, X, Y and Z. Further, although the topics have been presented in columns (in order to maximise space), I have numbered the topics to show the order or sequence in which they are taught. The following are the course outlines/list of topics covered during training by each of the four institutions:

Table 6.1.1.1: Course Outline for Institution W

1. Language in education policy in Zambia	15. Teaching oral/aural communicative competence
2. Theories of Language Teaching	16. Teaching Listening comprehension
3. Grammar Translation Method	17. Introduction to reference skills

4. The Direct Method	18. Teaching intensive reading
5. Audio-lingual Method	19. Teaching summary
6. Cognitive Code Approach	20. Teaching continuous writing
7. Situational Methods	21. Teaching extensive reading skills
8. Communicative Language Teaching	22. Teaching of Literature
9. Integrated Text-based Approach	23. Dynamics of Peer teaching and teaching practice
10. The Eclectic Approach	24. Ethics and values in language teaching
11. Teaching aids/Materials Production	25. Responsibilities of a language teacher
12. Curriculum Design and language syllabus	26. Functions of different education directorates
13. Schemes or work, lesson plans, Records of work	27. Principles and practices in language testing
14. Teaching Grammar	

Table 6.1.1.2: Course Outline for Institution X

1. Principles of second language teaching	11. Audio-lingual method
2. Teaching materials production	12. The Cognitive code approach
3. Schemes of work, lesson plan, charts	13.The situational approach
4. Syllabus design and interpretation	14. The communicative approach
5. Teaching literature	15. Integrated approaches

6. Principles of classroom teaching	**16. The eclectic approach**
7. Formalism, structuralism, generative grammar	17. Teaching micro and macro skills
8. Stylistics, semantics, sociolinguistics, pragmatics	18. Teaching reading and writing
9. Behaviourist, cognitive and constructivist theories	19. Language assessment
10. Error analysis	20. Review of school experience

Table 6.1.1.3 : Course Outline for Institution Y

1. Defining approaches, method and technique	15. Lesson observation and evaluation
2. The audio-lingual method	16. Marking schedules
3. The cognitive code approach	17. Materials production and evaluation
4. The situational method	18. Managing a language department
5. The communicative approaches	19. Managing co-curricular activities
6. Teaching vocabulary	21. Managing continuous assessment
7. Integrated approach	22. Issues and concepts in language testing
8. The eclectic approach	23. Test construction, scoring and evaluation
9. Teaching listening and speaking	24. Testing vocabulary, testing structure

10. Teaching intensive reading	25. Testing oral skills, testing reading skills
11. Teaching composition writing	26. Testing writing skills, testing summary skills
12. Teaching summary	27. Processing results
13. Interpreting the English language syllabus	28. Preparation for school teaching practice
14. Schemes of work, lesson plans, records of work	29. Syllabus Design

Table 6.1.1.4: Course Outline for Institution Z

1. Grammar translation method	13.Guidelines to second language teaching
2. The direct method	14.Teaching second language skills
3. The audio-lingual method	15.message, function, vocabulary and structures
4. The cognitive code approach	16.Selection, grading and sequencing
5. The situational approach	17.Grammar through audio-lingual
6. The communicative approach	18.Grammar through cognitive code approach
7. The functional communicative approach	20.Grammar through situational and CLT
8. The text-based integrated approach	21.Grammar use through the text based approach

9. The eclectic method	22.Teaching Grammar
10. The concept and importance of documentation	23. Teaching composition, teaching Summary skills
11. The syllabus	24 .Prose and note summary, teaching oral skills
12. Schemes of work, lesson plans, records of work	25. Preparation of Teaching Materials
	26. Testing, assessment and evaluation

These course outlines cover a wide range of topics which include the eclectic approach and syllabus design and its interpretation. In addition, a wide range of methods are taught, from the grammar translation method to the communicative approach, which has been sequenced in the order of how they were developed. This entails that teachers learn the history of language teaching in the context of the evolutions of the methods of teaching. Other topics include schemes of work, lesson planning and record of work. The course outlines show that materials production and preparation – important skills in eclectic teachers - is also covered during teacher training. Based on the list of topics covered during training, one can argue that the goal of teacher training in these four teacher training institutions is to develop eclectic teachers. Thus, if these detailed course outlines are effectively covered, they should result in good effective eclectic teachers.

In fact, the course aims and objectives on the outlines also show that the goal of teacher training in these institutions is to produce an eclectic teacher. For example, the course aim for institution W states "This course aims at introducing students to theories and principles of teaching English as a second or foreign language. It further aims at producing an eclectic teacher of English for secondary school". The course aim is clear on its goal of producing an eclectic teacher and this is further evidenced by the wide range of topics covered in the course outline which includes the eclectic method. The course aim for institution X states that the aim is "To introduce students to theories and principles of

teaching English as a second language and literature in English. To prepare a reflective, resourceful and innovative teacher of English". Looking at the meaning of a reflective, resourceful and innovative teacher coupled by the list of topics covered in the outline which include the eclectic method, one can tell that the goal of training teachers of English in this institution is to produce an eclectic teacher. In addition, institution Y states that "the overall aim of this course is to produce a professionally competent teacher of English". One of the objectives reads: "by the end of this course students should be able to use various approaches, methods and techniques to teach macro skills in English". Thus, the aim of producing a professionally competent teacher of English who should be able to use various approaches, methods and techniques when teaching macro skills in English translates into what an eclectic teacher should be (see Mellow 2002; Li 2012; Kumar 2013). More so because the course outline has a topic on eclecticism which means that student teachers in this institution are introduced to eclectic teaching. Finally, institution Z has similar aim and objectives. It states that "the aim of this course is to equip students with the methodology and approaches used in language teaching as well as skills to prepare necessary documents needed for their teaching". One of the objectives is that "during and after the course, students should be able to use different methods, approaches and techniques in teaching language". As stated above, these course aims including the fact that all the four teacher training institutions teach the eclectic method as a topic means that eventually, they aim at producing an eclectic teacher of English.

The course outlines also show that after student teachers have been taught the methods of teaching including the eclectic approach, they are introduced to the teaching of language skills such as composition, summary, and grammar. How teachers are introduced to the teaching of grammar at these training institutions is particularly interesting. In institutions W, X and Y, the teaching of grammar has been listed as one of the language competencies to be taught. This has been done without assigning any particular method which should be used to teach any specific topic. My impression here is that since they aim at producing eclectic teachers, they leave it open for several possible methods which can be used to teach respective topics. However, institution Z is different in this regard, specifically on the teaching of grammar. The course outline looks at the teaching of grammar with a focus on a particular individual method. Thus, the teaching of grammar is listed several times

(see course outline for institution Z) depending on the teaching method to be used. For example, the first instance is the teaching of grammar using the audio-lingual method, then using the cognitive code approach, then the situational approach and CLT, and so on. This shows that lecturers in this training institution start by teaching their trainees how they can teach grammar using each of the single methods before they can use the eclectic approach. Although the teaching of grammar using the eclectic approach is not explicitly stated in the course outline, it appears that the last topic on the teaching of grammar on which no particular method has been assigned suggest that it is open to any method/methods which a teacher may deem fit. In other words, what I see in this course outline is that student teachers are introduced to single method teaching before they are introduced to the eclectic approach.

In summary, the documents reviewed have shown that teachers are introduced to the eclectic approach during teacher training. Other methods as well as other skills such as lesson planning, syllabus designing and interpretation, materials production and scheming of work are all part of the topics to be covered during training. The documents also show that teacher educators also teach how different language skills or topics should be taught in the classroom.

6.1.2 Document Analysis of the Secondary School English Language Syllabus

The senior secondary school syllabus covers content to be taught and methodological recommendations for teaching English in grades 10, 11 and 12. The general aim of teaching English at secondary school is that "learners should develop a high level of confidence in English and be able to use the language effectively in everyday life, in the world of work and in their future education" (CDC 2012:2). The weakness with the phrasing of the general aim is that it is not specific in what it means. The word 'confidence' is ambiguous and needed clarification. For example, what does it mean to develop 'confidence in English' and how can one teach and measure confidence?. Since the aim is not very specific, one can only infer that the general aim of teaching English entails that learners should develop communicative competence in English. This also

means that English should be taught with a focus on the communicative functions which the language performs in informal and formal domains of the life of the learner.

Although the focus of this study is on grammar (structure), it is important to state that the syllabus has been organised according to the following language components: listening and speaking, structure, writing and reading and summary.

According to CDC (2012: 22), the general outcomes of teaching grammar at grade 11 are that "the learners should understand and use correctly all the common English structures [and] the learners should appreciate the value of using correct grammar". On the same page, the expected competencies are that learners should be able to "speak and write English in order to communicate the intended message [and they should also be able to] speak and write correct English in order to function effectively in the social contexts". What I see here is that the objective of teaching of grammar is to ensure that learners are able to use English both correctly and appropriately-Communicative competence.

As stated throughout the thesis, the English language syllabus recommends the Eclectic approach to the teaching of English. This has been stated both indirectly and directly. On how the syllabus should be interpreted methodologically, the syllabus states:

> It is recommended that the Senior Secondary School English Language Syllabus is interpreted through two general methodologies which should be used concurrently – the Communicative Approach and the Text-based, Integrated Approach (CDC 2012:4).

As explained throughout the thesis, the concurrent use of the communicative approach and the text based integrated approach results into eclecticism. As Al Hamash (1985:22) puts it, "eclecticism is defined as a type of methodology that makes use of the different language learning approaches instead of sticking to one standard approach". Thus, the use of the two broad methods mentioned in the syllabus recommendation fits into what eclecticism is. Further, considering that the communicative approach is itself eclectic confirms my interpretation of the recommendation as being that of eclecticism. Pachler

and Field (1997:44) state that “the communicative approach can be seen as an eclectic assortment of traditional and novel approaches based on the tenet of the development in learners of an ability to communicate in the target language rather than as a prescriptive method of how to teach.” It can therefore be reiterated that the method being recommended in the syllabus (concurrent use of the communicative approach and the text based approach) is indeed the eclectic approach.

Another statement on recommended methods of teaching is found on page 6. Here, the syllabus states that “The onus is on the teacher to find different methodologies for effective teaching” (CDC 2012:6). This means that it is the duty of the teacher to choose what can work within his or her context depending on the prevailing factors such as topic, learner characteristics, lesson objectives and materials available. This recommendation is consistent with Brown (2002) who argued that eclecticism empowers the teacher to select what works within his/her own dynamic context. What I see here is that the syllabus still holds on the eclecticism but makes a recommendation in terms of the central tenet of the approach without calling the approach by name.

Later on page 15 of the syllabus, the syllabus recommends the teaching of English through the use of the integrated approach and that it should include communicative activities (See CDC, 2012:15). Once again, the syllabus recommends the integrated approach (eclectic approach) but further suggest that the teaching of structure should be done communicatively. What the syllabus seems to suggest here is that at the centre of eclecticism is the communicative approach.

The other methodological statement is on page 36. On methods of teaching, the syllabus recommends that “The teaching of English be eclectic"(CDC 2012:36). Note that this is the first time the syllabus refers to the recommended method as being the Eclectic approach. As I have pointed out above, the recommendations have been referred to before as integrated approach as well as the concurrent use of CLT and Text based integrated approach. However, this statement on page 36 confirms that what I have been arguing to be eclecticism in the previous sections is indeed eclecticism. On this note, it can be reiterated that the senior secondary school English language syllabus recommends the eclectic approach as the method of teaching English in Zambia.

Although it is clear that the syllabus recommends the eclectic approach, there are a number of points which require further discussion. Firstly, the syllabus leaves it late to directly state the method as eclectic. In the first recommendation statement as indicted above, it states the concurrent use of the communicative approach and text based integrated approach without directly mentioning eclecticism. This means that the reader is expected to know that the recommendation is on eclecticism through interpreting the meaning of the concurrent use of the two broad approaches. Although the communicative approach alone is eclectic (Pachler and Field 1997), it requires someone with this knowledge to still know that in fact, this recommendation is on eclecticism. It is only on page 36 of the syllabus that there is a clear and direct statement that the teaching of English should be done using the eclectic approach. Thus, if one would only read the first few pages of the syllabus and does not have adequate knowledge of teaching methods, he or she would not be sure or would not know that the recommended approach is eclecticism.

Thus, lack of specific statements at the beginning of the syllabus (pages 5, 6 and 15) can be difficult to interpret especially for novice teachers as well as any other teacher with poor grounding in methods of teaching. It must be argued that the syllabus needs to be simple, clear and coherent. The syllabus should be written in such as way that teachers or anyone reading it should not find problems knowing what the recommended approach by name. Thus, the state of the current syllabus has the potential to mislead some teachers who may not really understand what exactly the recommendation is about. This is the reason why there is need for the syllabus to be clear and consistent from the first page to the last. This does not mean that it is alright for teachers to read only part of the syllabus, rather, the point is that the syllabus itself should be consistent and statements should be simple and clear from the beginning to the end.

In addition, to mention two specific methods (CLT and Text Based Integrated Approach) in the recommendation may sound prescriptive to many teachers. As noted in chapter three, eclecticism means combining different methods and this combination cannot be limited to CLT and the Text Based Integrated Approach. This is the reason why the syllabus does not need to mention two methods in the recommendation as some teachers may strictly adhere to the use of the stated two methods without exploring other methods which would equally be useful in certain situations. In fact, this is against the very central

argument of eclecticism which emphasises teacher freedom in the selection and use of teaching methods depending on each learning context and that blanket prescription cannot be substantiated theoretically (see Gebhard, Gaitan and Oprandy 1990). Thus, mentioning two methods in the recommendation has the potential to limit teacher freedom and agency associated with the Eclectic Approach.

The other weakness in the syllabus is in the use and interpretation of terminology. For example, the syllabus mistakes classroom activities and techniques and calls them approaches. On page 36, the syllabus states that "The teaching of English be eclectic so as to include various approach such as question and answer group work and class discussions" (CDC 2012:36). The last part of this statement is not correct methodologically where it exemplifies approaches as question and answer, group work and class discussions. It must be noted that group work and class discussions are examples of classroom activities or techniques. By definition, Richards and Rodgers (1982:154) notes that an approach is a set of "assumptions, beliefs, and theories about the nature of language and the nature of language learning which operate as axiomatic constructs or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classrooms". In addition, Anthony (1963: 64) defines an approach as a "a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning". It is evident from these two definitions that question and answer, group work, and class discussions are not examples of approaches to language teaching. Rather, they are class activities or techniques which a teacher uses to implement an approach and method in the classroom. Anthony (1963) notes the following about a technique:

> A technique is implementational - that which actually takes place in the classroom. It is a particular trick, strategy, contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

From this quote, it can be reiterated that what the syllabus calls approaches are not in fact approaches but techniques or classroom activities which are used as implementational strategies in the application of a method and approach. It is therefore misleading to label

techniques or classroom activities as approaches. This implies that the people who designed the syllabus did not have adequate knowledge and understanding of applied linguistics in the sense of language teaching theories and terminologies. Moreover, since the syllabus is prepared by 'language experts' at the curriculum development centre, teachers are likely to take whatever is written in the syllabus as correct considering the symbolic power associated to syllabus writers. This inconsistence in the syllabus may even contradict some correctly acquired knowledge by teachers which they could have acquired during teacher training where the distinction between an approach, method and technique (see Anthony 1963; Richards and Rodgers 1982) might have been well explained and clarified. I will refer back to this in chapter seven under 7.2.2

There is also a case of lack of consistency here. The mistake where group work, class discussion and question and technique are referred to as approaches is on page 36 of the syllabus. However, on page 6, the syllabus has, in part, the following statement:

> The onus is on the teacher to find different methodologies for effective teaching. The activities would include individual work, pair work, group work, role playing of different situations and class presentations (CDC 2012:6).

This statement is correct as it recognises that methods superimposes classroom activities (see Anthony 1963; Richards and Rodgers 1982) and group work and class presentations or discussions are correctly referred to as activities. As indicated earlier, it is on page 36 where the same activities are referred to as approaches. Once again, this is lack of consistence on the part of syllabus designers. Firstly, this shows implicitly that they do not possess adequate skills in syllabus design and as stated earlier in this section; it also shows that they may not possess adequate knowledge and understanding of English teaching methods in general. The implication of such a syllabus is that it creates confusion in the minds of the teachers as they would wonder whether, for example, group work is an approach or a technique/class activity.

Another observation in the syllabus is that the syllabus does not state anything on teaching and learning materials. It focuses on the method of teaching and the content to be taught in

isolation of the materials. While the list of teaching materials cannot be exhaustive and the syllabus cannot rigidly prescribe what should be used, one would expect that it would still give examples of materials that could be used just to give teachers with a broad idea on how they can approach the issue of materials. The implication of the syllabus being silent on teaching materials is that some teachers and schools authorities may take advantage of the silence in the syllabus to use or not to use certain materials even when doing so is or is not pedagogically correct.

In conclusion, the message from the syllabus suggests that English should be taught with special focus on the communicative functions which English performs in the lives of the learners. The goal of teaching structure to learners is that learners should achieve communicative competence with which they will be able to use the English language correctly and appropriately in different social cultural contexts in which communication takes place. This section has also shown that the syllabus recommends the eclectic approach. What I see here is the agreement between the teacher training institutions' course outlines and the secondary school syllabus in that they all focus on an eclectic teacher. In other words, while teaching methods course outlines from the four institutions all aim at producing an eclectic teacher, the secondary school syllabus expect an eclectic teacher too via its recommendation of the eclectic method.

6.1.3 Lecturers' Opinions on the Effectiveness of the Training of Teachers of English

As stated in the introduction to this chapter, lecturers (teacher educators) participated in this study through face to face interviews. In the responses quoted later in this section, I have coded lecturers as L representing 'lecturer' (followed by number, gender and age) such as *L1, Male, 40 years old*. Although all the lecturers who were interviewed were drawn from the four teacher training institutions coded W, X, Y and Z, I have decided not to associate lecturers to institutions they belonged to further confidentiality. This is so because based on the responses they gave, it would be easy for someone who is familiar with the Zambian situation to identify the institutions and the respondents. Thus, I decided not to give much information to ensure that respondents and teacher training institutions remained anonymous.

In terms of the findings, lecturers were asked about how teachers of English were prepared and whether or not teachers were adequately prepared to teach English using the eclectic approach.

Lecturers explained that teacher training involved three components. Student teachers learnt English content and teaching methods, and in addition they did teaching practice. However, during training in teaching methods, student teachers also did peer teaching with the guidance of the lecturer. In terms of how they introduced student teachers to methods of teaching, lecturers stated that they exposed student teachers to all the methods from the grammar translation method to the eclectic approach. They listed some of the methods they taught as grammar translation method, direct method, audio-lingual method, cognitive code approach, situational method, total physical response, silent way, suggestopedia, communicative approach to language teaching and the eclectic approach. They added that skills such as lesson planning, scheming of work, recording of work, syllabus design and materials production were also covered in order to produce an effective eclectic teacher. Furthermore, they stated that they also taught on how selected topics in English should be taught. Based on the views of the lecturers, it appears that the training of teachers of English is really focused on producing an eclectic teacher who is vested in various teaching methodologies and knows how to apply them in the classroom.

Most lecturers stated that they recommended the eclectic approach to the teaching of English in general and grammar in particular. They explained how the eclectic approach should be viewed and why it was advantageous. Most lecturers said that teaching should be contextualized in order to be responsive to the needs of the learners and society. They added that the eclectic approach considers factors such as learner needs, background of the learner, abilities, aptitude, motivation for language learning, learning environment as well as the abilities and personality of the teacher. They believed that the eclectic approach was therefore suitable because it was broader than individual methods. Some lecturers explained that they recommended the eclectic approach because the syllabus recommended it and they were simply following what policy expected them to do. The following are some of the positive responses from selected lecturers:

*We teach all the methods but we tell them that they need to be eclectic teachers. Eclecticism should be principled in the sense that is should be based on the learning needs of the learners. Learning needs are broad. Internal needs include what learners bring to the classroom, their intelligence, their aptitude, and motivation. Contextual issues which is also the nature of the learning environment. The things which they have and what they do not have which may facilitate learning. Teacher factor is also important, according to his personality, each teacher will find some methods comfortable to use.****(L1 (lecturer no. 1), Male, 52 years old)***

*We encourage the eclectic [approach]. Some schools do not have the materials. But the eclectic approach works even when there are no materials. It works in every situation and is contextualized to the Zambian situation. Yes, so, we teach all the methods but we tell them (student teachers) that this (eclectic method) is the method to use****.(L2, Male, 47 years old)***

*We recommend that the one which makes more sense is the eclectic method because I think the syllabus in schools recommend using different methods. Even when I was being trained as teacher, we were told that we were supposed to use the eclectic approach. So, it has been like that. And we have it in our course outline, so, we teach it****.(L3, Male, 33 years old)***

*Every method and topic is covered. There is no recommended method as such. At the end of the day, when we teach all those (various methods), we teach the eclectic method, where we combine all the methods depending on the objectives of the lesson. So our students (teachers) know this.****(L4, Female, 50 years old).***

Based on these responses, the lecturers quoted above explained what they taught and what they recommended to student teachers. Lecturers also showed their understanding of the methods and what they recommend to the trainee teachers of English. These lecturers demonstrated that they know the subject well and they have sound reasons why the eclectic approach is the recommended method to teach English. Besides exposing student teachers to a variety of methods and recommending the eclectic approach, lecturers also advise student teachers to contextualise the application of the eclectic approach according to learner, school and teacher factors (see Wali 2009).

However, although the documents which have been analysed together with some interview responses from selected lecturers show that teacher training institutions are working at preparing eclectic teachers, there were a number of challenges facing teacher training which ultimately affected effective preparation of eclectic teachers. For example, some

lecturers were not familiar with the syllabus while others had negative attitudes towards the eclectic approach. Lecturers also had different language ideologies which influenced their attitudes and what they recommended to trainee teachers. When asked what method or methods they recommended for teaching of English grammar, some stated that they recommended a single method because the teachers they were training were beginners. They believed that the eclectic method was for experienced teachers. Others stated that they recommended the situational approach because language was situational while others mentioned that they recommended the cognitive code approach because language was rule governed. A few lecturers argued that the syllabus did not recommend any method and as a result, they advised student teachers to choose any method when teaching depending on the teaching and learning situation. This shows that some lecturers were not familiar with the syllabus or they did not know what the eclectic method meant. Consider the following selected responses from some of these lecturers:

For teachers who are beginners, a single method approach is appropriate and they should get eclectic as they grow in the profession. ***(L5, Female, 48 years old)***

*I recommend the cognitive code approach to teaching grammar. Since language is rule governed and grammar has to do with rules, the cognitive code approach is the right method.****(L6, female, 50 years old)***

*We do not prescribe any method. We tell them to choose a method depending on the situation. We tell them to be familiar with all the methods. When they go to teach, they can choose which one to use according to the situation. Because we cannot predict the situation.****(L7, Male, 45 years old)***

We recommend the situational method because language is situational and sometimes, we recommend the communicative approach. The syllabus does not recommend anything. It is the old syllabus. ***(L8, Male, 51 years old)***

It would appear from these responses that this particular group of lecturers chose which methods they recommended based on particular ideologies of what constitutes language teaching. For example, some believed that language is situational and therefore they recommended the situational approach. Similarly, since others believed that language is rule governed, they thought that the right way to teach English grammar was through the use of the cognitive code approach. As stated in the previous paragraph, some lecturers appeared to lack in-depth knowledge of the secondary school syllabus, and therefore

argued that the syllabus was old and/or did not recommend anything. It must be mentioned that the secondary school English language syllabus was revised in 2012 and contains methodological recommendations (see CDC 2012). Thus, claiming that the syllabus is old and does not have any methodological recommendation shows that some lecturers had not bothered to familiarize themselves with the current secondary school language syllabus. Some of the responses also indicate that such lecturers held negative attitudes towards the eclectic approach. For example, L5above believed that an eclectic approach was not a method for beginners and that eclecticism developed with teaching experience. This belief is because the lecturer thinks that the eclectic approach is difficult to use and that teachers cannot manage to use it just after training. Thus, she/he recommends a single method approach to student teachers. In summary, the point here is that the preparation of eclectic teachers is negatively affected because some lecturers were not familiar with the secondary school English syllabus while others held negative attitudes towards the eclectic approach. Furthermore, the language teaching ideologies of lecturers also influenced their methodological recommendations to would-be-teachers of English.

Another challenge was the perceived inadequate educational, motivational and language proficiency levels of some of the students who enrolled to train as teachers. Some lecturers had the following to say:

The teachers we receive in colleges lack passion. Some come here because their parents forced them so that they can earn a living. Some students tell me that they come here to train as teachers because they could not realize their dream career. So, they come here because it is easy to get accepted and easy to find a job after training. ***(L3, Male, 33 years old)***

*We expect these students to come here with some basic competence in language but they do not have. So, the foundation is weak. You still find someone who has entry qualifications on paper but fail to tick. When selecting them, we just look at their results. The solution is to have aptitude test as part of the entry qualification.****(L7, Male, 45 years old)***

*The quality (of student teachers) Mr.Mwanza is bad. Some of them can't even speak good English. You can try but to no avail. You see, eclecticism also needs intelligent people. But sometimes, we wonder how some of them passed grade twelve to come here.****(L8,Male, 51 years old)***

Other lecturers stated that while some student teachers had the necessary aptitude and academic skills, others had poor language and academic backgrounds which affected their preparation as eclectic teachers. Some explained that teaching requires creative and imaginative individuals. They added that teachers of English required a thorough understanding of the language, which many of their students clearly lacked. Beside academic abilities, some lecturers also stated that some student teachers lacked passion and motivation for teaching as a profession. They argued that some students enrolled to be trained as teachers as a last resort after failing to find a place in college or university to pursue their first choice of career. It was also easier to find a job as a teacher after training, in contrast to other careers.

Another challenge affecting teacher preparation was the relevance of the English content which student teachers learned during training. Consider the following responses:

*The challenge is that we deal with students from other schools. They learn the content from Humanities and social sciences and they can't relate the knowledge to methods. This is so because in content, they learn them as facts and not as issues of the classroom (teaching). So, students have a lot of knowledge but not sure how they should be teaching.****(L9, Male, 56 years old)***

*The challenge is the divide between our school (school of education) and Humanities and Social Sciences. They teach them (student teachers) content as an art and not as a teaching subject. Here, we assume that that they have already done grammar. So we pick it up at the level of methods. So, there is need to coordinate****(L10, Male, 67 years old)***

The relevance of the content which students learn in the university is questionable. I question the relevance of the content they learn in the university to what they will teach in secondary schools. I observed a student who could not teach phrasal verbs. So, what did she learn in content. ***(L7,Male, 45 years old).***

Some lecturers stated that the English language content learnt was not responsive to the English which was supposed to be taught in secondary schools. They argued that the content, especially at Universities, was General Linguistics and did not focus on what the teachers were going to teach at secondary school. Universities, while offering adequate content of methodology courses in their Schools of Education, offered student teachers of English their language content through Schools of Humanities and Social Sciences. This,

they argued, resulted in a mismatch because while the School of Education focused on preparing teachers of English, the School of Humanities and Social Science focused on preparing linguists with far too few links to language teaching. According to the respondents, this meant that student teachers had problems relating the broad linguistic content they received in one school with the methodology they received in the other. As a result, the effective preparation of eclectic teachers was negatively affected.

As teachers' responses below will show, other challenges affecting teacher training included a lack of adequate peer teaching opportunities during training and the short period in which student teachers did their school teaching practice. Peer teaching is when students are asked to practice teaching on their fellow trainees to familiarise student teachers with the practicalities of lesson preparation and teaching before they do their teaching practice in schools (Manchishi and Mwanza, 2013). A lecturer helps the student teacher to plan and prepare the lesson. The lecturer also sits in the peer teaching group to observe and guide student teachers. However, lecturers stated that student teachers were only given one opportunity to do peer teaching throughout the teaching course.

Furthermore, in most cases, instead of allowing the student teacher to teach for a full 40 minutes (the normal length of a period), students were restricted to ten to 20 minutes in order to accommodate other student teachers within the same period. Lecturers explained that this was not helpful as the students could not finish their lessons, thereby rendering the whole practice a mere formality. One of the reasons given for this shortcoming was that there was shortage of lecturers in teacher training institutions to allow large groups of trainee teachers to do adequate peer teaching. Furthermore, in one of the teacher training institutions sampled in this study, lecturers stated that the period for school teaching practice was short – a mere six to eight weeks. The period was not adequate to allow the student teacher to settle in the school, practice and be evaluated during the same period. One of the reasons for the short period was that university academic calendars do not correspond with the secondary school academic calendar, and therefore student teachers could not stay for the length of an entire school term. A lack of teaching materials in teacher training institutions was also cited as one of the reasons which limited lecturers. These challenges can be seen in the following responses:

School teaching practice or school teaching experience is very short. What can someone do in six or eight weeks? Here, that's why people criticize us that we produce half baked teachers because we teach them (student teachers) lot of theory; they are not given enough time to practice in the field. One term is better not six weeks. ***(L11, Male, 65 years old).***

We have lack of manpower here (inadequate lecturers). We are few lecturers to handle many students. If there were many lecturers, we would share students and we would make it with several peer teaching for each student. Now, we are few. We can't manage especially with the so many students we have. ***(L12, Male, 43 years)***

Some come from grade 12 straight into university, do one peer teaching and that is all. The next thing is that they will be teaching in schools. So, there isn't much preparation. ***(L13, Female, 44 years)***

Peer teaching is poor. Students teach for ten or 15 minutes and it is only once. They should teach more and get feedback. Teaching practice is also very short. ***(L14, male, 39 years,).***

Thus, it can be stated that teacher training in terms of course outlines showed that the goal was to prepare an eclectic teacher. Further, some lecturers also stated during interviews that the aim was to prepare an eclectic teacher and that they advised teachers to use the eclectic method upon graduation. However, other lecturers showed limited understanding of the eclectic method while others held negative attitudes and said that the method was meant for experienced teachers. It has also be established that although teacher training course outlines have a wide range of topics which would result into an eclectic teacher, teacher training was faced with challenges such as short teaching practice, inadequate peer teaching and lack of adequate staff in colleges and universities which all affect the effectiveness of teacher training.

6.1.4 Teachers' Opinions on their Preparation to be Eclectic Teachers

There were divided opinions and responses on the question of whether or not teachers were adequately prepared to teach English using the eclectic approach. While a few teachers said that they were adequately prepared, most of them stated that they were not. Those who said that they were adequately prepared explained that they were exposed to a variety of methods during training and that they understood the meaning and the

application of the eclectic approach during teacher preparation. They added that peer teaching and teaching practice were helpful in their preparation. Consider the following responses:

T1: Yes, we were. During college, we went through all the methods. We learnt lot of things. Some of us learnt to be eclectic even when we r going to teaching practice. Yes, some struggle up now, but to say the truth, the preparation was enough.

T2: Our training was enough bamwanza (Mr. Mwanza). Us when we went to university, we used to come back with a lot of knowledge. We could not fail to teach using different methods. Otherwise, we were well prepared.

T3: For me, I can say I was adequately prepared. I don't know about others. Because depending on the topic or the learners, I know what to use and how I can change the methods to use the one which can suit the class.

However, most of the teachers stated that they were not fully prepared to function as eclectic practitioners in the classroom. Some teachers explained that they learnt enough theory but lacked in practical skills. They argued that the content was adequate but the methodology was weak and while they were introduced to a number of methods during training, they could not practically apply these methods in the classroom. Although they were introduced to the eclectic method during training, it was difficult for them to come up with an eclectic lesson and deliver it in the classroom. Others were of the opinion that they were not adequately prepared both in content and methodology, arguing that the language content they learnt was not tailored or simplified enough to suit the demands of English language teaching in most Zambian secondary schools. In other words, the respondents felt that they acquired knowledge of General Linguistics instead of improving their proficiency in, and understanding of, English as the language they were going to teach. General Linguistics, they argued, could not easily be related to their everyday lessons.

In addition, their methodological preparation was also lacking, as they did not fully understand what the eclectic approach meant and how they could use it in the classroom. They revealed that there was little time in college/university for learning about this

method, which was not taught in detail and hence they could not fully apply it in the classroom. A third group of these respondents said that, while they had learnt other methods, they were not prepared *at all* to teach using the eclectic approach, and did not know what it was, expressing shock when told that it was the main recommended approach. Here are some of the recorded responses:

T4: The training is theoretically adequate but practically, it is not enough. I think it comes with experience when a teacher comes to school. The time allocated to TP (teaching practice) and practical in colleges and universities is not enough. You find that in one semester, someone presents only once.

T5: Perhaps, it is not right to say that we are really prepared to use the eclectic approach. So, during training we learn a lot of different methods and even there (training), we were encouraged to use the eclectic approach. But when you look at the lesson plans, you see that the eclectic approach is not being applied well. Some teachers use one method or methods they like.

T6: We're not really adequately prepared. Even now as qualified teachers, we struggle. So, challenges are there in both content and methodology. Some teachers do not know the methods while others have been taught but they do not know how to apply them in the classroom.

T7: We don't get fully prepared. Because if you look at the time we spend in university, we don't learn skills. We learn the theory. So, it's very difficult to use the various methods. We have the methods, fine. But we don't know how to use them in class.

T8: At College, they recommend group work method because when learners participate they don't forget. They also recommend question and answer because this is learner centred. They also say the teacher is the guide.

Almost all of the respondents said that even after working as teachers for a number of years, they were still struggling to apply the eclectic method. Others added that knowing how to apply the eclectic method comes with experience, pointing out that very few teachers can use the eclectic approach upon graduation from the university or college.

Thus, being eclectic was something teachers only developed after gaining real classroom experience.

6.1.5 The Quantitative Findings on Teacher Preparation

Teachers were asked to answer a quantitative questionnaire by way of ticking the option which corresponded with their view. It must be stated that the interview data above are consistent with the findings from the quantitative questionnaire which was administered, as can be seen from the following statistics:

Table 6.1.5.1: Teacher Training Institutions adequately prepare Eclectic Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	12.2	12.2	12.2
	Disagree	69	76.7	76.7	88.9
	Don't Know	10	11.1	11.1	100.0
	Total	90	100.0	100.0	

The findings show that 12.2% of the respondents stated that teacher training institutions had adequately prepared them as eclectic teachers while 76.7% stated that teacher training institutions had not. A further 11.1% indicated that they did not know whether teacher training institutions were adequately preparing eclectic teachers of English or not.

The questionnaire also asked these teachers whether they learnt how to apply the eclectic approach during training or whether they only knew how to use it after they had been deployed in secondary schools. The following is how they responded:

Table 6.1.5.2: I knew how to apply the Eclectic Approach after deployment, not during training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	39	43.3	43.3	43.3
	Disagree	27	30.0	30.0	73.3
	Not Really	6	6.7	6.7	80.0
	Don't Know	18	20.0	20.0	100.0
	Total	90	100.0	100.0	

The statistics show that 43.3% of the respondents stated that they only knew how to apply the eclectic approach in schools after they were deployed. In other words, that the majority of the teachers (43.3%) only learnt how to apply the eclectic approach when they started teaching in secondary schools. This seems to correspond with some of the respondents who said that eclecticism came with experience. 30% stated that they knew how to apply it while in college/university during training while 6.7% indicated that they did not really learn to apply it after they started teaching. This means that they learnt part of it while on training and continued to learn after they were deployed in schools. Finally, 20% stated that they did not know whether they learnt the approach in college or after they were deployed.

6.1.6 A summary of the Findings on the Training of Zambian Teachers of English regarding Eclecticism

In line with the findings of other studies (see Manchishi and Mwanza 2013; Beyani 2013; Longe 2003; and MOE 2000), these findings show that the secondary school English language syllabus recommends the eclectic approach and college/university course outlines show that various methods of teaching including the eclectic approach are taught to trainee teachers during teacher preparation. The aim and objectives of preparing

teachers of English is equally to prepare eclectic teachers. However, during interviews, both lecturers and teachers mentioned that while some of the teachers were adequately prepared to teach English using the eclectic approach, a considerable number of them were not. Statistically, 76.7% of the respondents stated that teacher training institutions were not adequately preparing eclectic teachers while only 12.2% noted that institutions were adequately preparing eclectic teachers with 11.1% indicating that they did not know whether or not teacher training institutions were adequately preparing eclectic teachers. Reasons for the lack of adequate preparation included the poor academic levels and proficiency in English of some trainee teachers, lecturers' attitudes towards the eclectic approach, a lack of teaching and learning materials, lack of adequate staff in colleges and universities, and a lack of adequate peer teaching preparation as well as the short duration of teaching practice in schools.

Teachers either get enough content but insufficient methodology, or not enough of either. Regarding content, the findings reveal that the content – General Linguistics, which is often unrelated to the language teaching classroom - is not in line with what is taught in secondary schools. These findings are consistent with those of Mulenga and Luangala (2015:39) who noted that at the University of Zambia "student teachers were not being fully prepared for their future job of teaching English language because they had not acquired relevant knowledge and skills since the teacher education curriculum that they followed did not expose them to the skills and knowledge found in the secondary school syllabus that they had to teach upon graduation".

6.2 Teachers' Familiarity with the Syllabus

The syllabus contains both the content to be taught and the methods of teaching. In order for the teacher to function effectively according the expectations of the government and policy makers, it is important that a teacher is familiar with the subject curriculum. Thus it was necessary to find out whether the teachers in my study were familiar with the senior secondary school English language syllabus. Data was collected through face to face interviews and a quantitative questionnaire.

6.2.1 Teachers' Views on their Familiarity with the English Language Syllabus

With a few exceptions, most of the teachers in this study lacked proper understanding of the syllabus. However, even some of those who said that they were familiar with it, gave inadequate explanations when asked which method/s were recommended in the syllabus, an indication that they also lacked full understanding of the syllabus. Some even stated that there is no mention of any method in the syllabus and that it was up to the teacher to decide which method to use. Saying that the syllabus did not mention any method was not correct considering that as stated earlier, the syllabus recommends the eclectic approach and it also mentions the concurrent use of the communicative language teaching approach and the text based integrated approach which results into the eclectic method(see CDC 2012). Some teachers stated that the syllabus only mentioned the communicative language teaching approach. Although this approach is mentioned, it is not the only method recommended, and this confirmed that many of the teachers in my study had not critically applied their minds to the syllabus to see which methods are mentioned. This is illustrated by the following responses from selected teachers:

T9: I don't think there is any specification in the syllabus about the methods to use. Unless there is another syllabus which is new. The syllabus I know doesn't have the methods.

T10: The English syllabus is being reviewed at the moment. It has text based integrated and I think the communicative language teaching. The way it is mentioned, it does not say, this is what you should use. So, it leaves it open for other methods to be used.

T11: Most of the teachers are not familiar with the syllabus. Many of us do not know what the syllabus say about methods. So, some teachers do not even know what communicative language teaching is. So, they just teach.

T12: What we learn in college is that we need to use the rules. And then you do oral drills so that they construct sentences orally. The syllabus is silent because even at college, lecturers did not mention anything about the methods in the syllabus.

From these responses, it is clear that some teachers are not familiar with the syllabus. In contrast, T10 above shows a teacher who was both familiar with the syllabus and had also analysed it to know that while CLT and the text based integrated approaches are

mentioned, the syllabus leaves it open for the teacher to use other methods, i.e. be eclectic. A key argument is made in the last response, where the teacher touched on teacher training, which I discussed in the previous section. He/she added that even at his/her college, there was no reference to the syllabus and that lecturers did not make any effort to familiarise student teachers with the English language syllabus. This points to the fact that some teachers were poorly trained as they were taught to be teachers without actually studying and knowing the English language syllabus which they were going to use in the field. Thus, if a teacher is not familiar with the syllabus, one wonders what they are teaching and what informs their teaching. One further wonders how well such teachers prepare learners not only for national examinations but also for higher education and the world of work.

6.2.2 Teachers' Familiarity with the Syllabus: Quantitative Results

The results which were obtained through the quantitative questionnaire were consistent with the findings from the face to face interviews. In order to establish whether or not teachers of English were familiar with the English language syllabus, three different questions were asked. The first question was for the teachers to state whether they were familiar, not familiar or a little familiar (not really) with the senior secondary school English language syllabus. The following were the responses:

Table 6.2.2.1: Whether Respondents are Familiar with the English Language Syllabus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	58	64.4	64.4	64.4
	No	7	7.8	7.8	72.2
	Not Really	25	27.8	27.8	100.0
	Total	90	100.0	100.0	

Based on these responses, 64.4% stated that they were familiar with the syllabus, while only 7% stated that they were not. 27.8% stated that they were not really familiar. I must add that the 27.8% indicated some knowledge of the syllabus but this was rather limited.

However, since this was not a very reliable way of establishing familiarity with the syllabus, a second question was asked. Teachers were asked a yes/no question on whether they knew the two specific methods mentioned in the syllabus as recommended for the teaching of English in Zambia. The following were the results.

Table 6.2.2.2: Whether Respondents Know the Specific Methods Recommended by Syllabus for Teaching English in Zambia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	53	58.9	58.9	58.9
	No	37	41.1	41.1	100.0
	Total	90	100.0	100.0	

While 58.9% of the respondents stated that they knew the specific methods recommended by the syllabus for teaching English in Zambia, 41.1% indicated that they did not. This is interesting considering teachers' responses in the first question where 64.4% stated that they were familiar with the syllabus compared to 58.9 in the second question when a more specific question was asked. It has also been observed that the number of teachers stating that they did not know increased in this second, more specific question to 41.1%.

Finally, teachers were asked for specific details of the syllabus. They were asked to mention the names of the two specific methods which are mentioned in the syllabus as recommendations for the teaching of English in Zambia. The syllabus states "it is recommended that the senior secondary school English language syllabus is interpreted through two general methodologies which should be used concurrently- the communicative Approach and the Text-based, integrated Approach" (CDC 2012:4). Since the question was a multiple-choice one, distracting options were also included. The following were the results:

Table 6.2.2.3: Two specific Methods mentioned in the Syllabus as Recommendations for Teaching English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grammar Translation Method and Cognitive Code Approach	5	5.6	5.6	5.6
	Direct Method and Cognitive Code Approach	3	3.3	3.3	8.9
	Cognitive Code Approach and Communicative Language Teaching	14	15.6	15.6	24.4
	Situational Aproach and Audiolingual Method	8	8.9	8.9	33.3

	Text Based Integrated Approach and Communicative Language Teaching	28	31.1	31.1	64.4
	Eclectic Approach	8	8.9	8.9	73.3
	Don't know	24	26.7	26.7	100.0
	Total	90	100.0	100.0	

According to these statistics, 5.5% mentioned the Grammar translation method and the Cognitive code approach, 3.3% indicated the Direct method and the Cognitive Code approach, 15.6% ticked the Cognitive Code approach and the Communicative approach, 8.9% mentioned the Situational Approach and the Audio-lingual method, 31.1% ticked the Text-based Integrated Approach and the Communicative Approach, 8.9% indicated the eclectic approach and 26.7% stated that they did not know.

In short, only 31.1 % of the teacher respondents knew the two general approaches mentioned in the syllabus as the methods to be used when interpreting the syllabus. When we consider the total percentages of the respondents who got the question wrong, it can be summarised that only 31.1% of the respondents were familiar with the syllabus, while 69.9% were not. Note that of the 69.9%, 26.7% explicitly stated that they did not know. The other 43.2% mentioned the methods which were not the ones mentioned in the syllabus. This means that they were simply guessing or they were informed by someone who was equally unfamiliar with the syllabus.

These statistics are a source of concern. For example, consider the 26.7% respondents who explicitly stated that they did not know what the syllabus recommended. One wonders what methods they use and why they use what they do. This means that they either do not read the syllabus or have simply not applied their minds to the syllabus. The 43.2% of the respondents who mentioned methods other than the ones which are stated in the syllabus do not only show their unfamiliarity with the syllabus but also assume that the methods

which they use in their teaching are recommended by the syllabus. These findings also present another contradiction. While the teacher training course outlines reviewed in 6.1.1 above show that syllabus design and interpretation is covered during teacher training, the majority of the respondents in this study show that they were actually not familiar with the syllabus. This means that having a detailed and appropriate course outline is one thing, implementing it and having students master the content is another.

The 8.9 % who stated that the answer was the Eclectic approach needs further discussion. Firstly, the question was specifically asking for the two specific broad methods as mentioned in the syllabus. Thus, on the basis of the question, these 8.9 of respondents got it wrong and showed that they did not the two broad methods mentioned in the syllabus. However, note that firstly, the two broad methods results into eclecticism. Secondly, the syllabus itself on page 36 directly states that the recommended method is the eclectic method. Thus, these teachers could represent those who know that the syllabus recommends the eclectic approach but do not know that it even mentions the concurrent use of the two broad methods (CLT and text based integrated approach) somewhere within the syllabus. This shows the weaknesses of the syllabus as I discussed in section 6.1.2 above where the recommendation is phrased differently on different pages of the syllabus. I mentioned in the same section that the inconsistencies in the syllabus had the potential to confuse teachers and that a teacher needs to read the whole syllabus in order to identify and know the different ways in which the recommendation is made. The point here is that while their response to the question means that they did not know the two broad methods mentioned in the syllabus, their response can also be viewed in terms of the inconsistencies in the syllabus and the confusion that it my create.

To sum up the section, the central point coming from both the qualitative and quantitative findings is that most of the teachers were not familiar with the syllabus while only a few were familiar and knew the methods which were recommended for English language teaching. This has implications for both teacher training and teachers' need to read the syllabus in order to familiarise themselves with the syllabus fully.

6.3 Teachers' Attitudes towards different Language Varieties in Zambia

The study also sought to establish teachers' attitudes towards the different language varieties in Zambia in order to determine their understanding of the value of the linguistic resources learners bring to the classroom. Which variety of English was being taught, and did teachers allow for the use of other languages and varieties in the English classroom? Or were some learners effectively silenced if they could not use proper standard English? The data was collected through face to face interviews with the sampled teachers of English from the 9 secondary schools. The data is presented under three subheadings namely, teachers attitudes towards formal English, teachers attitudes towards informal English and teachers attitudes towards Zambian languages. Finally, a summary of the whole section is presented showing where the findings agree or disagree with theory.

6.3.1 Teachers Attitudes towards Formal English

All the teachers expressed positive attitudes towards formal English. They stated that they taught formal English to the learners because it was the variety needed for one to pass an exam, to get a job after school and to be accepted for further education. Some of the teachers referred to formal English as 'British English' arguing that this was the variety of English where rules of formality were supposed to be followed characterised by formal diction. Other teachers explained that they taught British English (formal English) because Zambia was a former colony of Britain, and this particular variety had achieved a very high and desirable status among Zambians. Some said they were teaching standard British English because it was the variety recommended by the Ministry of Education. Here are some of the interview extracts:

T13: English has to be formal because for you to get a job or to go to university, you need formal English. Informal English makes you look like you are from the street.

T14: We teach formal English because it is the one which is needed for one to get a job. It is the one approved by CDC probably.

T15: Here in Zambia, we teach British English which is a formalised form of English. We encounter American English in some books written by Americans but we tell learners that the correct spelling is British.

T16: If we are teaching English as an international language, then we should teach formal English which is British. All along, we teach British English. In this one, the rules are followed, the spelling should be British and proper sentences should be constructed. We cannot pronounce like the British but we make sure that when we write or when the learners write, it is correct British English. It should be formal.

From the responses, it can be reiterated that teachers held positive attitudes towards formal English. They even stated that it was the variety which they taught in schools and they did not appreciate other varieties such as American English which they viewed as being unacceptable in the classroom. The other point arising from the findings is that what teachers referred to as 'British English' was actually formal Zambian English. However, based on the colonial legacy, these teachers saw formal English as British English and vice versa. Moreover, in the responses above, they lay emphasis on the rules of language (governing sentence construction) and correct spelling as some of the descriptive features of what they called British English (formal English).The fact that they do not consider received pronunciation renders the variety taught as mere formal English which should be acceptable internationally (see Curriculum Development Centre 2012). In fact, T15 and T16 above explained that British English was the formalised version of English.

By way of explanation, Received Pronunciation is a class dialect or a sociolect which is normally understood to be a standard pronunciation of British English. Parsons (1998) states that RP has served as one label among others for a speech style that is considered educated, non-regional and generally desirable, and taken to denote a standard. Although RP denotes a standard of British English, Parsons (ibid) argues that officially, there is no such standard. The point to note here is that RP is the English dialect associated with the educated British elites.

The focus on formal English by teachers of English in Zambia as opposed to the actual British RP (Received Pronunciation) English is not strange considering Banda (2009) who argues that after independence in Zambia, the teaching of English was increasingly in the

hands of Zambians. This promoted the "Zambianisation" of English, as Zambian teachers and subsequently, their learners, developed their own distinct accents often quite different from standard British English. Thus, it is believed that in Zambia today, even with comprehensive educational intervention, it will be impossible for standard British English to become a norm of spoken usage (cf Tripathi 1990). This is the reason why I argue that what teachers referred to as British English was actually formal English which they taught but without strict adherence to British RP because even teachers themselves do not speak RP English. Regardless, the major points in the findings are that teachers held positive attitudes towards formal English, the variety they actually taught in secondary schools.

6.3.2 Teachers' Attitudes towards Informal Varieties of English

Teachers held negative attitudes towards informal English and disapproved of the presence of informal varieties of English in the classroom. They stated that they corrected those who spelled words wrongly as well as those who wrote or spoke informally (see examples of they called informal English and spellings in the interview extracts below). However, some teachers said that they were stricter with written forms compared to spoken forms. For example, consider the following three responses:

T17: I mark anyone who uses informal language wrong. I even talk to them to be mindful of spellings and avoid errors.

T18: They use sms language (short forms) and also American English. So, in composition, they write 'gotta' or 'gonna' (will/want), 'l8t' (late), '4giv' (forgive) because they think it will give them swag as they call it. So, when, they can't avoid errors in class, I call a learner individually and go through the work sentence by sentence and correct it.

T19: No, we can't teach or allow informal English. Where can they (learners) go with informal English? That (informal English) is for yobarrys (informal youths). We correct them and tell them the right thing to do.

Clearly, teachers held negative attitudes towards informal varieties or forms of English. Some teachers (T19) even label it as 'YoBarrys language' which they argue should not be

allowed in the classroom. Yobarrys are normally youths who lead an informal life style. They dress informally characterised by sagging of trousers and exposing of underwear, have informal hair styles normally copied from celebrities, have a distinctive way of walking often seen as pompous by others and they speak informal English characterised by informal registers and diction. In short, 'Yobarrys' are people with an informal lifestyle both in appearance and speech. They are called by the term 'YoBarrys' because they normally use the word 'yo' when they speak as an attention grabber. Since they use the word 'yo' interchangeably with 'ekse', which is an Afrikaans word for 'I say', they are also called ekses. The word 'Barry/s' is the term these youths use to mean 'father'. Note also that 'YoBarrys' or 'Ekses' are stereotyped as lazy people who are unemployed and always depend on their 'Barrys' (fathers) to give them money to finance their lavish informal lifestyles. Thus, they are viewed as not being good examples of how youths should grow up. Their life styles are often times stigmatised as being unserious and with no proper future. It is therefore interesting how respondents in this study referred to informal English as English for 'YoBarrys'. It simply shows how unwanted and unwelcome informal English is in the classroom space. Thus, as noted in the findings, whenever a learner uses or writes in informal English, they are corrected and reminded that the correct form is formal English. The respondents also considered what they called 'American English' as informal and unacceptable in the classroom. According to them, only 'British English' was allowed in their classrooms.

6.3.3 Teachers' Attitudes towards Zambian Languages

Another interesting question was about the place and value of Zambian languages in the teaching of English grammar in Zambian schools. The findings showed that teachers held negative attitudes towards Zambian languages. Both formal and informal varieties including blended local vernaculars were considered unacceptable when teaching English. Teachers stated that Zambian languages were not important and were not needed in the English language classrooms. They explained that when they taught English, the focus was on learners' abilities to speak and write in English. Thus, Zambian languages were a barrier and interference to the objective of teaching English. They said that the medium of communication was strictly English and they did not allow any learner to speak in any

other language. Some teachers even said that it was better for a learner to be silent and never participate in class discussions if they cannot speak English. The following are some of the responses from selected teachers:

T20: On that one, here, they speak the local language both in class and outside. So, we tell them to speak English. Now, when we tell them to use English, one funny thing is the child will just keep quiet.

T21: I cannot allow a learner to speak in the local language. I can just ask another learner to speak even in broken English. I am very much against (Zambian languages).

T22: It's better for a learner to keep quiet than using the local language in an English lesson

T23: English is a foreign language. It needs commitment and discipline on the learners. They need to practice the language but you find that they speak their own languages. So, they don't understand English because they don't practice speaking the language. So when they do not speak, the level of translation is not high. The local environment has nurtured them in a bad way.

From these findings, it can be reiterated that teachers held negative attitudes towards Zambian languages and they had a monolingual approach to teaching English where they believed in the exclusive use of formal English during classroom interaction and communication. It is also clear from the findings that some learners come to the English language classroom with minimal English language proficiency. As one respondent put it above, some learners resort to keeping quiet in class because firstly, they are not proficient in English and secondly, they are not allowed to speak in a Zambian language in class. This means that even if a learner has not understood what the teacher is saying, such a learner will not be able to ask for clarification if they cannot express themselves in English. Thus, learning appears to be accessible to only those who can understand and speak English. The negative attitudes of teachers towards Zambian languages can be attributed partly to the language policy in Zambia where English is the only officially sanctioned language (cf GRZ 1996,) despite Zambia being a multilingual country (cf Simwiinga 2006; Wakumelo 2009; Mambwe 2014). Language policy documents seem to

influence teachers' attitudes and classroom decisions. In this case, teachers do not see multilingualism as an educational resource which can be used to enable learners of different language background and abilities to participate in classroom activities (see Wakumelo 2013).

However, the contradiction was that the teachers in the study did not speak formal English in their interaction outside the classroom. They spoke in mixed varieties and code switched at will. I recorded some of their conversations in the staff room. Here is an example of a conversation between teachers:

T1: How are you sir (greeting me)

ME: I am fine, how are you madam?

T2: He is Mr.Mwanza from the University of Zambia. Balefwayabachisungu (He wants those who teach English).

T1: Ok. Nombabafwilebamonaba Head first kabili.(But he should first see the Head teacher).

T2: He has already seen her

T2: Ba X (name of teacher), isenikunomwebachisungu (come here you who teach English). Great the sir

T3: How are you sir?

ME: I am fine, how are you sir?

T3: (He turns to teach 2). Iwe, uniitanilachani? (what are you calling me for)

T1: The visitor (me) would like to see you. He is from UNZA

T2: He will observe someone but nabakwataama (he has) questionnaires, you help him.

T3: Ok. Sir you can come. Let's go to the office.

Note that the conversation involved two female teachers of other subjects and one male teacher of English. Three of them alternated between English and Bemba in the case of female teachers and between English and Cinyanja in the case of the male teacher. They code switched and translanguaged with ease. However, when the three of them talked to me, they used formal English and they were consistent in doing so. Therefore, while they were informal among themselves, they were formal when addressing me (the researcher). What I see here is a contradiction between their monolingual purist language classroom ideology and the actual practice outside the classroom where they translanguaged. Thus, even with teachers, there was a separation between language use in the classroom and language use outside the classroom where teachers changed linguistic identities from one domain to the next within the school environment.

In short, based on all the findings on teachers' attitudes towards different languages and varieties in Zambia, it can be concluded that teachers held positive attitudes towards the use of formal English in the classroom, while they held negative attitudes towards informal English, including American English, which is also present in Zambia. They also held negative attitudes towards Zambian languages and various local blended vernaculars. Teachers held monolingual language ideologies where only the target language was allowed in classroom instruction while all other languages and varieties were considered unacceptable and interfering with the teaching and learning of English. This is despite the fact that they themselves code switched when they spoke outside the classroom space.

6.3.4 Summary of the Findings

This chapter aspired to answer the question on how effectively teachers were trained to teach English using the eclectic approach. In addition, the chapter sought to establish teachers' familiarity with the English language syllabus. Finally, the chapter considered teachers' attitudes towards the different language varieties in Zambia. Data was collected through Document analysis, face to face interviews and quantitative questionnaires.

The findings have shown that the syllabus recommends the eclectic approach. In addition, the course outlines on English teaching methods in teacher training institutions cover a variety of teaching methods including the eclectic approach, as well as other mechanics of

lesson planning, work schemes, syllabus design and interpretation. However, while the syllabus and the teacher training course outlines show that the goal of teacher training is to prepare an eclectic teacher of English, implementation in terms of teacher training is mired with challenges which results in the inadequate preparation of eclectic teachers. Statistically, only 12.2 % of the respondents believed that they were adequately trained as eclectic teachers of English, while a staggering 76.7% disagreed, and 11.1% were unsure. The lack of adequate preparation of eclectic teachers were attributed by lecturers to factors such as poor quality of some student teachers, inappropriate content, lack of teaching and learning materials, some lecturers' attitudes towards the eclectic approach and inadequate time for peer teaching and school teaching practice during teacher training. In addition, the data has also confirmed that most of the teachers were not familiar with the English language syllabus, a factor which must surely contribute to their failure to apply eclecticism in the classroom. These findings on teacher preparation agree with some of the studies reviewed in the literature review section. For example, Beyani (2013) and Longe (2003) found out that teacher training institutions had inefficient internal systems and that poor funding from government meant that they could not have the necessary resources needed for effective teacher training. The country also had few teacher training institutions resulting into overcrowding in training institutions (GRZ 1969; Longe 2003 and MOE 2007) meant that its difficulty for lecturers to deliver quality teacher training. This is related to lecturers' views in this study where they noted that they could not have enough peer teaching exercises because there were more student teachers in colleges than the college staff could handle. Inappropriate content was also reported in Masaiti and Manchishi (2011), Manchishi and Mwanza (2013) and Mulenga and Luangala (2015) where they reported that at the University of Zambia, the content which student teachers learnt was not related to the subject content which they were required to teach in secondary schools upon graduation. These studies also revealed lack of adequate practical teaching skills in the training programmes. Short period of teaching practice was also listed as one of the causes of ineffective teacher preparation. Although these studies were focused on general teacher training without specific reference to any specific subject, it seems from the findings of this study that what they established is consistent with the factors which affect training of teachers of English.

Finally, it has been observed in this chapter that teachers held positive attitudes towards formal English while holding negative attitudes towards informal varieties of English and Zambian languages. This has a significant impact on the ability of many learners to participate successfully in classroom activities, since they are forbidden to use the linguistic resources they actually have. Ultimately, such learners will struggle to acquire the target variety of English. These attitudes are testament of the monolingual ideologies held by teachers and their conceptualisation of language as separate bound entities. These attitudes are at variance with recent developments in the study of language in multilingual contexts which reject the ideology of languages as stable, discrete and bounded entities and instead project languages as socially, culturally, politically and historically situated set of resources and their use as a social practice (Heller 2007; Makoni and Pennycook 2007; Blackledge and Creese 2014). The findings in this study in which teachers held positive attitudes towards formal English and negative attitudes towards Zambian languages including all other language varieties are in agreement with some of the points raised in the literature review section. For example, Wakumelo (2013) observed that through the functions and status assigned to English relative to other languages, the government favoured English at the expense of any other language and they viewed multilingualism as a negative phenomenon. Further, considering that English is the only language of official business, Africa (1980) argued that there is an instrumental motivation among Zambians to learn English since it was the language associated to employment, higher education and almost all the government documents and public media were predominantly in English. Thus, people hold positive attitudes towards formal English since it is the one which is expected to be used in all formal domains in the country. Benzie (1991) also stated that most teachers in Africa (Zambia inclusive) had greater interest in English than indigenous languages. Thus, teachers' attitudes seemed to be influenced by the language policy in which formal English is the language of the economy while other languages and varieties have been relegated to informal domains. As noted earlier, the English language syllabus also holds this ideology where it recommends that learners should be able to speak and write English of international standard, indirectly suggesting formal English.

Educationally, the purist and monolingual ideologies held by teachers are at variance with the notions of vertical and horizontal discourses to teaching. According to Bernstein (1999), vertical discourses are defined as officially recognised knowledge and policies

emanating from the state via its Department of Education, while horizontal discourses are the unofficial ones largely shared by teachers, parents and learners. In the context of this study, the formal variety of English as recommended by the syllabus falls under the vertical discourse. On the other hand, Zambian languages and the informal varieties of English fall under the horizontal discourse. Thus, Zambian languages and the informal English varieties form part of the learners' background which a teacher need to consider when preparing the lesson as well as when teaching.

The vertical and horizontal discourses should work hand in hand to enhance learning achievements by the learner (Haugen (2009). In this case, Zambian languages and the informal varieties of English become stepping stones or resources which learners and teachers will use to access the formal variety of English and slowly move away from the local languages and informal varieties. This could involve what is called translanguaging, which in its original conceptualisation is defined as "the purposeful pedagogical alternation of languages in spoken and written, receptive and productive modes" (Hornberger and Link 2012: 262, see also Baker 2001, 2003; Williams 1994). The basic tenet of translanguaging as a classroom practice is to engender multilingual and multimodal literacies. As García (2009: 44) notes, translanguaging is about "engaging in bilingual or multilingual discourse practices [and] not on languages as has often been the case, but on the practices of bilinguals that are readily observable." According to Garcia (2009:51), "translanguaging 'shifts the lens from cross-linguistic influence' to how multilinguals 'intermingle linguistic features that have hereto been administratively or linguistically assigned to a particular language or language variety". In addition, translanguaging is multimodal in that it transcends verbal communication (both spoken and written language) to other mediated and mediatized modes and related literacies learners bring to the classroom. Zambian children, even those in rural areas have been exposed or are incrementally being introduced to many forms of languages and new technologies such as cell phones and other computerised gadgetry. Following Banda (2010) and Creese and Blackledge (2010), alternative bilingual models of classroom practice such as translanguaging can help the learners of English and teachers alike to mitigate and counteract the negative effects of monolingual language ideologies and policies as well as to bridge home and school multilingual literacy practices and identities.

6.4 Conclusion of the Chapter

Based on the findings, it can be concluded that while both documents which have been reviewed have some strengths, the weaknesses and inconsistencies which have been brought out in the discussion have to be addressed in the government efforts to improve teacher preparation and effective interpretation and application of the English language syllabus. The challenges associated with teacher training also have to be addressed to ensure that teacher training institutions produce effective and competent eclectic teachers. The negative attitudes towards Zambian languages and unofficial varieties require that pedagogical practices such as translanguaging are part of the teacher training content. After addressing issues of teacher preparation and teachers' attitudes towards different languages and varieties in Zambia, the next chapter will focus on teachers' understanding and application of the Eclectic approach in multilingual Zambia.

CHAPTER SEVEN

TEACHERS' UNDERSTANDING AND APPLICATION OF THE ECLECTIC APPROACH

7.0 Introduction

The previous chapter presented the findings on the training of teachers of English in Zambia and whether or not they are adequately prepared to teach English using the eclectic approach. The chapter also presented the findings on teachers' familiarity with the senior secondary school syllabus and their attitudes towards different language varieties in Zambia. Thus, having established teachers' preparation into eclecticism, their familiarity with the syllabus and attitudes towards different languages, this chapter presents findings on teachers' understanding and classroom application of the eclectic method. While the previous chapter mainly focused on interviews, document analysis and questionnaire data, this chapter will include data from the classroom where teachers were observed practically teaching English. The findings in this chapter are based on face to face interviews, classroom lesson observations and the results of a quantitative questionnaire. The lessons which were observed were video recorded. Descriptions of these lessons are presented before the methods used in them are analysed. The chapter ends with a summary of the findings.

7.1 Teachers' Attitudes towards, and Understanding of, the Eclectic Approach

One of the objectives of this study was to establish teachers' understanding of the eclectic approach and the attitudes they held towards the approach. This was particularly important because as the MOE (1977) suggests, a good teacher is one who possesses both the correct attitude and adequate knowledge of the subject and methods of teaching. To answer the question of teachers' understanding and the attitudes towards the eclectic approach, face to face interviews were used to collect the data from teachers. In addition, a questionnaire was administered to teachers to generate quantitative data. This section is divided into two

sub-sections. The first part presents teachers' understanding of the eclectic approach while the second one focuses on the attitudes held by teachers towards the eclectic approach. In the interview data, teachers' responses have been labelled as R (for 'response') with a corresponding number for easy reference. R represents 'response'.

7.1.1 Teachers' Understanding of the Eclectic Approach

The findings from interviews with teachers of English showed that while some teachers had knowledge of the eclectic approach, others did not. Those who showed understanding of the approach explained that the eclectic approach involved the use of various methods in one lesson. They added that the use of different methods was determined by the context of teaching and learning. They stated that the eclectic approach involved active learner participation and it was easy for a teacher to know whether the learners were following or not. Here are some of the responses from selected teachers:

> *R1: The eclectic method is where you use different methods but it depends on the situation in the classroom. It is a combination of techniques.*
>
> *R2: Eclectic is using different methods instead of one method. Instead of using audio-lingual only, you use other methods as well.*
>
> *R3: It is mixed and it is based on the learners and it allows the learner to practice and you can easily see if the learner has grasped what he or she has been learning. So, you try to use different methods until the learners understand the topic.*
>
> *R4. The eclectic approach is using different methods. If you use this method and it doesn't work, you try another one. If it fails, you try another one, just like that. It is good because some learners don't understand easily.*

These responses reveal a very good (R 1 and 2 above) to somewhat limited understanding of eclecticism (R3 and 4). Looking at the responses above, the common point in the quotes is that eclecticism involves the use of different methods and that the use of various methods depends on the learning context. These responses correspond with Kumar's (2013:1) view that "the eclectic method is a combination of different methods of teaching

and learning approaches" as well as Brown's (2002) argument that eclecticism provides the solution to teaching because the approach allows the teacher to select what works within their own dynamic contexts. However, other teachers had a limited understanding of the approach. R3 and R4 appeared to see it as the use of many isolated methods. They believed that using the eclectic approach means starting with one method, and if it fails, the teacher should resort to another one until s/he finds one which works. Thus, while they define the approach correctly (mixed method and use of different methods respectively), they seem not to know how the method should be realised in the classroom. This is evident from their arguments that a teacher should continue using different methods until s/he finds one which works.

There were also teachers who were not sure about the meaning of the eclectic approach while others were completely ignorant of the approach. Some teachers explained what the approach meant but added that they were not sure if the way they understood it was correct. Other teachers claimed to know what it meant but that they had forgotten the meaning, thus, they could not explain it. Some teachers explicitly stated that they did not know what the eclectic approach was and how they could apply it in the classroom. In short, while some teachers were not sure about their understanding of the approach, others did not know the meaning of eclecticism and its implications to language teaching. The following responses from selected teachers provide evidence to this claim:

> ***R5****: I don't know the eclectic approach very much. From the little I know, It is a mixture of approaches. This is where you choose a suitable method depending on the suitability of learners. I am not very familiar.*
>
> ***R6****: The eclectic approach, I am not sure. But I think it's about beliefs, tricks, something like that. But I am not sure. But how to apply it as a method, to use in class, we are ignorant.*
>
> ***R7****: The eclectic approach, ha! That one I have forgotten. Yes, I have just remembered. Ee, I don't know. Can you shed a bit more light? Anyway, I don't know.*

***R8**: I can't really say I know what it means. As for how to use it in class, I don't know.*

In R5, the description of the eclectic approach was correct but the teacher was not sure if s/he was correct or not. In the other responses, the respondents claimed to have forgotten, not sure, not knowing and giving general statements without substantiating them. I take those who had forgotten the meaning not to have known the meaning of the approach. They were either familiar with the term but did not know what it meant. Some of those could have learnt the approach in college but no longer knew its meaning. R6 shows that the respondent was not sure but was simply guessing. Tricks and beliefs have to do with any method, not just the eclectic approach. Thus, R6's argument that the eclectic approach had to do with 'tricks and beliefs' was simply too general to show understanding of the approach. R8 clearly shows that some respondents did not know what the eclectic approach meant. While forgetting is a possible explanation for their ignorance, it can also be argued that some teachers may not have been introduced to the eclectic approach during teacher training.

In summary, the findings on teachers' understanding of the eclectic approach have shown that while some teachers had good knowledge of the approach, others held limited knowledge while others did not know what the approach meant. Those who knew the meaning of the approach explained that the eclectic approach referred to the use of various methods in a lesson and that the combination should be context sensitive. Those who showed limited knowledge explained that the eclectic approach meant the use of various methods but had misconceptions about how it could be used in the classroom. Finally, there were teachers who lacked knowledge of the eclectic method and did not even know how it could be used in the classroom. These findings also agree with the findings on teacher preparation in chapter six where while some teachers stated that they were adequately trained into the eclectic method, others said they were not.

7.1.2 Teachers' Attitudes towards the Eclectic Approach

To answer the question of teachers' attitudes towards the eclectic approach, the study drew on both qualitative and quantitative data. The qualitative data was generated through face to face interviews with the teachers. The quantitative data was generated through a quantitative questionnaire which was also administered to the teachers. The first part of this section presents the interview data while the second one presents the quantitative data.

7.1.2.1 Teachers' Attitudes towards the Eclectic Approach: Qualitative Data

The findings revealed that some teachers held positive attitudes about the eclectic approach while others did not. In addition, there were also teachers who held neutral attitudes since they could not tell whether it was good or not. Some of the reasons for those who held positive attitudes were that the eclectic approach allowed teacher creativity and freedom and was not restrictive. They also noted that the eclectic approach helps a teacher to reach out to all the learners irrespective of their differences. Learner participation and inclusiveness were other reasons cited for having positive attitudes. The following two extracts show some of the favourable responses:

R9: I find eclecticism helpful in that you are not limited. It gives you a chance to be creative whereas other methods restrict you.

R10: The advantage of the eclectic method is that you capture all the learners because if you use the lecture method, others will not understand. So, it brings learners together.

From the two extracts above, it can be argued that these respondents held positive attitudes towards the eclectic approach. Since the eclectic approach is the recommended approach to teach English in Zambia, positive attitudes held by teachers of English are very important because as Al-Magid (2006) notes, effective implementation of any teaching approach depends on teachers' positive attitudes towards a particular approach. Akinsola and Olowojaiye (2008) also believe that favourable attitudes result in teaching and learning achievement.

However, some teachers held negative attitudes towards the approach stating that it was time consuming as well as confusing to learners. They added that it was too demanding on the part of the teacher as it involved the use of several classroom activities in the classroom. Furthermore, teachers explained that the approach was also confusing especially to slow learners. They explained that learners easily understood concepts when a teacher only used a single method. However, if a teacher switched to another method or change from one activity to another within the same lesson, learners would think that the teacher was introducing a different concept and they would get confused and fail to follow the lesson. For this reason, they stated that a single method with the use of one activity was more straightforward and helped the learners to follow the lesson better than the eclectic method which calls for the use of various activities within one lessons (See Li 2012). The following are two of the more negative responses:

R11: The eclectic approach is time consuming. Sometimes, you can plan a lesson. After all those activities, it will be time up. Then, you can't give an exercise. Then, you want to postpone the lesson to the next period. So, it takes too much time. If you involve learners, the lesson will take many weeks. Maybe in Lusaka, learners can help. But here in rural areas, they can't learn.

R12: It is also confusing especially to slow learners. If you explain something in a different way, a slow learner will think that it is a different thing altogether. So, as a teacher, you end up misleading the learners. So, we don't use it. We put it in the lesson but it's just for supervisors. But we use what works for learners. So, we use the lecture method. Because the people who check the file expect the eclectic approach, so, we put it there in the lesson plan, so we write it just on paper. In remedial work, that's where we use another method".

The eclectic method, as previously noted, involves a variety of classroom activities (cf Larsen-Freeman, 2000; Ali, 1981) and it is learner centred (cf. Gao 2011) which means that learners should be the focal point of the lesson (cf. Wali 2009). However, as seen from the above two findings, teachers find the approach time consuming, too involving and not suitable for some learners. For these reasons, they felt that a single method approach was better than the eclectic approach. While these findings signal lack of practical knowledge of the eclectic method on the part of teachers, such negative attitudes towards the method

can also be attributed to the training these teachers received. In the previous chapter (chapter Six, sub-section 6.1.3), it was established that some teachers were not adequately prepared to teach English using the eclectic method because while they had enough theory, they lacked the practical skills necessary to apply the method.

In addition, it was also stated in the same sub-section that some lecturers in teacher training institutions held negative attitudes towards the eclectic approach. Thus, while these negative attitudes can be attributed to some teachers' inadequate understanding of the approach, it can also be argued that they had gained some of their negative attitudes to eclecticism from their lecturers who equally viewed it as a difficulty method to use especially for novice teachers.

7.1.2.2 Teachers' Attitudes towards the Eclectic Approach: Quantitative Results

The findings from the interview data, particularly in terms of attitudes towards the eclectic approach, were largely supported by the quantitative data elicited by the questionnaire. Consider the following statistics in response to the statements in the questionnaire:

Table 7.1.2.2.1: The Eclectic Approach is the best way to teach English Grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	37	41.1	41.1	41.1
	Disagree	9	10.0	10.0	51.1
	Not Sure	29	32.2	32.2	83.3
	Don't Know	15	16.7	16.7	100.0
	Total	90	100.0	100.0	

41.1% of the respondents believed that this approach was the best method, against 4.4% who disagreed. This may indicate that a significant number are sufficiently knowledgeable

about the eclectic approach and other methods to make use of them with confidence. However, quite a significant number - 22.2% - stated that they were not sure if it was the best or not. This may indicate a lack of thorough training in the method or that they did not frequently use the method, leading to uncertainty about whether or not it was the best method. Finally, 16.7% of the respondents stated that they did not know if it was the best, indicating either ignorance of the method or such a low level of understanding of it that they had never really tried it themselves.

Table 7.1.2.2.2: The Eclectic Approach is an interesting approach to teach English Grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	40	44.4	44.4	44.4
	Disagree	4	4.4	4.4	48.9
	Not Sure	20	22.2	22.2	71.1
	Don't Know	26	28.9	28.9	100.0
	Total	90	100.0	100.0	

In line with the responses to statement 1, 44.4% indicated that it was an interesting approach as opposed to the 4.4% who disagreed. But again, a fairly significant percentage - 22.2% - indicated uncertainty while quite a large group - 28.9% - indicated that they simply didn't know whether or not the eclectic approach was an interesting approach to use in teaching grammar.

Taken together, the following can be concluded: On the one hand, these findings are indicative of a fairly large body of respondents (40) claiming to be sufficiently grounded in the eclectic approach in order to apply it successfully in their classrooms, leading to positive attitudes. On the other hand, there are those (nearly 60 of all respondents) who feel uncertain about the merits of the approach, are fairly ignorant about it or who simply don't recognize its value, resulting in neutral to negative attitudes. This is despite it being the recommended approach by Zambia's Ministry of Education.

In summary, both the qualitative and quantitative data have shown that some teachers held positive attitudes; others held negative attitudes while others held neutral attitudes towards the eclectic method.

7.2 Teachers' Classroom Application of the Eclectic Approach

The previous section presented the findings on how selected teachers of English in Zambia understood the eclectic approach as well as their attitudes towards it. In this section, data will be presented on how the eclectic approach is applied when teaching English grammar in the classroom. In order to elicit this set of data, I observed nine English grammar lessons, which were video-recorded for analysis. The five presented here reveal the dominant trends in grammar teaching by Grade 11 teachers of English in my selected schools.

I start this section by presenting descriptions of lessons by five different teachers in five different schools. School A was drawn from a rural area. School B was from a peri-urban area. School C was drawn from an urban area. School D was a boarding school located in an urban area. School E was a boarding school located in a peri-urban area and drew learners from the local areas as well as from other places which including rural, peri-urban and urban areas. The five schools are referred to as schools A, B, C, D and E and the corresponding teachers as Teacher A, B, C, D and E respectively. After presenting the descriptions of the five lessons, I present an analysis of the lessons by focusing on common themes picked up in each one as well as some important observation in certain lessons from an eclectic method point of view.

7.2.1 Lesson Descriptions

School A/ Lesson A/ Teacher A

The school is located in a rural area. The teacher is a male and holds a teachers Diploma from a private college. The class has 48 learners. The teacher has no lesson plan.

The teacher writes the topic on the board "past continuous tense". Thereafter, he asks learners what a present tense is and to give examples. No one responds. The teacher gets frustrated and asks learners to stand up. While standing, learners make attempt and some correct answers are given. Due to some incorrect answers, the teacher warns learners that if they do not answer questions from the previous lesson, he will punish them. He asks them "are we tired?" the learners say they are not. After two more correct examples, he asks them to sit down saying "we can sit down now". The teacher starts explaining the rule (+ing) and asks learners if they understand. Only a few say "yes". Then he raises his voice and asks them to answer, at which point the class chorus the "yes" together. Thereafter, he mentions that today's lesson is on "past continuous tense". He asks the class to read the topic and they do so repeatedly. Then, he asks what the past continuous tense means. A girl gives a correct answer and the teacher remarks "very good". He asks for examples. When a correct answer is finally given, the teacher remarks "very good". The teacher adds that the structure of the verb still maintain -ing ending. He asks for more examples. As examples are being given, the Deputy Head teacher enters the class to give an announcement. She asks learners if her announcement is clear. Class chorus a "yes". She leaves.

Teacher asks for more examples. The teacher approves the answers and starts talking about first, second and third person use when constructing sentences then he asks learners to start constructing sentences using I, he, she, they, we, you or it. Thereafter, teacher asks learners to give any verb in the present continuous tense. Thereafter, teacher asks learners to construct sentences in past continuous tense using the listed verbs. After several answers, he asks if there are any questions. No questions. The teacher then asks the learners to be changing sentences from positive to negative and question forms respectively. Teacher emphasises word order in sentences. Teacher wonders whether

everyone knows what is meant by negative form. No one responds. Then, he asks if everyone knows and they all say 'yes'. Then the teachers ask the learners to get the books and write the class exercise. The teacher writes the exercise on the board from a textbook. He first writes the rubric and example. Then, he asks the learners to read the rubric and examples together. The class does that twice. Afterwards, he continues to write the questions on the board which learners have to answer.

School B/Lesson B/ Teacher B

The teacher has a Degree in English teaching. The class is situated in a peri-urban area. There are 43 learners in class. The teacher has no lesson plan.

The teacher explains that most of the times, the rich and the poor do not live together. He then writes the following sentences: (1) She is rich but she does not show off. (2) She is a very beautiful woman but she is not married. (3) She is very fat but she can run very fast. The teacher then asks learners what type of sentences they are and learners do not respond. Teacher says that the sentences given are called contrast sentences and he then explains the meaning of contrast. He asks the learners to turn to page 102 of the text book. He refers to a dialogue and asks learners the meaning of the word 'dialogue'. Learners do not answer .Teacher explains the meaning. He then turns to the dialogue in the book and he starts reading the dialogue to the learners. He then explains the overall message from the dialogue and gives illustrations of contrast and emphasises how it is used. In one of the contrasts, some intelligent grade nines had failed the examination. In recasting the expression, the teacher said the following in part "all those that we thought are going to perform well at the end of the year, they have failed". When explaining the contrast about the behaviour of rich people, in part, the teacher said "usually, people that are rich, they are always showing off". When he refers to the earlier examples of fat, he draws a fat person on the board and the class laughs. Teacher then asks learners to identify contrasting ideas on the dialogue. Learners are not responding. Teacher says they are either side of the table. He then writes them on the board.

Afterwards, he identifies the ideas and explains the meaning and points out the idea which contrasts the other. He gets to the next and he identifies one and asks learners to mention

the other. A learner responds correctly and the teacher approves. Teacher moves to the next, he identifies the parts and explain why it is contrasting. After that, he turns to expressions of contrast with present participle. He asks class for meaning of present participle but learners do not respond. Teacher explains with examples. The teacher then writes a sentence on the board starting with 'despite' and asks learners to replace it with 'in spite'. Learners cannot respond. He returns to the sentence on the board and learners read along with him. Teacher then explains the meaning of 'in spite' and despite and gives examples. He then asks learners to construct a sentence which should start with 'in spite'. After some correct answers have been given, the teacher then asks learners to look outside and see how cold it is yet some learners are not wearing jerseys. He then asks them to construct contrasting sentences based on the weather. After a few attempts, teacher emphasises and gives his own examples. He then starts reading some sentences from the text book and some learners read along with him. Afterwards, the teacher writes the exercise on the board. He reminds learners to write the date and topic. He asks them if there are any questions and some learners say "no". He then thanks the class for their time.

School C/Lesson C/ Teacher C

The teacher is a graduate with a Bachelor's Degree with a major in English Language Teaching. The school is located in an urban area. The class has 42 learners. The teacher has no lesson plan.

The teacher explains that people pause while speaking. She states "in our speech ok, in our speech *aaa*, in every speech *right?*, , we pause, when we say, *no* I went to the market, from there I went to see grandmother". She asks the class why people pause in speech. After some attempts, the teacher clarifies that pauses are for clarity and easy understanding. She tells learners that the lesson is on punctuation . She writes topic on board and the names of different punctuation marks. She asks the class when to put a full stop. A learner suggests at the end of the sentence. Teacher asks for examples. Examples are given and teacher emphasises and adds that a sentence should also have a subject and a main clause. She asks for examples. Examples are given. Teacher asks learners to comment on every answer and encourages those who are quiet to also speak.

Later, teacher asks class when else full stops are used. Most learners put up their hands and one of them suggests UNZA while some protest. Teacher asks those who are protesting why they are protesting. No one answers. Teacher writes UNZA on the board. She asks what UNZA stands for. Some give wrong attempts and one correctly says University of Zambia. Teacher asks learners where full stops should be put. Learners make several suggestions e.g putting full stops after each letter. One learner puts up a hand and explains that UNZA is a short form of writing University of Zambia and there is no need to put any full stop. Most learners protest. Teacher then says that since it is a short form, there is need for full stops. Most learners shout a "yes" to affirm what the teacher is saying. After some debate, the teacher agrees with learners who suggested putting a full stop between N and Z as UN.ZA. She then explains that when abbreviating, one should put full stops. It is only when writing in full when full that you do not. She asks if it is clear. A few learners say "yes". She repeats the question with a raised voice and more learners say "yes". Then she asks for different examples of abbreviations and learners suggest more. Later, the teacher says they should look at the use of the comma. She asks the class when a comma is used. Learners give suggestions. Teacher asks for example sentences and where commas would be put and learners respond. Thereafter, the teacher says they should consider the use of capital letter. Learners are involved in coming up with examples and the answers. Later, teacher summarises the lesson using teacher asks learners to be justifying their sentences on the chart.

School D/ Lesson D/ Teacher D

The teacher has a Bachelor's Degree in English Language Teaching. The school is a boarding school and it is situated in an urban area. He does not have a lesson plan. There are 34 learners in class.

Teacher writes the topic ADJECTIVES on the board. He asks the meaning of adjectives. He walks outside and comes back. He says they are words such as names of colours. He writes the word colour on the board. He then asks the names of different colours. Learners raise their hands and give names of colours. The teacher writes names of colours: green, blue, red, and white. Three learners mention pink, purple and orange respectively. The teacher says he will not get into colours he does not know. He does not write the three

colours on the board. As he says that, one girl mentions brown. The teacher ignores her and the class laughs.

He asks learners to mention the shapes they know. As the lesson is going on, there is continuous fidgeting, whispering and murmurs in class while one learner is seen moving from one place to the other as the lesson is in progress. In response to the question, one learner says 'round'. Teacher agrees and writes the word on the board. The other learner sitting in the front row says "corner". The teacher with a big smile looks at the learner and asks him "is corner a shape" and the whole class laughs together with the teacher. Others suggest oval and flat and the teacher takes note. One learner later shouts square. The teacher looks at him with a smile and some learners laugh. Then the teacher tells learners to only mention shapes which they know. Then, he writes the word size and asks learners to give words denoting size. Learners shout different words such as big, small, wide and shallow. The teacher asks the opposite of shallow. One learner says "narrow". The teacher looks at the learner and asks him disapprovingly with a smile "the opposite of shallow is narrow?" to which the learners laugh. He then reminds the learner that he is in grade 11.

The teacher then writes the word 'quality' and asks for words denoting quality. Learners are shouting words and write some for them on the board. The teacher ignores wrong answers and only writes correct ones. The teacher then says that adjectives are used to describe someone. Learners start describing each other and the teacher just smiles. The teacher then writes notes on the board while some learners are coping. The teacher writes example sentences and starts explaining the use and position for adjectives. It is now time up. The teacher says the lesson was just an introduction and some learners laugh. He announces that the next lesson will be describing a person from the class. He specifies that the description will be centred on the face of a particular learner. Learners laugh as they suggest who to describe.

School E/ Lesson E/ Teacher E

The teacher has a Bachelors degree in English language Teaching. She teaches at a boarding school situated in a peri-urban area. There are 32 learners in class. She has a lesson guide (plan).

The teacher asks what a sentence is. Learners give answers. Teacher says all three answers are correct. She emphasises the meaning of the word sentence and she adds saying, "a sentence gives a complete thought, right? **"**. She then writes a long sentence which is not punctuated. She asks the class to comment on the sentence. Learners start talking and the teacher asks them to speak through the chair (teacher). Some learners point out that it is not punctuated and together with the teacher, they punctuate the sentence. Teacher then mentions that the topic for the day is Run-on-line sentences. She asks the class what roll-on-sentences are. Several attempts are made. One learner says, "a run-on-sentence is a sentence which does not make sense". Learners laugh. Teacher asks the class not to laugh as the learner has the right to speak and give an answer . She asks the others to give their own opinion. Another learner says "a roll-on-sentence is a continuous sentence separated by a comma where there is supposed to be a full stop". The teacher interjects sharply "omm" and the class laughs loudly while some clap. Then the teacher while laughing says he is entitled to his opinion and asks for more. More responses are given and later, the teacher summarises the responses and says run on lines can be avoided by correct punctuation. She divides the class into groups of six each as she writes roll-on-line sentences on the board which learners should punctuate in groups. As the groups are discussing, she goes round and speaks to individual groups. After a group discussion, she asks group representatives to go in front and present the answers. Each representative writes and explains to the classroom. After the explanation, the teacher asks class members to comment or ask. She asks them to stand while speaking and address the presenter as a teacher. The teacher encourages opposing views. When learners are not agreeing, the teacher explains. One boy puts up a hand and explains that a sentence has a subject, verb, and predicator. He then asks the presenter to show those parts in the sentence being punctuated. The class laughs. The teacher asks if anyone can show where the predicator is. One boy raises his hand and says he will only comment on the punctuation. The teacher says he should answer the question just asked. The boy responds as follows: "madam, his question is out of the topic. You can answer him later. I want to answer the question on the topic of the day". The class laughs. The teacher allows the boy to proceed with the answer. He gives his explanation. The teacher agrees with a compliment. Another teacher walks in, makes an announcement and leaves. The class teacher ends the lesson by giving homework and thanking the learners for their cooperation.

7.2.2 The Application of the eclectic Approach and other Methods used in the lessons.

These were the methods I observed being used in the five lessons described above:

- Teacher A used the cognitive code approach and the audio-lingual method. The emphasis in the lesson was on the mastery of the rule governing the past continuous tense. Question and answer technique and chorusing were the techniques used in the lesson. There was oral practice when learners were asked to construct sentences using the rule which the teacher had explained.

- Teacher B applied the cognitive code and the situational approaches. He also used the question and answer technique. The lesson was largely teacher centred as he explained a lot of rules and gave examples on his own. He also read the dialogue alone without involving the learners.

- Teacher C used the cognitive code and the situational approaches. She employed a question and answer technique throughout the lesson. She involved learners through the technique used.

- Teacher D applied the Cognitive Code approach only. Like the other teachers, he also used the question and answer technique.

- Finally, teacher E was relatively more eclectic than the others. She combined the cognitive code approach, situational approach and the communicative language teaching method. She used the question and answer technique and classroom activities included class discussion, group discussion, simulation and role play.

Based on the methods used by the teachers, I wish to state that teachers A, B, C and E used the eclectic approach while Teacher D used a single method. Further, I wish to note that even among the teachers who applied the eclectic approach, teacher E was more successful than teachers A, B and C. As noted in the summary of the methods used, teachers A, B and C combined two methods each in their endeavour to apply eclecticism. However, the quality of the eclectic approach which they employed was not very sophisticated.

Firstly, teacher A combined the cognitive code approach and the audio-lingual method. While the learners responded well to the application of the cognitive code approach through active participation in constructing sentences when applying the rule, some of them did not show the same kind of interest in the use of the audio-lingual method. This was observed through non participation by almost half of the class in chorusing responses and repetitive drills. The teacher had to insist on learners to repeat after him for more learners to join in chorusing. Thus, while the teacher thought that the two methods would help him teach effectively, one of the two methods- audio-lingual method- was not well received as some learners did not show willingness to participate in repetitive drills and chorusing.

Note that that the cognitive code approach and the audio-lingual method are based on contrasting theoretical basis. While the cognitive code approach is based on cognitive psychology which views learning as a creative process, audio-lingual method is based on behavioural psychology which views learning as habit formation. Thus, combining the two into one lesson can easily be understood as being unprincipled eclecticism (See Weidemann 2001). However, I asked the teacher after the lesson why he used chorusing and repetitive drills. He said "here (rural area), some of the children do not know how to read. So, we need to help them like they in grade one". Based on the reason the teacher gave, I take this combination to have been principled and not unprincipled. It shows that he was responding to the exigencies of the classroom. What this means is that the teacher was responding to the individual needs of some learners by helping them to read what was written on the board thereby implicitly teaching them reading. The reasoning behind his use of audio-lingual method is in line with Rodgers (2001:251) who noted that eclectic "teachers should respond to learners' difficulties and build on them". Kumar (2013:3) also states that "if a teacher does not pay attention to the needs of respective students, the whole teaching practice is useless". Thus, in the case of teacher A, although some learners were not enthusiastic about chorusing probably because they could read on their own without help, it was still important for the teacher to do so in order to reach out to the minority who could not read. Therefore, instead of viewing the teacher as unprincipled theoretically, he was actually principled as he did so due to the needs of some learners in the classroom.

Teachers B and C combined the cognitive code approach and the situational approaches. While the use of these two approaches in the same lesson was eclectic, their approach was rather basic. The cognitive code approach is based on the assumption or understanding that language is rule governed (cf. Krashen 1982). Thus, when a learner masters a rule, s/he can construct an infinite number of sentences because the rule operates anew. Since this method was used by all the five teachers including the other three not presented in this chapter, it appears that these teachers see language as a rule-governed system. In addition, their use of the situational approach shows that they also look at language as being situational or contextual (cf. Richards and Rodgers 2001). Thus, since teaching methods also show the nature of language and the language ideologies of the teacher, the combination of the cognitive code approach and the situational approaches in the same lesson suggests that teachers B and C conceive language as being rule governed and that it is situational.

The use of the situational approach in the observed lessons focused on linguistic and visual situations while neglecting social situations depicting the real life situations in which learners used language in their daily lives. Some situations were brought up just to enable learners to construct individual sentences and not to use language as discourse. For example, teacher A did not give any situation throughout the lesson. Teacher B drew a fat person on the board to illustrate the point that although the person was fat, he ran fast. The teacher only randomly referred to the weather on that day (which was cold). After observing that some learners did not wear jerseys, he constructed a sentence that although it was cold, some learners did not wear jerseys. Although this was clearly a good example because it was based on an authentic situation, the teacher only constructed one sentence and did not allow learners to construct more sentences or to have a discussion about the weather. What I see here is that the teacher was only interested in the correct construction of individual sentences expressing contrast. The teacher did not come up with more situations depicting contrasting happenings in society and allow learners to engage with each other. The senior secondary school syllabus recommends the use of life like situations when teaching grammar and advises teachers not to focus on isolated sentences only (see CDC 2012). The teachers' classroom behaviour here shows that although he is under the authority of government (through syllabus and policy), he also has powers in the

classroom in which he can agree with, disagree or negotiate the provisions of the syllabus (cfHuckin *et al.*, 2012:115) through practice.

Teacher C, in her lesson on punctuation, used the cognitive code and the situational approach, combining them with the question and answer technique. Teacher D only used the cognitive code with the question and answer technique. It is important to note that teacher D used a single method to teaching grammar which was against the recommendation of the syllabus- eclectic. As noted before, this shows that while some teachers (teachers A, B, C and E) followed the policy recommendation by using the eclectic approach, other teachers (teacher D) resisted the recommended and negotiated or imposed a single method in the classroom. This means that government policy and educational recommendations are not always adhered to. In this case, the teacher chooses what he thinks will work and not what the government decides. What I see here is a situation where education policies seek dominance over teachers while some teachers resist the provisions of the policy through their classroom practices and choices (cf. Wodak, 2002; Huckin *et al..*, 2012; Banda and Mohammed 2008). Therefore, this suggests that education policies are not always characterised by acceptance and positive implementation but resistance and contradictions too (cf. Haugen 2009) where a classroom teacher (Teacher D) uses a single method contrary to the ministry of education recommendation of the eclectic approach.

As stated earlier, teacher E was more eclectic than the rest. Although she also lacked rich social contexts in which learners could practice the language item being taught, she employed various techniques which did not only make the lesson more participatory and lively but allowed learners to interact among each other too. She used class discussion, group work, simulation and role play. During group work, she moved from one group to another talking to individual groups. This allowed the teacher and the learners to interact closely. This made more learners including those who looked shy to participate through group discussions. Some learners were involved in role play as they acted the role of the teacher. The class teacher even advised the learners to address the presenters in front as sir/madam. The use of role pay and simulation made the lesson interesting, lively and highly participatory.

In short, four of the teachers whose lessons I have presented used the eclectic approach while one did not. Furthermore, among those who were eclectic, Teacher E was more eclectic than others.

These findings are consistent with the quantitative findings provided below, where teachers were asked whether or not, they were using the eclectic approach.

Table 7.2.2.1: I have been using the Eclectic Approach when teaching English Grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	47	52.2	52.2	52.2
	Disagree	35	38.9	38.9	91.1
	Don't Know	8	8.9	8.9	100.0
	Total	90	100.0	100.0	

According to these responses, 52.2% of the teachers stated that they were using the eclectic approach when teaching English grammar while 38.9% stated that they were not. Another 8.9% of the respondents stated that they did not know whether they were using it or not – indicating ignorance of what the eclectic approach is. Thus, what I see in the lessons where four teachers used the eclectic method while one did not gives a similar picture to what comes out of the statistical data where results show that while the majority of the respondents (52.2%) indicated that they used the eclectic approach, 38.9% of them did not.

Another observation which was common in all the observed lessons was the lack of using a variety of teaching resources or materials. Teacher A did not use any teaching aids. He only had one text book which he was referring to, and the learners had no text books. Teacher B did not use any teaching aids apart from the text books which were distributed to the class- one copy for every three learners. Teacher C only had a chart containing sentences to be punctuated. Teacher D did not come with any teaching material. He did not even have any reference material. He taught everything from his head. Teacher E did not have teaching materials either. Like the other teachers, she wrote the sentences on the board. However, she had notes on a piece of paper which she referred to. The use of various teaching materials to help learners grasp the concepts is part of the eclectic approach (cf. Ali 1981). It was therefore expected that teachers would use charts, substitution tables, realia, pictures or maps to teach. When I asked the teachers I observed why they did not use (various) teaching aids, teachers B, C, D and E said that the school did not have teaching materials as the government was not supplying schools with materials. Teacher A however said that he was too busy and he could not find time to prepare teaching materials. What I see here is that the application of the eclectic approach is negatively affected by a lack of teaching materials which teachers can use to realise the full potential and benefits of using this approach.

Another common feature in all the lessons which were observed was that none of the teachers used modern technology or ICTs in their teaching. There was no use of computers, television, film, radio or any other technological gadget. This is despite the fact that the spoken word has been decentred as the only or the main way of meaning making and expression of meaning (cf. Kress 1999).This means that television, film, music and the computer should be used as resources in communication (Iedema 2003) including classroom communication. When teachers were asked why they did not make use of technological devices, most of them stated that schools did not have the equipment and in some cases, they revealed that even if the schools had, some teachers did not know how they would use the computer. Thus, even with computers available, some teachers would still not use computers in their teaching. Some teachers informed me that they could not

use technological equipment because Head teachers did not allow them to do so arguing that doing so was against the syllabus. For example, teacher A had the following to say:

"Ba Sir, our head and inspectors do not allow that. He (school manager) says that we should stick to the syllabus. Sometimes, I want to use scrabble for word formation or the laptop in class but he says it is wrong. They say the syllabus does not mention the laptop or scrabble. So, we can't (use ICTs). So, we just use books and maybe charts".

The above quote adds to the reasons why teachers did not use ICTs in their lessons. As stated earlier, other reasons include lack of technological equipment in schools as well as ICT illiteracy among teachers, with some of them stating that even if the school had ICT equipment, they would not use it because they were not trained to use them in teaching. However, the other reason as deciphered from the quote above is that school authorities also prohibit some teachers from using the ICT equipment saying that the syllabus does not say so. Thus, in following orders from administrators, teachers decide not to use ICTs even when they can personally source some of the equipment. Firstly, stopping teachers from using technological equipment is against the principles of the eclectic approach which allows the teacher to select any materials which can work in particular contexts (cf. Brown 2002). Secondly, what teacher A reported shows the power struggle which exist in the education system between policy makers, school managers and teachers – a confirmation of Bernstein's view (2003:198) that "all education is intrinsically a moral activity which articulates the dominant ideologies of dominant groups". In this context, teachers, as the weakest group in the power relations, yield to the commands, directives and advice of individuals in high decision making positions (Head teachers and school inspectors in this case).Further, school managers and school inspectors can be said to be abusing their powers in dominating the teachers by telling a teacher that the syllabus does not allow the use of a laptop even when, in fact, the syllabus is silent on teaching materials..

Since the syllabus does not state anything on teaching materials makes it ironic for the school heads and inspectors not to allow the use of certain materials (scrabble and laptop) arguing that the syllabus does not allow while the syllabus does not state anything on

materials. On the other hand, the teacher says that they only use books and charts assuming that, that is what the syllabus recommends when in fact, the syllabus says nothing about books and charts as well as it is silent on scrabble and laptops. The point here is that while schools heads and inspectors abuse their power by stopping teachers from using ICTs, the silence of the syllabus on teaching materials (see 6.1.2) is also problematic as it needs to give direction on the issue of teaching materials.

Some of the reasons teachers gave for not using any/different teaching material/s also implies that they do not have the skills to create their own materials or they are simply not motivated since the government or the school had not bought materials. It appears that teachers also expect government to produce and provide materials and they seem to suggest that it is not their duty to produce materials. While this shows the inability or lack of willingness by teachers to produce materials, it also shows the failure by government to provide schools with adequate materials

In addition, this finding where none of the teachers used ICTs while some used only one to no material at all also has implications on teacher training. It means that teacher training institutions may not have adequately equipped teachers during training in multimodal pedagogy where they would acquire the skills of resemiotisation and semiotic remediation. In the context of teaching, Multimodality means that teachers will not only use talk in the classroom but will combine talk with other material affordances (see Archer 2012). The skills of semiotic remediation would help them repurpose materials even in the absence of government-provided materials._Archer (2012) states that pedagogy can no longer be limited to the realm of language alone, but has to recognise the role of images and other modes of meaning-making in texts, including, the audio and the visual. Information technologies have become important ways through which people including school going youths communicate today (Constanzo 1994; Jewitt 2006; Kress 2003) and have to be used in classroom communication too.

According to Archer (2014), multimodality in teaching also means that teachers can use materials from the local environment in which learners live even if such materials are not officially prescribed in the official syllabus. He further argues that doing so means

bringing and recognising the materials affordances which learners come with to the classroom (see Archer 2006). Although Archer (2014:1) states that "formal education often closes down access to a range of semiotic resources and multimodal classrooms can potentially recover 'recognition' of these", Siegel (2006) argues that multimodality is not strange to the classroom because children have always been multimodal in the way they use their social cultural resources such as talk, gesture, drama and drawing in meaning making in their daily lives even outside the classroom. Therefore, using multimodal tools especially those connected to the culture of the learners connect schooling to their daily life experiences thereby making learning both social and natural.

Another observation which was common in all the five lessons i observed was the exclusive use of English as a medium of classroom communication and interaction. Teachers consistently used English and all the learners who participated in the lessons spoke English only. I also observed that there were learners could not participate throughout the lesson. They were also passive during group discussions as discussions seemed to be dominated by those who spoke English fluently and therefore had the confidence and 'voice' to speak. As you will notice in section 7.4.2 later, teachers stated that some learners did not participate in communicative classroom activities because they could not speak English. These monolingual classroom practices agree with what teachers stated in chapter six where they had negative attitudes towards Zambian languages and informal English varieties. In the same chapter, respondents stated that they would rather have a learner not to participate than to speak any other language or variety other than formal English. One point I pick from the negative attitudes of teachers towards Zambian languages and informal English which results into monolingual classroom practices is that learners' home languages and literacies are not recognised in the process of learning English. As the findings show, it means that only those who can speak and understand English well can participate actively in class. Cummins (2009:162) labels "the exclusive use of students' second language (L2) as a medium of instruction with the goal of developing proficiency only in the language of instruction" as 'sink' or 'swim'. This means that those who are familiar with the language of instruction will 'swim' while those who are not familiar will 'sink'. As explained in the previous chapters, the reasons why learners' home languages are not allowed are because officially, English is the only

language which is officially sanctioned in the constitution and the education curriculum framework as an official language and as a medium of classroom instruction from grade 5 to university. Consistent with this reasoning, Helot and Young (2006) observed that teachers' monolingual ideologies and practices are normally influenced by policies and school authorities. However, as hinted above, monolingual classroom practices have negative effects on the process of learning. McKinney, Carrim, Marshall and Layton (2015:105) note that "monoglosic ideologies informing official policy and classroom practice ultimately remove 'voice' from children in the sense of their capacity to be beard" resulting into symbolic violence (Bourdieu, 1990) in which learners who cannot speak the language of power are denied their position as knower (Frisker 2007, 2012).

Cummins (2015) argues that despite the monolingual education language policies, teachers have the pedagogical freedom in their classroom to come up with classroom activities and practices which would promote learning among learners from linguistically diverse backgrounds. This means that even in the presence of Zambia's education policy where English is the sole language of instruction in secondary schools, teachers have the pedagogical freedom to permit learners linguistic repertoires and use them as resources to promote learning. Further, it also means that in the teaching of English Grammar, the grammars of learners' home or familiar languages can also be used as stepping stones in the learning of English grammar. This is more so considering the characteristics of the eclectic approach where it is a flexible method that can be adjusted to different language teaching and learning contexts (see Kumaravadivelu 2006; Weidemann 2001; Gao 2011; Li 2012).

Moreover, as noted in the literature review chapter, Banda and Mwanza (2015) argue that if the goal of teaching is to enable learners access learning, their home languages and literacies should be allowed in the classroom as stepping stones to accessing learning. As stated above, this means that Zambian languages and informal English varieties may need to be allowed in the classroom to enable learners participate and create a classroom environment where learners from different language backgrounds become part of the classroom process of learning the English language. In this case, home languages will aid the second language in the process of learning the school language (see Kumravadivelu 2006) and learners will be given the 'voice' to engage with teachers and fellow learners for

purposes of epistemic access. But as the lessons, teachers of English only used English which made some to participate while others did not.

In summary, the major points coming out of the findings are that while 4 teachers were eclectic in their teaching, one was not. The quantitative data presented also showed that while the majority of the respondents stated that they were eclectic in their teaching, others indicated that they were not. Further, among those who were eclectic, the depth of their eclecticism was limited to using aspects from only two methods in most cases while only one used more than two methods. All the teachers did not present social contexts in which learners could practice what was being taught. Moreover, there was little or no variation in the teaching materials used, and none of the teachers used ICTs in their teaching. This was because some schools lacked teaching materials and ICT equipment; teachers did not have time to prepare materials, lacked training in ICT or were prohibited by school administrators from using them. The fact that some teachers could not use any or various teaching materials in their lessons implied that they could have lacked skills of resemiotisation and semiotic remediation with which they mobilise materials through repurposing. This is despite the teacher training course outlines showing that they were taught on how to prepare and produce teaching materials. Moreover, learners' home languages and varieties were not recognised in the classroom leading to those who could not speak English not to participate in communicative classroom activities. All of these factors affected the depth and extent to which teachers could be eclectic in their lessons.

7.2.3 Subject Knowledge and Lesson Preparation

A teacher should have knowledge of the subject and the methods of teaching if s/he is to succeed. The Ministry of Education in Zambia notes that for a teacher to perform his/her role effectively, s/he "should therefore, have good command of the subjects he teaches and be resourceful in translating his knowledge into effective learning experiences for his students" (MOE 1977:61). This means that the teachers who were observed in this study should not just be analysed in terms of the methods they used but also how knowledgeable they were about the subject they were teaching.

According to the lessons observed and how the teachers explained the teaching points, it can be noted that most of them had reasonable knowledge of the subject or the topics they were teaching.

Teachers A, B, D and E particularly did well in explaining the teaching points correctly. While teacher C did generally well, she experienced a challenge which bordered on her knowledge of the subject particularly on the topic she was teaching (punctuation). She was teaching on punctuation. In the course of the lesson, she asked learners to give examples of abbreviations and acronyms and show how they could be punctuated. One acronym (UNZA) was not only challenging to most learners, but the teacher too. Different learners gave different suggestions on where the teacher should position the full stops. Just like some learners who were not aware that acronyms are not punctuated using dots/full stops, the teacher informed the learners that they were supposed to put a full stop between UN and ZA. This means that the teacher did not know that UNZA was an acronym or that she did not know that acronyms were not supposed to be punctuated with full stops in between letters. Although this was the only factual mistake which the teacher made, it is worth noting that such a mistake, if not corrected, may lead to learners possessing wrong piece of information which may result into wrong punctuation of acronyms by the learners. In summary, apart from one mistake made by teacher C, all the teachers demonstrated mastery of the subject they were teaching and they expressed themselves fluently in the target language which was also the language of instruction.

In addition to knowledge of the subject, eclectic teaching requires adequate lesson preparation. It was also in the interest of this study to establish whether or not, teachers prepared for their lessons. A teacher should study the topic; decide which methods should to use, what techniques and classroom activities to be employed and what materials to use. All these details are written down as the lesson plan which then guides the teacher in class. A lesson plan provides evidence that a teacher prepared for the lesson. Jensen (2001:403) noted the following about a lesson plan:

> All good teachers have some type of plan when they walk into their classroom... A lesson plan is an extremely useful tool that serves as a combination guide, resource, and

> historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for our students.

This means that the importance of lesson planning cannot be over emphasised. It contains details of what should happen in a classroom during a lesson and implicitly answers the question of how the aim of the lesson should be achieved. In fact, Shrawder and Warner (2006) observe that without a lesson plan, a lesson is always suspect and at worst, a gamble. They further advise that if a teacher does not want to gamble with learners' learning outcomes, s/he should always go to class with a lesson plan.

In the lessons which I observed, teachers A, B, C and D did not have lesson plans. Teacher E had a 'lesson plan' but refused to give a copy to me. I got the impression that it was not a well written lesson plan. The teacher seemed to have had notes which she prepared to guide her. Although it seems to have been teaching notes and not necessarily a detailed lesson plan, she showed evidence of lesson preparation unlike the other four who did not have any lesson plan or a guide. It is not surprising that she was the most organised, most logical and most eclectic teacher of all the teachers who were observed. Based on the differences between the teacher who had a lesson plan and the other four who did not, a lesson plan helps a teacher to be organised and coherent.

In the observed lessons, time management was poor. For example, teacher A did not conclude the lesson properly and rushed to give an exercise. He spent a lot of time on the introduction where he introduced the lesson by revising on the previous two lessons. Moreover, the two introductions were so long that one could mistake them for the topic/s of the day. In addition, while teachers A and B gave written exercises, none of them had the time to mark any learner's work during the lesson. Instead, they asked the class monitors to collect books and take them to their offices after the lesson. Since the exercises were given when time was almost up, it was clear that learners could only complete them at a different time outside the English period. Teacher E did not have time to conclude the lesson. She abruptly ended the lesson and gave the learners home work. Teachers C and D did not give any written exercise or homework. In fact, teacher D did not even finish

teaching the lesson. This is despite the fact that his lesson did not have any proper introduction and he did not revise on any previous lesson at the start of the lesson. Lack of good time management in all these lessons can be attributed to poor lesson planning and preparation on the part of the teachers. Teachers did not seem to have specific activities and specific time allocated to each activity before the lesson. Thus, without a guide (lesson plan), teachers spent time injudiciously.

Moreover, without lesson plans, it was difficult to tell what their lesson procedure was. However, from their classroom practices, it appears that they planned to introduce the lessons and involved the learners in the practice stage which was mostly done through question and answer apart from teacher E who also involved group work and role play. It also appears that they planned to have the production stage where learners would write an exercise. However, as stated above, only teachers A, B and E managed to give a written exercise thereby having all the three stages of the lesson as suggested by Gao (2011) while due to poor time management, teachers C and D did not manage to give learners any work thereby not having what Goa (2011) terms the third stage of the lesson which involves learners output.

In summary, the point is that most of the teachers did not prepare adequately for the lessons and this impacted negatively on the organisation, coherence and focus of the lesson while time management was poor which resulted into some of the lessons ending abruptly while others ended without any written work given to the learners.

7.2.4 Relationship between Teachers and Learners

The relationship between teachers and learners was generally good in all the lessons. The use of question and answer shows that teachers recognised the presence and the active role which learners could play in the classroom. It was clear in all the lessons that learners were treated as co-participants in meaning-making in the lesson. While some lessons such as lessons C and E were more participatory with learners visibly very excited and free to participate, other lessons also recorded learner participation as they responded to questions

asked by the teachers although to a lesser degree. Furthermore, in all the lessons, teachers showed that they were in charge and that they were supposed to guide the learners. The way teachers related to, and handled the learners in class was consistent with the view that eclectic teachers are organisers, guides and facilitators of learning while learners are co-partners and active participants in the learning process (Kumaravadivelu 2006; Li 2012; Wali 2012).

However, some shortcomings were observed in selected lessons. Firstly, there were threats posed to learners by teacher A who consistently warned learners that he would punish them if they did not answer his questions correctly. He also warned that he could punish them if they did not pay attention to him. At one stage in the lesson, he asked them to stand up because they could not remember what they learnt in the previous lesson. I consider this as giving punishment to learners during the lesson. Within the context of power relations, this shows how teachers abuse the power which they have. According to the tenets of CDA, "the classroom is the place in which power is circulated, managed, exploited, [and] resisted" (Hunckin, Andrus and Clary-Leman 2012:115). Pedagogically speaking, teacher A abused his power by issuing threats to learners which had the potential to make learners learn with fear and uneasiness

In addition, some teachers did not respond favourably to learners who gave wrong answers. While they encouraged learner participation through question and answer technique, they did not appreciate those learners who gave wrong answers to their questions. With reference to the lessons which were observed, teacher D did not treat learners who gave wrong answers well. He sometimes made fun of their answers which normally resulted in other learners laughing at the learner who had made the mistake. In some cases, he also participated in laughing at the learner. At other times, the teacher looked at the learner who made the mistake scornfully until other learners laughed at the respective learner. This is against one of the principles of eclecticism which holds that error is part of the learning process (cf. Wali 2009) which implies that the teacher should encourage and value all those who participate even if they make a mistake.

7.2.5 Teachers' Analysis of the Methods they Use

One of the objectives of the study was to find out if teachers were consciously aware of the methods which they blended to make their approach eclectic. Success in using this approach clearly depends on thorough knowledge of what is being selected and why such a method or technique is being used (cf. Weidemann 2006). Larsen-Freeman (2000:183) concurs with this when he notes that since method selection involved both thoughts and actions, "teachers who practice principled eclecticism should be able to give reasons for why they do what they do". Thus, after each lesson observation, teachers were asked what methods they used in the lessons and why they decided to use particular methods. In answering this question, teacher A said that he used question and answer and that the reason was to involve the learners in the lesson. Teacher B stated that he used question and answer and learner centred techniques to ensure that learners participated in the lesson. Teacher C said that she could not tell what methods she used. She then said the following to me: "Remind me about the methods. Audio-lingual is about what? Remind me. I have forgotten. I know but I have forgotten how to explain. I have forgotten the terms". Meanwhile, teacher D mentioned teacher exposition, question and answer and rule explanation as the methods he used. Teacher E stated that she used teacher exposition, class discussion, question and answer and the cognitive code approach. All the five teachers explained that the choice of the methods was done to ensure learner participation and to explain the structural rules to the learners.

Of the five teachers, only teacher E managed to mention the name of a method to language teaching, which she said, she had used in her lesson. The other ones she called methods were actually not methods but techniques. Teachers A, B, C and D could not mention the methods which they used. They referred to techniques and strategies as methods. Teacher C could not mention anything while admitting that she did not know what methods she used. Firstly, this shows that the teacher either do not know or had forgotten the names of methods which are used to teach English as she claimed in her answer. Techniques are derived from methods and they are implementational tricks or strategies through which a method is applied in the classroom while methods are theoretical suggestions on how to

teach (cf. Richards and Rodgers 1982; Tambulukani 2010). Thus, although the two are related, they are not the same thing. However, it appears that although teachers learn about the methods during teacher training as noted in the previous chapter, they forget the names of the methods after years of teaching in schools. This also suggests that these teachers stopped reading (researching) on methods of teaching after they left teacher training. Larsen-Freeman (2000:xi) seems to be on point when he states that "since a method is more abstract than a teaching activity, it is not surprising that teachers think in terms of activities rather than methodological choices when they plan their lessons". Thus, based on Freeman's observation, teachers in this study may have referred to classroom activities and techniques as methods because they usually think in terms of class activities and techniques in their daily practice and not in terms of theories.

However, as noted in chapter six under section 6.1.2, there is a similar mistake in the syllabus where in one instance; the syllabus refers to classroom activities as approaches. I explained in the same chapter that there is difference between approaches, methods and activities (Anthony 1963; Richards and Rodgers 1982) and that referring to activities as methods or approaches was misleading. Thus, this mistake where teachers said they used group work and question and answer when they asked about which methods they used can also be attributed to the syllabus which has similar mistakes or inconsistencies. Therefore, apart from the fact that this finding can be interpreted in terms of the teacher training they attended including the quality and experiences of the teachers (Larsen-Freeman 2000), the syllabus does not help matters as it is confusing too. Moreover, as I argued in chapter six, since the syllabus is prepared by 'language experts' at the curriculum development centre, teachers are likely to take whatever is written in the syllabus as correct considering the symbolic power associated to syllabus writers.

In short, the major point coming out of this discussion is that teachers could not tease out the methods they used in their lessons; instead, they mentioned the activities and techniques they used and mistook them for methods. This meant that the teachers did not know the difference between a method and a class activity or as Larsen-Freeman (2000) puts it, they mistook activities for methods because methods are abstract and in their daily classroom practice, they work with activities. The syllabus also has the same mistake

where it refers to activities as approaches. It is therefore possible that some of the confusion in the minds of the teachers come from the syllabus. In terms of the reasons why they used the methods they did, they explained that the aim for choosing the 'methods' they mentioned was to promote learner participation and to ensure learners' application of the grammatical rule. The reasoning behind the choice of methods is in agreement with the eclectic approach as lessons are supposed to be learner centred with maximum learner participation (see Gao 2011; Wali 2009; Li 2012).

7.3 Teachers' Understanding of English Grammar

Since this study was about grammar teaching, it was deemed important to establish teachers' understanding of grammar. Thus, they were asked to explain the meaning of English grammar. Furthermore, they were also asked to state the most important aspects of grammar which a grammar teacher should focus on when teaching. Face to face interviews were used to collect the data from the respondents.

7.3.1 Teachers' Conceptualisation of Grammar

Teachers explained that language was rule-governed and grammar referred to the rules of language. They further stated that language rules formed the basis of grammar and that language depended on its grammar (rules). It was revealed that without rules, language would be nothing and people would not be able to communicate. Other teachers simply stated that grammar was the framework of language. Some added that the total number of words in a language was grammar. In other words, they viewed grammar as vocabulary. Others explained that grammar referred to how words were arranged in a sentence. They stated that grammar was the rules governing sentence construction. From the responses, it is clear that the respondents in the study viewed grammar as rules of a language and they believed that language was rule-governed. They were also asked to state the area/s which a teacher should focus on when teaching English grammar. They explained that the teacher should focus on the rule governing sentence construction depending on the topic being taught. They added that once a rule is explained, the rest of the lesson becomes easier as

learners are able to practice sentence construction. Some even emphasised the point by saying that without the rule explanation, a teacher cannot succeed in the teaching of grammar. The following are some of the responses from selected respondents:

R13:I can't define grammar. I would say, teaching grammar would involve constructing sentences. Learners also develop new vocabulary. So, grammar helps learners to speak correctly and write proper sentences.

R14:Grammar is about syntax. Learners should understand the arrangements of words in a sentence and how words change and how it affects meaning.

R15:Every language has rules. Learners must understand that the rules cannot be separated from language because if I don't understand the rules, language will be cumbersome. Learners must understand that grammar is the most important part of language. It is the skeleton. Without rules, language would be dead. Just like a person, who would be a person without a skeleton?

R16:Grammar means that rules have to be followed. Every language is rule governed. So, if communication is to take place, we need rules.

R17:How to teach grammar, it depends. If I am teaching comparative, I will write sentences on the board. Then I will ask learners to debate. For example, I will write good, gooder, goodest. Other structures require rule explanation; you explain the rule and ask learners to construct sentences.

R18:The rule is very important. The teacher should explain how the rule is used. Because learners think English is easy. So, they make errors when they express themselves. We emphasise that they need to speak correctly and use the rules. Rule explanation is the model for constructing sentences.

Clearly, these teachers have a traditional view of what language is in general and grammar in particular. They view language as a rule-governed system and teaching grammar means teaching the rules of a language. Their views correspond with Harman's (2003:598) definition of generative grammar which states that it is "a device of some sort for

producing the sentences of the language under analysis". Harman adds that such grammar specifies a set of correct sentences which can be constructed using grammatical rules and can also be analysed grammatically. As stated above, the belief under this grammar is that with the application of a linguistic rule, a person will be able to construct an infinite number of sentences correctly. I therefore understand teachers' conceptualisation of grammar to be that of transformational generative grammar which Chomsky (1957:13) defines as "a set of rules for generating language". Thus, as stated above, the focus is on the mastery of the rule governing sentence construction according to the topic one is teaching. However, Mandell and McCabe (1997:416) state that the weakness of generative grammar is that "it focuses primarily on syntax and phonology whereas semantics, another sub component of linguistics, is given a secondary if not negligible role". This implies that it emphasises correctness over the communicative functions which language or particular utterances should fulfil.

In this study, the teachers' understanding of grammar corresponds with their classroom teaching of grammar where all the teachers observed used the cognitive code approach which is linguistically influenced by transformational generative grammar. Thus, as stated earlier in this chapter, teachers A, B, C and D focused on the production of correct sentences without considering the real meaningful contexts in which those sentences should be used. Although teacher E applied aspects of the communicative approach, the context of language use were not fully utilised in the lesson. With such approaches, teachers may end up preparing learners who would be able to apply the linguistic rule to construct correct sentences but fail to use those sentences appropriately in real social contexts. Considering that all the respondents defined grammar as either the rules of language or as vocabulary, it appears that their understanding is a reflection of the teacher education programme they underwent where language was viewed as a set of rules used for generating sentences.

7.4 Challenges which Teachers face when using the Eclectic approach

The study also sought to establish the challenges which teachers faced when teaching English using the eclectic approach. The findings of this study pointed to five major challenges.

Without reference to any specific challenge, the quantitative questionnaire asked respondents to indicate whether or not it was challenging to apply the eclectic approach. The following statistics show their responses:

Table 7.4.1: It is challenging to apply the Eclectic Approach to teach English Grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	28	31.1	31.1	31.1
	Disagree	18	20.0	20.0	51.1
	Not Really	23	25.6	25.6	76.7
	I Dont Know	21	23.3	23.3	100.0
	Total	90	100.0	100.0	

From these findings, 31.1% indicated that it was challenging, 20% indicated that it was not challenging, 25.6% of the respondents stated that it was not really challenging. This means that they believed it was challenging but not as challenging as the 31.1% above thought it was. Further, 23.3% of the respondents indicated that they did not know if it was challenging or not. I suggest that these were those teachers who did not know the eclectic approach. Therefore, they could not tell whether or not it was challenging. Note that in terms of the eclectic approach being challenging, both those (31.1%) who indicated that it was challenging and those (25.6) who indicated 'not really' believed that there were some challenges associated with applying the eclectic approach. In effect, 56.7% agreed that the method was challenging to apply, with only 20% saying that it was not challenging while 23.3% did not know whether or not it was challenging.

Below, I present the specific challenges which teachers mentioned affected their effective application of the eclectic approach.

7.4.1 Lack of Teaching and Learning Materials

Teachers stated that there was a shortage of teaching and learning materials in secondary schools and that in some cases, schools did not have any teaching materials to use. Schools lacked books, charts, dictionaries and other relevant literature. Furthermore, they lacked ICT equipment which they could use to teach and make their lessons interesting and varied. They mentioned computers, projectors as some of the equipment missing in schools. The problem of a lack of materials was worsened by the fact that some schools especially in the rural areas did not even have a school library. Most schools especially those located in peri-urban and rural areas did not even have a public library where teachers could go to borrow books or where learners could go to read. In fact, according to the respondents, the problem of a shortage of materials was worse in rural areas compared to urban areas. Consider the following responses from selected teachers:

R19: We don't have books especially us who teach in rural areas. We need materials to teach effectively. We don't even have a library here. So, learners don't read.

R20: The government does not buy books. It is now up to the schools to buy books. So how can we teach without materials? Grammar or even comprehension is difficult to teach without books. How can we even use this approach you are talking about (eclectic approach) without books? It's not possible.

As stated above, the problem of a lack of teaching materials is common in secondary schools. As discussed in Chapter Three, eclectic teaching requires the use of different materials (cf. Ali 1981). This explains why even in the lessons which I observed, there was no variation of teaching materials in class. As observed from the lessons, the challenge was common in all the schools sampled in this study but was simply worse in rural areas. This confirms the earlier finding by Beyani (2013) and Williams (2006) that a lack of teaching and learning materials affected teaching and learning in Zambia. What can be stated in this study is that lack of teaching and learning materials does not affect teaching in a general sense, but the actual use of the method of teaching; the eclectic approach in this case.

7.4.2 Teachers' Judgement of their Learners as being of 'Poor Quality'

Another challenge which was mentioned by teachers in the study was their learners' poor language background where some learners could not speak English fluently. Note that the meaning of the word 'quality' by respondents referred to English language proficiency where if the learner spoke and understood English fluently, he or she was considered to be of good quality while anyone who lacked English proficiency was deemed to be of poor quality. Note also that this relates directly to teachers language attitudes as discussed in chapter six.

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

Here are some of the responses recorded:

R21: Some learners are not grounded in English. We receive learners from different places. Some learners do not know how to read. Others, writing is a problem. Some can't even understand (English). So, this (using the eclectic approach) is difficulty.

R22: The problem here is that learners speak Nyanja and Bemba. Some speak Lenje and Tonga even at school. They don't speak English. You ask them to speak English, they are quiet. So, how can you use the communicative approach? They can't communicate. They

like the local language. So, we teach and develop headache, but they don't still understand. We have learners in grade 11 who cannot read.

R23: You see, that's why for me, I use the lecture method. These learners they don't understand English. Maybe, those in Lusaka. But here, it's not possible. And this is a farming area, so, their exposure to English is limited.

It is evident from the responses above that, in the opinion of these teachers, lack of fluency in English hindered some learners from classroom participation thereby making the eclectic approach challenging to use. Note that this corresponds to what i observed in the lessons where some learners could not participate because they could not speak English. Put differently, it can be asserted that the language background of the learners was a factor in the implementation of the eclectic approach where a good English background meant teachers could easily use the approach while weak English background made the approach difficult to use. This finding is consistent with Munakampe's (2005) findings on the challenges of using the communicative approach with grade 5 learners in Zambia. The study established that teachers could not use the communicative approach because learners could not participate in the lesson due to a lack of English proficiency. The contrast here is that Munakampe targeted grade 5 while I targeted grade 11, but the challenge of using the communicative approach is the same. It therefore appears that the challenge of a lack of English proficiency is not limited to primary school (grade 5) but extends to secondary school, grade 11 in this case.

However, using the eclectic approach is particularly a challenge because teachers do not allow learners to speak their home languages in the classroom. Thus, those learners who cannot speak English are effectively silenced from full participation. This is because teachers use a monolingual principle (Howatt 1984) to English instruction. It is therefore evident as Cummins (2015) puts it that monolingual principles to second language teaching separate the home from the school and limits learners' opportunities to learn. Thus, Jones and Baker (2012) suggest that in multilingual classrooms, there is need to recognise children's linguistic repertoires to maximise understanding and learning achievement. These qualitative findings were supported by the quantitative ones.

Respondents (teachers) were asked to indicate whether or not they thought the quality of learners had any effect on the application of the eclectic approach. The following were the results:

Table 7.4.2.1: Quality of Learners affect classroom Application of the Eclectic Approach

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	64	71.1	71.1	71.1
	Disagree	5	5.6	5.6	76.7
	Not Really	9	10.0	10.0	86.7
	I Dont Know	12	13.3	13.3	100.0
	Total	90	100.0	100.0	

According to the statistics above, 71.1% of the respondents indicated that the quality of learners affected the application of the eclectic approach while only 5.6% indicated that the quality of learners did not have any effect. Further, 10% indicated that the quality of learners did not really affect the application of the method. This means that while they acknowledge the challenge posed by poor quality of learners, they equally believed they could still manage. Finally, 13.3 indicated that they did not know whether the quality of learners affected the application of the approach. I suggest that those who did not know represent those who either did not know the eclectic approach or those who were not applying it such that they could not tell whether or not, the quality of learners affected the implementation of the eclectic approach. However, what we see in the data is that the majority of the respondents were of the view that the quality of learners affected the application of the eclectic approach.

What I see here is that teachers think that the eclectic approach can only be used using the English language and that without English proficiency, the approach become challenging to use. R23 above even suggests that the method may be best used in Lusaka where he thought children were able to speak English more than their rural counterparts. As stated before in chapter two and six, this is because teachers held negative attitudes towards Zambian languages and informal English varieties as influenced by monolingual education language policies. I also stated earlier how the constitution and the language policy in Zambia contributes to teachers' monolingual approaches to classroom interaction. However, it should be noted that the eclectic approach is context sensitive (see Brown 2002; Gao 2011; Mellow 2000). The context sensitivity of the eclectic approach means that it can be applied even in the classroom where some learners are not able to speak the target language fluently. Consider also Brown (2002) who argues that eclecticism provides the solution to teaching language because the approach allows teachers to select what works within their own dynamic contexts. As noted in chapter three, Kumaravadivelu (2001) cited in Gao (2011:3) contends that the eclectic approach is characterised by " (a) a focus on a context-sensitive language education based on a true understanding of local linguistic, sociocultural and political particularities (2) enabling teachers to construct their own theory of practice and (3) emphasising the socio-political consciousness in order to aid the quest for identity formation and social transformation". I argued in the same chapter that the scope of context includes learners' characteristics in terms of their language and cognitive abilities, teacher characteristics, and the social cultural factors. Larsen-Freeman (2000) also explains that methods are de-contextualised and that the goal of teachers is to contextualise and recontextualise the methods according the prevailing conditions of the classroom and the school. Thus, having a class where some learners do not speak English fluently requires that the teacher uses the eclectic approach in such a way that all learners participate in the lesson. In short, the eclectic approach can still work even in classroom contexts where some learners cannot speak the target language. This would require pedagogical practices which allows for the use of learners' familiar languages in the classroom such as translanguaging. In so doing, translanguaging becomes part of the eclectic approach.

According to Garcia (2014), translanguaging entails allowing students to draw from their home languages in the process of learning the target language and teachers accept it as legitimate pedagogical practice. Garcia and Sylvan (2011:385) states that translanguaging is "the constant adaptation of linguistic resources in the service of meaning making". Creese and Blackledge (2015) explains that translanguaging helps liberates the voices to those learners who would not communicate if a language they do not understand is used exclusively. It also implies that teachers should not see language as pure and bound entities. Rather, they should look at language as permeable resources that can cohesively be used in the classroom for meaning making in which learners' linguistic resources become useful in classroom communication (see Banda and Mwanza 2015). As such, McKinney, Carrim, Marshall and Layton (2015:106) states that there is need for a:

> "consideration of the individual [learner] as locus of repertoire of linguistic and other meaning making resources that includes their past, present and future trajectories as the more recently developed notion of repertoire outlines; and of the possibilities for enabling meaning making that come from movements across different linguistic resources s well as the use of integrated or mixed codes".

The argument above by McKinney *et al.* (2015) means that learners should be the centre of classroom instruction in terms of consideration for their linguistic repertoires. This is actually consistent with the tenets of eclecticism which states that under the eclectic approach, the focus is on the learner (see Wali 2009; Ali 1981; Brown 2002).

In short, the point I pick from this section is that teachers found the eclectic approach challenging to use because some learners could not speak English. More so because they did not allow learners' home languages to be used in class due to teachers' negative attitudes towards Zambian languages and informal English varieties emanating from monolingual language education policies in Zambia where English is the only language of instruction. However, the symbolic violence which comes from these monolingual principles are at variance with the eclectic which promote learner centredness to teaching and learning.

7.4.3 How much of each Method/how many Methods it takes to produce the Eclectic Approach

Teachers also had the challenge of determining how many methods they could combine to come up with the eclectic approach. Furthermore, since each individual method had many features, teachers did not know how much from each method should be utilised for the lesson to be eclectic. Some respondents put it this way:

R24: The challenge with the eclectic approach is the balance. How much of this method a teacher can bring and how much of the other method should come. So, this is a challenge.

R25: The eclectic method says that you have to use all the methods. But you can't use all the methods. How can you know that now I am eclectic because it is not possible to use everything in the lesson?

I understand this challenge to be both theoretical and practical. Theoretically, some teachers do not seem to know what the eclectic approach means in terms of its scope. This leads to practical problem where some teachers do not know what elements of the methods to combine in order to be eclectic. This finding can be related to the findings in 7.1 above where some teachers stated that they did not know what the eclectic approach meant while others stated that they were not sure of its meaning. Thus, the point here is that a lack of proper understanding of the eclectic approach was one of the challenges affecting the use of the eclectic approach when teaching English.

7.4.4 The Eclectic Approach is Time Consuming

The other challenge teachers faced was time. They reported that the eclectic approach required a lot of time and the 40 minutes allocated to a single period of grammar teaching was not enough. They explained that since they needed to use several activities and involve learners throughout the lesson, they needed more time than 40 minutes to effectively make use of the eclectic approach. The following were some of the responses from selected respondents:

R26: There is lack of time to use each and every method. There is no time

R27: The challenge is that it is time consuming. It's difficult to use different methods within a single lesson. If you allow learners to speak, the lesson may not even finish. But other methods (single method) are better because you can manage within time.

The message coming from these responses is that teachers have challenges teaching eclectically within a single period due to a variety of activities and materials which they have to use. This finding is consistent with what I observed in the lessons where none of the teachers I observed managed to finish their lessons within the given time **(**see details in section 7.2.3 above).

It appears that some teachers do not understand how the eclectic approach should be used to teach English. For example, in R26 above, the teacher stated that there was a lack of adequate time to use each and every method. This means that some teachers consider the eclectic method as using several methods one after the other. This is a misunderstanding of the theory and what it entails practically. Note that this finding is related to some of the responses in 7.1 above where some teachers did not fully understand the meaning of the eclectic approach and how it can be applied in the lesson. Their lack of practical understanding of the approach can be associated to the quality of teacher training they received. As discussed in chapter Six, the practical aspect of teacher training offered to some of these teachers was weak, with student teachers only doing one session of peer teaching and underwent a very short period of teaching practice. This implies that teachers were not adequately prepared on how they could realise the eclectic approach within the 40 minutes allocated to grammar teaching in secondary schools. In short, I suggest that the challenge of inadequate time was because some teachers did not fully understand the eclectic approach and how it can be used. In addition, their inability to use the eclectic approach within time can also be attributed to the weak training they received, where they were not properly oriented on how they could practically apply the eclectic approach within time.

7.4.5 Teachers' Inability to supply Meaningful Contexts within which Learners can use the examples Taught in Class

Although the above- mentioned challenge was not mentioned by teachers during interviews, it was clear in the lessons which I observed that teachers had challenges coming up with situations and real life contexts in which language could be practiced. None of the teachers came up with rich meaningful contexts in which the language item they were teaching could be practised. A few of them came up with linguistic situations to explain the meaning of the tense or what the tense they were teaching accounted for. However, they could not come up with contexts in which the learners could practice the tense in discourse. Instead, learners were constructing individual sentences outside the socio-cultural context of language use.

7.5 Summary of the Findings

This chapter addressed teachers' understanding and application of the eclectic approach, and has revealed a number of significant findings.

While some teachers had knowledge of the approach, others were more limited or even did not know what the approach meant. Those who showed understanding explained that the eclectic approach referred to the use of various methods in a lesson and that the combination should be context-sensitive. Those who showed limited knowledge explained that the eclectic approach meant the use of various methods but had misconceptions about how it could be used in the classroom – usually suggesting that it meant the use of one method after the other until a teacher found one which works. There were also teachers who lacked knowledge of the eclectic approach and did not even know how it could be used in the classroom. This is similar to the results obtained by Gao (2011) who found out that lecturers in China (who were supposed to use the eclectic approach in their teaching) had limited understanding of the eclectic approach and even those who claimed limited knowledge, did not know how the approach could be used in the classroom. The fact that some teachers lacked a thorough understanding of the eclectic approach contradicts the government's expectation that secondary schools should have quality teachers who are competent both in the subject they teach and the methods of teaching (MOE 1977). Thus, what I see here is that while government is expecting eclectic teachers (MOE 1977; CDC

2012), some teachers still lack knowledge of the recommended method of teaching which obviously results in the method not being used by such teachers.

Both qualitative and quantitative data revealed a range of attitudes among these teachers towards the approach – from quite positive, to neutral and negative. Quantitatively, the findings are indicative of a fairly large body of respondents (40%) being sufficiently grounded in the eclectic approach in order to apply it successfully in their classrooms, leading to positive attitudes. On the other hand, there are those (nearly 60% of all respondents) who feel uncertain about the merits of the approach, are fairly ignorant about it or who simply don't recognize its value, resulting in neutral to negative attitudes. This is despite it being the recommended approach by Zambia's Ministry of Education. The statistics where 60% of the respondents held negative to neutral attitudes are a cause for concern. Giroux (1988) argues that the successful implementation of any education policy depends on the positive attitudes of teachers. In addition, one of the objectives of teacher training in Zambia is to train teachers who have positive attitudes towards the subject they teach and the methods of teaching they use (MOE 1977). These findings show a contradiction between the government's expectation of teacher attitudes and the actual attitudes held by some teachers. However, as it was noted in chapter two, Karavas-Doukas (1996) and Coskun (2011) both believe that for a teacher to successfully use a method of teaching both the knowledge of the method and a positive attitude towards it is essential. Thus, it cannot be assumed that all 40% of respondents who held positive attitudes will successfully use the eclectic approach unless these positive attitudes go hand in hand with a sound knowledge of the method.

In terms of the classroom applications of the approach, of the five teachers presented in this study, 4 teachers were eclectic (in varying degrees) in their teaching, while one was not. The quantitative data presented also showed that while the majority of the respondents stated that they were eclectic in their teaching, others indicated that they were not. Among those who were eclectic, the depth of their eclecticism was limited by using aspects from only two methods in most cases, with only one teacher using more than two methods. All the teachers failed to present social contexts in which learners could practice the grammar being taught – which indicates that the communicative aspect of the eclectic approach was

not fully utilised. Kumar (2013) notes that, for an eclectic lesson to be interesting and effective, it should be based on realistic situations depicting the learners' socio-cultural contexts. In Zimbabwe, in a study similar to this one, Mareva and Nyota (2012) observed that although the communicative approach was the recommended method to teach English at secondary school, teachers mainly used the structural approach while CLT played second fiddle. Some of the reasons given were that teachers either lacked knowledge of the method or they were simply conservative. Mapako and Mareva (2012) established that although some teachers had knowledge of CLT which was the recommended method, they did not know how the method could be applied in the classroom. Clearly, the quality of the teacher and his/her competence is crucial to effective teaching (see Sidambi 2012)

Moreover, in the lessons I observed, there was little to no variation in the teaching materials used and ICTs were not applied. This was blamed on some schools lacking teaching materials, a lack of time to prepare materials, a lack of ICT equipment and the necessary training to use ICTs, as well as school administrators who did not allow teachers to use certain materials especially ICTs. This affected the depth and extent to which teachers could be eclectic. In addition, most of the teachers did not prepare adequately for the lessons and this impacted negatively on the organisation, coherence and focus of the lesson while time management was poor. The latter factor resulted in some of the lessons ending abruptly while others ended without any written work being given to the learners. Thus, lack of teacher preparation in this study is at variance of the description of a good teacher by Kayungwa (2002) – such teachers prepared their lessons, were competent and organised in their lesson delivery.

To establish if teachers were consciously aware of the methods they blended to come up with the eclectic approach, they were asked to name the methods they used in their lessons and the reasons for choosing such methods. Teachers could not tease out the methods they used in their lessons; instead, they mentioned the activities and techniques such as class discussion, group work, rule explanation and question and answer which they mistakably referred to as methods. They further explained that they used those 'methods' (activities and techniques) in order to promote learner participation and learners' application of the grammatical rule. Failure by teachers to mention the methods they used contradicts

Larsen-Freeman's (2000) belief that an effective and competent teacher will know what methods they use and the reasons why they do so. It also against one of the principles enshrined in the education reforms in Zambia on teacher education which challenges teachers in Zambia to continue reading and keep abreast with methods of teaching and the new developments in the field of teaching (MOE 1977). Contrary to this expectation, most teachers are only familiar with techniques and classroom activities and not methods and theories of teaching. This was worsened by the fact that the syllabus also had similar inconsistencies where activities were sometimes referred to as approaches.

All the teachers understood grammar as referring to the rules of English language, or even as vocabulary. It was clear from the responses that the type of grammar they had in mind and which influenced their grammar teaching was Transformational Generative Grammar. This was consistent with their teaching of grammar where the cognitive code approach with its principle of rule explanation dominated in the lessons observed. These findings are similar to those in the study by Uysal and Bardakci (2014), which revealed that teachers were very traditional in their thoughts and beliefs about grammar teaching and learning. Similarly, Banda and Muhamed (2008) found out that in Tanzanian Higher Education, lecturers focused on grammatical rules which were decontextualised from the students' academic cultural contexts. As observed in this study, the challenge with focusing on grammatical rules is that the school may graduate learners who have mastered the correct rules of English, but are unable to use the language in specific social contexts.

In summary, it was established that teachers experienced a number of challenges with the use of the eclectic approach in the teaching of English grammar. Respondents stated that the approach was time consuming, learners' language proficiency in English was poor, there was a lack of teaching and learning materials and it was difficult to decide which methods to combine order to be eclectic. The factors which affected the use of the eclectic approach are similar to the findings of other studies which were reviewed in Chapter Two, such as the study by Sakala (2012) in Zambia, Mapako and Mareva (2012) in Zimbabwe and that of Makobila and Onchera (2013) in Kenya.

Concerning the lack of teaching materials, the other point worth discussing is that teachers could not repurpose any materials to use in their lessons. Thus, while it is undeniable that a lack of teaching materials affected the implementation of the eclectic approach, the findings also show that teachers could not adapt whatever local materials were available to them (Banda and Kunkeyani 2015). Yet it is perfectly possible, through semiotic remediation, for teachers to repurpose a particular modality and use it anew to serve a different function (Bolter and Grusin 2000; Prior and Hengst 2010). As defined in Chapter Four, semiotic remediation or repurposing refers to, among others, how people re-use other people's words in talk, frequently re-perform others' gestures and actions, redesign objects, represent ideas in diverse media and restructure both their environments and themselves (Prior and Hengst 2010). This means that although there were no adequate English teaching materials, teachers could repurpose materials originally meant for other subjects for use in an English lesson. Their inability to do so points to another weakness in their training which could have opened their minds to creating and recreating teaching materials.

The poor proficiency in English of the Grade 11 learners in this study is another factor which teachers claimed limited their ability to apply the eclectic approach. This finding is similar to that of Matsoeneng (2003) in South Africa, on the poor application of CLT in senior secondary school English language teaching. However, while it cannot be denied that that the quality of learners influences methodological choices and success, the other challenge in Zambia is that teachers have negative attitudes towards the use of Zambian languages as communicative tools in the English language classroom. In other words, teachers hold monolingual language ideologies. They do not realize that, if learners were allowed to used whatever communicative resources they bring with them to the classroom, learning would be far more effective and real knowledge transfer would take place. As stated in the previous sections, this means that all those learners who cannot speak English cannot participate in the lessons, thereby defeating one of the aims of the eclectic approach – full learner participation.

Thus, the learner factor cannot be divorced from the language attitudes and ideologies held by teachers. There is an ideological silencing of the some learners based on the

monolingual language ideologies held by teachers and contained in the syllabus which get enacted in the classroom. This represents what Bourdieu (1990) calls *symbolic violence* in which the standard variety or dominant language is legitimised through institutionalised discourses of education, the courts, media, politics, economics and so on, while the rest of varieties become illegitimate codes or unofficial languages of communication. Through national and educational language policies, the state can be said to be involved in creating the framework on which hegemonic language ideologies are founded in "the production and reproduction of social difference, constructing some languages and varieties as of greater worth than other languages and varieties" (Blackledge 2005: 33). This recognition of the standard variety or dominant language (in this case, English) as the legitimate code becomes a reality because the dominated and dominant social groups are complicit in the "institutionalised circle of collective misrecognition" (Bourdeu 1991 cited in Blackledge 2005: 33). Teachers, through their monolingual ideologies, are therefore a part of this circle of the misrecognition of the value of all codes in the classroom.

7.6 Conclusion of the Chapter

Through face to face interviews, focus group discussions, quantitative questionnaire and classroom lesson observations; this chapter has established that while some teachers understood the meaning and the practical implications of the eclectic approach, other did not. Further, while four teachers out of five teachers who were observed used the eclectic approach, one did not. Moreover, while some teacher held positive attitudes towards eclecticism, others did not, saying that it was confusing to use. The chapter has also shown that the teachers in the study held monolingual language ideologies where they favoured formal English, giving other languages and varieties no place in the classroom. The use of the eclectic approach was also faced with a number of challenges. Some of the challenges teachers faced were a lack of teaching materials, poor learner proficiency in English, a lack of adequate knowledge of the method by teachers and a belief that the method was time consuming. Thus, while the eclectic approach was practicable in Zambia, it was not embraced by everyone and its effective classroom application was faced with several challenges.

CHAPTER EIGHT

CONCLUSIONS AND RECOMMENDATIONS

8.0 Introduction

The previous two chapters presented and discussed the data for this study. This chapter presents the conclusions and recommendations of the study. As a reminder, the aim of this study was to establish how teachers understood the eclectic approach and how they implemented it in the classroom situation in the teaching of English grammar in selected secondary school in Zambia as well as the challenges they faced when using the approach. To answer this broad question, the following research questions were answered:

1. Are teachers adequately prepared to teach English using the eclectic approach?
2. What are the teachers' attitudes towards different language varieties in Zambia?
3. How did teachers understand Eclecticism in English language teaching?
4. What are teachers' attitudes towards the eclectic approach?
5. How did teachers apply the eclectic approach when teaching English grammar?
6. What was the level of awareness among teachers of the various methods they used when teaching English grammar?
7. How did teachers understand grammar and grammar teaching?
8. What challenges did teachers face when teaching English using the eclectic approach?

The answers to the above questions were obtained using face to face interviews, quantitative questionnaire, document analysis and lesson observations. The study involved a total of 90 teachers of English from nine secondary schools and 18 lecturers of English teaching methods drawn from four teacher training institutions. The data was presented thematically guided by research questions and objectives. Critical discourse analysis and Multimodality were the major analytical theories. This chapter is presented into two sections. The first section presents conclusions of the findings guided by research questions. The second part presents recommendations emanating from the findings as well as implications for further research.

8.1 A Summary of the Main Findings

The main findings are presented according to the 8 research questions.

1. Are teachers adequately prepared to teach English using the Eclectic Approach?

This question was answered in Chapter Six. To come up with the answer, I reviewed the course outlines for English teaching methods used in four teacher training institutions. A senior secondary school English language syllabus was also reviewed. Interviews with lecturers and teachers of English were conducted. A quantitative questionnaire was also administered to 90 teachers. The findings showed that the senior secondary school language syllabus recommended the eclectic approach to teaching English (CDC 2012:2, 4, 6, 36). In terms of teacher training, the course outlines which were used in teacher training institutions showed that student teachers were exposed to a variety of teaching methods including the eclectic approach. They were also taught other skills such as lesson planning, material production and syllabus design and interpretation. It was clear from the course content that if well covered, the eclectic teacher would be the result.

During the interviews, some lecturers and teachers stated that teachers were adequately prepared while others said that they were not. Those who stated that they were not adequately prepared mentioned a lack of adequate peer teaching activities, the short period for teaching practice, a lack of teaching materials, the broad language content which was not related to the needs of a secondary school teacher as well as the negative attitudes of some lecturers towards the eclectic approach as the factors which were affecting the effective preparation of eclectic teachers. Thus, although the course outlines showed that teacher training institutions were preparing eclectic teachers, the implementation was affected by several challenges which resulted in some teachers not being adequately prepared to teach English using the approach. Statistically, 12.2% of the respondents stated that teacher training institutions had adequately prepared them as eclectic teachers while 76.7% stated that teacher training institutions had not. A further 11.1% indicated that they did not know whether teacher training institutions were adequately preparing eclectic teachers of English or not suggesting that they had either not critically thought about their

training or they simply did not know what the eclectic approach was. In short, the findings showed that while some teachers were adequately prepared, others were not due to a number of challenges which teacher training institutions were facing.

2. What are the Teachers' Attitudes Towards different Language Varieties in Zambia?

This question was answered in Chapter Six, and to some degree in Chapter Seven in the findings of the observed lessons. The findings showed that teachers held positive attitudes towards formal English (which they called formal British English) while they held negative attitudes towards informal English and Zambian languages whether formal or informal. Respondents stated that they taught formal English because it was the one recommended by the syllabus. They added that they did not allow informal English and Zambian languages in the classroom and whenever learners spoke or wrote in any language or variety other than formal English, they corrected them immediately. Informal varieties of English and Zambian languages were considered as barriers to learning proper English. Some teachers even stated that it was better for a learner not to participate in class if s/he could not speak English. This was consistent with teachers' classroom practices in Chapter Seven where teachers adopted a monolingual approach to teaching and no other language was spoken. The notions of horizontal and vertical discourses (Bernstein 1999) were referred to in which it was argued that such practices meant that the learners' background literacies were not utilised. Translanguaging as a classroom practice (Garcia 2009) was also referred to in discussing the findings and I argued that, since the eclectic approach is learner-centred, translanguaging would obviously be helpful as it would form part of the eclectic approach.

3. How did Teachers Understand Eclecticism in English Language Teaching?

The findings showed that some teachers had a thorough understanding of the approach. They explained that it involved the use of various methods in one lesson. They also explained that it was responsive to learner differences that existed in the classroom. However, some teachers were not sure if they understood the meaning of the approach and how it could be used. Other teachers did not know what the approach meant. Some

teachers held misconceptions about the approach where they viewed it as the use of several methods one after the other until a teacher finds one which works. It was argued that doing so was in fact, advocating for a single method. These findings which show that some teachers understood the eclectic approach while others did not were consistent with the findings in chapter six where some teachers stated that they were adequately prepared while others said that they were not.

4. What are Teachers' Attitudes towards the Eclectic Approach?

This question was answered in chapter seven. The data was collected using interview data and a quantitative questionnaire which was administered to teachers. Some teachers held positive attitudes towards the eclectic approach while others held negative to neutral attitudes. Those who held positive attitudes explained that the eclectic approach was flexible, allowed teacher creativity and it enables teachers to reach out to various learning needs of the learners. Those who held negative attitudes stated that they did not like the approach because it was time consuming, schools did not have teaching materials and that the use of different methods was confusing to some learners. Due to these factors, they stated that they preferred a single method approach. There were also some teachers who held neutral attitudes to the eclectic approach either because they did not critically think about it or they simply did not know the eclectic approach. These results were consistent with quantitative responses in which 41.1% of the respondents believed that this approach was the best method, 4.4% stated that the method was not the best, 22.2% stated that they were not sure if it was the best or not while 16.7% of the respondents stated that they did not know if it was the best or not.

Taken together, 41.1% of the respondents held positive attitudes to the method while 58.9% of the respondents felt uncertain about the merits of the approach, were fairly ignorant about it or who simply didn't recognize its value, resulting in neutral to negative attitudes. This is despite it being the recommended approach by Zambia's Ministry of Education. I also made reference to the literature review chapter where Al-Magid (2006) stated that effective implementation of a education policy depends on teachers' positive attitudes and Akinsola and Olowojaiye (2008) who observed that teachers' favourable

attitudes results in good achievement. Consistent with these observations, it was confirmed in chapter seven that not all teachers used the eclectic approach.

5. How did Teachers apply the Eclectic Approach when Teaching English Grammar?

Chapter Seven presented the answer to this question. To answer this question, I used classroom lesson observations. I used a video camera to record the lessons and later transcribed the lessons for analysis. In the five lessons presented in this thesis, four teachers used the eclectic approach in their teaching while one used a single method approach. Among those who used the eclectic approach, one used a combination of the cognitive code approach and the audio-lingual method; two used a combination of the cognitive code and the situational approaches while one integrated the cognitive code approach, situational method and the communicative approach to language teaching. This meant that of the four who were eclectic, one was more eclectic than the other three. The teacher who used a single method only used the cognitive code approach. In fact, the cognitive code approach was used by all the five teachers whose lessons have been presented in chapter seven. Teachers valued rule explanation as they believed that grammar teaching meant rule explanation. During interviews, they explained that every language was rule-governed and rule explanation should be central to grammar teaching. The fact that one teacher used a single method contrary to what the ministry of education recommended showed that some teachers resisted syllabus recommendations.

This finding was discussed by using critical discourse analysis, given that the classroom is a place where power is circulated, managed, accepted and or resisted (cf. Huckin *et al*. 2012:115). The fact that some teachers used the eclectic approach while others did not was consistent with questionnaire results where 52.2% of the respondents stated that they were using the eclectic approach when teaching English grammar while 38.9% stated that they were not. Another 8.9% stated that they did not know whether they were using it or not – indicating ignorance of what the eclectic approach is. Just as some teachers used the eclectic approach and one did not, the statistics also show that while the majority of the respondents (52.2%) used the eclectic approach, 38.9% of them did not. This presents a

contradiction between what the policy recommends and the classroom choices of some of the teachers (see also Haugen 2009).

Teachers encouraged learner participation through question and answer techniques. Generally, learners related well with teachers and teachers created conducive environments in which learners felt encouraged to participate in classroom activities. Only one teacher issued threats of punishment to learners for not answering his questions. This did not conform to the principles of the eclectic approach which entails that learners learn better in a non-threatening learning environment. A few learners could not also participate in the lessons since they could not speak English – the only language of instruction used. In terms of lesson preparation, four teachers did not have lesson plans while one had a guide. There were clear differences in the coherence and cohesion of the lessons of those who had lesson plans and those who did not. This meant that adequate lesson preparation lead to good delivery. Regarding knowledge of the subject, all the teachers generally had knowledge of the subject and this was demonstrated through their correct explanation of the teaching points and how they guided the learners. This was particularly important because an eclectic teacher is one who is not only knowledgeable of the methods, but also the subject which s/he teaches (cf. MOE 1977). In short, it can be reiterated that while one teacher used a single method, four teachers used the eclectic approach. Furthermore, the level of eclecticism varied among the four who used the approach.

6. What was the Level of Awareness among Teachers of the various Methods they used when Teaching English Grammar?

Larsen-Freeman (2000) notes that a good eclectic teacher will know what s/he is combining and for what reason s/he is doing so. In this study, teachers were asked after observing their lessons to mention the methods which they used in their lessons and give the reasons why they chose to use particular methods. The findings have shown that only one teacher managed to mention a method by name (cognitive code approach) although she also mentioned group work and class discussions as methods. The rest of the teachers mentioned techniques and activities such as question and answer, group work, class discussion and teacher exposition and mistook them for methods. One teacher explicitly

stated that she had forgotten the names of methods. It was clear that the teachers had either forgotten the names of the methods or they simply did not know what methods were due to the weak teacher training they could have undergone. This corresponds with Larsen-Freeman's (2000) contention that teachers do not normally remember methods since methods are more abstract than techniques and activities which they work with on a daily basis. This was worsened by the fact that the syllabus also had similar mistakes where it referred to activities as approaches.

7. How did Teachers Understand Grammar and Grammar Teaching?

This question was answered in chapter seven. Since this study was on the use of the eclectic approach in the teaching of English grammar, it was important to establish teachers' understanding of grammar and whether or not this had any influence on the choice of methods used for teaching grammar. The data was collected through interviews and implicitly through lesson observation. The findings showed that teachers understood grammar to be about the rules governing sentence construction. Others explained that grammar referred to the vocabulary. They further explained that teaching grammar meant teaching the correct use of language through correct rule application. It must be noted that their understanding of grammar was consistent with the classroom practices where the common method among all the teachers whose lessons I presented in chapter seven was the cognitive code approach. Even the one who used a single method used the cognitive code approach which is theoretically based on transformational generative grammar. This clearly showed that the way teachers understood grammar reflected how they taught it in the classroom where rule explanation was central to grammar teaching.

8. What Challenges did Teachers face when Teaching English using the Eclectic Approach?

This question was answered in chapter seven. Respondents were asked what challenges they faced when teaching English using the eclectic approach. Respondents mentioned a lack of teaching materials in schools as one of the challenges. Since the eclectic approach requires variation in teaching and learning materials, it was difficult to use the method in the absence of teaching materials especially in rural areas where both the school and the

community did not have libraries. Another challenge was that teachers considered the approach as time consuming. They stated that using various activities and materials required a lot of time and it was challenging to do so within the 40 minutes period of grammar teaching. Another reason was their lack of a clear understanding of the approach and how it could be used in the classroom. Those teachers who faced this challenge stated that they did not know how much of each method they could integrate to come up with the eclectic approach. The other challenge was what teachers referred to as 'poor quality of learners'. Teachers stated that some learners could not speak English thereby making it difficult for the teacher to use communicative activities in class since such learners would not participate. The problem of a lack of English proficiency was worse in rural areas compared to peri-urban and urban areas. This challenge worsened by the monolingual classroom practices which teachers adopted as informed by education language policy in Zambia.

Finally, another challenge was that teachers found it difficult to come up with social contexts in the classroom in which learners could practice language. This was evident in the fact that none of the teachers I observed came up with any social context. Instead, they could only come up with linguistic and visual contexts. This meant that teachers could produce learners who could use the language correctly but failed to use it appropriately in specific social contexts. In short, a lack of teaching materials, the language proficiency levels of learners, knowledge of the eclectic approach, time management and teachers' inability to come up with social contexts were the major challenges facing teachers in the implementation of the eclectic approach. Comparisons were made to other studies which revealed similar results (e.g. Mutono 2011) and the implications of these challenges to teacher training in Zambia were also discussed.

8.2 Recommendations

Based on the findings of this study, the following recommendations are proposed:

8.2.1 Teaching Materials

Since a lack of teaching materials affected the quality of teacher training, it is recommended that the Zambian government should produce and provide adequate training

materials so that teacher training institutions can effectively prepare eclectic teachers. The same recommendation applies to secondary schools. Since some teachers stated that they found the eclectic approach challenging to apply due to a lack of teaching materials, the Ministry of Education through its Curriculum Development Centre should produce and provide sufficient and appropriate materials to schools to enable teachers to use the eclectic approach without the challenges that they are currently experiencing.

8.2.2 Teacher Training

It was established in this study that the preparation of eclectic teachers is being affected negatively by the challenges being experienced by teacher training institutions. It is recommended that teacher training institutions should review their training programme and improve it accordingly. For example, they should review the subject content so that it is responsive to the needs of a secondary school teacher of English. Secondly, teaching is a practical job. Thus, teacher training institutions should come up with sufficient practical activities so that student teachers are equipment with both theory and practical teaching skills. This means that student teachers should be doing more than one peer teaching exercise and teaching practice should be for a full school term. Further, the teaching method outlines should include theories of material production and repurposing such as multimodality and the use of ICTs in teaching.

8.2.3 Refresher Courses to In-service Teachers

As it was noted in the study, some teachers were not sure what the eclectic method meant while others did not know anything about the method. Furthermore, there were teachers who had not been trained to use ICT equipment in their teaching. It is therefore recommended that the Ministry of Education should organise training workshops for in-service teachers so that they can be taught about the eclectic approach and how it can be used in the classroom. During the same training, theories of multimodality and multimedia use in teaching English as well as translanguaging and its benefits should also be covered. This will ensure that those teachers who are being trained now and those who are already teaching will keep abreast of new developments and theorisation in the field of English teaching. These refresher courses should include theory and practical skills.

8.2.4 Revising the Syllabus

The senior secondary school language syllabus should be revised to ensure that all the inconsistencies are corrected. For example, the syllabus should use the term eclectic approach consistently from the first page to the last one, instead of only introducing it as late as page 36 of the syllabus. This will make it easy for teachers and anyone reading the syllabus to understand it. Further, there is need to ensure correct usage of terminologies and give correct examples of what is meant by certain concepts such as approaches in this case. In addition, the syllabus should contain a statement on teaching materials including encouraging teachers to be multimodal in their teaching. The current silence on teaching materials is not helpful as observed in this study.

8.2.5 Conceptualisation of Grammar

It was observed in the study that teachers viewed grammar from the point of view of transformational generative grammar hence their emphasis on rule explanation. However, as Mandell and McCabe (1997) suggest, transformational generative grammar puts emphasis on syntax and neglects semantics, another component of grammar. I therefore recommend that both teacher educators and teachers in Zambia should not only concentrate on rule explanation but the meaningful social contexts in which meaning is made, transferred and negotiated. As Hymes (1971) puts it, there are rules of language use which should go hand in hand with the rules of grammar for meaningful communication to take place. This will mean that learners will learn both correctness and appropriacy of use.

8.2.6 The use of Single Methods

It is clear from the study that since the recommended method of teaching English is the eclectic approach, teacher training institutions should prepare eclectic teachers. However, it has been noted in Chapter Seven that some teachers could not use the eclectic approach because the method was confusing to some learners. The respondents stated that when they

changed from one activity to another, some learners felt that the topic also changed. I therefore suggest that while the eclectic approach should remain the recommended method for the learning advantages it presents, teachers should be allowed to use a single method in situations where doing so means reaching out to the learners. Following Wali (2009), it is important to note that teaching does not serve methods but learners. Thus, if a single method is what is appropriate based on the characteristics of the learners in a particular class, a teacher should be allowed to use it without feeling guilty that s/he is not following policy.

8.2.7 Reconceptualisation of the Eclectic Approach

In the study, some teachers understood the eclectic approach as the use of several methods in a lesson, one after the other. I argued that this view is a misconception because doing so, in fact, leads to a single method approach. I think that this misconception emanates from the various ways in which people understand the 'use of various methods' in a lesson. I recommend that the eclectic approach should be viewed as a hybrid or as a third space, drawing on Tomlinson's (2005) view of hybridity as 'a mixture' or 'pluralism'. Hence, hybridity as the name suggests, refers to the integration or blending of entities without adherence to any single prescribed or fixed entity. Rutherford (1990:211) argues that "hybridity is the third space which enables other positions to emerge". Krige (2009) contends that looking at a hybrid as a third space means focusing on the hybrid itself and not the isolated units from which the hybrid originates.

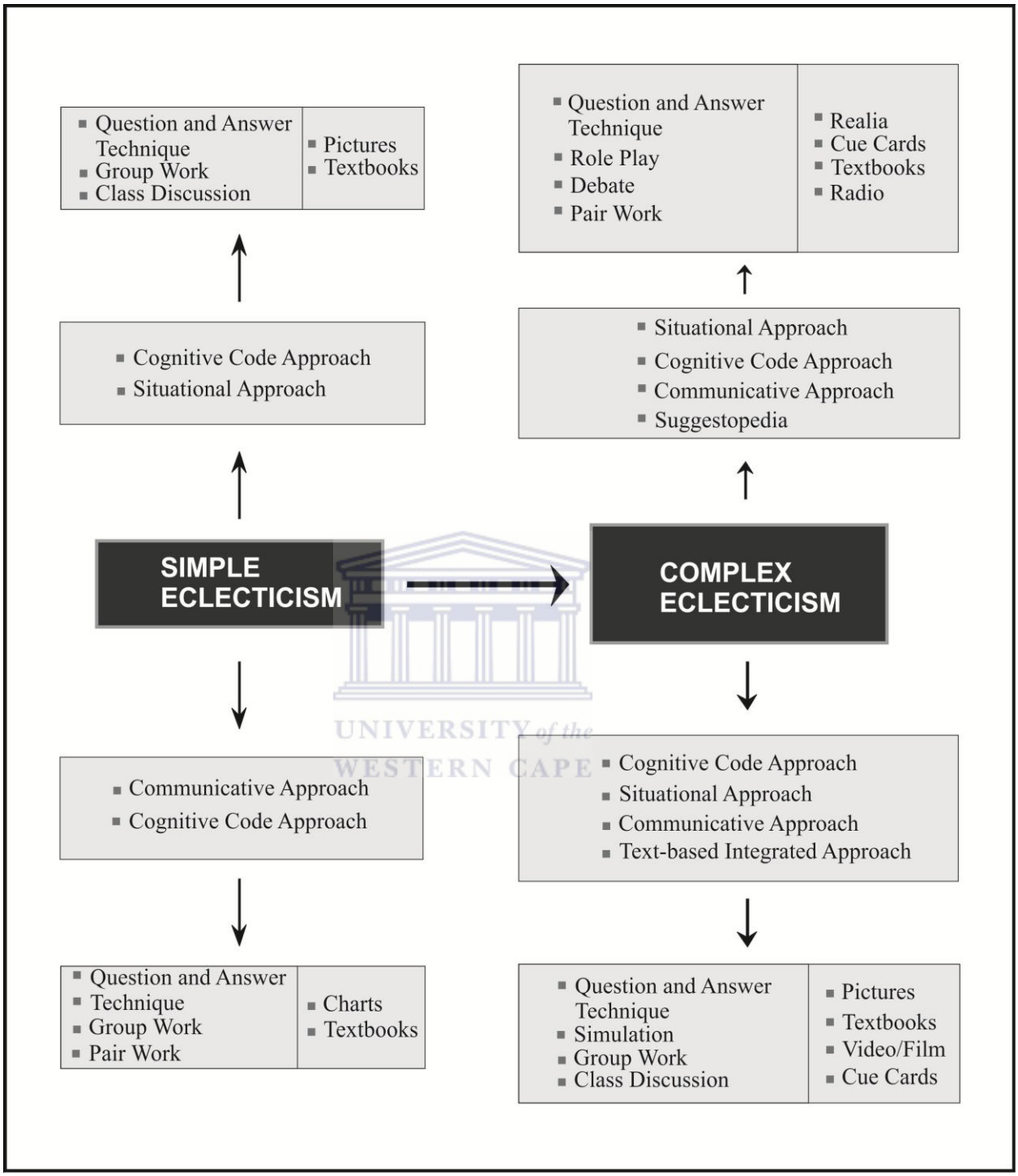
Thus, the eclectic approach should not be looked at as a group of methods but as a method which embraces aspects of different methods. It is a method in itself and it should be viewed as such. With the above argument, I suggest a reconceptualization of the eclectic approach in which it should be viewed as a 'third space' or a neutral space without focusing on the isolated units from which it develops. It is important to clarify here that looking at a hybrid or at eclecticism as a third space is not to ignore the intrinsic splits inherent to all hybrids but provides a position from which to recognise and renegotiate the pieces that define it. Thomas (2005) advises that since hybridity is a very broad concept, it

should be operationalised when used in case studies. In the case of this study, I argue that eclecticism in English language teaching is a hybrid of linguistic, learning, educational, psychological and sociological theories, which when put together, should be viewed as one.

8.2.8 Eclecticism as either Simple or Complex

The next recommendation is based on two findings in this study. Firstly, some teachers wondered what formed the eclectic approach. In other words, they did not know how many methods or activities they could combine for them to come up with the eclectic approach. Secondly, from the lessons I observed, while four teachers were eclectic, the depth of their eclecticism differed depending on how many methods they combined. Three teachers combined two methods to come up with their eclectic approach while one combined three. It was also observed that while those who combined two employed different classroom activities, the one who combined three had more and her lesson was more eclectic than the other three. This means that the level of eclecticism is bound to differ depending on how many methods or aspects of other methods one combines. With this observation, I suggest that eclecticism can either be simple or complex. Simple eclecticism involves the integration of two methods in one lesson while complex eclecticism refers to the integration of three or more methods in one lesson. It must be mentioned that although the definition does not mention the number of activities, the idea here is that activities are informed by methods (cf. Larsen-Freeman 2000). Thus, the number of methods one combines influences the number of activities and materials one will use. Below is a diagrammatical representation of the two types of eclecticism I am suggesting:

Figure 8.2.8.1: The Eclectic Dichotomy



Note that the above types of eclecticism and their constituents are just examples of what would constitute either simple or complex eclecticism. Furthermore, while the two methodological combinations are examples of simple eclecticism, the two methods in each

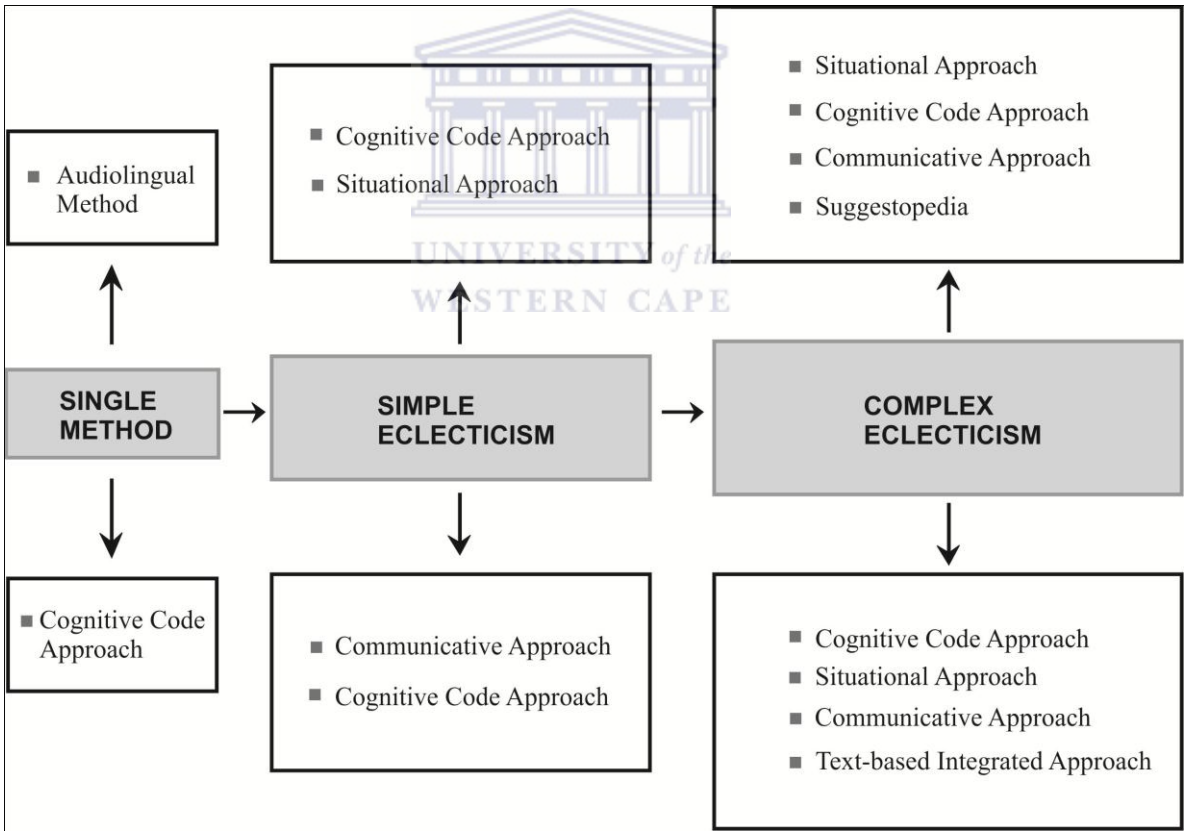
case are not strictly the only ones which can be combined. The two can be any other two methods which a teacher may combine to teach a particular topic. Similarly, the methods which I blended into complex eclecticism are not prescriptive of what should constitute complex eclecticism. It can be any other complex combination involving any other methodologies. Thus, at the basic level, a combination of two methods is called simple eclecticism and any combination of three or more results in complex eclecticism. From this argument therefore, eclecticism ensues the moment one goes beyond the use of one method. Relating the notions of simple and complex eclecticism to the lessons I observed in this study, I can state that teachers A, B and C used simple eclecticism while teacher E used complex eclecticism.

8.2.9 The Eclectic Continuum

I suggest that the eclectic approach should be seen as a continuum. This comes from findings from both chapters Six and Seven. In chapter Six, some lecturers stated that a teacher needed to start teaching using a single method adding that eclecticism developed with experience. They suggested that the more experienced a teacher became, the more eclectic, s/he would become. Some lecturers also stated that teachers needed to use a single method first before they developed into eclecticism. These results were consistent with quantitative results in the same chapter where teachers were asked whether they become eclectic during training or in schools after training. The statistics show that 43.3% of the respondents stated that they only knew how to apply the eclectic approach in schools after they were deployed (through experience). In other words, the majority of the teachers (43.3%) only learnt how to apply the eclectic approach when they started teaching in secondary schools. This seems to correspond with some of the respondents who said that eclecticism came with experience. 30% stated that they knew how to apply it while in college/university during training while 6.7% indicated that they did not really learn to apply it after they started teaching. This means that they learnt part of it while on training and continued to do so after they were deployed in schools. Finally, 20% stated that they did not know whether they learnt the approach in college or after they were deployed. What I see here is that eclecticism is a continuum from single method to simple combinations to complex combinations as one gains more experience.

The eclectic continuum is based on three major arguments. Firstly, teacher training institutions can train eclectic teachers by first training them as single method teachers and later developing them (even their own through experience) into eclectic teachers. The second argument is that teacher training institutions can develop eclectic teachers directly without first making them single method teachers. The third and last argument is that eclecticism develops with experience. The last argument implies that the more experienced a teacher is, the more eclectic s/he becomes. I therefore use the concepts single method, simple eclecticism and complex eclecticism in my suggested eclectic continuum below:

Figure 8.2.9.1: The Eclectic Continuum



The continuum is a model showing several possibilities of how one can become eclectic during and after teacher training and further shows how the eclectic approach can develop

from single methods to simple eclecticism and finally to complex eclecticism with experience.

Note that the continuum I have suggested does not imply that a teacher can only move from a single method to simple eclecticism and finally to complex eclecticism sequentially. It is actually possible that a teacher can start with a single method and fail to reach even simple eclecticism either because s/he is not able to or because s/he simply prefers a single method to an eclectic approach. It is also possible that someone can start as a simple eclectic teacher and develop into a complex eclectic teacher with experience. Yet, it is also possible that someone can become a complex eclectic teacher straight from a teacher training institution. Therefore, the continuum is simply a suggestion that eclecticism is mostly progressive and one becomes more eclectic and more confident with the method as one gains classroom teaching experience. In fact, one may know what to combine after one has learnt how the individual methods work both in theory and practice.

The other clarification is that the methods which have been included in the continuum (combinations) are not prescriptive of what should constitute single method, simple or complex eclecticism. The number and choice of methods are just an example of the possible combinations. With the eclectic continuum, the point is that teacher development through the use of the eclectic approach is continuous and progressive. Relating the eclectic continuum to the five teachers whose lessons have been analysed in this study, I can state that teacher D used a single method, teachers A, B and C used simple eclecticism while teacher E used complex eclecticism.

8.3 The Contribution of this Study to the Body of Knowledge

This study aimed to establish how teachers of English in Zambia understood and applied the eclectic approach in the teaching of English grammar at selected schools in Zambia. Led by the objectives of the study, the findings of this study have contributed to the body of knowledge in English second language teaching in general, and more specifically, to

how teachers of English in Zambia are interpreting the syllabus with regards to the use of the eclectic approach.

Firstly, no study has been done in Zambia to establish teachers' understanding of the eclectic approach and how teachers apply it in the classroom at senior secondary school. Thus, this is the first study in Zambia to consider eclecticism. The findings are therefore of significance to the Ministry of Education, language educators and English language teachers regarding the use of eclecticism in the classroom and the challenges which teachers face in its implementation. This informs teacher educators of how teachers understand or misunderstand the approach and gives them ideas on how they can improve teacher training. Thus, the findings of this study are a source of reflection and provide grounds for future planning and practice.

This study also sought to establish how teachers of English were trained and prepared to use the eclectic approach. Previous studies on teacher training in Zambia (Manchishi and Masaiti 2011; Manchishi and Mwanza 2013; Luangala and Mulenga 2014) also looked at teacher training in general without focusing on any subject. Secondly, these studies were all focusing on teacher training at the University of Zambia. This study was broader than the previous studies as it sampled four teacher training institutions and focused specifically on the training of teachers of English. Thus, this study contributes to the contextual understanding of teacher training of teachers of English in Zambia. It has shown the areas of strength and weaknesses and has shown how policy and practice can be at variance. The study has therefore provided a broader understanding of how teachers of English are trained in Zambia and areas where the same needs improvement.

Methodologically, the study triangulated lesson observation, face to face interviews, classroom lesson observations, documents analysis and quantitative questionnaires to come up with the data. The methods used provided rich data for the understanding of the subject under study. This is an important contribution on how a method of teaching should be understood both from its theoretical position and practical application through the use of multiple methods of data collection. How the research methods were used cohesively

informs researchers in the field of language education about how one phenomenon can comprehensively be understood using various methods of data collection and analysis.

The other contribution to the body of knowledge is the ways in which theories of Critical Discourse Analysis and Multimodality have been used in this study to understand power relations both in- and outside the classroom in the Zambian contexts and how notions of resemiotisation and semiotic remediation have been contextualised to the Zambian English language classrooms. Through viewing classroom practice through CDA lens, it has been shown that government policies are not always accepted by teachers, but are negotiated and sometimes resisted. This revelation is another contribution to the body of knowledge especially in the context of Zambia.

The study also contributes to syllabus reform in Zambia. The syllabus has been analysed and has shown areas of strengths and weaknesses. The findings are useful ground on which curriculum development centre in Zambia can reform the syllabus.

The study has also suggested strategies which can be used to counter the negative effects of monolingual ideologies in the language classroom where some learners are advantaged while others are disadvantaged based on their language abilities. The notion of translaguaging and how it can be used in the classroom is a meaningful contribution to the Zambian language education landscape where the practice of teaching is currently premised on monolingual ideologies.

Overall, the contextual understanding of how the eclectic approach is understood and applied in Zambia contributes to the general debates around eclecticism and how it can be used from context to context. Thus, this study does not just inform its readership of how the approach is being understood and applied in Zambia, but will also stimulate further debate and research on the use of the eclectic approach to teach English as a second language.

8.4 Implications for Further Research

Based on the findings, limitations of this study and my general experience conducting this research, I would suggest the following for future research:

a. This study focused on the use of the eclectic approach specifically on the teaching of English grammar. There is need for other studies on the application of the eclectic approach in the teaching of other language components such as Comprehension, Summary or Composition writing. It will be interesting to establish how teachers use the method to teach these components.

b. This study also focused on the analysis of the application of the eclectic approach to teach particular lessons. In this vein, I only presented one lesson per teacher for analysis. Another study may be done to observe a teacher over a longer period of time to see teacher consistence and whether or not, teachers are eclectic in every lesson. Further, the study may compare if there are any variation in methods from one lesson to another.

c. For ethical reasons, I informed the teachers who I was going to observe that I wanted to observe their lessons. Thus, we made an appointment on which day he/she would be ready to be observed. This in itself is a weakness. Since the teacher was informed, he/she had time to prepare. It was possible that they could have prepared an extraordinary lesson specifically for me which would be different from what they would prepare when they were not observed. For future research, it will be important to consider ways of observing teacher classroom activities in the most naturalistic way in which possibilities of artificial preparation are completely avoided.

d. Other studies on the same topic may need to be done by comparing teachers and pupils from government schools and those from private schools. Based on the assumption that pupils from private schools are more fluent in English than their counterparts from public schools, it will be important to establish whether, there is more uptake of the eclectic approach in private schools than in public schools

e. There is also need for experimental research on the use of translanguaging as a legitimate pedagogical practice. A study may need to be done to compare levels of learner participation and achievement among learners in whose classes, translanguaging is legitimised and among those pupils where translanguaging is not allowed. Such a study would bring out the efficacy of translanguaging in the Zambian context

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APPENDICES

APPENDIX 1.

CONSENT FORM TO TEACHERS FOR LESSON OBSERVATION

University of the Western Cape

Department of Linguistics

Doctor of Philosophiae Thesis

Consent Forms (Teachers' Lesson observation)

2014

INFORMED CONSENT FORM FOR PhD THESIS

Date: 26 August, 2014.

Study Title or Topic: **A critical reflection on Eclecticism in the teaching of English grammar at selected Zambian Secondary Schools.**

Researcher: David Sani Mwanza, PhD candidate, Linguistics Department, University of the Western Cape.

Purpose of the Research:

A critical reflection on Eclecticism in the teaching of English grammar at selected Zambian Secondary Schools.

I, David Sani Mwanza, am a PhD student in the Department of Linguistics, at the University of the Western Cape, South Africa. For this degree, I am investigating how teachers understand and apply the eclectic approach to the teaching of English grammar.

My supervisors are Professor Charlyn Dyers and Professor Felix Banda in the Department of Linguistics, University of the Western Cape, South Africa. Professor Dyers can be contacted on +27 823773315 while Profesor Banda can be contacted on +27 21 959 2380.

My contact details are as follows: David Sani Mwanza, Linguistics Dept., UWC, and phone: +27 604264315 or sanidavidmwanza@yahoo.com.

The following will therefore be required of you:

The researcher would like you to be observed when teaching English grammar to a grade 11 class. He will video tape the lesson and take field notes as you will be teaching. After the lesson, you will be interviewed on the lesson you will have delivered.

- The lesson observation will take 40 minutes.

Voluntary Participation: Your participation in the study is completely voluntary and you may refuse to be observed or interviewed. You may also choose to stop participating at any time.

Withdrawal from the Study: You can withdraw from the study at any time, for any reason, if you so decide. Should you decide to withdraw from the study; all data generated as a result of your participation will be destroyed.

Confidentiality: All information that will be gathered during the research will be held in confidence. Your anonymity is guaranteed. Your name and the name of the school will not appear in any report or publication of the research. The video and data will be safely stored and only the researcher will have access to this information.

Legal Rights and Signatures:

I _____ consent that I can participate in the study entitled: **A critical reflection on Eclecticism in the teaching of English grammar at selected Zambian Secondary Schools** by David Sani Mwanza. I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent. I hereby undertake to keep the interview confidential.

Signature _____ **Date** _____

Participant

Signature _____ **Date** _____

Researcher

APPENDIX 2

INFORMED CONSENT TO TEACHERS FOR INTERVIEWS

University of the Western Cape

Department of Linguistics

Doctor of Philosophiae Thesis

Consent Forms for Interviews (Teachers)

2014

INFORMED CONSENT FORM FOR PhD THESIS

Date: 26 August, 2014.

Study Title or Topic: **A critical reflection on Eclecticism in the teaching of English grammar at selected Zambian Secondary Schools.**

Researcher: David Sani Mwanza, PhD candidate, Linguistics Department, University of the Western Cape.

Purpose of the Research:

A critical reflection on Eclecticism in the teaching of English grammar at selected Zambian secondary schools.

I, David Sani Mwanza, am a PhD student in the Department of Linguistics, at the University of the Western Cape, South Africa. For this degree, I am investigating how teachers understand and apply the eclectic approach to the teaching of English grammar.

My supervisors are Professor Charlyn Dyers and Professor Felix Banda in the Department of Linguistics, University of the Western Cape, South Africa. Professor Dyers can be contacted on +27 823773315 while Profesor Banda can be contacted on +27 21 959 2380.

My contact details are as follows: David Sani Mwanza, Linguistics Dept., UWC, and phone: +27 604264315 or sanidavidmwanza@yahoo.com.

The following will therefore be required of you:

The researcher would like to interview you on the teaching of English Grammar and the methods which you use. He will record the interview in order to capture enough detail for accurate documentation and analysis. Hence, your role will be that of an interviewee and this will be done through a face to face interviews. Further, you will also be asked to answer a questionnaire.

- The interview will take 1 hour.

Voluntary Participation: Your participation in the study is completely voluntary and you may refuse to be part of the discussion. You may also choose to stop participating at any time.

Withdrawal from the Study: You can withdraw from the study at any time, for any reason, if you so decide. Should you decide to withdraw from the study; all data generated as a result of your participation will be destroyed.

Confidentiality: All information that will be gathered during the research will be held in confidence. Your anonymity is guaranteed. Your name and the name of the school will not appear in any report or publication of the research. The data will be safely stored and only the researcher will have access to this information. Members of the focus group discussion are also advised to keep the information from any member of the group confidential.

Legal Rights and Signatures:

I _____ consent that i can participate in the study entitled: **A critical reflection on Eclecticism in the teaching of English grammar at selected Zambian secondary schools** by David Sani Mwanza. I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Signature **Date**

Participant

Signature **Date**

Researcher

APPENDIX 3

INFORMED CONSENT TO LECTURERS

University of the Western Cape

Department of Linguistics

Doctor of Philosophiae Thesis

Consent Forms (Lecturers)

2014

INFORMED CONSENT FORM FOR PhD THESIS

Date: 26 August, 2014.

Study Title or Topic: **A critical reflection on Eclecticism in the teaching of English grammar at selected Zambian Secondary Schools.**

Researcher: David Sani Mwanza, PhD candidate, Linguistics Department, University of the Western Cape.

Purpose of the Research: A critical reflection on Eclecticism in the teaching of English grammar at selected Zambian Secondary Schools.

I, David Sani Mwanza, am a PhD student in the Department of Linguistics, at the University of the Western Cape, South Africa. For this degree, I am investigating how teachers understand and apply the eclectic approach to the teaching of English grammar.

My supervisors are Professor Charlyn Dyers and Professor Felix Banda in the Department of Linguistics, University of the Western Cape, South Africa. Professor Dyers can be contacted on +27 823773315 while Profesor Banda can be contacted on +27 21 959 2380.

My contact details are as follows: David Sani Mwanza, Linguistics Dept., UWC, and phone: +27 604264315 or sanidavidmwanza@yahoo.com.

The following will therefore be required of you:

The researcher would like you to participate in an interview. He will record the interview. The interview will be on how teachers are prepared to teach English Grammar in selected Zambian secondary schools and the methods which you recommend during teacher training. The researcher will record the interview in order to capture enough detail for accurate documentation and analysis.

- The interview will take 1 hour.

Voluntary Participation: Your participation in the study is completely voluntary and you may refuse to be interviewed. You may also choose to stop participating at any time.

Withdrawal from the Study: You can withdraw from the study at any time, for any reason, if you so decide. Should you decide to withdraw from the study; all data generated as a result of your participation will be destroyed.

Confidentiality: All information that will be gathered during the research will be held in confidence. Your anonymity is guaranteed. Your name and the name of the school will not appear in any report or publication of the research. The data will be safely stored and only the researcher will have access to this information. You are also asked to keep the information you share in this study confidential.

Legal Rights and Signatures:

I _____ consent that I can participate in the study entitled: **A critical reflection on Eclecticism in the teaching of English grammar at selected Zambian Secondary Schools** by David Sani Mwanza. I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent. I hereby undertake to keep the interview confidential.

Signature _____ **Date** _____

Participant

Signature _____ **Date** _____

Researcher

APPENDIX 4

PERMISSION FROM PROVINCIAL EDUCATION OFFICER

1

FACULTY OF ARTS

Linguistics Department

Head of Department: Prof F Banda

Private Bag X17, Bellville, 7535
South Africa
Tel: +27 (021) 959-2978/2380
Fax:+27 (021) 959-1212
Website: www.uwc.ac.za

2014

Permission granted
Banda
PEO

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION, SCIENCE AND VOCATIONAL TRAINING
2014
PROVINCIAL EDUCATION OFFICER
P.O. BOX 80197
KABWE

TO: PROVINCIAL EDUCATION OFFICE: CENTRAL PROVINCE.

RE: PERMISSION TO DO RESEARCH AT SELECTED SECONDARY SCHOOLS

Mr **David Sani Mwanza** is a Ph.D researcher attached to the Department of Linguistics at the University of the Western Cape. I am his academic supervisor. This letter serves to introduce him to you. We would appreciate it if you would grant him permission to carry out his research on the teaching of English grammar at selected Secondary schools. He will explain his research to you in detail, and will also obtain the permission of the school Managers and teachers at the selected schools.

Your cooperation in this regard is highly appreciated. If you have any queries about his research, these can be addressed to me via e-mail: cdyers@uwc.ac.za

Sincere regards,

Prof Charlyn Dyers
Supervisor

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING & EARLY EDUCATION

No objection
H/T.

APPENDIX 5

PERMISSION FROM PROVINCIAL EDUCATION STANDARDS OFFICER

The University of Zambia,
School of Education,
Department of Language and Social Sciences Education,
P.O. Box 32379,
Lusaka.

Permission granted to research indicated schools.

The Provincial Education Officer
Central Province
Zambia.

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION, SCIENCE AND VOCATIONAL TRAINING
PESO
PRINCIPAL EDUCATION STANDARDS OFFICER
P.O. BOX 80297, KABWE

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN KABWE, CHIBOMBO AND MUMBWA DISTRICTS.

I write to ask for permission to conduct a study on the teaching of English grammar in selected secondary schools in Kabwe, Chibombo and Mumbwa districts. The study will involve one lesson observation per school and interviews with the teachers.

The study is very important because it will help both teacher educators and secondary school teachers to reflect on the approaches and methods used in the teaching of English in secondary schools. Since I am a lecturer of English Teaching Methods at UNZA, the study will enrich my work too.

Yours faithfully.

Mwanza. David Sani Mwanza.

APPENDIX 6

QUESTIONNAIRE TO TEACHERS

THE UNIVERSITY OF WESTERN CAPE

FACULTY OF ARTS

DEPARTMENT OF LINGUISTICS

QUESTIONNAIRE TO TEACHERS

Dear Respondent,

My name is David Sani Mwanza, a PhD student at the University of Western Cape, South Africa. As part of my school work, I am doing a study on the methods and approaches of teaching English Grammar in Zambian Secondary schools. You have been selected to answer this questionnaire because you are a teacher of English, and therefore very relevant to this study. Please feel free to answer this questionnaire and be as honest as possible. You are also free to ask any question concerning the questionnaire and the study. You are not required to write your name or any identity on this questionnaire. Further, your name, identity, or school will not be published for confidentiality reasons. Participation in this study is by informed consent. You are also free to withdraw from this study at any time.

SECTION A. BACKGROUND INFORMATION. Answer by ticking.

1. Gender
   (a) Male
   (b) Female
2. Position in the School
   (a) Class Teacher
   (b) Senior Teacher
   (c) Head of Department
3. How long have you been a teacher of English?
   (a) Between 1 and 5 years
   (b) Between 6 and 10 years
   (c) Between 10 and 15 years
   (d) Above 15 years

4. What type of teacher training institution did you attend?
   (a) College of Education
   (b) University College
   (c) University

5. How long did your training take?
   (a) 1 year
   (b) 2 years
   (c) 3 years
   (d) 4 years
6. Level of qualification
   (a) Certificate
   (b) Diploma
   (c) Bachelor's Degree
   (d) Master Degree

SECTION B. **Only one answer is correct for each of the questions. Show your answer by ticking.**

7. I know the meaning of Grammar?

   (a) Agree

   (b) Disagree

   (c) Not Really

8. Were you adequately prepared during training to teach English grammar?

   (a) Yes

   (b) No

   (c) Not Really

9. Did you find your teacher training course in teaching methods adequate to teach at secondary school?

   (a) Yes

   (b) No

   (c) Not Really

10. Which method/s or approaches did lecturers recommend for use in the teaching of English Grammar?

    (a) Grammar Translation Method

    (b) Direct Method

    (c) Audio-lingual Method

(d) Cognitive Code Approach

(e) Situational Approach

(f) Text Based Integrated Approach

(g) Communicative Approach

(h) The Eclectic Approach

(i) Did not recommend any

(j) Other…….

11. Do you know the specific approaches mentioned in the syllabus as recommended broad approaches for teaching of English?

(a) Yes

(b) No

12. Which two specific methods/approaches are mentioned in the syllabus as the general recommended approaches for the teaching of English in Zambia?

(a) Grammar Translation Method and the Cognitive Code Approach

(b) Direct Method and the Cognitive Code Approach

(c) Cognitive Code approach and communicative approach

(d) Situational approach and the Audio-lingual Method

(e) Text based Integrated Approach and the Communicative Approach

(f) The Eclectic Approach

(g) I don't know

13. Are you familiar with the English language syllabus?

(a) Yes

(b) No

(c) Not Really

14. Do you understand the Eclectic approach to language teaching?

(a) Yes

(b) No

(c) Not Really

15. The eclectic approach is the best way to teach English language Grammar.

(a) Agree

(b) Disagree

(c) Not Sure

(d) I don't know

16. The English language syllabus recommends the eclectic approach in the teaching of English.

(a) Agree

(b) Disagree

(c) Not Sure

(d) I don't know

17. The eclectic approach is a challenging approach to apply in the teaching of English grammar.

(a) Agree

(b) Disagree

(c) Not Really

(d) I don't know

18. The eclectic approach is an interesting approach in the teaching of English Grammar

(a) Agree

(b) Disagree

(c) Not Sure

(d) I don't know

19. Other methods other than the eclectic approach are better suited in the teaching of English grammar.

(a) Agree

(b) Disagree

(c) Not Really

(d) I don't know

20. I knew how to apply the eclectic approach when I was deployed in school and not during training.

(a) Agree

(b) Disagree

(c) Not Really

(d) I don't know

21. I have been using the eclectic approach when teaching English Grammar.

(a) Agree

(b) Disagree

(c) I don't know

22. I understand how the eclectic approach should be applied in the classroom.

(a) Agree

(b) Disagree

(c) Not Really

23. Teacher Training Institutions adequately prepare Eclectic Teachers of English.

(a) Agree

(b) Disagree

(c) I don't know

24. The quality of pupils affects the classroom application of the eclectic approach when teaching grammar.

(a) Agree

(b) Disagree

(c) Not really

(d) I don't know

25. Availability or non-availability of teaching materials affects the application of the eclectic approach when teaching English grammar.

(a) Agree

(b) Disagree

(c) Not Really

(d) I don't know

The End.

Thank you for accepting to answer this questionnaire.

APPENDIX 7

INTERVIEW GUIDE FOR INTERVIEWS WITH THE TEACHERS

THE UNIVERSITY OF WESTERN CAPE

FACULTY OF ARTS

DEPARTMENT OF LINGUISTICS

Questions

1. What are your views about your teacher preparation? Were you adequately trained to teach English using the eclectic approach?
2. What did the teacher training course involve/cover?
3. What method/s did lecturers recommend for English (grammar) teaching in schools?
4. What are you views about the value of different languages and varieties spoken in Zambia (English, Zambian languages etc) / how important are other languages and varieties in the learning and teaching of English?
5. What does Eclecticism in English language teaching mean?/ What is the eclectic approach?
6. What are your views about the eclectic approach/ What is your assessment of the method? How effective is the eclectic method?
7. How do you teachers understand grammar and grammar teaching?
8. What do you consider to be the most important elements when teaching grammar?
9. What challenges do you face when teaching English using the eclectic approach?

APPENDIX 8

INTERVIEW GUIDE FOR TEACHERS AFTER LESSON OBSERVATION

THE UNIVERSITY OF WESTERN CAPE

FACULTY OF ARTS

DEPARTMENT OF LINGUISTICS

INTERVIEW GUIDE WITH THE TEACHER AFTER LESSON OBSERVATION

1. What method/s and or approaches did you use in your lesson?
2. What specific methods and approaches did you integrate in your lesson?
3. What are the reasons for the selection of those respective methods/approaches?
4. What are the reasons for the choice of teaching materials and aids which you used in the lesson?
5. Provide justification for the sequencing and choice of the classroom activities?
6. What do you consider to be the most important elements of English grammar teaching?
7. What challenges did you face during lesson preparation?
8. What challenges did you face during lesson delivery?
9. What are you general views on eclecticism as an approach to EL teaching?

APPENDIX 9

INTERVIEW GUIDE WITH LECTURERS

THE UNIVERSITY OF WESTERN CAPE

FACULTY OF ARTS

DEPARTMENT OF LINGUISTICS

INTERVIEW GUIDE WITH COLLEGE AND UNIVERSITY LECTURERS/TEACHER TRAINERS

1. What does the teacher training programme involve at this institution?
2. Which methods and approaches do you teach and recommend to your trainees to use in secondary schools upon graduation ?
3. What is the basis of your recommendation/s of particular methods/approaches?; what does the English syllabus recommend?
4. Are trainee teachers adequately prepared to teach English using the eclectic approach?
5. What challenges do you face in training teachers of English?