

Teachers' Preparedness and Attitudes Towards the Text Based Integrated Approach in ESL Teaching in Zambia

by

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Abstract

English language is a compulsory subject in Zambia from Grades Five to Grade Twelve. The English language syllabus recommends the Communicative language teaching method and the Text Based Integrated Approach. Therefore, it is vital that learners are equipped with the necessary skills to improve their communicative competence. At the centre of this syllabus recommendation is teacher training and teacher attitudes towards the recommended methods of teaching English. Thus, this study sought to establish (i) whether teachers were adequately trained to use the Text-based Integrated Approach; and (ii) teachers' attitudes towards the Text-based Integrated Approach. Interview guide and the questionnaire were the data collection instruments used in the study. A sample of 54 respondents comprising 45 qualified teachers of English language and nine Heads of Departments participated in the study. The data were analyzed quantitatively and qualitatively and were merged into common themes according to the research objectives. The findings revealed that some teachers were adequately trained as lecturers from various learning institutions prepared them well in the use of TBIA. However, other teachers stated that they were inadequately prepared as lecturers merely mentioned the methods and did not go into details to elaborate how to apply the Text-based Integrated Approach. In addition, findings for the second objective showed that some teachers held positive attitudes towards the Text-based Integrated Approach,

while others had negative attitudes. In view of the findings, it is recommended there should be close collaboration between the Ministry of General Education and higher learning institutions to ensure that teachers are adequately trained to apply the recommended methodologies such as the Text-based Integrated Approach.

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

1. Introduction

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.

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. 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. 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. A teacher's failure to motivate and help learners learn 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, it is expected that teachers teaching English are adequately prepared and possess positive attitudes towards the recommended method of teaching (Text Based Integrated Approach) in order to implement the syllabus recommendations.

The Ministry of General Education recommends the Communicative approach and the Text Based Integrated Approach (CDC, 2012). This implies that teacher training institutions are mandated to train teachers of English adequately to apply the Text

Based Integrated approach communicatively in the classroom eclectically. The status and functions assigned to English mean that it is arguably the most important language officially. Since it 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. Kombe and Mwanza (2019) argue that teacher preparation is the bedrock for effective teaching and realisation of curriculum goals. It is therefore interesting to establish how teacher training institutions prepare teachers of English to teach English using the Text Based Integrated Approach and what attitudes teachers have towards the method.

1.1 Objectives of the Study

The study sought to address the following research objectives:

- (a) to investigate whether teachers were adequately prepared to use the Text-based Integrated Approach
- (b) to analyse teachers attitudes towards Text-based Integrated Approach

2. Research Methods and Instruments

A mixed research method was used in which both the qualitative and quantitative methods were used. Specifically, 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, which is an interpersonal conversation between two people on a theme of mutual interest (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 their preparedness to teach English using the Text Based Integrated approach, the attitudes which teachers held towards the methods and the challenges which they faced when teaching english using the recommended method. Additionally, a questionnaire was administered to generate statistical data on teachers opinions regarding thir preparedness and attitudes towards the text based integarted approach. Analytically, qualitatve data was analysed thematically while quantitative data was analysed through the statistical package for social sciences (SPSS) in order to generate frequences and percentages.

3. Presentation of Findings

The findings are presented under the two pbjectives. Thus, the first set of data will be on teachers' preparedness to apply the Texr Based Integrated Approach while the second part will be on Teachers' attitudes towards the Text Based Integrated Approach.

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

The first objective was on whether teachers were adequately prepared to teach English using Text-based Integrated Approach. To answer this question, data was generated through face to face interviews,

document analysis and the quantitative questionnaire. The first part presents findings from the questionnaire; the second part presents findings from face to face interviews and the last part concludes with findings from the document analysis.

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

The teachers were asked to tick the option which corresponded to the view whether they were adequately prepared in using the Text-based Integrated Approach. The Table 4.3 below illustrates the quantitative results of the Adequate preparedness of teachers to use the TBIA.

Table 3.1 Adequate preparedness of teachers to use the Text-based Integrated Approach

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

From Table 4.1, 24 out of the 54 participants agreed that they were adequately trained giving a 44.4% of the total; 18 strongly agreed that they were adequately trained giving a 3.3% of the total; 11 participants disagreed that they were adequately trained making 20.4% and finally 1 participant strongly disagreed that they were adequately prepared to employ the Text-based Integrated Approach making 1.9% of the total.

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

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

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

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

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

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

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

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

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

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

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

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

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

should really take place and how it should be done practically. The following responses reveal what the participants stated;

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

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

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

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

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

There were other factors that the teachers brought which they felt led to being inadequately prepared in using the Text-based Integrated Approach. Firstly, one participant pointed out that at college, they emphasised the Communicative approach and not the Text-based Integrated Approach but added that teaching practice helps the teachers to learn something they can apply once they start full time teaching not what is learnt at college. He added that some methods such as direct method taught at college cannot be used in

schools. One respondent argued that at college there was no much emphasis which was laid on which approach to use yet a teacher is expected to be proactive to get work done. Furthermore, another respondent stated that teaching at higher learning institutions was done hastily and emphasised that more exposure must be given to teachers to know what should be done.

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

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

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

RT32-They emphasised on communicative approach.

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

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

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

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

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

The second objective was to establish teachers' attitudes towards the Text Based Integrated Approach. To answer this question, interviews were conducted while additional data was collected through a questionnaire. Quantitative data will be presented first followed by qualitative data.

3.2.1 Data from the questionnaire on the Teachers' attitudes towards the Text-based Integrated Approach

In order to know the attitudes the teachers had towards the Text-based Integrated Approach, the respondents were asked to agree strongly; agree, disagree or to disagree strongly whether the Text-based Integrated Approach was a good and suitable approach to use. The following Table 4.2 shows the respondents responses with regard to whether TBIA was a good and suitable approach to use in a classroom situation.

Table 3.2: The Text-based Integrated Approach is a good and suitable approach to use

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

From the Table 4.2, a cumulative 85.2% of the participants agreed that the Text-based Integrated Approach was a good and suitable approach to use. Even so, there was a 14.8% who disagreed that Text-based Integrated Approach was a good and suitable approach to use.

Furthermore, the participants were asked whether, TBIA was easy to use. The Table 4.3 below reveals the respondents' views on whether the TBIA was easy to use.

Table 3.3 : The Text based integrated approach is easy to use.

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

The Table 3.3 reveals that a cumulative 77.8% of the respondents agreed that the Text-based Integrated Approach is easy to use. However, 22.2% disagreed that the Text-based Integrated Approach was easy to use.

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

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

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

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

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

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

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

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

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

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

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

RT 19- It helps learners to participate actively.

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

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

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

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

There were also some respondents who showed positive attitudes with some reservations. They stated that the interest of children came first in the school so Text-based Integrated Approach must strictly be

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

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

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

RT 13- It helps learners answer cloze tests easily.

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

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

The following verbatim supports this claim:

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

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

Furthermore, some respondents expressed their views that Text-based Integrated Approach is good if teachers correctly and properly used it when delivering a lesson. Early literacy should be encouraged at an early level so that teachers find it easy to teach using TBIA was one of the views some respondents expressed.

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

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

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

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

participates.

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

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

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

While the majority of the participants held the Text-based Integrated Approach in high esteem, a few did not. They argued that Text-based Integrated Approach was not practical because it was not connected to the schemes of work. Others stated that it was not effective as some structures were not covered in the books adding that books like MK (name of publisher) did not favour the use of Text-based Integrated Approach. Another participant postulated that TBIA was not effective as most learners find it difficult to use English. The following responses below support the above claims:

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

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

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

The above comments illustrate the negative attitudes some teachers

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

4. Discussion of Findings

Below, we present the discussion of findings. Consistent with the presentation of findings, the discussion will be presented the two themes as follows:

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

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

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

face to face interviews and the document analysis.

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

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

Nonetheless, there were also some teachers who stated that they were not well prepared to use the Text-based Integrated Approach. A number of reasons were given for this. Some explained that lecturers in higher learning institutions did not help much in the preparation of teachers on the approaches to use in class adding that what is learnt at college and university is merely content knowledge. Others attributed the lack of preparedness to short period of teaching practice students undergo while they are still at college. They pointed out that the period is too short for a student teacher to know everything. However, Simuyaba et al. (2015) postulate that teaching practice helps students to link theory and practice and also

skills for effective teaching. This means teaching practice does not serve its purpose if teachers cannot link what they learn to the actual teaching in class. They also added that approaches to use are merely mentioned and it makes students look like spectators as they are not taught what really should happen in the classroom situation. They emphasised that teaching at learning institutions is done hastily and most of the things are learnt in the field where they learn as they teach.

Further, there were also a number of teachers who were neutral in their response. They neither agreed nor disagreed on whether they were adequately prepared. They pointed out that at college, there is too much emphasis on the Communicative language teaching which leaves a big gap on the use of the Text-based Integrated Approach

The quantitative findings on teacher preparedness to use the Text-based Integrated Approach revealed that 78% agreed that they were adequately prepared to use the Text-based Integrated Approach while 22% disagreed. The huge percentage of the participants who agreed corresponds with the educational background where 64% of them were in possession of the Bachelor of Arts degrees. The educational qualifications of the participants played a major role in their responses. It is inevitable that a graduate should show that they are qualified to work by the level of their qualification. Manchishi and Mwanza (2018) suggest the need to always align teacher preparation and training to the curriculum needs and what is expected of teachers once they are sent to schools. Teachers need training which will make them eclectic and be able to adapt to different teaching and learning contexts since each context will require its own instructional application (Mwanza, 2017). Mohlabi-Tlaka (2016) argues that teachers' knowledge of the subject and methodology presupposes the ability to offer quality and meaningful learning.

4.2 Teachers' attitudes towards the Text-based Integrated Approach

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

They further explained that TBIA was good as it encouraged learner-centred approach. It was noted that learner-centred approach was efficient as it encouraged learners to interact socially. This corresponds with Mwanza (2016) findings who also affirmed the importance of learner centred approach in ensuring meaningful and effective teaching to both the teacher and the learner respectively. The findings were further supported by Mumba and Mkandawire (2019) who noted that the nature of teaching in TBIA is generally learner centered with a teacher as a learning facilitator. TBIA was also recommended as it is regarded an eye opener in terms of understanding not only the English language but also other subjects. This is because through multimodality, TBIA does not only use linguistics texts but it also uses various teaching and learning materials from outside the linguistics components. Materials from other disciplines are incorporated in TBIA provided they meet the learners' suitability, interest and level of difficulty.

Furthermore, there were also a number of teachers who held positive attitudes with reservations. They argued that the interest of

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

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

schemes of work. As stated earlier, this implies that some teachers were not adequately trained and lack knowledge of the syllabus. The implication of this ignorance is that learners' communicative competence cannot be achieved as a result of teachers' inability to understand curriculum matters.

5. Conclusion

Teacher preparedness is key to teacher success. Closely connected to teacher preparedness of teacher attitudes because a competent teacher with poor attitudes may not success just like a teacher with positive attitudes but without skill cannot teach effectively. This study has shown that most teachers were not adequately prepared and they also held negative attitudes towards the method. This implies that the implementation of the syllabus by teachers is suffering a setback. Thus, there is need for teacher training institutions to devote more time and effort both theoretically and practically to prepare teachers. School administrators should also invest in school based CPDs in order to build the capacity of in service teachers in the method. Further, there is need for in service teacher training through workshops and CPDs to familiarise teachers with the method and help change their attitudes because as Mwanza (2017) argued, teachers' attitudes are crucial in the successful implementation of the curriculum.

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