

How do Teachers Understand and Apply the Text Based Integrated Approach in Secondary School Classrooms?

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Abstract

English language is a compulsory subject in Zambia from grades five to grade twelve. Therefore, it is vital that learners are equipped with the necessary skills to improve their communicative competence. The purpose of this study was to establish teachers' understanding and application of the Text-based Integrated Approach in the teaching of English language to Grade Eleven pupils in selected secondary schools of Luanshya District in Zambia. The study employed a mixed method design which incorporates both qualitative and quantitative research designs. Interview guide, lesson observation guide and the questionnaire were the data collection instruments used in the study. A sample of 54 respondents comprising 45 teachers of English language and nine Heads of Language Departments participated in the study. The data were analyzed quantitatively and qualitatively and were merged into common themes according to the research objectives. The findings showed that despite teachers affirming that they understood and applied the Text-based Integrated Approach in their teaching during face to face interviews, quantitative findings revealed that only 59% of the participants understood the approach, 28% held misconceptions about the approach and 13% bluntly stated that they did not have a slight idea about the method. Further, through the teachers' responses in the questionnaire and the interviews, teachers had limited knowledge about what approaches the syllabus recommended for the teaching of English

language at senior secondary school level. Classroom lesson observations data showed that teachers were not implementing the Text-based Integrated Approach as stipulated in the syllabus. In view of the findings, it is recommended that the Ministry of General Education should organize formal and comprehensive in-service training for teachers on how to apply the Text-based Integrated Approach.

Key words: Text based integrated approach, Syllabus, Communicative competence, English, Zambia, Teachers, Understanding, Application, Zambia

1. Introduction

The Text-based Integrated Approach is an approach which was developed from Halliday's Functional Linguistics (Cahyono & Widiati, 2011; Halliday, 1978). It aims at developing learners who can engage meaningfully with different texts in different contexts. The Text-based Integrated Approach means that a series of lessons probably one or two weeks work will comprise a unit which centres around a written text. This will have to be chosen carefully by the teacher for its suitability in terms of interest, level of difficulty, and appropriateness. The selected text should cover a number of language uses and a variety of topics should be chosen from a number of sources. The text should lead to a number of topics such as word study, vocabulary extension, cohesion and coherence, oral discussions, written comprehension, summaries, note taking and note making and composition. The lessons should comprise communicative activities such as drama, role play, and simulation (Mwanza, 2016).

Mohlabi-Tlaka (2016) defines Text based Integrated approach as "the teaching of language built on the exposure to, and the handling and manipulation of different text types." It is an approach which helps learners be able to handle a variety of texts to help them use language effectively. Text-based Integrated Approach helps learners

to comprehend not only language but also other non-linguistic texts. In essence, TBIA allows learners to improve their communicative competence. Kress (2010) asserts that a text conveys meaning through a combination of two or more modes with each mode performing its task and function in the meaning making process. A text can exist by itself or it can be a complete spoken utterance or a written message. Different texts have different purposes and hence organised in different ways with different language features.

Tingting (2011) adds that Text-based Integrated Approach implies learning target words through reading texts such as acquiring words' meaning and their typical language environment from texts. TBIA seeks to develop learners communicative competence through mastering different types of texts. It should be borne in mind that texts for reading cannot be limited to passages in the traditional text books that are provided in schools only but other materials as well (Silavwe, Mwewa, and Mkandawire, 2019). Richards and Schmidt (2010:604) define Text-based Integrated Approach as “a methodology that focuses on teaching explicitly about the features of spoken and written texts and links to the cultural context of their use”.

Tsakona (2015) opines that the key to Text-based Integrated Approach to language teaching is that language is always used as a text in relation to a communicative setting. He argues that the aim of the Text-based Integrated Approach is to encourage learners to produce and understand oral and written discourse in various natural or stimulated communicative setting in which they participate with a specific and explicit intention. This entails the use of texts must wholly be hinged on a particular context from which learners will fully understand the setting from which the text occurs. The Text-based Integrated Approach was influenced by Systemic Functional Linguistics. The systemic functional linguistics approach is based on the work of linguists such as Michael Halliday and J.R. Martin. Their view of language puts emphasis on the significance of context in all forms of communication. Halliday's Systemic Functional Linguistics

hinges on the premise that language is functional and therefore cannot be detached from the social context of the learner (Halliday, 1985). Therefore this study proposes the use of texts familiar to the learners' social context.

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

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

1.1. Purpose of the Study

The study sought to establish teacher's understanding and classroom application of the Text Based Integrated Approach in the teaching of English in selected secondary schools in Luanshya District of Zambia.

1.2 Objectives of the Study

The study sought to:

- a). establish teacher's understanding of the Text Based Integrated Approach in the teaching of English in secondary school classrooms
- b). analyse teachers' application of the Text Based Integrated Approach when teaching English in secondary school classrooms

2. Methods and Research Instruments

A mixed research method was used in which both the qualitative and quantitative methods were used. Specifically, the congruent parallel mixed method was employed where the qualitative and quantitative data were merged to provide a comprehensive analysis of the research problem. Qualitative design was the major design which involved the use of interviews and observations in a manner described by (Mkandawire, 2019). The quantitative design involved the use of questionnaires to come up with frequencies and percentages in order to measure certain aspects of the research. Nine secondary schools were sampled for the study. The total number of respondents was 54. Five teachers were sampled from each of the nine schools amounting to 45 grade 11 teachers of English participating in the study. In addition, one head of department for English was sampled from each of the sampled schools. This means that nine HODs participated bringing the total number of respondents to 54. Simple random sampling was used to select the participating schools and purposive sampling for the latter to choose the participants. Data was collected through face to face interviews with the teachers to elicit data on their understanding of the method. Further, classroom observation was done in order to observe the actual classroom application of the text based integrated approach. Additionally, a questionnaire was administered to generate statistical data on teachers' opinions on their understanding and application of the text based integrated

approach. analytically, qualitative data was analysed thematically while quantitative data was analysed through the statistical package for social sciences (SPSS) in order to generate frequencies and percentages.

3. Presentation of Findings

Findings will be presented under the two objectoves which form the two themtic areas. both qualitaive and quantitative data are presented under each of the themes.

3.1 How teachers understand the Text-based Integrated Approach?

To answer the first question, data were collected through the questionnaire and face to face interviews. Thus, th different data ses will be presented separately.

3.1.1 Qualitative Findings on how Teachers Understood the Text Based Integrated Approach

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

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

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

RT9-It involves reading of texts and passages out of which

talks are drawn within the context of the setting used in the text.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

listening, writing and reading.

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

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

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

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

Finally, there were also a few number of respondents who stated bluntly that they did not understand the Text-based Integrated Approach and therefore had no idea about it. When they were asked what they understood by the term Text-based Integrated Approach, their responses were that did not know. Consider the following:

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

RT X- I do not know.

RT Y-I really have no idea.

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

4.1.2 Quantitative findings on the teachers' understanding of the Text based integrated approach

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

Table 1. Teachers opinions on their understanding of the Text-based Integrated Approach

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

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

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

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

3.2.1 Classroom observation on Teachers’ classroom application of TBIA

During lesson observation, the whole lesson from the beginning to the end was assessed to determine whether a particular text was being used for at least two weeks to verify whether teachers were employing the TBIA. However, in the lessons that were earmarked

for observation, some teachers were adamant in being observed. This was despite being told that the observations were purely for academic purposes. One of the teachers even told his pupils to behave themselves as the person in attendance was a mere teacher and not his lecturer. Many of the observed teachers having answered the questionnaire prior to being observed figured that the TBIA entailed the use of traditional text books in class as illustrated in their responses to the understanding of the TBIA. Therefore, a good number of teachers had to use the text books in their lessons as they were very sure that was what the Text-based Integrated Approach entailed.

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

SCHOOL A

Lesson observation on Grammar (Structure)

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

following way;

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

John would have married Mary if he had asked her.

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

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

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

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

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

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

She would have helped him if he had asked her.

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

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

The lesson had no learning materials for the learners however the teacher had a book she was referring to for examples and

exercises. After the lesson, an appointment was set for the face to face interview to corroborate what was observed.

SCHOOL B

Lesson Observation 2 (Summary)

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

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

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

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

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

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

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

Step 5- The teacher now gave the learners' time to write the

summary individually.

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

SCHOOL C

Lesson 3 on Comprehension

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

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

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

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

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

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

for learners, the teacher was able to explain their denotational meanings.

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

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

SCHOOL D

Lesson 4 Composition (Speech writing)

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

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

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

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

Step3- Nature of speech. The teacher explained how the speech should be as: it has to be formal, it has to be planned always and that a speech has to be clear and straight forward.

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

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

Step 6-The learners presented their findings and the teacher

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

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

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

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

Table 2: Teacher application of the Text based integrated approach

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

Out of the 54 respondents, 31 of them agreed to fully know how to apply the Text based integrated approach making 57.4% of the total,

14 respondents strongly agreed to fully know how to apply the Text-based Integrated Approach making 25.9% of the total, 8 respondents disagreed making 14.8% of the total while 1 respondent disagreed making 1.9% of the total. The higher percentage of the number of participants agreeing to fully apply the Text-based Integrated Approach means a fair number of teachers are implementing the curriculum stipulation.

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

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

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

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

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

The above responses reveal that most teacher responses regarding the methods that they employed in the teaching of English were group discussion, question and answer, exposition and debate. Among those who were interviewed, only one stated that she employed both the Text Based Integrated Approach and Communicative Language Teaching.

4. Discussion of Findings

Discussion of findings is done under the two major objectives. The first part of the discussion is on teachers' Understanding of the Text Based Integrated Approach while the Second one is on teachers' classroom application of the Text Based Integrated Approach.

4.1 Teachers' understanding of the Text-based Integrated Approach

To establish how teachers understood the Text-based Integrated Approach, various research methods were used. This was answered through face to face interviews and the quantitative questionnaire. From the findings, it was evident that some teachers showed a good understanding of the Text based integrated approach. They explained that Text-based Integrated Approach was an approach employed in the teaching of English using information in a given text. They also explained that TBIA is the use of series of complete texts to teaching language where instruction is focused on a given text. They also added that TBIA is the teaching of various components of English language drawn within the context of a text. These responses showed that the respondents understood that TBIA as the use of a particular text to teach English language. This corresponds with Mohlabi-Tlaka (2016:13) definition of Text-based Integrated Approach as the “teaching of language built on the exposure to, handling and manipulation of text types”. Furthermore, Mumba and Mkandawire (2019:123) noted that “the TBIA aims at developing learners who can engage meaningfully with different texts in different contexts”. This means TBIA essentially, focuses on using a particular text to expose learners to, handle and manipulate a text. It also means that all English language components i.e. grammar, summary, comprehension, composition and oral communication have to be taught based on a given text. TBIA improves the learners' communicative competence as it involves both the use of spoken and written texts in classroom activities. Therefore, learners should be exposed to both written and spoken texts as well as illustrations, pictures, posters, videos, audio for the realisation of communicative competence. Arimbawa (2012:11) argues that “this approach is based on the idea that English is improved when teachers introduce students to complete and written texts within an appropriate situation....” However, the respondents in this study did not include the different modes of texts that are employed in the Text-based Integrated Approach.

In this study, there were also a number of respondents who had a fair understanding of the Text-based Integrated Approach. Their understanding of the Text-based Integrated Approach was that it is

the use of suitable text to teach various components of language such as grammar, vocabulary, summary, comprehension and composition. Their common understanding of TBIA was that it implied the use of a text to various English language components. This was a fair understanding of TBIA as their reference to the use of a text was limited to the written text. Despite this being a fair understanding of Text-based Integrated Approach, it is not the complete meaning of Text-based Integrated Approach. They were unable to identify other modes of texts such as audio, video, illustrations, pictures, images that also qualify as texts. In this case, teachers did not know that the Text-based Integrated Approach is multimodal. Text-based Integrated Approach is multimodal in nature as it allows the teacher to use different forms of texts in the classroom situation. The texts teachers must use are not restricted to ordinary text books that are common in secondary schools. The text can be in oral, written, visual or digital. In this case, a conversation, a poem, a novel, a poster, a music video can be used provided they are used to describe any language event. The advantage of this is that teachers will not lack any teaching materials for use in a text based language teaching. This is supported by Mkandawire (2012) who noted that lack of teaching and learning materials may affect teaching and learning in classrooms, instead, it is expected that teachers vary materials to maximise learning and teaching. Varying materials may instil interest in the learners which would make the use of the Text-based Integrated Approach successful. In addition, the respondents failed to come up with a convincing definition of the Text-based Integrated Approach. The fact that respondents failed to give a clear definition of TBIA implies that the implementation of the Text-based Integrated Approach in secondary schools is questioned.

Moreover, there were also a number of participants who bluntly stated that they did not understand the Text-based Integrated Approach. They explained that they did not apply it in their teaching and hence had no idea about it. The implication of lack of knowledge about the Text-based Integrated Approach is that teachers did not implement the curriculum stipulation. Therefore, it also implies that learners are denied the opportunity to achieve communicative

competence through Text-based Integrated Approach due to their teacher's lack of knowledge. It also means the learners are not exposed to various texts that can improve their writing and speaking skills. Hence, learners would not have the capacity to express meanings in various texts (Mickan, 2011). Learners are also denied the chance to increase their vocabulary skills which TBIA offers through reading narratives. Furthermore, teachers' inability to understand TBIA also implies that learners cannot become competent and critical designers of text.

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

Lack of knowledge also implies that teachers were poorly trained and that their training lacked responsiveness to the demands of the syllabus which recommends the Text-based Integrated Approach. Following this line of thought, one wonders what kind of methodology course these teachers did which did not include recommended methods. The other possibility is that some of the teachers who did not know the meaning of the methods could have been trained in the method but they have forgotten what it means due to the fact that they do not use and they probably do not consider it very useful in teaching English. In this case, there is need for reformation of teacher training in several teacher training institutions (Manchishi and Mwanza (2018) in order to produce teachers or retrain service teachers in order for them to understand the recommended methodologies both theoretically and practically. In the context of Zambia where the Text Based Integrated Approach is supposed to be used concurrently with other methodologies such as Communicative Language Teaching Method whether in the form of simple or complex eclecticism (Mwanza, 2017), it is important to ensure that teachers are adequately trained to apply these methodologies in ways that engender learning. As Kombe and Mwanza (2019) put it, teacher preparation is the centre to the success of both a teacher and curriculum implementation.

Furthermore, there were a number of respondents who held

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

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

5.2 Teachers' application of the Text-based Integrated Approach

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

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

to show what learners need to do to construct their own texts. He has to show the learners the structural pattern of the text and its language features. The teacher has to expose the learners to various text with similar communicative purpose (Abbaszadeb, 2013). At this stage, the teacher can give chance for the pupils to discuss the purpose of the text. Learners will also be guided on what kind of language can be used in the construction of the text. Learners have to be reminded of the tense, connectives and how to organize the structure of the text. This corresponds with constructivist theory which posits that children learn best through demonstration (Vygotsky, 1978). Further, the teacher can now proceed to the next level where learners work together with the teacher to construct a text. Both have to decide on a particular topic. Learners are given priority to choose the topic of the text to discuss. Here, learners have to do a practical activity in writing. Learners have to manipulate and modify a text with support from the teacher (Dirgeyasa, 2016). Pupils can be divided in groups to discuss how to construct a text. Following the joint construction, the next stage is the independent construction stage where the teacher will give learners time to construct a text on their own basing their construction on what they discussed with the teacher and their peers. This is espoused by the constructivist theory which posits that social constructivism helps learners to construct knowledge through collaborative learning and teaching (Crotty, 2012).

Finally, having constructed a text in their previous stage, learners can now relate the texts they have learnt and connect to other texts in different fields. On the contrary, teachers whose lessons were observed in this study did not follow these stages. All they did was to use a text book and assumed that they were using the Text-based Integrated Approach. This also implies that these teachers did not know the meaning of the approach especially how it should be applied in the classroom.

In terms of the teacher-pupil relationship, most teachers during the lessons had good relations with the learners. They never had trouble controlling the learners. It looked as if the learners were well tutored to behave themselves in the presence of the researcher. However, in one lesson, the pupils were so excited that it infuriated

the teacher. To correct the situation, the teacher had to reprimand the pupils to behave themselves as the person in attendance was just a mere teacher as the self –introduction was and not his lecturer. The pupils had to abide by the teacher’s warning and kept quiet. Following the tenets of CDA, Hunckin et al, (2012:115) posit that “the classroom is the place in which power is circulated, managed, exploited, [and] resisted”. This means the teacher used his position of power by demanding that the learners followed what he wanted. In addition, CDA is not only a proponent of how power is exercised in the classroom and exploited but also how this power could be resisted. When power is resisted in the classroom situation, teaching and learning is affected. In this scenario, there was interplay of resistance of teacher’s power in the first place as pupils behaved unacceptably according to the teacher but the teacher insists that pupils should stop being excited. What I see here is the interplay of power between teachers and pupils but that eventually, the teacher wins because he occupies a higher position of power relative to the pupils. According to CDA theorisation, the teacher dominated the classroom as the class eventually behaved according to what he perceived as the right way to behave.

From all the lessons that were observed, the only lesson which can be said to have employed some aspects of the Text-based Integrated Approach was the Lesson 2 on summary. This is because the teacher used a particular ‘text’ to teach summary. However, not all the stages recommended for successful implementation of TBIA were followed as espoused by the teaching cycle (Feez and Joyce, 1998). For example, the teacher needed to give an explanation on what learners needed to do to come up with a text. The structural pattern for the text was not availed to the learners. However, she gave learners advice on the use of connectives in the text for coherence. Further, she asked the learners to read through the passage and the question. Then she asked them to identify the points to answer the question. The learners were able to pick the points which the teacher sometimes accepted or refused depending on the answer given. In addition, after all the possible answers were provided, the teacher asked the learners to construct a summary taking into

consideration the prescribed number of words. Therefore, the lesson cannot be regarded to have followed the teaching cycle for the successful implementation of the Text-based Integrated Approach. This is because certain stages were ignored such as the Independent construction stage and the linking to related texts. At independent stages where learners are supposed to construct texts, they were made to organise points instead of constructing a text. This is where the lesson ended thereby omitting the last stage of the teaching cycle.

However, the context of the ideal policeman reflected the socio-cultural context of the text (Vygotsky, 1978). It also corresponds to Tsakona (2015) assertion that a text has to be used in relation to a communicative setting. This has Implications for teacher training. Manchishi and Mwanza (2018) explained that teacher training should be organised in such a way that teachers are knowledgeable of both the theoretical aspects as well as acquire the practical skills. Further, the questionnaire showed major contradictions between the participants' responses with regard to their curriculum and instruction knowledge and their classroom practices. The quantitative findings revealed that 83.3 % of the teachers agreed that they knew how to apply the Text-based Integrated Approach while 16.7% disagreed. This meant many teachers were applying the Text-based Integrated Approach in the teaching of English. Further, in addition to the statistics, the methods which were employed in the classroom were not in tandem with the Text-based Integrated Approach. In Text-based Integrated Approach, learners are expected to handle, manipulate and be exposed to different texts.

Moreover, in the lessons that were observed, when asked about the methods that they were applying in the teaching of English, common answers which were given were discussion, question and answer and debate. The teachers were unable to differentiate between an approach, a method and a technique. This was evident from the responses that they gave when asked about the approaches that they were using in the teaching of English. In their responses, they mentioned that they used the question and answer, group discussion, teacher exposition, debate and role play. Their understanding of the classroom activities mentioned above was that they were approaches.

This means that the teachers were unable to make a clear distinction what an approach and method is. What the teachers mentioned were not approaches neither were they methods. They actually referred to the techniques as approaches which was wrong.

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

The findings on teachers’ application of the Text-based Integrated Approach were discussed using the Multimodality theory which looks at a variety of modes that teachers can use for effective teaching and learning to occur. Apparently, none of the teachers were able to improvise on the kind of texts to use in their teaching. It was observed that many teachers were using only the teaching and learning materials that were available in their schools. These materials were only in form of text books. This disagrees with the Multimodal aspect which does not only identify written texts and books as the only aspects which teachers can use in the teaching of English language. Multimodality as used in this study does not only support the use of printed material in form of printed books but also includes other modes of communication such as gestures, images and action (Kress and Leeuwen, 2001). This means teachers cannot only depend on written texts as the only source of teaching and learning materials.

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

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

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

2016). However, none of the observed teachers showed adherence to the syllabus recommendation which made their agreement of employing the Text-based Integrated Approach in question. Adherence to traditional methods and avoiding the recommended Texted Based Integrated Approach implies that in addition to lack of knowledge, they also had negative attitudes towards the Text Based Integrated Approach as Mwanza (2017) asserts that teachers' attitudes towards a methods contributes significantly to its successful implementation.

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

5. Conclusion

The study has shown that teachers of English did not have a thorough appreciation of the recommended method of teaching English. In the classroom, the application overlooked a number of principles of the Text Based Integrated approach. This implicates teacher training in two ways. Firstly, there is need to teacher educators to deliberately focus on exposing student teachers to adequate theory in lectures and practical exposure to the method through peer teaching. Secondly, there is need for government to ensure that in-service teachers are trained through school based CPDs in order to induct them into the method.

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