The integration of grammar with literacy skills in the teaching of English as a second language: A case of selected Community Day Secondary Schools in Dowa District, Malawi

By

Charles Kachitsa

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DECLARATION

I, Charles Kachitsa, hereby declare that this thesis is my original work that has not been previously submitted either in part or full, for the degree of any other university. Where materials published by any other persons is used, this has been appropriately acknowledged.

Name_____

Signature_____

Date_____

CERTIFICATE OF APPROVAL

This is to certify that this thesis by Charles Kachitsa entitled; the integration of grammar with literacy skills in the teaching of English as a second language: A case of selected Community Day Secondary Schools in Dowa District, Malawi is submitted with my approval.

Signed_____

Dr. Lydia Kishindo Mafuta

SUPERVISOR

Date_____

DEDICATION

To my late father, Henry Kachitsa Banda and my living Mother Selenia Magola for instilling a spirit of hardworking in me. To my dear wife, Mirriam Chibwe for persevering the long period I had to spend at university studying for this project. To my niece, Monalisa and my nephews Henry, Limbani and Karen among others for giving me the joy of an Uncle. This work is also dedicated to my brothers and sisters for being always there for me.

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ABSTRACT

The concept of integration renders its basis to the Communicative Language Teaching (CLT) approach whose main emphasis is on the contextualization of linguistic input when teaching the four language skills. Despite its adoption, reports by Malawi National Examination Board attest to the continued underperformance of students in English especially in Community Day Secondary Schools in Malawi. Therefore, the study was carried out to analyse the integration of grammar with literacy skills in the teaching of English. The study was guided by three objectives: to assess teachers' understanding of integration of grammar with literacy skills in the teaching of English; to analyse teachers' perspectives towards the adoption of integration of grammar with literacy skills in the teaching of English; and to examine how teachers teach grammar within the context of literacy skills in English. The study was conducted in seven Community Day Secondary Schools in Dowa district and was anchored by the epistemological perspective of interpretivism. Being a qualitative study, data was collected through interviews, observations and document review and it targeted teachers of English, Heads of department and one Quality Assurance Officer (QAO). Using the situated cognition theory and a hybrid approach to thematic analysis, the study found that teachers of English have a limited understanding of the integration approach despite having a positive perspective towards its adoption. The study further found that teachers of English do not integrate grammar with literacy skills in the teaching of English and those few that do so, do not meet the required standards and this affects classroom practice. Therefore, the study argues that despite that teachers have a positive perspective towards integration, their practice is undermined by their limited understanding of the approach. Hence the study recommends the need to introduce support programs to English instruction similar to those done in the field of sciences to promote teaching and learning of English in Community Day Secondary Schools in Malawi.

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LIST OF ABBREVIATIONS/ACRONYMNS

CDSS : Community Day Secondary Schools

CEED : Central East Education Division

CLT : Communicative Language Teaching

COVID 19 : Corona Virus Disease 19

CPD : Continuous Professional Development

DEC : District Education Centers

DTED : Directorate of Teacher Education and Development

EQUALS : Equity with Quality and Learning at Secondary

ESL : English as Second Language

JCE : Junior Certificate of Education

JICA : Japanese International Cooperation Agency

MANEB : Malawi National Examinations Board

MoE : Ministry of Education

MoEST : Ministry of Education Science and Technology

MSCE : Malawi School Certificate of Education

MZUNIREC : Mzuzu University Research Ethics Committee

NESIP : National Education Sector Investment Plan

PCK : Pedagogical Content Knowledge

QAO : Quality Assurance Officer

SMASSE : Strengthening Mathematics and Science Subjects Education

SSCAR : Secondary School Curriculum Assessment Review

TBLT : Task Based Language Teaching

UCE : University Certificate of Education

CHAPTER ONE: INTRODUCTION

1.0. Chapter Overview

This chapter introduces the study through a brief discussion of the evolutions that have taken place in the pedagogical approaches of teaching English global wide. It also specifically discusses integration as an approach being used in teaching English in Malawi with a focus on Community Day Secondary Schools. It further discusses the statement of the problem, major research objective, specific research objectives, justification of the study, significance of the study, theoretical framework, chapter layout, delimitations and limitations of the study. The chapter finishes by defining key terms of the study that helped the researcher in locating the literatures anchoring the study.

1.1. Background to the study

The Integration Approach to English teaching renders its basis to the Communicative Language Teaching (CLT) approach whose main focus is on the contextualization of linguistic input to help students develop communicative competence (Richards, 2006). Integration as an approach to grammar teaching in English stresses that teachers of English must teach grammar together with the four skills for students to develop a good command of English. Kaplan and Baldauf (1997) points out that English is the language used in civil administration as well as trade hence its necessity for use. Therefore, teachers of English must properly teach grammar to ensure that students use it with fluency and accuracy in the classroom as well as in various social and formal domains (MoEST, 2015).

As Almgandi et al. (2019) observe, throughout the teaching of English as a second language (ESL), teachers designed language instruction in such a way that students could learn the language through memorization and repetition of grammatical structures without actually

creating context where students could use lexical and grammar structures being targeted in the process of teaching and learning. This approach was proved to be unsuccessful in promoting learners' capacity to use English language in different forms of communication with accuracy and fluency. This entails that learners of English could not properly use the language to serve the purpose of communication.

As a response to this, Almgandi et al. (2019) point out that linguists and professionals thought of devising different approaches which would enable students use English to serve its purpose of communication. Almgamdi et al. (2019) also note that in the past decades, instructors centered much on the traditional ways of English language teaching whose emphasis was on the teaching of English language skills and grammatical components as discrete items. However, the emergence and development of different methods and approaches in Applied linguistics and second language acquisition has brought in a new pedagogy in the teaching of English as a second language.

The new methods and approaches that have been recently adopted to deal with the grey areas surrounding English teaching and learning emphasize the maximization of learning opportunity, facilitation of negotiated interaction, contextualization of linguistic input and the integration of language skills (Alghamdi et al., 2019). In this case, linguistic input shall mean both lexical items and grammatical structures. Therefore, it may be stated that the evolution in the teaching of English has undergone through two main phases namely: The traditional approach and the communicative language teaching (Richards, 2006). It is within the realm of the Communicative Language Teaching (CLT) where integration as an approach find its place.

Richards (2006) also contends that the traditional approach remains the oldest in the trends of language teaching. The approach greatly emphasizes the belief that grammar could be learned through direct instruction and through a methodology that made much use of the repetitive practice and drilling. This means that in the traditional approach, students would be presented with the rules of grammar and lexical items, and after the mastery of such linguistic input, students would then be given the opportunity to rehearse them in the process of learning. This would be followed by a series of activities that would help students master the grammar point being learned. According to Johnson (2008), this method of language teaching is characterized by the memorization of grammar rules and lexical items before the students practice the language.

Richards (2006) also observes that the traditional method to language teaching involves the three stages namely presentation, practice and production. In presentation, teachers of English present a new structure to the students, explain it, and eventually checks the students' comprehension of the grammar structure. After a thorough comprehension, students are required to practice their use in a controlled context. After practice, students are allowed to use the new structure in their own ways to develop fluency in the language (Richards, 2006). However, Almgamdi et al. (2019) reveal that this approach was reviewed by experts in Applied linguistics upon seeing that it only shaped students in understanding grammar rules but with little or no performance. It is through this observation that the Communicative Language Teaching (CLT) approach where integration is the center of emphasis was developed.

As advanced by Richards (2006), the integration approach questions the centrality of lexicon and grammar in teaching a language and that its central focus is to enable students develop the ability to communicate in the target language through different forms. The Communicative

Language Teaching (CLT) focuses on the development of the whole communicative competence and not grammatical or linguistic competence alone. Henceforth, it must also be established that integration of grammar with literacy skills cannot be divorced from Communicative Language Teaching (CLT) since integration is a vehicle through which communicative language teaching approach can be achieved.

The goal of integration approach is to enhance communicative competence in a language by using the grammatical structures in various communicative settings (Richards, 2006). This agrees with the study on situated cognition conducted by Rambusch (2004) in Sweden, who also observes that knowledge cannot be separated from the context in which it is obtained and that learning is a process that is socially situated in activity in which the active construction of knowledge occurs. To achieve this, Richards (2006), argues that a communicative language classroom syllabus must have the following aspects of language use in order to develop the learners' communicative competence: The role the learner will assume in the target language, the communicative events in which the learner will participate, the language functions involved in those events, or what the learner will be able to do with the language, the notions or concepts involved, the skills involved in coming up with discourse, the varieties of the language that will be needed and the grammatical and lexical content that will be needed in learning the language. Therefore, an integrated approach to language teaching which is the tool used to anchor Communicative Language Teaching (CLT) approach remains relevant if the said aspects of the syllabus are to be achieved.

To respond to such pedagogical evolutions in the teaching of English worldwide, Malawi came up with the Secondary School Curriculum and Assessment Review (SSCAR). The curriculum review was triggered by a number of key priority areas which are in line with the goals of the

National Education Sector Investment Plan (NESIP) such as access and equity, quality and relevance, and governance and management (MoEST, 2020). In the process of reviewing the curriculum, the Ministry came up with the Secondary School Curriculum and Assessment Framework which consists of a set of broad statements designed to ensure education of high quality. Among the six design features of the curriculum are; breadth, balance, relevance, integration, progression and differentiation (MoEST, 2015).

It must be pointed out that the current curriculum in secondary schools in Malawi has been structured in such a way that English is among the subjects that form the core of the curriculum (MoEST, 2015). Therefore, English as a subject offered at Junior Certificate of Education (JCE) and Malawi School Certificate of Education (MSCE) has two components namely Language and Literature. Being a skill subject, experts believe that English has the function of communication that it serves. Therefore, students need to use the language to communicate effectively with others. The student needs to practice all the language skills integrated with grammar (MoEST, 2015). Hence, the school syllabus recommends that teachers must integrate the skills of listening, speaking, reading and writing with grammar to ensure the attainment of communicative competence among students.

Much as the school syllabus in Malawi emphasizes the use of integrated approach to English teaching, JICA (2019) observes that some school categories especially Community Day Secondary Schools are unable to implement the secondary education curriculum because they do not have sufficient human expertise to implement the curriculum with efficiency and effectiveness. This is also shared by Chimombo et al. (2018) who discover that Community Day Secondary Schools are perceived to be of lower status compared to other secondary

schools partly because they lack resources. Besides, many Community Day Secondary Schools in Malawi lack teaching and learning materials to promote effective teaching and learning.

Chimombo et al. (2018) further argues that although the aim of turning District Education Centers (DECs) into Community Day Secondary Schools (CDSSs) was to improve access to quality secondary education, the poor and the uneven implementation of the policy means that Community Day Secondary Schools do not match the quality of Conventional Secondary Schools. The compromised quality has also been manifested through students' poor performance of English in national exams (MANEB 2021, 2020, 2019, 2018). Despite the fact that the performance of English among students is aggravated by an interplay of factors, Sanga (2016) argues that method of teaching English as a second language remains integral if the performance of learners is to be enhanced. It is therefore against this background that the researcher sought to analyze the integration of grammar with literacy skills in the teaching of English as a second language in Community Day Secondary Schools in Malawi.

1.2. Statement of the Problem

English is the most widely used international language in the world. In Malawi, it is a second as well as the official language used to transact business in government. It is a medium of instruction and should be taught using the right pedagogical approaches so that students should be able to understand, create and interpret both oral and written discourses presented in English (MoEST, 2015). Being an official language and a skill subject, experts believe that a student needs to practice all the language skills integrated with grammar. Therefore, the curriculum emphasizes that teachers must integrate all the skills with grammar when teaching to enable students develop communicative competence (MoEST, 2015). As such, government made an

effort to train teachers in all schools in Malawi on the new pedagogical approach of integration so that students must be assisted better in the learning and acquiring of English as a language.

Despite the Ministry of Education training teachers of English in the use of the new approach of integration when teaching English, MANEB reports attest to the continued underperformance of English among students in Malawi, especially in Community Day Secondary Schools (MANEB, 2021, 2020, 2019, 2018). The issue is that if the situation remains unaddressed, students in Community Day Secondary Schools will not be able to compete in the job market since English is a language used in administration as well as trade. Studies to analyze how teachers in Community Day Secondary Schools are integrating grammar with literacy skills in the teaching of English in Malawi are largely missing in the literatures. Some studies which were conducted from 2015 down the line, have addressed other issues on integration but not the issue of integration of grammar with literacy skills in the teaching of English in Community Day Secondary Schools in Malawi.

The study by Mmela (2006) focused on how a primary school teacher acting as a co-researcher came to understand and implement learner-centered integrated literacy approaches in an English classroom in Malawi, and the focus was in primary school. It is therefore not clear how teachers especially in Community Day Secondary Schools are integrating grammar with literacy skills in the teaching of English. It is for this reason that the researcher analyzed the integration of grammar with literacy skills in the teaching of English in Community Day Secondary Schools in Malawi to fill the existing gaps in the body of knowledge.

1.3. Major Research Objective

To analyze the integration of grammar with the skills of reading and writing in the teaching of English as a second language.

1.3.1. Specific Research Objectives

The study specifically aimed to:

a) assess teachers' understanding of integrating grammar with literacy skills in the teaching of English.

b) analyse teachers' perspectives towards adoption of integration of grammar with literacy skills in the teaching of English.

c) examine how teachers teach grammar within the context of reading and writing skills in English.

1.4. Justification of the study

English promotes unity and facilitates communication within Malawi's multilingual society, as well as with other countries (MoEST, 2015). This entails that competence in English will maximize chances for students to compete in the international system as well as domestically. However, discovering that students in Community Day Secondary Schools in Malawi are not proficient in the language, it can be inferred that their chances for employment internationally and within the country are each day becoming narrower. Therefore, there was a need that this study should be conducted to establish the reasons for this low level of communicative competence and bring about necessary interventions.

1.5. Significance of the study

The study is very significant in that it will help departments in the Ministry of Education with feedback on the areas of weakness and strength in the delivery of English lessons in schools. This knowledge will help heads of institutions and other stakeholders to organize Continuous Professional Developments (CPDs) to equip teachers with knowledge on how to handle lessons of English. The findings from the study will also help the Directorate of Inspectorate and the Directorate of Teacher Education and Development (DTED) in bringing relevant interventions to promote quality instruction of English in schools. The study will also help teacher training institutions in Malawi on how they can improve modes of training of teachers of English. This will help in the achievement of quality and relevance as one of the key priority area of the National Educational Sector Investment Plan (NESIP). The study will also support some of the enablers of the Malawi vision 2063 which focus on human capital development. Since competent human resource is vital for the development of a country, there is need that citizens must receive quality instruction in schools to help in the development of their country. Therefore, conducting a study on the teaching of English remains relevant to Malawi's development.

1.6. Theoretical Framework

1.6.1 Description of the Theory

The study was guided by the Situated Cognition Theory. The theory argues that knowledge is not independent, but it is rather fundamentally situated, connected or being in part a product of the activity, context, and culture in which it is developed (Brown et al., 1989). In English teaching, Brown et al. (1989) argues that grammatical structures are not a separate entity of a language. As such, they must be learned through authentic contexts for students to command

the language with some proficiency. According to Myers and Wilson (2000), Situated Cognition should not be characterized as only allowing for concrete learning in localized situations. Instead, it emphasizes the web of activities within which practice takes place. They further argue that to understand what is learned is to see how it is learned within the activity or context. This is also observed by Sanga (2016) who states that in a situated setting, learning of skills and knowledge occurs in contexts that reflect how that knowledge is gained and applied in everyday life.

Situated cognition emphasizes the importance of contextualizing learning in authentic learning environments where sound activities related to the concepts being taught are provided to the learner (Sanga, 2016). This entails that the incorporation of knowledge to authentic task-based activities in a classroom will help students develop ability to solve practical problems both inside and outside classroom using the knowledge in question. According to Lave and Wenger (1991), the situated cognition theory has the following constructs which connect it better to the integrated approach to the teaching of grammar in English: Authentic learning contexts; communities of practice; knowledge in action; authentic activities; collaborative construction of knowledge; and integrated assessment of learning within tasks.

1.6.2. Relevance of the Theory to the Study

The integrated approach to language teaching can better be explained using the constructs of the situated cognition theory. This is because in integration, the teaching of lexical items and grammar in the lessons of reading and writing requires authentic context that will reflect the way those lexical items and grammatical structures will be used in real life situations. This can be achieved through authentic activities which will help students rehearse various lexical and grammatical structures learnt in a classroom situation. Zhou and Brown (2018) also argue that

learners construct knowledge as they interact with the environment and this is directly connected to one of the above constructs of the situated cognition theory which encourages collaborative construction of knowledge in a classroom situation.

Carell et al. (1988) also argue that through the bottom-up processing as an approach in reading, students will be able to negotiate the meaning of the text through contextualization of lexicon and grammatical structures as building blocks that forms it. This relates with integration approach which emphasizes the notion that lexicon and grammatical structures and other language skills must be taught in the context and not as discrete items. Brown et al. (1989) confirms that words and other grammatical structures are not independent but rather they rely on the context in which they are situated or used and not just the linguistic context to be understood. This also entails that students must also be given a context and activities which will enable them use lexicon and grammatical structures they have mastered to produce and interpret a written discourse. Therefore, the teaching of English must ensure that the knowledge of lexicon and grammatical structures is integrated with other skills such as reading and writing as well as authentic activities where such skills will be rehearsed. This means that it is through this contextualization of linguistic structures that will enable students achieve discourse competence.

1.6.3. Criticisms against the Situated Cognition Theory

Much as the situated cognition theory plays a critical role in the study, some scholars such as Myers and Wilson (2000) have argued that it runs the risk of becoming just another model to be imposed on practitioners out of context and without regarding situational concerns. They further argue that the theory also runs the risk of legitimizing practices that run counter to authentic, situated learning. Despite this, the researcher still needed to use the theory as it

explains the actual context through which teachers of English teach grammar and literacy skills in English. Despite criticizing the theory, Myers and Wilson (2000) notes that the situated cognition helps us understand through observations and critique how a given learning environment combines elements to accomplish certain goals. In this case, the researcher still needed to apply the theory to the study as it helped him observe and analyze how teachers of English in various institutions combine elements of language such as grammar, reading skill and writing skill to accomplish the goals of language, which in this respect, it is communication.

1.6.4. The Use of the Situated Cognition Theory in the Study

The situated cognition theory was used in several areas of the study. As advanced by Imenda (2014), a theory consists of a set of interrelated concepts which structure a systematic view of phenomenon for the purpose of explaining or predicting. He further states that a theory is like a blueprint and a guide for modelling and that it depicts the relation of concepts with each other. Therefore, the constructs of the situated cognition theory applied in the study were used in the areas of literature review, selection of data collection methods and instruments and data analysis and interpretation. In the areas of literature review, the researcher used the theory to develop a literature map relevant to the study. Creswell (2012) views a literature map as a set of literatures that are directly related to the study. In this case, the researcher only selected those literature that had addressed the issues of integration, a concept which can better be explained using the situated cognition theory. A gap was identified and got addressed using the constructs of the theory.

The researcher also used the theory during data analysis and interpretation. Creswell (2012) defines this as the process of making sense of the information in the data base. In this respect, the researcher interpreted the data by establishing the correlation between what is stipulated in the school curriculum regarding the teaching of grammar in English and the actual practice on the ground by teachers of English. This is in line with Imenda (2014) who argues that a theory must be connected to the actual practice. The theory also guided the researcher in the development of data collection instruments as well as in deciding on the methods to be used to collect the data. Since the situated cognition encourages learning of concepts through tasks and contexts as advanced by Brown et al. (1989), it therefore, guided the researcher to select methods such as observations and documents analysis so that he could see and understand how teachers matched theory and practice in the teaching of grammar in lessons of reading and writing.

The theory also assisted the researcher in development of data collection instruments such as observational protocols which helped the researcher observe the actual practice on the ground in line to the research objectives. Above all, the theory helped the researcher address the research objectives as well as making conclusions. The researcher isolated the constructs of the theory and saw how such constructs were being fulfilled by teachers in the process of teaching. He then drew conclusions basing on what he observed and found in the database in relation to the theory.

1.7. Delimitation / Limitations of the study

The main focus of the study was on the analysis of integration of grammar in the teaching of English as a second language. However, since integration is a concept which is too broad, the study was narrowed down to the integration of grammar with the skills of reading and writing.

The reason behind this was that reading is a receptive skill while writing is a productive skill which are predominantly assessed at Malawi School Certificate Examinations (MSCE). According to Mmela (2006), a receptive skill is directly connected to linguistic input. Therefore, it may be inferred that writing, being a productive skill, is directly connected to the linguistic output.

Carell, et al. (1988) argue that those students who read widely are very much proficient in writing since the base of their linguistic input is too wide. However, even if the linguistic base is too wide, there is a need that teachers must design their instruction to reflect the integrated approach where the students can contextualize the linguistic forms they have acquired through the process of reading, and learning to writing. It is therefore through this premise that the study focused on the skills of reading and writing only. Besides, the study also delimited itself to Community Day Secondary Schools by only targeting teachers of English, Heads of department in the selected schools and one Quality Assurance Officer (QUAO) in Central East Education Division (CEED).

The limitation of the study was that in some schools the researcher could not find participants who are well qualified in the field of English. However, the findings, results and conclusions drawn by the researcher needs to be trusted because the researcher had to abandon such schools and went to others where qualified teachers of English were available. The researcher interacted with them through oral interviews and upon analysis and interpretation, conclusions being presented in the study were drawn.

1.8. Definition of Key Terms

Integration: The approach in language teaching which focuses on the teaching of language skills and other language forms together (Mmela, 2006).

Linguistic competence: A synthesis of an underlying system of knowledge and skill needed for communication (Tuan, 2017).

Psychometrics: Testing and measuring of one's mental capabilities (Johnson, 2008)

Integrative psychometric approach: The type of testing which focuses on the learner's performance when using the language skills together with its linguistic forms (Johnson, 2008).

Discrete point psychometric approach: The type of measuring which focuses on discrete grammatical items in a language (Johnson, 2008).

Language learning: A conscious process of learning a language (Johnson, 2008).

Language acquisition: The unconscious process by which an individual picks up a language due to exposure to it (Johnson, 2008).

1.9 Layout of the Thesis

This study has been presented in several chapters as follows:

Chapter One presents the introduction of the study which includes the major and specific issues surrounding the integration of grammar with literacy skills in the teaching of English as a second language. Among other issues highlighted in this chapter are; background to the study, the statement of the problem which includes research gap, general objective and specific research objectives, justification of the study, significance of the study, delimitation of the study as well as definitions of key terms.

Chapter Two presents a review of both theoretical and empirical literature on the integration of grammar to literacy skills in the teaching of English. It exposes the reasons for integrating grammar in the teaching of the skills of reading and writing, the perspectives of teachers towards the adoption of the concept of integration, and also discusses on how the situated cognition theory can better explain the concept being discussed.

Chapter Three is a discussion of the process through which data was gathered and analysed in the study. It discusses how the research paradigm of interpretivism anchored the study. The epistemological positioning of qualitative inquiry has also been extensively discussed. Issues of ethical consideration, credibility and trustworthiness of the study have also not been spared. The study has also discussed how the data collected was analysed. The chapter exposes that the researcher used a hybrid thematic approach whereby both data-driven codes and theory-driven codes and theme development were employed in drawing conclusions.

Chapter Four presents summary of the findings, analysis and discussion of the findings in relation to the literatures, objectives and theory. The study has presented the data that was collected through oral interviews, documents review and direct lesson observation. The study has also presented several quotes gathered through interviews to allow the sources speak for themselves in support of the arguments being advanced.

Chapter Five is the concluding chapter where an attempt has been made to summarize the findings of the study in relation to its objectives. The chapter has also drawn attention to certain areas where further studies can also be conducted by other scholars. Recommendations which might be of use in other areas to improve the teaching of English in schools have also been

made. All this with the aim of improving communicative competence among students in the school category under study.

1.10 Chapter summary

The introductory chapter has discussed the background to the integrated approach to language teaching. The problem statement which is about low performance of English among students studying in Community Day Secondary Schools (CDSSs) has also been reflected. The chapter has presented the objectives of the study, justification, significance, delimitations/limitations and definitions of key terms. The theoretical framework that guided the thinking of the researcher has also been extensively discussed. Lastly, the chapter has also presented how the study has been laid out to give picture to the reader on what the whole thesis is all about. The next chapter therefore, reviews related empirical and theoretical literature on the integration of grammar with literacy skills in the teaching of English. This is done in line with the objectives as well as through the prism of the situated cognition theory and its relevant constructs such as knowledge in action, authentic activities, authentic contexts and collaborative construction of knowledge in the process of teaching and learning.

CHAPTER TWO: LITERATURE REVIEW

2.0 Chapter Overview

This chapter presents a review of the main theoretical and empirical literature. It reflects on the concept of integration of grammar with literacy skills in the teaching of English as a second language, the reasons for integrating grammar in the teaching of literacy skills in English, the teaching of grammar in the lesson of reading and writing in English, and the perspectives of teachers towards the adoption of integration of grammar to literacy skills in the teaching of English. The review was anchored on the works of Richards (2006); Rambusch (2004); Hismanoglu and Hismanoglu (2011); Mmela (2006); Johnson (2008); Aydogan and Akrabov (2004); Hossain (2015); Ches Su (2017); Sadiku (2015); Carell et al. (1990); Akbari (2014); Nalunga (2017); Amin (2015); Feng (2013); Minaflinou (2018); Andersson (2019); Yavuz and Aysul (2019); Lave and Wenger (1991); Tuan (2017); Santoso (2018); Mouri (2020); DiSabatino (2019); Patrick (2021); Alves (2008); Nicaise et al. (2019); Cindy et al. (2018); MoEST (2014); MoEST (2015); Kaplan and Badaulf (1997); Brown et al. (1989); Pardede (2019) Sanga (2016); Fernandez and Cairms (2011); Harmer (1990) and Oxford (2001).

2.1. The Concept of Integrating Grammar with Literacy Skills in Language Education

As advanced by Mmela (2006), the term 'integrate' means to combine parts into a whole, complete an imperfect thing by the addition of parts, to unify, to coordinate and put together items that are interrelated. Harmer (1991) argues that in language education, integration suggest that reading, writing, speaking, and listening must be taught simultaneously. Oxford (2001) extends this stating that integration ensures that students are able to practice all the skills of language and identify the functions of a given grammar structure in context. In this case, no any other skill should be taught independently since language operates as a system. MoEST

(2015) agrees to this suggesting that all the language skills must be taught alongside lexicon items and grammar. In addition to skills' integration with grammar, other types of integration such as integration with the content subjects, integration between language and literature remains the most important aspects in the process of language teaching and learning. This, according to Oxford (2001), is referred to as content-based integration.

As observed by Pardede (2019), the use of English as a major lingua franca and as the main medium for worldwide dissemination of information and knowledge has made communicative competence and the ability to use English to gain access to social, vocational, educational or professional opportunities the most essential objectives of language learning. He further observes that real success in language teaching and learning is when the learners can actually communicate in English inside and outside the classroom (Pardede, 2019). To achieve this, the integrative language skills instruction seems to be the most effective to use because it seeks to teach language as a means of communication to serve the purpose it was originally created for.

The current integrated language skills teaching models aim at developing learners' fluency and accuracy, as well as their socio-cultural communicative competence. This can only be arrived at only if language is adapted from context to context (Pardede, 2019). This entails that an English classroom must incorporate both language learning and language acquisition. Basing on this statement, inferences can be made that it is for this reason that MoEST (2015) Secondary school curriculum document stipulates that the teaching of English as a second language must take an integrative approach.

The integration of lexicon and grammar to literacy skills cannot be divorced from communicative language teaching approach. As observed by Richards (2006), communicative

language teaching is a direct response to the traditional approach to language teaching whose main focus was on the teaching of lexicon and grammar of a language. The goal of communicative language teaching is to enhance communicative competence in a language by using the lexicon and grammar in various communicative settings (Richards, 2006). Linguists have also observed that the integration of lexicon and grammatical structures to literacy skills is successful especially when teachers align the lexicon items and grammar points to be taught to authentic learning activities in what is referred to as the task-based approach (Sanga, 2016). It must be pointed that the task-based approach renders its basis on the situated cognition theory and communicative language teaching methodology.

Harmer (1991) notes that some critics have argued against the new approach of integration stating that it forces students to concentrate on the skill being learnt at the expense of grammar structure. Such critics, therefore, advocates the use of traditional methods such as audiolingalism which focuses on presentation, production and practice (PPP). However Oxford (2001) still puts some emphasis on the need to integrate either a skill and a skill, or a skill and grammar structure. The belief is that learning the two separately would produce a crop of students which just memorises the language but with little or no performance to demonstrate outside the classroom. This claim by Oxford (2001) agrees with the situated cognition theory advanced by Brown et al. (1999) that it is not proper to separate a grammatical structure and the context in which it needs to be used.

In a study which was conducted by Hismanoglu and Hismanoglu (2011), it was established that this approach emphasizes that language learning is a developmental process which enhances communication and social interaction rather than a product internalized by practicing language items, and that learners master the target language more powerfully when being

exposed to meaningful task-based activities in a natural way. In this respect, a task can be understood as any piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

Hismanoglu and Hismanoglu (2011) also observe that there are three main approaches to task-based teaching approach namely: the provision of opportunities for natural language use, learner-centeredness and the rejection of traditional approaches to language teaching where lexicon and grammatical structures are taught in isolation. It is therefore, through the latter that the concept of integrating lexicon and grammatical structures to the skills of language finds its place. As such, teachers must ensure that they integrate lexicon items and grammar to any of the four skills of language to ensure the success of language use in various communicative functions. Basing on this study, inferences can be made that teachers of English must design their instructions and align them to various activities so that students can rehearse the use of lexicon and grammatical structures and the four skills of language in a natural communication environment.

Basing on the description of the Communicative Language Teaching Approach (CLT) and the Task-based Approach to Language Teaching and (TBLT), it can be noted that integrated approach to language teaching is a product of the two. This is because the integrated approach also emphasizes the situatedness and contextualization of lexicon and grammatical structures and the four skills of language to enhance communicative competence. In a study done by Mmela (2006) on the implementation of integrated language literacy approaches in an English classroom in Malawi, it was observed that in second language, learning and acquisition are characterized by simultaneous development of all literacy skills such as reading and writing.

This observation relates with Johnson (2008) who argues that declarative knowledge and procedural knowledge should simultaneously be acquired if students are to achieve proficiency in a language.

According to Johnson (2008), declarative knowledge shall mean the knowledge of the underlying system of a language while procedural knowledge refers to how an individual uses the declarative knowledge to create a discourse. Basing on the arguments from these two scholars, it may be inferred that language has distinct parts which forms a system. These distinct parts include: phonemes, morphemes, lexicon items, orthography and other grammatical structures which when put together form a linguistic system (Fernandez & Cairms, 2011). Therefore, such discrete language items must not be taught as independent entities. All these must be taught alongside listening, speaking, reading and writing. In order to achieve this, it is proper that learners and teachers of English must understand the dichotomy of language learning and language acquisition.

2.2. Reasons for Grammar Integration in the Teaching of Literacy Skills in English

Knowledge of language learning and language acquisition remains relevant aspects if teachers of English are to understand the need for integrating lexicon and grammar to literacy skills in the teaching of English. Johnson (2008) describes language acquisition as a natural and subconscious process where there is no conscious focusing on linguistic forms. It is a process of picking up a language when one is in the environment of the language in target. This implies that language acquisition becomes possible if one is participating in the natural communication situations where the language is being used. Learning on the other hand, is a conscious process which involves the learning of grammatical structures as discrete entities (Johnson, 2008).

Johnson (2008) further states that language learning is a common approach used in classrooms and it is marked by two characteristics namely error correction and rule isolation. In the former, when learners make mistakes, it is normal for a classroom teacher to draw explicit attention to them, and correct the errors. In the latter, it is normal for the lesson to focus on one language point. It may be a grammatical item like tense, parts of speech, orthography or some language rules. The word isolation indicates that in this procedure grammar points are dealt with one by one (Johnson, 2008). In this respect, it may be inferred that language learning focuses much on the enhancement of linguistic competence in the individual learner while the goal of language acquisition is to ensure that the individual learner is able to achieve other forms of communicative competences such as; discourse, pragmatic, sociolinguistic and strategic competences by using the linguistic knowledge. It is here that the situated cognition whose focus is on the contextualization of knowledge find its place. Therefore, the two must be done simultaneously in the classroom hence the need for integration.

In a study conducted in Turkey on the integration of the four language skills by Aydogan and Akbarov (2014), it was observed that whole language theoreticians strongly imply that all aspects of language interrelate and intertwine. They further claim that students should be given the opportunity to use all language arts (listening, speaking, reading, and writing) in a meaningful, functional and cooperative activities. This is in line with study by Hossain (2015) whose main focus was on the teaching of productive skills only to secondary school students. Hossain (2014) argues that in communicative approach, there are four basic skills of learning foreign language like English i.e. listening, speaking, reading and writing. He further argues that each of these skills must be given equal importance since communicative competence is measured on the four basic language skills.

In this perspective, it can be noted that all these studies stressed much on the integration of the language skills and no attention was given to the integration of grammatical structures and lexicon items with literacy skills in the teaching of English. As advanced by situated cognition theorists, it is essential to integrate all four skills ensuring equal amount of concentration in each of them (Brown et al. 2007). Lave and Wenger (1991) extends this by arguing that knowledge must be practiced in an authentic context for students to familiarize with it and learn it better. However, it must be noted that the integration of the four skills alone is not enough to enable students develop communicative competence. This is because at the base of learning each skill, there is lexicon and grammar which also need to be mastered. As such, the integration of lexicon and grammar with each of the four skills remains vital in the teaching of English as second language.

As observed by Chen Su (2017) in his study on *student's changing views and the integrated approach in Taiwan's EFL classes*, language functions to serve authentic purposes by facilitating meaningful communication, and in the language learning process, listening, speaking, reading, and writing should be treated as integrated, interdependent and inseparable elements of language. Since situated cognition theorists put much emphasis on the contextualization of knowledge, no language process should be separated from the whole teaching task. Basing on this argument, one would argue that since lexicon and grammar are the most crucial elements that build a language, they must therefore, not be separated in the process of teaching a language. This is because if lexicon and grammar are integrated to any of the skills, students will be able to appreciate how lexicon items and grammatical elements function in a language.

Integration is important as it enables language learners to use language in natural communicative situations. This line of thought agrees with Sadiku (2015) whose study on the importance of the four skills of language discovers that reading and writing form a strong relationship with each other as skills. They are tools for achieving an effective written communication. He further argues that students need opportunities to develop their reading and writing skills. Developing students' competences in reading and writing requires exposing students to gradually challenging reading materials and tasks (Sadiku, 2015). To achieve this, the teacher should therefore create authentic tasks in the classroom where grammatical structures will be fused to the skills in question so that students should not only learn the language but also acquire and use it.

2.3. Teachers' Perspectives towards Grammar Integration in Language Teaching

The role of grammar in language teaching has always constituted a very important and debated issue mainly in foreign language context. Traditionally, grammar was considered as prescriptive, that is by telling people what rules they should know and how they should speak and write and this includes many aspects of linguistic knowledge (Minaflinou, 2018). This entails that teachers would teach students grammatical structures such as phrasal verbs, nouns, adjectives among others in isolation. After the realization that such approaches end up into rote memorization of grammatical structures, teachers are being encouraged to use integrative approaches to language teaching, and in this case English has not been spared (Minaflinou, 2018).

Different researchers have conducted different studies to determine the perspective of teachers towards the adoption of the new approach of integration to language teaching. One of such studies which was conducted was by Anderson (2019) in Turkey. He discovered that some teachers of English have a negative perspective towards integration not because integration is

a bad approach but rather that they had insufficient training on how to handle the subject using the approach in question. Anderson (2019) also notes that not all teachers have negative perspective towards integration since some teachers claimed that they had a positive perspective towards the approach.

The study discovered that the way a teacher feels about the subject also affects the perspective towards the method. This entails that if a teacher has a negative attitude towards the subject, then whatever the methodology associated with it also becomes obsolete. On the other hand, if a teacher likes the subject, then he or she may like the method and approaches too. Despite that this study was not conducted in Malawi, to some extent it might also fit into Malawi's context if a similar study is to be carried out. Anderson (2019) concludes that perspectives clearly originate from multiple sources. What is negative for one teacher can be positive for another teacher. He further establishes that multiple methods on top of integration should be included in educating future citizens of the world.

In another study which was conducted by Yavuz and Aysul (2015), it was established that teachers view the integration of grammar to language skills as the only positive way through which language is supposed to be taught. He further argues that teachers have the impression that context and dialogues that serve communication can promote grammar learning and think it is appropriate to teach grammar in authentic ways as used in games and songs. As such, grammar teaching must be aligned with the four language skills in an implicit manner. However, Yavuz and Aysul (2015) notes that sometimes teachers' attitudes might diverge to the teaching of grammatical competence which promotes linguistic competence alone. This is because students demonstrate lack of motivation to make use of the skills of language outside classroom. Therefore, teachers choose to teach grammar in isolation as they see no point to

integrate the skills. However, this line of reasoning is too faulty since as teachers they need to establish monitoring structures within the school to see to it that students are making use of the language skills both within the classroom and outside classroom.

Another challenge that Yavuz and Aysul (2015) discover is that teachers teach grammar in isolation due to the fact that the nature of the national exams is grammar-based. Therefore, teachers teach to respond to the requirements of the national exams. However, this is very conflicting since the Ministry of Education (MoE) has designed the curriculum to be skill and communicative-based, a development which is in line to integrative approach to language teaching.

2.4. The Teaching of Grammar in the Lesson of Reading and Writing in English

2.4.1. Grammar and the Skill of Reading in English

Reading is by far the most important of the four skills in second language, particularly in English as a second or foreign language (Carell et al., 1988). She further establishes that reading in English as a second language assumes a rather passive, bottom-up view of second language reading; that is, it is viewed primarily as a decoding process of reconstructing the author's intended meaning via recognizing the printed letters and words, and building up a meaning for a text from the smallest text units at the 'bottom' (letters and words) to larger and larger units at the 'top' (phrases, clauses, inter-sentential linkages) (Carell et al., 1988). Basing on this perspective of reading in English, it may be argued that despite that the observation was made some decades ago, it still has a positive bearing towards how reading should be taught in schools in the modern era.

Looking critically at the bottom-up processing, one would understand that for the English learner to understand a text in English, the first step is that the learner must recognize the building blocks of the text; that is grammar and lexicon items to be specific. As such, the integration of lexicon items and grammatical structures as building blocks remains vital and relevant in the teaching of English as a second language. In a study by Akbari (2014) on the role of grammar in second language reading comprehension in Iran, he observes that an absence of lexicon and grammatical knowledge or lack of processing ability interferes with higher level text comprehension and that syntactic awareness assists readers in accomplishing their reading comprehension tasks effectively. Here, one can argue that since a text is built on lexicon and grammatical structures, and that these structures alone cannot independently create meaning, contextualization of these lexicon and grammatical structures as advanced by the situated cognition theory must be a priority for every teacher of English. Therefore, learning and activities for practice must be widely used by teachers when teaching grammatical structures to students (Cindy et al., 2018).

Akbari (2014) observes that in recent years, grammar teaching has regained its rightful place in the language curriculum. He further notes that language professionals are now of the belief that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained. Akbari (2014) further observes that in order to achieve a better fit between grammar and reading comprehension, it is not helpful to think of grammar as a discrete set of meaningful, decontextualized, static structures, nor is it helpful to think of grammar solely as a set of prescriptive rules about a linguistic form. Grammatical structures not only have morphosyntactic forms but they are also used to express meaning (semantics) in appropriate use contexts (pragmatics). Cindy et al. (2018) extends this by stating that this can be done through collaborative activities where students will share

knowledge through interaction. Therefore, students must be given authentic texts and contexts to give them opportunity of seeing the systematic relationships that exist between form, meaning and use. Here, there is a clear fact that knowledge of grammar works better if it is situated in a context.

Basing on the argument by Cindy et al. (2018) and Akbari (2014), teachers of English need to be aware that learners understanding of a given text is also dependent on the recognition of lexicon and grammatical components that build up that particular text. The argument here is that meaning and function of lexicon items and other grammatical structures is sometimes derived basing on the context in which they have been used. Relating also to the situated cognition theory which argues that knowledge is not independent but rather contextualized, one would also argue that a deductive approach of grammar teaching sustains well the integrated approach to language teaching. According to the study which was conducted by Nalunga (2017) in Sweden, on the teaching of grammar, a deductive approach is viewed as a demonstration of lexicon and grammar rules by the teacher from general to specific applications. This accounts that teachers must give students a task or a text and from it, students must be able to notice how language as a system operates. The conclusion here is that lexicon, grammar and comprehension reading are indispensable hence the teaching of reading as a skill must go alongside lexicon and grammar for second language learners to develop both grammatical competence and reading competence and that the deductive approach remains the rightful way of teaching grammar in a reading lesson in English.

2.4.2. Grammar and the Skill of Writing in English

Writing is the only productive skill which is tested during the national exams in Malawi. According to the study which was done by Amin (2015) in Indonesia, on the teaching of

grammar in context and its impact in minimizing students' grammatical errors, it is advanced that writing is considered as a such complex subject that it is sometimes difficult to teach and to learn as it requires not only mastery of grammatical and rhetorical devices but also of conceptual and judgmental elements. He further argues that through writing, students can reinforce the grammatical structures, idioms, and vocabulary that they have learned. Therefore, lexicon and grammar play the most important role in writing (Amin, 2015). On the same, Tuan (2017) also argues that the contextualization of linguistic input will help students develop communicative competence in a language. As such, since writing as a productive skill is highly dependent on lexicon and grammar, it must be pointed out that the two must be taught integratively for the learners to achieve competence. This point supports the situated cognition theorists in their argument that knowledge ought not to be independent but rather contextualized.

Santoso (2018) states that if students are not given opportunities to rehearse the acquired linguistic input, it will be difficult for them to master the language under study. This also correlates with Mouri (2020) who advances that mastery of units of language in a context remains integral if second language learners are to develop competence in the language being learnt. On the same, Alves (2008) argues that lessons taught in class should encompass authentic and semi-authentic activities so that students should understand how knowledge can be applied outside classroom situation. Therefore, students must be trained to use lexicon and grammatical components in a context so that they should appreciate and practice how those grammatical components work in a written discourse. This can therefore, be done through authentic contexts and practical activities.

The study conducted in China by Feng (2013), on functional grammar and its implications on English teaching and learning brings the dichotomy of traditional grammar and functional grammar. However, for the purposes of this study, the focus will be on the latter. Functional grammar stresses much on the way language is put together so that meaning is communicated for particular purposes, and looks at language as a system of meaning. This is in contrast with traditional grammar which looks at language as a set of rules (Feng, 2013). In this respect, it may be inferred that the former is directly linked to integrated language teaching approach while the latter is linked to the audiolingual language teaching approach which treats elements of language as discrete items and not as a system. In the study which was conducted by Amin (2015), he discovers that teaching grammar in context is effective in minimizing grammatical errors in students writing. The basis of his argument was that students are able to see the relationship among grammatical items as they are being used in a context.

2.4.3 Role of Comprehensible Input and Comprehensible Output in the Teaching of English

As advanced by DiSabatino (2019), providing input to students that is comprehensible yet slightly challenging, they can be introduced to new grammar and linguistic concepts that will enhance the process of language learning and acquisition. In a related scenario, Patrick (2021) Argues that when individuals receive understandable messages in the target language they will acquire that language. In this respect, the two scholars appreciate that a significant amount of comprehensible input is crucial for language learning and acquisition, as well as linguistic output. This principle in reading correlates with Carrell et al. (1988) who advances that reading a text with understanding is also dependent on the approach of text-based processing whereby the reader dwells much on the interpretation of linguistic units that form a text being read to generate meaning.

Carrell et al, (1988) further argues that if a reader does not decipher the meaning depicted in the text, then in that case, a short circuit has been created. Basing on these principles of comprehensible input and text based processing, it can be said that a teacher must discuss the semantic meanings of words in a text with students prior to the actual reading of the text so that students should not struggle to get their underlying meanings. But since the meaning of words change with varying contexts, if students know the semantic meaning of the words, they can also easily generate their contextual meanings through what Carrell et al. (1988) call pragmatic inferencing. In this case, students can easily understand the text.

As argued by Johnson (2008) the integration of words and grammar in the process of reading will also help students understand how those words and grammar structures can be used in a written text thus increasing the levels of comprehensible output. Johnson (2008) states that writing is a productive skill through which students' grammatical competence is manifested. Therefore, high amount of comprehensible input to students will also strengthen their comprehensible output hence students may develop good writing skills.

2.5 The Dichotomy of Narrow Reading and Narrow Writing in English

Reading and writing are receptive and productive skills respectively (Johnson, 2008). In this case, a receptive skill introduces new linguistic input into the reader whereby a productive skill permits a learner of a language to convey ideas using the linguistic input that has been acquired through exposure to a language. Carell et al. (1988) argues that through constant exposure to reading materials, students will easily demonstrate high levels of writing skills since the base of their vocabulary among others gets widened. As such, Carell et al. (1988) further argues that teachers of English must expose their students to a set of grammatical structures or vocabulary

belonging to a certain field so that students must get familiarized to such a linguistic input. This is what is called narrow reading.

As advanced by Johnson (2008), reading as a skill must be integrated with the skill of writing in the process of teaching a language. This is because through reading, students will be able to master certain grammatical structures and other words belonging to a certain field which will later on be put into use through writing. This means that teachers of English should focus on certain grammatical structures or certain groups of words belonging to a certain field, and rehearse them through writing under well-defined authentic contexts. The situation whereby writing gets confined to a certain group of grammatical structures or words belonging to a certain field to produce a written discourse is called narrow writing. Therefore, teachers of English must ensure that students are taken through the process of narrow reading and narrow writing so that they must develop discourse competence in English.

As indicated by MoEST (2014), the language skills and grammar in English can be taught through any content. The aim is to ensure that learners of English are able to master the skills as well as the grammar and the vocabulary which will help them outside the classroom context. As such, MoEST (2014) English syllabus suggests some of the themes or content area through which teachers of English can take their students through in the process of teaching and learning English. Among the themes outlined are: politics, health, life skills, agriculture, gender, economics, environment, culture, entrepreneurship, law, religion and education.

The concept of content-based and theme-based integration as advanced by MoEST (2014) correlates with the concept of narrow reading and narrow writing advanced by Carell et al. (1988) as well as the situated cognition by Brown et al. (1989) which emphasizes the infusion

of learning and context in the process of learning a language. It also implies that if a teacher gives students a task on reading, he or she must focus on certain words that are used in a certain field and allow students to use them through the production of a written discourse. Likewise, if students are given a reading material from which to identify grammatical structure such as phrasal verbs, adjectives, gerunds and phrases among others, he or she must also create authentic contexts where students can use those grammatical structures through the production of a written discourse. In this case, it is proper that teachers must integrate writing, reading and grammar as well vocabulary using the concept of narrow reading and writing to help students master grammar and vocabulary in English.

2.6 Chapter Summary

The body of empirical literature reviewed in this chapter reveals that there is nothing which has been done to assess the integration of grammar with literacy skills in the teaching of English especially in Community Day secondary Schools in Malawi. Related studies on this have been conducted in other countries, a context which is different from Malawi. In Malawi, the study by Mmela (2006) looked into the issue of integration in the teaching of English in primary school but its main purpose was to examine how a primary school teacher acting as a co-researcher came to understand and implement learner-centered integrated literacy approaches in an English classroom in Malawi. This study was done to assess if a primary school teacher can manage to handle integration in the teaching of English in primary schools, a context which is different to this study. It is therefore, for this reason that this study has managed to fill the existing gaps in the literatures.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Chapter Overview

In this chapter, the methodology that was used to collect data for the study has been presented. The chapter has discussed related issues to methodology such as research paradigm, research design, study population, study setting, sample size, sampling technique, data collection methods, data collection instruments, credibility and trustworthiness of the findings, ethical considerations, and how the data was interpreted and analysed. It must be stated that every decision taken by the researcher in this chapter is explained and justified.

3.1. Research Paradigm

The study was based on the interpretivist research paradigm. The main assumption of this paradigm is that reality is constructed through the interaction between languages and aspects of an independent world (Scotland, 2012). Interprevetism is directed at an understanding of a phenomenon from an individual perspective, investigating interaction among individuals as well as the historical and cultural contexts which people inhabit. As advanced by Dean (2018), interpretivists believe that reality is subjective, multiple and socially constructed. This claim of knowledge is relevant to the study because the reality on how teachers integrate grammar with reading and writing skills in the teaching of English could be known and constructed in the settings and contexts where teaching and learning was taking place. In this case, the classroom was the actual setting.

The researcher interacted with teachers and observed how they were integrating grammar with reading and writing skills. In the end, the researcher made his own interpretations by balancing the observations and the information obtained through the interaction with teachers of English and other participants. Dean (2018) observes that some critics have argued against the

paradigm of interpretivism stating that it does not hold a concrete hypothesis prior to field work and that it lacks objectivity which eventually compromise trustworthiness of the research. To ensure that the results are trusted, the researcher resorted to triangulation as stated in the design. The findings were compared before drawing conclusions. The results were not generalized as a representative of the whole. This is line with Creswell (2012) who argues that results in qualitative research are not subject to generalizations.

3.2. Research Design

The study used a qualitative research design. Fraenkel et al. (2012) states that qualitative research assumes that the world is made up of multiple realities, socially constructed by different individual views of the same situation. He further extends that qualitative research is advantageous since it is concerned with understanding situations and events from the viewpoint of the participants by immersing oneself in the situations in which research is being conducted (Fraenkel et al., 2012). As also observed by Kumar (2011), qualitative research is advantageous as it helps the researcher understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of the participants under study. As such, the researcher immersed himself in the school setting where he interacted with teacher participants. He observed lessons, interviewed teachers as well as analysing documents. Inferences were therefore made basing on the data obtained directly from the teachers of English on how they implement integrated approaches in the teaching of grammar in the lessons of reading and writing.

Kumar (2011) argues that qualitative approach is disadvantageous because of its nature of flexibility and lack of control and that this may affect validity and reliability of the findings. Much as what is being advanced by Kumar (2011) is true in qualitative studies, the researcher

still needed to use this approach because the information being sought centered on the feelings, attitudes, perceptions, practice, discovery and clarifications of situations and experiences of teachers of English on the integration of grammatical structures in the teaching of literacy skills in English. To deal with the limitations posed by qualitative approach, the researcher employed triangulation to collect data. Creswell (2012) describes this process as an approach of cross-checking evidence by gathering different kinds of information on the same phenomenon to validate the findings. In this case, data collected through interviews, lesson observations and document analysis was cross-checked to establish credibility and trustworthiness of the study.

3.3. Study area

Dowa district which is in Central East Education Division (CEED) was the social setting of the study. The district has a culturally heterogeneous population with the Chewa people making the largest number of the population. The district was selected because most of its Community Day Secondary Schools are among those that have been registering poor performance in English for the past years. Besides, the district was selected due to its convenience to the researcher. The study therefore, involved three cluster centers and three Community Day Secondary Schools from one cluster center and two schools in the rest of the cluster centers from. It must be explained that a cluster center is a small unit in the secondary school management system at a district level. It consists of few number of schools for easy management. A school with high enrollment automatically becomes the leader of the schools within a given cluster. The number of cluster centers in a district may vary according to the number of secondary schools in a given district. This was done for the researcher to have a balanced information from the different cluster centers and different schools. Therefore, the study was conducted in the areas concerned for a period 4 months. During this period the

researcher had to collect data through interviews, observations and documents review and eventually the whole thesis report was written.

3.4. Study population/Units of Analysis

The study population was selected on the basis of purposive sampling. According to Creswell (2012) and Cohen (2011), purposeful sampling involves the identification of key informants with specific knowledge about the topic being investigated. In this respect, the study population included Community Day Secondary School teachers of English from three cluster centers within the district as well as some officials from the Education Division Office. The teachers of English were selected because they are the ones who have been trained on the new pedagogy of integration. A Secondary School Quality Assurance Officer (QUO) for languages was also selected as a key informant since he was perceived to be an expert in the field of languages.

3.5. Sampling Techniques

In the study, a population of qualified teachers of English and Quality Assurance Officers (QAOs) were identified using purposive sampling. The assumption is that the two were trained in various educational institutions on how to use integration as an approach in the teaching of English. In addition, Quality Assurance Officers (QAOs) have been supervising and monitoring instruction of English in various educational institutions within the Division. Therefore, they were likely to give the required information to the researcher. This agrees with Cohen et al. (2011) who confirms that in many cases purposive sampling is used in order to access knowledgeable people who have an in-depth knowledge about a particular issue, maybe by virtue of their professional experience. However, in a situation whereby more than a required number of teachers of English prevailed, the researcher used snowball sampling to identify participants. Creswell (2012) states that in snow-ball sampling a researcher asks

participants to recommend other individuals to be sampled. In this case, the researcher asked the head of department to recommend a teacher of English to participate in the study. Purposive sampling was also used to determine the district and the schools where the study was conducted. Therefore, such districts and schools gave the required information to the researcher.

3.6. Sample Size

The study involved 15 participants. These participants came from the three cluster centers out of six cluster centers of Dowa district. One cluster center contributed three schools while the rest of the cluster centers contributed two schools each, which gave a total of seven schools the whole district. From each school, one teacher of English and a head of department were selected as participants in the study. This meant that each school contributed a number of two participants which translated into a total of 14 participants. Thereafter, the researcher purposively sampled one Quality Assurance Officer (QAO) for languages from the Division office. This made the total number of all participants in the study to 15.

3.7. Data Collection Methods

The study used interviews, documents review and observation methods to collect data. In research this is called triangulation. Triangulation has been defined by Cohen et al. (2007) as the use of two or more methods of data collection in the study of some aspect of human behavior. The main reason for triangulating is that in interviews participants may claim to be implementing the integrated approach to language teaching when they do not practically. The researcher therefore used direct lesson observation to validate the data collected from participants through interviews. Finally, the researcher analyzed documents such as lesson

plans, schemes and records of work and assessment items to validate the data collected from interviews and direct lesson observations.

3.7.1. Interviews

Cohen et al. (2007) defines an interview as an interchange of views between two or more people on a topic of mutual interest and that it sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data. The study therefore used a semi-structured interview approach where topics and issues were specified in advance, in outline form and the researcher decided sequence and wording of questions in the course of the interview (Fraenkel et al., 2012).

Semi-structured interviews were opted for because they generate rich data in the process of conducting research. As advanced by Minichiello et al. (1995), semi-structured interviews allow researchers to use both structured approach as well as a more relaxed conversational style in order to address research questions effectively. They allow the researcher not to lose focus on the topic since they create a natural flow of conversation. In this case, teachers of English from the selected educational institutions and the Quality Assurance Officer (QAO) were interviewed. Teachers were interviewed because they were believed to have been directly involved in the actual teaching in the classroom and therefore, they could provide rich data on the practicality of integration approach to English teaching. One Quality Assurance Officer (QAO) was interviewed since he was also believed to be well informed on the integrated approach to English teaching through the experiences that he has had in the course of supervising instruction of English in various educational institutions.

Much as the researcher opted for interviews as one way of collecting data from the participants, it must be noted that interviews have their own challenges. According to Creswell (2012), interviews provide only information filtered through the views of the interviewers. He further advances that interview data may be deceptive and provide the perspective the interviewee wants the researcher to hear. Interviews also affect the way the interviewee responds to questions due to the presence of the interviewer. To deal with these challenges, the researcher ensured that he gave some attention to the conversation with participants; saying little, handling emotional outbursts, use icebreakers to encourage individuals to talk (Creswell, 2012). Above all, the researcher also resorted to lesson observation to confirm or disconfirm what was said in the interviews in relation to the actual practice on the ground.

3.7.2. Documents Analysis

Creswell (2012) states that documents consist of public and private records that qualitative researchers obtain about a site or participants in a study. He further argues that documents are advantageous since they are designed in the language and words of the participants who have usually given thoughtful attention to them. They are also ready for analysis without the necessary transcription that is required with observational or interview data. Cohen et al. (2007) also notes that documents have the attraction of always being available, often at low cost and being factual. He further argues that documents are not influenced by situations like interviews and observations. They can be done without disturbing the setting, hence providing the researcher with valid information desired.

In instruction design, documents may include curriculum documents, teaching syllabus, assessment items, lesson plans, schemes and records of work among others. It must be noted that an integrated lesson of English starts right away at the stage of planning which involves

the development of schemes and records of work, lesson plans and assessment items. This will reflect the nature of the instruction to be delivered in the classroom. In this respect, the researcher reviewed these documents to evaluate if they were responsive to integrated approach to the teaching of English.

However, it must be noted that documents have the limitations of that they are sometimes difficult to locate and obtain, information may be not available to the public, the documents may be incomplete, inauthentic, or inaccurate (Creswell, 2012). To deal with these situations, the researcher opted for public documents such as curriculum documents, teaching syllabus, stamped lesson plans and schemes of work by the central administration of the school. Public documents are always authentic since they have gone under a series of review processes before being in use. This is also observed by Ary (2006) who argues that it is very important to gather authentic documents used in research due to the fact that documents may sometimes be unrepresentative; they may be selective, lack objectivity, and deceptive. Therefore, only those authentic documents were used in the study.

3.7.3. Observation

Data collected through the methods of interviews and documents review was substantiated by observations. According to Cohen et al. (2007), whatever the problem or the approach, at the heart of every study there is observation. This is because observations have an advantage that they give attractive data and that the researcher has the opportunity to gather live data from live situations. Creswell (2012) notes that observations are advantageous as they give the researcher the opportunity to record information as it occurs in a setting, to study actual behavior and to study individuals who have difficulty in verbalizing their ideas.

Cohen et al. (2007) also observes that observations enable the researcher understand the context of the situation. They help the researcher understand the things that might otherwise be missed, discover things that participants might not freely express themselves through the interview process. This helped the researcher match the information obtained through other methods and direct observation. Therefore, the researcher adopted lesson observations. This method was relevant to this study as it gave insights to the researcher in observing two lessons from each center selected. He observed a reading lesson and a writing lesson per center. The main aim here was to see how teachers of English integrated grammar with the skills of reading and writing in the process of teaching English as a second language. This confirmed and disconfirmed the claims made by teachers during the interviews.

Much as observations might have their own strengths as stipulated above, Creswell (2012) notes that observations are disadvantageous in that the researcher is limited to those sites and situations where he or she can gain access, and in those sites, one may have difficulty developing rapport with individuals. He further argues that this can happen only if the individuals are unaccustomed to formal research. To deal with this problem as suggested by Creswell (2012), the researcher made himself known to the participants by someone who is in authority at that place. In this case, the head of the institution. The researcher ensured that he became friendly and respectful to the people at the site. This helped in developing a familiarization process between the individuals and the researcher. The importance of this approach is that it brought the needed rapport and flexibility which enabled the researcher to be permitted to observe the lessons freely.

3.8. Data collection instruments

Lodico et al. (2006) states that qualitative researchers use protocols as instruments of data collection. Therefore, many researchers develop an observational protocol specific to the topic of the study. He further states that protocols are generally designed to gather data that cannot be predicted in advance. This study therefore used observation protocols, interview protocols and documents review guide to collect data from participants in the centers indicated.

3.8.1 Observation Protocols

The researcher used observational protocols to collect data from the participants. Creswell (2012) states that an observational protocol is designed by the researcher before data collection and is used for taking field notes during an observation. Lodico et al. (2006) also argues that observational protocols are generally designed to gather data that cannot be predicted in advance. This instrument was relevant to the study because the researcher was not able to predict on how teachers of English would handle the lessons of reading and writing during teaching. Lodico et al. (2006) also states that observational protocols help the researcher collect data in a systematic and focused manner. In this case, detailed descriptions of persons, descriptions, interactions, activities and settings observed were captured in the field notes.

3.8.2 Interview Protocols

The study also used interview protocols as instruments for data collection. Creswell (2012) defines an interview protocol as a form designed by the researcher that contains instructions for the process of the interview, the questions to be asked, and spaces to take notes of the responses from the interviewee. Lodico et al. (2006) extends this by stating that an interview protocol should include a brief script for explaining the purpose for the study to the interviewee and the preliminary questions to be used during interviews. Since notes taken from the

interviews were not be enough as they may be subjective, the researcher accompanied the process of interviewing with audiotaping. Audiotapes helped the researcher revisit the information which was not properly captured in the process of field notes taking.

3.8.3 Documents Review Guide

The researcher also used a document review guide which specified the documents to be reviewed such as assessment items, schemes of work and lesson plans. Creswell (2012) states that documents are advantageous because the data obtained does not undergo the process of transcription but rather the researcher goes into direct interpretation and analysis of the obtained data. The researcher therefore used the document review guide to evaluate whether the documents in question were responsive to the integrated teaching approach or not.

3.9 Piloting

As recommended by Cohen et al. (2007), some of the data collection tools used in the research were tested in a pilot study. A pilot study is a small study conducted prior to a planned project to test aspects of the research design (Kumar, 2011). Therefore, the instruments for data collection in the study were pilot-tested among teachers of English at one of the Community Day Secondary School in Dowa district. As advanced by Lodico et al. (2006), the piloting of these instruments helped the researcher to; determine the duration of the interviews and lesson observations; ensure clarity of all questions and instructions; get rid of items which might not have yielded usable data; and establish the validity and reliability of the instruments. Pilot testing helped to generate the dependability and trustworthiness of the research data to be collected thereafter. It must be also noted that the instrument to be used on the Quality Assurance Officer (QAO) was independently tested in a different setting since he does not work in the same setting with the teachers of English. The researcher discovered that some

questions included in the interviews guide could not yield much the needed data. He therefore perfected the questions in order to obtain the required information which would address the research objectives.

3.10 Credibility and Trustworthiness of the Findings

The researcher employed triangulation to ensure that the findings of the study are trusted. This means that the researcher did not only depend on the data from one source rather that multiple sources were used. In addition, the researcher conducted a pilot testing study of the instruments to ensure that quality data was obtained. Quality data therefore brought credibility of the findings. This is in line with Fraenkel (2012) who argues that the quality of instruments used in a study is very important since the conclusions researchers draw are based on the information obtained using such instruments. As stated by Creswell (2012), the researcher also used member checking and external auditing to establish the credibility of the results. In member checking, the researcher took back the results to the participants for them to confirm or disconfirm if the results were fair and representative. This helped the researcher revisit the database to find the missing information. He also submitted the report to a hired expert in the field of research. The researcher reviewed the report and gave feedback through a written communication. This helped the researcher make some corrections in the report.

3.11. Ethical Considerations

3.11.1 Confidentiality

The researcher ensured that confidentiality in the study was seriously observed. He made sure that he concealed the identities of the participants as advised by Cohen et al. (2007). In all the centers selected, the researcher ensured that he used the codes of the participants in the sites

where the data was collected. Identification codes known to the researcher were also assigned to the centers to avoid direct association to the participants and the institutions.

3.11.2 Consent

The researcher obtained informed consent from all participants in writing. Each participant received a letter outlining the aims of the study. As advanced by Creswell (2012), participants were allowed to exercise their right to refuse or accept to participate. This is in line with Cohen (2007) who argues that the principle of informed consent arises from the subjects' right to freedom and self-determination. In this respect, participants were told on the importance of the data and that confidentiality would be maintained for them to make an informed decision whether to participate or not. After getting ethical clearance from MZUNIREC, the researcher also obtained a written consent from the Education Division to conduct scholarly research in various educational institutions targeted by the research.

3.11.3 Avoidance of Duplication

The researcher made an extensive research into the literatures bearing in mind that a number of ethical considerations accompany the use of literature related to the concept under study (Creswell, 2012). An effort therefore, was taken to ensure that the study was not a duplication of earlier studies done by other researchers. He therefore conducted a deep research into the literature to establish a gap. Where someone's work was used, the researcher made it quick to acknowledge the source.

3.11.4 COVID 19 Preventive Measures

As observed by Creswell (2012), protection of participants from harm is one of the important aspect of ethical considerations. Since the study was conducted at a time when the COVID 19

pandemic was hitting hard, the researcher observed that the participants were given personal protective gear (PPEs) such as face masks. Besides, the researcher also provided respective participants with hand sanitizers and that social distance was also observed during oral interviews to ensure that the whole process of data collection was done in a non-threatening environment.

3.12. Data Analysis and Interpretation

The researcher used a thematic approach to data analysis and interpretation. As stated by Freeday and Muir-Cochrane (2006), the researcher applied a hybrid process of deductive and inductive thematic analysis to interpret raw data from interview transcripts, observation and documents. This entails that the researcher integrated data-driven codes emerging from the data base and the theory-driven codes based on the constructs of the situated cognition theory. Fereday and Muir-Cochrane (2006) argue that this is to allow constructs of the theory to be integral to the process of deductive thematic analysis while allowing for the themes to emerge direct from the data using inductive coding. As advanced by Creswell (2012), data from interview transcripts underwent the process of transcription. Data transcription is the process of converting audiotape recordings or field notes into text data (Lacey & Luff, 2009). Once the data was transcribed, the researcher coded it.

Coding has been defined by Creswell (2012) as the process of segmenting and labeling text to form descriptions and broad themes in the data. This means that the data was divided into text or image segments; label segments with codes; examine codes for overlap and redundancy and collapse these codes into broad themes. In this respect, data was narrowed down into few themes and any data which did not specifically provide any evidence for the themes was disregarded. As advised by Lacey & Luff (2009), the researcher examined on those themes that

emerged during data analysis. He concentrated on the major themes and minor themes and these were supported by short quotes from the interviews to give evidence. In the end, the researcher integrated the data-driven codes and theory- driven codes to make sense of the raw data gathered during research.

The development of themes from the database and theory were followed by the representation of the findings. After representing the findings through this visual display, the researcher reported the findings through a narrative discussion. A narrative discussion is a written passage in which authors summarize, in detail, the findings from their data analysis (Creswell, 2012). In this process, the researcher included dialogues from the interviews that provided support to the themes, stating the dialogues in the participants' language among others. After this, the researcher made the interpretation of the findings. Interpretation in qualitative research means that the researcher steps back and forms some larger meaning about the phenomenon basing on personal views, comparisons with past studies, or both (Lacey & Luff, 2009). This entails that the researcher made; a review of the major findings and how the research questions were answered, personal reflections about the meaning of the data, personal views compared or contrasted with the literature, limitations of the study and suggestions for future research (Lacey & Luff, 2009).

After interpreting the data, there was need to validate the accuracy of the findings. Validating findings means that the researcher determined the accuracy or credibility of the findings through the strategies such as member checking and triangulation (Creswell, 2012). The researcher did member checking and external auditing. As advanced by Creswell (2012), in member checking the researcher asked one or more participants in the study to check the accuracy of the account which involved taking the findings back to the participants. The

researcher asked the participants through an interview about the accuracy of the report. He wished to know if the interpretations were fair and representative. The researcher also conducted external auditing before the actual results were made available to the public.

3.13 Chapter Summary

This chapter has presented the research methodology that was used to generate data for the study. It has been known that the study used interpretivism as a research paradigm. The weaknesses and strengths of the methodology taken in this study have been explained too. The researcher has justified the reasons behind any decision that was taken in the study. He has not forgotten the issues of research approach, study setting, study population, sample size, sampling techniques, ethical considerations, credibility and trustworthiness, data collection methods and instruments, pilot study and data analysis and interpretation. This chapter acted as a guide to the researcher as well as the reader in the interpretation of the findings.

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS

4.0. Chapter Overview

In this chapter a discussion and analysis of the study findings obtained through interviews, document review and lesson observation is presented. Through the lens of the situated cognition theory as advanced by Brown et al. (1989) and Lave and Wenger, (1991), an attempt has been made to make sense of the data through data organization, questioning the data to see patterns, creating themes, establishing relationships, explaining the data as well as criticizing it (Creswell, 2012). Through both inductive and deductive coding and theme development as Freeday and Muir-Cochrane (2006) suggests, effort has been made to develop themes which helped the researcher analyze and explain the integration of grammar with literacy skills in the teaching of English.

The study was guided by the three research objectives. Therefore, it starts with assessing teachers' understanding of the integration of grammar with literacy skills in the teaching of English. It then proceeds with analyzing teachers' perspectives towards the adoption of integration of grammar with literacy skills in the teaching of English. Finally, the discussion and analysis is sealed with an examination on how teachers teach grammar within the context of literacy skills in English. In the process, the study generated enormous usable data and several themes to address the research objectives were created. Next is a detailed discussion of the themes that emerged in relation to the objectives, empirical and theoretical literature and theory that guided the study. The profiles of the participants has also been presented as it helped the researcher in interpreting and analysing the information generated in the study.

Table 4. 1 Profiles of Participants in the Study

Participant	Qualification	Years of Service	Age Range	Gender
011	Diploma in Education (Languages)	8	26-30	F
012	Diploma in Education (Languages)	27	46-50	F
021	Bachelor of Education (Languages)	4	31-35	M
022	Bachelor of Education (Languages)	19	46-50	M
031	Diploma in Education (Languages)	23	36-40	M
032	Diploma in Education(Languages)	17	41-45	M
041	Bachelor of Theology	9	31-35	M
042	Diploma in Theology	27	51-55	M
051	Diploma in Education (Languages)	21	46-50	M
052	Bachelor of Education (Languages)	9	31-35	F
061	Bachelor of Education (Languages)	4	26-30	F
062	Diploma in Education (Languages)	5	36-40	F
071	Bachelor of Education (Languages)	22	41-45	M
072	Diploma in Education (Languages	9	31-35	F
081	Bachelor of Education (Languages)	20	46-50	M

Source: Field Data, 2022

4.1 Teachers' Understanding of Integration of Grammar with Literacy Skills

The first research objective aimed at assessing teachers' understanding of the concept of integrating grammar with literacy skills in the teaching of English. In order to achieve this, the researcher had to ask participants a set of questions. The first question required teachers to explain the concept of integration of grammar with literacy skills. The second question required teachers to explain the reasons for integrating grammar with literacy skills. The third question was looking for the activities that teachers use in the process of teaching literacy skills and grammar, and the last one wanted teachers to explain how the activities mentioned are adapted when teaching grammar and literacy skills in English. The assumption of the researcher was that if teachers would give correct responses to the questions, it would mean that their understanding of the approach is wide. In this case, through a rigorous process of oral

questioning, the study revealed that most teachers have a limited understanding of the concept under discussion. Through inductive coding the following themes emerged from the database:

4.1.1 The Fusion of Grammar and Literacy Skills

The study revealed that most teachers of English submitted correct definitions of the concept under discussion. Despite that the definitions were not exactly the same, all of them pointed towards one thing, which is the contextualization of linguistic input in the teaching of reading and writing skills (Mmela, 2006). The conclusion was arrived at basing on the responses that different participants submitted in the process of oral interviews. For instance; 011 (April 5, 2022) shared her understanding of the concept stating that; *I think integrating grammar with literacy skills it means grammar must be must not be taught on its own but must be included in reading and writing skills.*

From the response given, it can be noted that participant 011 (April 5, 2022) fully understands the concept of the integration of grammar with literacy skills in the teaching of English. She defined integration of grammar with literacy skills as the inclusion of grammar in reading and writing skills. The definition given correlates with Oxford (2001) who states that integration as an approach in English teaching must ensure that grammar and other language skills which consist of reading and writing are taught simultaneously.

In another response to a similar question, 041 (April 14, 2022) came up with his own understanding of the concept as he made an attempt to define the integration of grammar with literacy skills. He came up with an understanding which was different to what other participants in the study commented. To be brief, this is what was said;

> *... I understand it as a level of linguistic structure, Aah! whereby lexis or vocabulary and grammar or syntax combined into one. At this level, words and grammar structures are not seen as independent but aah! either they depend ooh, on each other.*

041, (April 14, 2022) also demonstrated that he has an understanding of the concept as his response focused on the combination of words and phrases to form syntax. However, the response was presented as if integration of grammar with literacy skills addresses the skill of writing alone yet it also addresses the skill of reading. This contradicts Harmer (1991) who opines that in integration, all language skills and grammar must be taught simultaneously for effective learning of English.

In the process, participant 051 (April 19, 2022) shared a contrary understanding of the concept. This is what was said; *Aah!! It is the teaching using various areas aah! that is combining one area with another area when teaching in a single lesson.* The response shows that 051 (April, 2022) has an understanding of the concept only that he was too crude in his definition. He stated that the integration of grammar with literacy skills involves the combination of one area with another area when teaching English. The crudeness came about in the sense that the participant did not specifically bring out the areas which must be integrated in the process of teaching English. The expectation was that the participant would clearly come out to say that it involves the contextualization of words and grammar to the skills of reading and writing just as Brown et al. (1989) advances. However, the response showed that the participant was not totally blank on the concept.

The researcher proceeded with the process of rigorous questioning to establish teachers' understanding of the concept. He asked 061, (April 21, 2022) to share his understanding of the concept, and the latter also shared a different definition and understanding of it as she defined the integration of grammar with literacy skills as the consideration of rules when teaching English. The participant contended that;

> *Aah! Okay, integration of lexico-grammar aah! in literary skills aah! the understanding is that there should be a consideration of rules when we are reading passages or we are writing or constructing sentences it means there must be aa! we must follow the rules as we are teaching...*

The definition shows that the teacher has an understanding of the concept as she contended that it emphasizes the consideration of grammar when developing the skills of reading and writing among students in schools. The definition shared agrees with Brown et al. (1989) who advances that the teaching of grammar must not be alienated from the context in which it occurs. This view is also shared by Lave & Wenger (1991) who also argues that knowledge cannot be separated from context in which it is created. In this case, it may be concluded that the teacher was not blank in as far as the integration of grammar with literacy skills in concerned. In a related development 071 (April 27, 2022) also shared his own understanding of the concept as he defined integration of grammar with literacy skills in the teaching of English as;

> *Okay, my understanding where we are looking at integrating lexico-grammar its where you have a passage, learners will read a passage then you tell them to identify the particular part of speech you want or anything you have prepared for that lesson.*

The conclusion which can be drawn is that 071 (April 27, 2022) has an understanding of the approach despite sidelining writing as a component of literacy skills. He defined the concept as the identification of grammar rules in a written passage. It must be pointed out that the integration of literacy skills as defined by Mmela (2006) does not only look at reading and identification of grammar but also focuses on how such grammar structures are integrated with the skills of writing to create a discourse. Therefore, to make it more plausible, the participant should have also included the skill of writing in the definition.

However, some participants in the study clearly demonstrated lack of understanding of the concept. For instance, 021, (April 7, 2022) defined the concept as;

> *...My understanding is that aah! It's like it is a rule that you..you teach learners and then you give them rules and then you try to combine these two in order for the learners to come up with aah! It's like a sentence or constructing maybe a sentence...*

The response given showed that the participant does not understand the concept being discussed. The definition that was given is a true reflection of the traditional approach to grammar teaching where the teacher will first present grammar rules and then give students opportunity to practice the grammar structure being learnt. As advanced by Richards (2006), the traditional grammar approach involves presentation, repetition and practice. This entails that grammar is in the first place taught in isolation before it is used in a context.

In a related development, 031 (April 12, 2022) gave a different response as he cited the importance of integrating grammar with literacy skills despite several probing attempts by the researcher. This is what was said;

...This will help the student to be very much competent with the aah! English aah! language aah! so that they have to perform very well in all the aah! necessary skills aah! pertaining to aah! linguistic knowledge...

The response shows that 031, (April 12, 2022) lacks an understanding of the concept hence he derails the subject by presenting the importance of integration despite several probing attempts by the researcher. Basing on the definitions of integration of grammar with literacy skills participants gave in the study, the researcher concluded that most participants have an idea of what the concept is all about. This is because out of 15 participants, 13 of them gave the right definitions of the concept. Despite that these participants had different qualifications and level of experience, all of them demonstrated robust understanding of the concept. The next part discusses the reasons for integrating grammar with literacy skills in the teaching of English.

4.1.2 Reasons for Integrating Grammar within the Context of Literacy Skills in English

In an attempt to further establish the extent to which teachers of English understand the concept of integrating grammar with literacy skills in the teaching of English, the study sought to find out from the participants the reasons for integrating grammar within the context of literacy skills in English. The question attracted several responses but all of them dwelled extensively on the theme of linguistic competence as the reason for integrating grammar in the process of teaching literacy skills in English. Next is a comprehensive discussion of the theme.

4.1.2.1 Linguistic competence

Linguistic competence entails one's ability to command grammar in a language as well as its underlying principles (Tuan, 2017). Through the data that the study generated, it was revealed

that most teachers are aware of some of the reasons for integrating grammar with literacy skills and that one of them is that it promotes grammatical competence. However, the response also indicates that despite participants understanding some of the reasons, none of them stressed that the integration of grammar with literacy skills helps students achieve discourse competence through writing. As advanced by Tuan (2017), linguistic competence is a synonym of grammatical competence whose main focus is the mastery of the underlying principles of a particular language. On the other hand, discourse competence means the ability of an individual to command a language through written and oral forms (Tuan, 2017). Therefore, the researcher expected participants to include both linguistic competence and discourse competence as reasons for integrating grammar with literacy skills when teaching English. On the contrary, the responses from participants left some gaps to be addressed.

For example, 031, (April 12, 2022) contended that:

> *... This will help the student to be very much competent with the aah! English aah! language aah! so that they have to perform very well in all the aah! necessary skills aah! pertaining to aah! linguistic knowledge.*

The response partially correlates with the findings by Chen Su (2018) who also observed that language functions to serve authentic purposes by facilitating meaningful communication, and in the language learning process, listening, speaking, reading, and writing should be treated as integrated, interdependent and inseparable elements of language. This is because the participants only mentioned linguistic competence alone instead of also including discourse competence as the reason for integrating grammar within the context of reading and writing skills.

Chen Su (2018) further argues that if grammar is integrated to the skills of reading, it will entail that students will be able to appreciate knowledge in action. What this means is that learners will be able to appreciate how to use lexical and grammar items in a written discourse as well as assigning meaning to words and grammar aspects as they change environment in a discourse. This correlates with one of the constructs of the situated cognition theory which emphasizes that grammatical structures are not islands but they are rather situated in a context for them to have an impact on meaning (Brown et al., 1989). The view shared by 031 (April 12, 2022) was extended by 041, (April 14, 2022) who stated that the integration of grammar to literacy skills does not only aim at improving grammatical competence among students but it also assists them capture a broad picture of language. What it entails is that it helps students develop holistically in the use of English as a language.

She contended that;

> *...The reasons are maybe to capture a big picture of language than just grammar alone aah! I hope so, and to provide a stronger understandings of meanings and making communication because when you are integrating you find word in a context then find meaning in that context so..so they have that wide range of understanding rather than just bringing a certain thing on isolation...*

Tuan (2017) observes that the goal of teaching a language to students should be to help them develop full communicative competence. What it means is that students must have all the necessary skills to use language in various domains with perfection. Tuan (2017) further states that communicative competence shall entail grammatical competence, pragmatic competence, sociolinguistic competence and strategic competence. Therefore, integrating grammar and words with literacy skills will help students develop some of the aforementioned competences.

As advanced by Johnson (2008), the interpretation of a written discourse entirely depends on one's ability to recognize and assign meanings to the morphemes that anchor the text being read. In the process of teaching and learning, this can be done through the provision of comprehensible input to students where words can be assigned their semantic meaning before the text in target is read. Carell et al. (1988) observes that this is very important as it helps to prevent a short circuit in the mind of an individual reading the text.

In the study, the researcher discovered that teachers of English are aware of the necessity of bringing in comprehensible input before a text is read. For example, 051 (April 19, 2022) unveiled that contextualization of lexical items and grammatical structures helps students understand a discourse. He argued that; *Aah! to give chance to our learners so that aah they can get, they can easily get what is in the content or in the lesson.* This view was also shared by 071, (April, 27, 2022) who contended that;

> *...The reason behind aah! is for learners to actually know how those or those grammatical items they came about or how are they used in the real text but unlike the old one where they were just learning without knowing how do they come in a text or how they use them but in this case they know how to use them and again, they can use them on their own or they can form their own sentences...*

In the response, 071, (April 27, 2022) reaffirmed with the situated cognition theory which recommends knowledge in action. In language, lexical items and grammar structures do not carry meaning on their own. This is because they can change meaning if used in a different context and environment. As argued by Johnson (2008), second language users are exposed to two things as they learn the new language. These two things are language learning and language

acquisition. Therefore, to master the new language, there is need that a student should be exposed to grammar rules and be permitted to rehearse the lexical items and grammar rules to develop the needed communicative competence. The next phase discusses the pedagogical activities teachers of English claimed to be using when integrating grammar within the context of literacy skills in English.

4.1.3 Activities in Teaching Grammar and Literacy Skills in English

In a further attempt to establish teachers' understanding of the integration of grammar with literacy skills, the researcher asked participants a question which aimed at finding out the pedagogical activities that teachers of English use when teaching grammar in the lessons of reading and writing. In the process, participants cited a number of pedagogical activities that they use. It must be established that pedagogical activities remain vital in the teaching of English as a second language. As advanced by Johnson (2008), the pedagogy of English requires the teacher to generate a number of suitable activities which will require the appropriate use of grammar structure and lexical items being learned. This agrees with the situated cognition theory whose construct of authentic activity can help a teacher teach English better.

Santoso (2018) argues that one of the major constraints of the teaching of English as a second language is the deficient opportunities to apply the lessons students learn in the classroom in a meaningful context. She further argues that lessons in the classroom which do not provide enough context may result in students being knowledgeable about the target language but unable to use it in real life situations. Basing on this construct of the situated cognition theory, the study sought to find from the teachers on the activities that they use when integrating grammar with literacy skills in the teaching of English. The study found that most teachers of

English are not aware of the right activities that they are supposed to use when integrating grammar with literacy skills in the teaching of English. Some of the activities that participants presented are language games, panel discussions, debates and reading. The next part will therefore discuss these activities in details.

4.1.3.1 Language Games

Through the process of oral interviews, most participants claimed that games are important in the process of integrating grammar with literacy skills. However, the participants did not specifically outline the language games that are used in a classroom situation for students to develop grammatical competence within the context of reading and writing skills. For example, participant 011, (April 5, 2022) contended that; ...*activities include games like language games, we have various games in grammar so we use those games as well as group activities*... Looking critically into the response, the researcher noticed that the response was very crude as it does not unpack the language games that the teacher uses in the process of teaching grammar and literacy skills in English. The researcher expected the participant to cite the specific games used when teaching the skills in question. However, despite several probing attempts, the participant did not come out clearly. This meant that the participant mentioned the activity without actually knowing the specific types of games recommended for reading and writing.

4.1.3.2 Reading

As defined by Carell et al. (1988), reading refers to the rigorous process of interpreting a written discourse. As the study unfolded, some participants cited reading as one of the activities that is used when teaching grammar within the context of reading and writing skills. The assumption was that through the process of reading, students are able to make sense of the role being played by lexical items and grammatical structures found in a text. This agrees with Johnson (2008)

who argues that reading is an active activity which helps students develop conceptual abilities as well as processing strategies in order to generate meaning from a text. For example, participant 021, (April 7, 2022) shared his experiences stating that;

> *... we give them aah! Books, they read books or sometimes scripts from, aah! from other let's say books or..let's say newspapers, magazines, sometimes audios from aah! Let's say news eya! So I will give them so that they..they..they listen or they read and then from there we teach them how the words and the the grammar, the grammar rules have been used in the text or..or in the audio....*

Despite citing reading as a perfect activity for teaching literacy skills, the information presented is a clear manifestation that some teachers of English are not aware of the specific activities that can be used to support the integration of grammar with literacy skills in the teaching of English. This has been demonstrated in such a way that the participant mixed a set of activities which are for other skills of the English language. For example, the participant mentioned reading, but as the response went on, he also mentioned listening to audios. The response shows that the teacher does not understand the demarcations between the activities that can be assigned to anchor a reading or a writing skill and a listening and speaking skill. Much as reading is a right activity that can be used, the participant brought in some confusion within the same discourse as he mentioned activities such as listening to audios. This is problematic because listening to audios can perfectly fit into a listening lesson. Hence this is likely to affect students in their mastery of grammar together with literacy skills resulting into low levels in discourse competence.

4.1.3.3 Debate

The participants went further to outline the activities that they use to teach grammar within the context of reading and writing skills. The study observed that some participants would still mention activities that are suitable for a listening and speaking skills at the expense of reading and writing skills. One of such dominant activity was debate. The study therefore established that teachers' knowledge on the same is limited. For example, participant 031, (April 12, 2022) contended that; *Okay, there are several aah! aah! Strategies that we do use. We do try to involve those students in activities like debate...* The excerpt reveals that 031 (April 12, 2022) has the knowledge of the authentic activities that can be used in the teaching of English in general.

As argued by Santoso (2018), authentic learning activities happens in situations when there is an encounter between the students' situated experience and the disciplinary intentions supervised by a more knowledgeable member who practices the activity in genuine real life situations. This entails that the teacher must use scaffolding strategies to ensure that students are taken from the zone of proximal development to the zonal of actual development. However, the activities such as debate as given by 031, (April 12, 2022) are not suitable for a reading and writing lesson but rather for a listening and speaking lesson. The only activity that is suitable for a reading lesson is the reading itself though the participant did not define the context in which it would be used. Furthermore, the participant did not provide activities that would be used to teach grammar in a writing lesson. Therefore, the study found out that teachers are aware of the general activities that can be used to teach English but are not aware of the specific activities that can be assigned to a language skill in order to teach grammar in context.

4.1.3.4 Oral Description of Places

In a related scenario, 041, (April 14, 2022) also gave activities that are suitable for a listening and speaking lesson, a development which is also contrary to the topic under discussion. She contended that;

> *...so activities that are done for them to be participating as we are integrating may be, maybe they have to describe people out of their own experiences orally. You ask a question to answer from their own experiences maybe describing places, maybe we can take them into groups then they have to share knowledge then come up with something...*

The statement also shows that the participant does not understand the activities that are vital for teaching grammar within the context of reading and writing. For example, the participant gave activities such as oral description of places and people. Looking critically into the activities, one would understand that oral description of places and people is an example of oral communication which is directly connected to speaking skills (MoEST, 2015). The expectation of the researcher was that participants would be giving activities that would suit teaching grammar within the context of reading and writing. As Johnson (2008) 0bserves, some of the activities that teachers can engage students in when teaching literacy skills are dictation, gap filling and joining of sentences among others. Contrary to this, none among such activities were cited by any of the participants in the study. This also shows that the participants have limited knowledge.

4.1.3.5 Drama

On the same, 051, (April 19, 2022) also brought in drama and role play as one of the activities to be used when integrating grammar with literacy skills in the teaching of English. As stated

in the foregoing discussion, the activities given could fit well in a listening and speaking lesson and not when integrating grammar in a reading and a writing lesson. This is because drama trains students on how they can convey oral stimuli while at the same time responding to the oral stimuli. He contended that;

> *...we can use activities such as role play (silence) yaa! Role play, we can use as one of the activities, assigning various roles aah! maybe you're teaching a play or a drama, assigning students various roles so that they can use those integrated methods in that play...*

The response shows that the participant is also not aware of the suitable activities that are supposed to be used in enhancing grammar competence within the context of reading and writing. Much as drama is an activity used in the teaching of English, it must be noted that drama is generally used to help students in developing other competences such as sociolinguistic competence, pragmatic competence in oral discourses and strategic competences (Tuan, 2017). Therefore, it must be noted that all these competences are directly linked to listening and speaking skills and not reading and writing skills.

However, participant 062 (April 21, 2022) seemed to be aware of the right activities that can be used when teaching grammar within the context of reading and writing. For example, the participants cited activities such as gap filling. She advanced that;

> *...basically, I can just provide an activity such as aah! giving exercises to students like gap filling, yaah! If you tell your students to fill the gaps aah! you assist those students to see how to aah! construct sentences which are giving a complete sense.Yaah! so gap filling is one of the activity which can help the students to to to understand aah! the lexico-grammar.*

The information given correlates with other scholars such as Johnson (2008) who suggests that activities such as word recognition exercise, gap filling, numerical cloze and A-C test are very instrumental for a teacher to help students develop grammatical competence and literacy skills in the process of teaching and learning. This also agrees with the situated cognition theorist such as Brown et al. (1989), who argue that through authentic activities students will be able to appreciate linguistic knowledge being put in action. Therefore, gap filling is very relevant towards the achievement of proficiency in grammar and literacy skills. The next part discusses how teachers adapt the mentioned activities in the process of delivering lessons of English.

4.1.4 Adaptation of Activities

The researcher made further attempts to ask participants on how they adapt the mentioned activities to teach grammar within the context of reading and writing. The whole purpose was to substantiate if teachers of English align the activities so well in teaching of grammar. In the process, the researcher discovered that whatever that they stated on the adaptation of the activities was irrelevant. This is because participants aligned the adaptation with the skills of listening and speaking as most activities they mentioned were those of listening and speaking. This shows that the teachers have limited knowledge on the proper activities that they can use to teach grammar and literacy skills when delivering English lessons. As stated by Johnson (2008), there are several activities that teachers of English can use to expose students to grammar and literacy skills. As indicated earlier on, among such activities are dictation, gap filling, note-making and reading comprehension.

In the process, the study found that participants demonstrated lack of knowledge on how they can adapt the mentioned activities to achieve both grammatical and literacy competence. It must be established that if teachers are to increase students' proficiency in both grammar and

literacy skills, suitable authentic activities must be well adapted during lesson delivery. This observation correlates with the situated cognition theory as advanced in Brown et al. (1989) stating that authentic activities are very much integral in the teaching process as they contribute to students' masterly of language. Therefore, participants should have centered on the adaptation of authentic activities suitable for literacy skills and not listening and speaking skills. This posed a threat to effective learning of reading and writing skills and might result in producing students with competence in oral discourse and not competence in written discourse. The next step, therefore, assesses teachers' understanding of the integration approach through the review of relevant documents for teaching and learning of English in schools.

4.1.5 Interpretation of the Syllabus

The next step that the researcher took to assess teachers' understanding of the concept of grammar integration within the context of reading and writing skills was to review some documents used in the teaching of English. Among the documents that were reviewed were lesson plans, schemes of work and assessment items. The assumption of the researcher was that if teachers would design these documents in line with the integrated approach, it would also mean that their actual delivery of English lessons as well the assessment of learners' competence in grammar and literacy skills would be responsive to the needs of the curriculum. This would in the end measure their understanding of the concept being discussed in the study. On the contrary, the study found that most teachers (13 out 14) do not design lesson plans and schemes of work in an integrated way, which meant that their understanding is also limited. In the process, it was discovered that only assessment items were designed in a unitary way and this reflected the concept of integration. Through the process of deductive coding as Freeday and Muir-Cochrane (2006) advance, the theme of interpretation of the syllabus which was

anchored by preparation of lesson plans and preparation of schemes of work emerged. Next is a detailed discussion of what the researcher found in the process of reviewing the said documents.

4.1.5.1 Preparation of Lesson Plans for English

The study found that in most centers teachers of English are not able to translate the activities in the syllabus into lesson plans in an integrated manner. It must be noted that proper designing of instruction remains an integral process in bringing quality instruction in a classroom (Dick and Carey, 1999). Such being the case, an English lesson where grammar is to be taught within the context of literacy skills can be well attained if the process of integrating grammar is reflected in the schemes of work and lesson plans. The study found that lesson plans were not designed in an integrated way. For instance, at center 01, (April 5, 2022), the study discovered that in the lesson plans there was no correlation between methods and the integration of grammar with literacy skills. This is because the teacher designed the lesson plan without any grammar point attached to the reading lesson.

The study also discovered that the activities did not also correlate as no any grammar point was attached to the skills in the lesson. Furthermore, the lesson plan showed no any confluence between grammar and literacy skills since the plan did not indicate any grammar point in all the lessons of reading and writing. A similar scenario was also observed in most centers targeted by the study. However, Center 05 (April 19, 2022) showed different results as lesson plans shared the following traits: correlation between methods and the integration of grammar. This was so because the teacher indicated that students would identify grammar point from the passage and eventually generate their functions in the text. Furthermore, the plan also showed a confluence as it indicated that students would be given a chance to identify and use

prepositions from the passage. (Figure 4.1) illustrates one of the lesson plans which was used by the teacher at Center 05, and it shows that grammar was taught in isolation.

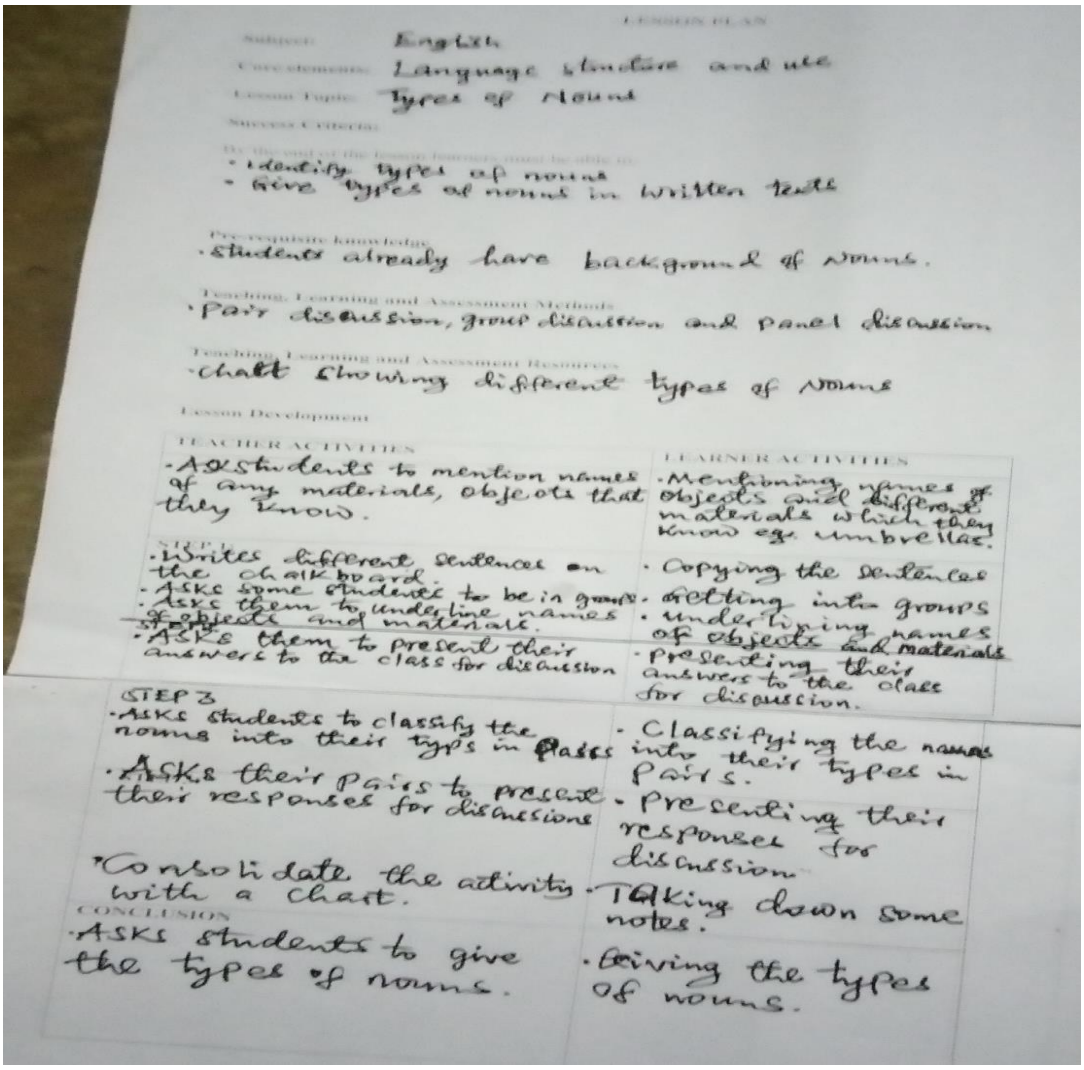


Figure 4.1: A lesson plan showing the de - contextualization of grammar point in English

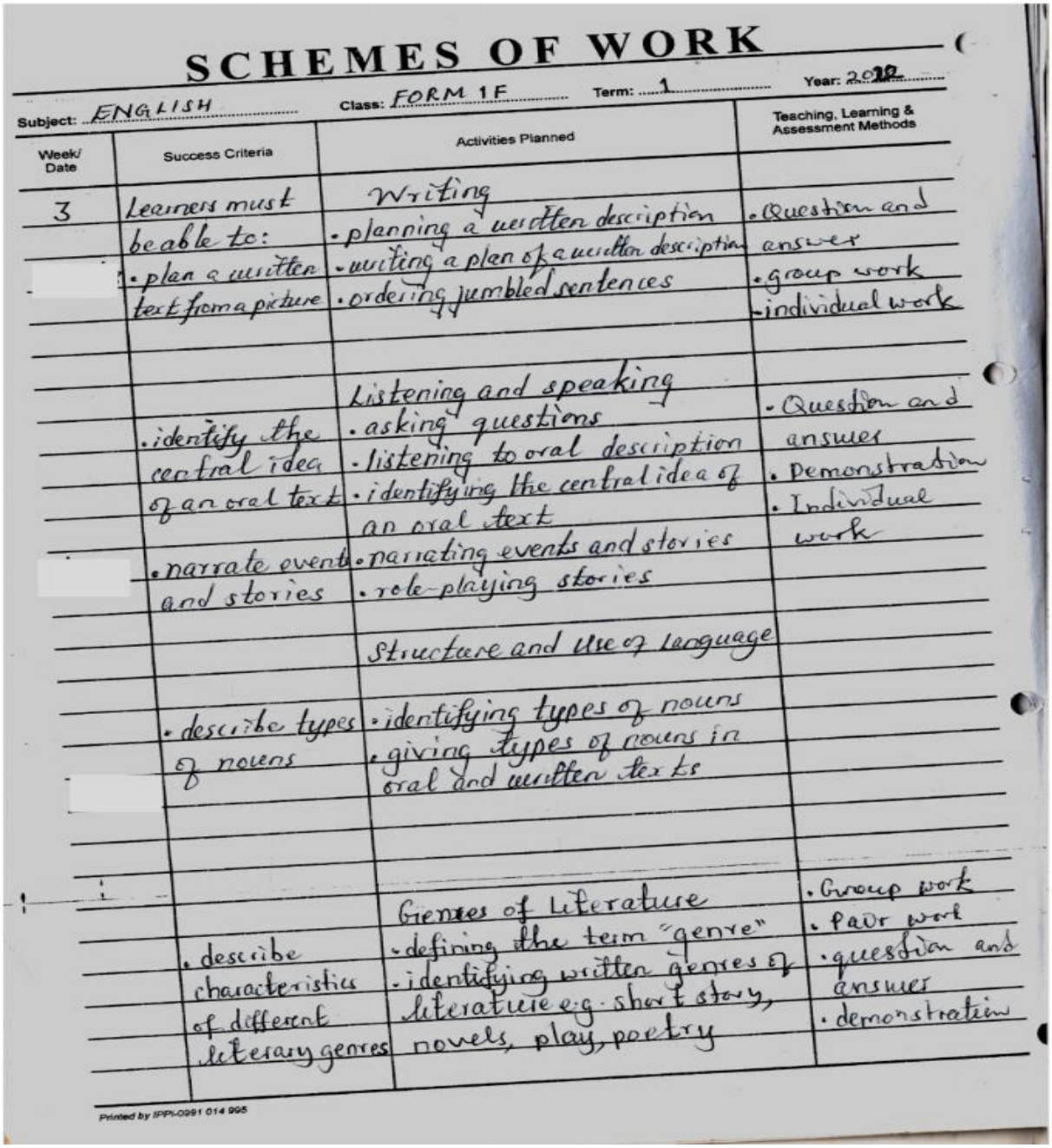
Source: Field Data (2022)

As stipulated in the training manual, an integratory lesson plan must be designed in such a way that it must capture a grammar point. Looking critically into the lesson plan (Figure 4.1), grammar was not attached to any of the skills. The teacher planned to teach nouns in isolation. This defeated one of the constructs of the situated cognition theory which emphasizes the notion of knowledge in action (Lave & Wenger, 1991). In due course, the researcher also noted

that the teachers' practice in the classroom was also compromised as the plan did not reflect the integratory approach but rather the traditional one. The findings, therefore, disagree with Richards (2006) who contends that in Communicative Language Teaching (CLT), linguistic input must be contextualized if a second language learner of English is to acquire and learn the language. The next part discusses the researcher's findings on the Schemes of work.

4.1.5.2 Preparation of Schemes of Work for English

On the schemes of work, the study revealed that in all the centers, teachers of English do not scheme their work in an integrated way. For instance, at Center 01, (April 6, 2022), only teaching methods were properly selected to anchor integration but little did it show the extent to which grammar point would be integrated to the targeted skills. Besides, the syllabus was not properly interpreted as grammar was indicated that it would be taught in isolation. Furthermore, activities were not correlated as the schemes did not indicate how a particular activity would be used to integrate grammar with any of the literacy skills. A similar scenario was also observed in all the centers that participated in the study. (Figure 4.2) is an example which illustrates how schemes were designed by teachers of English in the schools concerned:



SCHEMES OF WORK

Subject: ENGLISH Class: FORM 1F Term: 1 Year: 2022

Week/ Date	Success Criteria	Activities Planned	Teaching, Learning & Assessment Methods
3	Learners must be able to: • plan a written text from a picture	Writing • planning a written description • writing a plan of a written description • ordering jumbled sentences	• Question and answer • group work • individual work
	• identify the central idea of an oral text	Listening and speaking • asking questions • listening to oral description • identifying the central idea of an oral text	• Question and answer • Demonstration • Individual work
	• narrate events and stories	• narrating events and stories • role-playing stories	
	• describe types of nouns	Structure and use of language • identifying types of nouns • giving types of nouns in oral and written texts	
	• describe characteristics of different literary genres	Genres of Literature • defining the term "genre" • identifying written genres of literature e.g. short story, novels, play, poetry	• Group work • Pair work • question and answer • demonstration

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Figure 4.2: A sample of non - integrated schemes of work for English prepared by teachers

Source: Field Data (2022)

An integratory scheme of work for English must be designed in such a way that grammar point must be attached to all the skills of English. This means that after outlining the activities under each skill, a grammar point must also be incorporated. However, the attached scheme of work (Figure 4.2) does not align grammar point with any of the skills. Instead, grammar structure

came as a standalone lesson under language structure and use. This was faulty because in the process of developing lesson plans, the teacher concerned had to design it without fusing the grammar point to any of the skills of English and this also compromised the actual practice in the classroom. It resulted into learning of grammar without practice which would in the end impair students' ability in interpreting a written discourse as well as producing their own discourse. The next part discusses the research's findings on the nature of assessment items.

4.1.6. Integrated Assessment

4.1.6.1 Construction of Assessment Items for English

The other document that was reviewed to check teachers' understanding on the integration of grammar with literacy skills were assessment items. The study revealed that teachers in all the centers understood that assessment items must be structured in a unitary manner in order to check students' understanding of grammar in context. As advanced by Johnson (2008), psychometrics in a language takes two forms namely; unitary psychometrics and discrete grammar point approach to psychometrics. The former tests grammar in a context while the latter tests grammar in isolation. Through a rigorous process of reviewing the assessment papers, the study discovered that teachers aligned their assessment with the unitary psychometrics approach. This is in line with one of the constructs of the situated cognition theory as advanced by Brown et al. (1989) which states that in a situated learning, there must be an integrated assessment within tasks. In language, this must be done to check students' masterly level of grammar and the four skills of language of which reading and writing are among them. Figure 4.3 illustrates how teachers of English structure assessment items to reflect integration of grammar within the context of reading and writing:

2. Section B (10 marks)

Complete the blank spaces with one appropriate word. Each gap is worth 1 mark.

Many accidents involving electricity result _____ sheer negligence and could be easily avoided if a little _____ is taken. Here are some tips on the safe use of _____. First, electrical appliances should be fully earthed before use. Whenever you are in doubt _____ how to connect or use an electrical appliance, _____ a qualified electrician. It is always safe to use double insulated appliances. It is very important to handle appliances correctly. A plug should never be pulled out by the cord but _____ the plug itself. Also, electrical appliances and switches _____ never be handled or touched with damp hands or cleaned with damp cloth. The condition of the cord is also important. Frayed _____ must never be used. One common risk people _____ is to run too many appliances from a single point. Tampering with switch covers is also dangerous. Many fires have been caused by electrical appliances that have been switched _____ and left unattended. It is unwise, for instance, to leave an electric heater on in unoccupied room.

Figure 4.3: An extract of part of section B of English Paper II showing a unitary type of psychometrics in English.

Source: Field Data (2022)

Figure 4.3 is a sample of a section of English Paper II administered at Center 011. The extract is a clear example of a unitary psychometrics which tests students' mastery of language using context (Johnson, 2008). The reason behind such a type of psychometrics is that students must infer the proper words or grammatical structure in the gap indicated and it would help students use grammar structure in a context. This agrees with the situated cognition theory as advanced by Brown et al. (1989) that grammatical structures are not islands but they must be situated in a context to have an impact as well as generate meaning.

The study has established that teachers of English in the schools concerned have a limited understanding of the concept of integration of grammar within the context of reading and writing skills. For example, when the researcher asked the participants to give the definition of the concept of integration, 13 participants out of 15 gave almost correct definitions. Furthermore, when the researcher asked the participants to explain the reasons for integrating grammar within the context of reading and writing, almost all of them stated that it helps to promote linguistic competence among students. However, participants demonstrated lack of knowledge when they gave incorrect activities of reading and their adaptations in the process of teaching and learning of grammar within the context of reading and writing lessons.

Furthermore, 13 participants failed to design their lesson plans in an integrated manner. The researcher discovered that this was done because their schemes of work were also not integrated and this affected the nature of their lesson plans as well as their actual delivery in the classroom. On the assessment items, the study revealed that all the teachers structured their tasks using a unitary approach to psychometrics despite the fact that teachers did not really understand the reason they had to structure the assessment questions in that way. Since these are the parameters that the researcher used to assess teachers' understanding of the concept of integration of grammar with literacy skills in English, the researcher concluded that teachers' understanding of the concept is limited. The next objective, therefore, analyzes teachers' perspectives towards the adoption of the integration of grammar within the context of reading and writing skills in English.

4.2 Teachers' Perspectives towards the Adoption of Integration Approach to English Teaching

The study also aimed at analyzing teachers' perspectives towards the adoption of the integration of grammar in the teaching of literacy skills in English. To achieve this, the researcher had to ask participants a set of three questions which aimed at analyzing teachers' perspectives towards the adoption of integration of grammar with literacy skills. The first question aimed at finding out from teachers the extent to which the integration of grammar is effective. The second question required teachers to explain which approach of teaching English is the best with close reference to the traditional approach and the integration approach. The third question required teachers to explain the factors that encourage or discourage them to teach grammar within the context of reading and writing. The assumption of the researcher was that through their responses, teachers of English would be able to unveil the nature of their perspectives towards the teaching of grammar within the context of reading and writing. Through oral interviews, the study revealed that most teachers of English view integration as the best way of teaching grammar within the context of reading and writing skills. Using inductive coding, three themes emerged from the database, and these themes are extensively discussed in the study.

4.2.1. Promotes Linguistic Productivity through Activities

Since the first question aimed at finding out from teachers of English the extent to which integration is effective, the study found that to a larger extent, participants said the approach is effective. This conclusion was arrived at as the majority of teachers (14 out of 15) indicated that the integration of grammar with literacy skills in the teaching of English enables full participation of learners as well as promoting creativity and linguistic productivity in students.

This entails that students are able to create new words and manipulate the language through authentic activities. For instance, 011, (April 5, 2022) stated that;

> *...integration of lexico-grammar is effective in literacy skills because it enables the... it enables the fully participation of learners in activities thus improving creative thinking and language productivity ...*

The view was also shared by 041, (April 14, 2022) who contended that;

> *...I can say it is effective, it is a wonderful approach that is supposed to be adopted by maybe all teachers because aah! when you..you..we are doing that approach, it..it involves critical thinking among students, language productivity and internalization of concepts through their participation...*

Similar views were also shared by the rest of the teachers in centers 03, (April, 12, 2022), center 05, (April 19, 2022), center 06, (April 21, 2022) and center 07, (April 27, 2022).

The findings agree with Yavuz and Aysul (2015), who established that teachers view the integration of grammar to language skills as the only positive way through which language is supposed to be taught. He further argues that teachers have the impression that contexts that serve communication can promote grammar learning and think it is appropriate to teach grammar in authentic ways. From this argument, one would conclude that not all teachers have negative perspective towards the adoption of integration of grammar with literacy skills as the findings reveal, but that perspective depends on how knowledgeable the teacher is in relation to the approach being used. As such, it was observed that the findings correlate with the situated cognition theory as stated in Brown et al. (1997) that linguistic input must be taught using authentic activities whereby students will be able to rehearse and create knowledge under various contexts.

In respect with Brown et al. (1997), grammar and lexical items must be attached to the linguistic skills in the process of teaching and learning which will eventually make students develop creative thinking through authentic activities and collaborative construction of knowledge. What this implies is that contextual teaching of grammar will make students create their own words as well as their own discourse in English since there is no rote memorization of linguistic input, but that students are able to understand the underlying principles of a given language hence it becomes so easy to manipulate the language (Tuan, 2017). The next part discusses the dichotomy of the traditional approach and the integration approach to English teaching. This was done with the aim of finding out which approach seems to be the best for teachers of English in the selected Community Day Secondary Schools in Malawi.

4.2.2 Integration as the Best Approach of Teaching Grammar in English

In a further attempt to appreciate teachers' perspectives towards the adoption of integration of grammar in the teaching of literacy skills in English, the researcher asked the teachers concerned to express their stance on which method between the traditional approach to grammar teaching and the integrated approach is the best. The study also revealed that the most teachers of English favoured the integrated one and this shows that their perspective towards the approach is positive. For instance, 011, (April 5, 2022) contended that;

> *...when you teach like grammar on its own, it can be boring to students but when you have used the lexico-grammar teaching integrated, integrating it in literacy skills it will not be boring because they will at the same time will achieve various skills then students will be engaged and will learn in various skills unlike to the traditional approach.*

A similar perspective was also shared by 021, (April 7, 2022) who contended that;

> *I prefer the integration one aah! because aah! students, it's like they are..they are able or they are quick to understand what is..what is...it's like what is being taught...*

In a related scenario, 041, (April 14, 2022) also expressed a positive perspective on the integration of grammar with literacy skills. The perspective was also shared by 031, (April 12, 2022), 051, (April 19, 2022), 071, (April 27, 2022). However, 061, (April 21, 2022) shared a different perspective with the rest of the teachers of English as she argued that the traditional grammar approach is very integral in as far as the teaching of grammar in English is concerned. The rationale given is that it is because teachers are used to this approach. This is what was said;

> *Aah! the traditional approach helps students to learn English better because it's what aah! they have been used so their, their experience will assist them to easily capture what is being taught to them. So, the traditional one is the one which can be mostly appropriate...*

In extension, 061, (April 21, 2022), also stated that integration of grammar with literacy skills in not a good approach as it delays the completion of the syllabus. She further argued that since the English curriculum is bulky, integration might take them longer to teach all the grammar indicated in the syllabus. Therefore, they opt for a traditional approach where grammar is taught in isolation, and this may help her finish the English syllabus within the allocated time. She contended that;

> *Mmm! Aah! what I...I can say is that..that the integration of lexico-grammar are not a perfect approch as they delay the process of syllabus coverage. You*

know, students in CDSSs are average students so integrating will delay us. In addition, the syllabus has a lot of topics on grammar. So, teaching the grammar aah! combining with aah! reading and writing makes aah! our..our.. students fail exams.

From the information submitted by 061, (April 21, 2022), it can be noted that the participant interviewed takes the traditional teaching style for the sake of orienting students with national exams. The response given agrees with the findings of the study conducted by Yavuz and Aysul (2015) which discovered that teachers teach grammar in isolation to respond to the demands of national exams. If such is the case, this defeats the underpinnings of the situated cognition theory which promotes the contextualization of knowledge through authentic activities. As observed by Richards (2006), the evolution in the second language pedagogy changed because the traditional grammar teaching approach did not yield any positive result as it contributed to rote memorization of linguistic input. This is because students were being encouraged to memorize linguistic input without actually training them to use it in both discourse creation and interpretation. These findings also agree with 081, (April 30, 2022) who argues that;

Aaah! Aah! teachers prefer the..the..the old one the..the one which is not integratory. Yeah! The reason I would think is because aah! most most of our teachers on the ground aah! went through their schools without the issue of integration...

The response by 081 correlates with the study by Anderson (2019) in Turkey who established that some teachers of English have a negative perspective towards the adoption of integration not because integration is a bad approach but rather that they had insufficient training on how

to handle the subject using the approach. This also agrees with the findings on teachers' understanding of the concept of grammar integration with literacy skills whereby teachers could not even tell the specific activities that they use when integrating grammar with the skills being mentioned. This shows that teachers had no enough training on the approach in question. As such, this has also the likelihood of negatively affecting their perspective towards the approach under discussion.

The researcher established that most teachers think that the adoption of integration of grammar within the context of reading and writing is instrumental in the teaching of English. This conclusion was arrived at on the basis that out of 15 participants, 14 of them showed a positive perspective towards the approach. It is only one participant who claimed that the traditional approach which encourages the primacy of grammar in the teaching of English is the best. The next theme, therefore, addresses the question on the factors that encourage or discourage teachers of English to adopt the integration approach in English.

4.2.3 Mastery of Vocabulary and Grammar Rules of English

The study went further to investigate the perspectives of teachers of English towards the integration approach. The researcher asked participants a question on the factors that may either encourage or discourage them to integrate grammar with literacy skills in the teaching of English. In the process, the study revealed that most teachers are encouraged to integrate grammar with literacy skills because 14 teachers out of 15 confessed that the approach has intrinsic benefits of helping students master and use words and grammar rules of English in authentic contexts. For instance, 011, (April 5, 2022) argued that;

> *Okay, so, as a teacher I may encourage to integrate lexico-grammar because it enables the students to master the grammar rules by using the lexico-*

grammar as students are able to master the grammar rules like in a short period of time...

In a related scenario 021, (April 7, 2022) also shared his perspective on the adoption of the approach stating that:

Aah! it's like they have known the meanings of those particular words they are able to come up with their own sentences using those particular words so..it is a good approach to me I like the approach...

In another development, 031, (April 12, 2022) also shared his views on the same. He contended that;

Yeah! There are several factors but actually I can just maybe cite one or two. First, I can say that as I said aah! these students they have the total aah! aah! opportunity given to them to learn all those things combined with. It means that all the language skills are being taught at once. Both the grammar, the literary skills, all the literacy skills, all of them they are there...

It must be pointed out that similar views were also shared by 071, (April 27, 2022) and the rest of the participants in the study.

As argued by Mouri (2020), teaching English as a second language has been subject to different views. He further argues that for students to produce a good discourse which is error free, there is a need that they master grammar rules using authentic activities and contexts. What is being implied here is that one's ability in discourse production through writing reside in the general and intellectual skills to organize ideas into logical, meaningful, and correct sentences and paragraphs through practice (Mouri, 2020). This agrees with Lave and Wenger (1991) who

claim that knowledge cannot be separated from the context in which it is created. Brown et al. (1989) also argues that in language, grammatical structures cannot be fully mastered if the learner and the knowledge are separated from the context in which the skills learnt are supposed to be used. As such, the findings of the study agree with Lave and Wenger (1991) and Brown et al. (1989) as participants argued that the integrated approach to English teaching is good as it helps students master words and grammar rules and eventually use them in a given context. Basing on this, it may be advanced that grammar use and mastery require a rigorous practice and this will help students develop discourse competence in using English as the language.

Basing on the findings, it has clearly been established that the perspective of teachers towards the adoption of integration approach to grammar teaching is positive. Through a rigorous process of interviews, 14 participants argued that the integration of grammar with language skills in English helps students develop linguistic productivity whereby they are able to manipulate the language through practice. It is only one teacher who favored the traditional approach at the expense of integration as she argued that the latter delays the completion of the syllabus unlike the former. In addition, most participants claimed that the integration approach is good as compared to the traditional approach since the integrated one helps students master grammar rules and use words in a particular context effectively. Since most of them argued that the approach has intrinsic benefits as indicated in the foregoing discussion, the study concluded that teachers of English concerned have positive perspective towards the adoption of integration approach in English. The next objective therefore, examines how teachers of English teach grammar within the context of reading and writing in English. This was done through direct lesson observation by the researcher.

4.3 The Teaching of Grammar within the Context of Literacy Skills in English

The study went further to analyze how teachers of English teach grammar in the lessons of reading and writing. The aim was to understand how knowledge and perspective shape practice. As such, the researcher observed two sets of lessons; a reading and a writing lesson at each center. In the process, the study discovered that in most centers, teachers of English do not integrate grammar with literacy skills at all, and that those few who integrate, do not do the integration effectively. Next is the detailed discussion of what the researcher observed in the lessons of reading and writing in all the centers visited.

4.3.1 The Teaching of Grammar in the Lesson of Reading in English

In the lesson of reading, the study focused on comprehensible input, identification of grammar structure and pragmatic meanings of lexical items, holistic understanding of a text using grammar structure and lexical items, understanding roles of grammar structures and lexical items in the text and students' engagement in lesson activities. In the lesson of writing, the study's focus was on comprehensible output, collaborative activities to use grammar and lexical items in a written discourse and practical use of grammar structures and lexical items. Through the process of deductive coding, all the areas of focus set by the researcher were collapsed into the following themes and sub-themes:

4.3.1.1 Contextualization of linguistic input

a) Comprehensible Input

As stated in the foregoing discussion, one of the areas of focus was to see how teachers use comprehensible input in the process of teaching to help students interpret a written discourse. Carell et al. (1988) defines comprehensible input as whatever the teacher does to make a text understood to students. In this case, the teacher may explain the context in which the text was

written or else, the teacher may discuss with students, meanings of challenging words and grammatical structures before pragmatic inference is done. The latter becomes more viable especially when the teacher uses data-driven processing to unlock a written text (Carell et al., 1988).

The study discovered that teachers of English do not stress much on the issues of comprehensible input to help students understand the meaning of a text. For instance, at center 01, (April 5, 2022), the study found that no comprehensible input was given as the teacher went straight into reading the text without actually discussing meanings of lexical items and other grammar structures to aid comprehension. This was also observed at Center 02, (April 7, 2022), center 04, (April 14, 2022), Center 05, (April 19, 2022), Center, Center 06, (April 21, 2022). However, in Centers 03, (April 12, 2022) and 07 (April 27, 2022) the study found that comprehensible input was given but the teachers concerned did not stress much on the contextual meanings of words after reading the text.

As argued by DiSabatino (2019), providing input to students that is comprehensible yet slightly challenging, they can be introduced to new grammar and linguistic concepts that will enhance the process of meaning processing of a written text. In a related scenario, Patrick (2021) Argues that when individuals receive understandable messages in the target language, they will acquire that language and also be able to interpret a written discourse. Basing on the arguments from these two scholars, it can be argued that lexical items must form part of the comprehensible input when teachers are teaching the skill of reading in English lessons. This is because the interpretation of a text does not entirely depend on the background information that the student brings to the text but also the recognition of lexical items and grammatical units that form that particular text. This correlates with Carrell et al. (1988) who explains that through the text-

based processing, students must be helped to recognize the linguistic units that form the text being read. Students are able to understand and interpret meanings of words, phrases, sentences and other related linguistic elements. In the end the whole text being read is unlocked.

As explained by Johnson (2008) and Oxford (2001), one way of helping students recognize and understand the linguistic units that form the text being read is the integration of lexical items prior to the reading exercise. If students understand the vocabulary in the text, it will be very easy for them to also understand the contextual meanings of the words in the text through pragmatic inference. This will help them acquire vocabulary as well as new grammar structure hence promoting their ability in reading a text with comprehension as well as producing their own text.

Contrary to the approach stated in the preceding discussion, the study found that in many centers visited, teachers do not see the value of integrating grammar with literacy skills through comprehensible input. Teachers would go straight into the actual reading of the text which made students fail understand and interpret the text. As stated by Carrell et al. (1988), any reading which does not translate into students' understanding of a text is referred to as a short circuit. In agreement to this, the study discovered that in most of the lessons observed, students did not understand the texts that were being read. This was seen in the way that upon being asked questions based on the text, students would revert to the text to find correct responses to the questions and that their responses were characterized by word and syntactic lifting. This implied that students did not understand the text.

b) Identification of grammar structure in a text and pragmatic inferencing

The other area of focus was to see how teachers identify grammar structure in target in a lesson of reading. In the process, the study found that at Center 01, (April 5, 2022), the teacher taught reading without attaching any grammar structure. Instead, she integrated reading and writing as skills. In a related development, at Center 03, (April 12, 2022), the teacher only listed words on the chalkboard without actually helping students understand their meanings and impact in the text. At Center 04, (April 14, 2022), the teacher did not integrate any grammar structure and that he did not even let students identify the meanings of lexical items in the text read through pragmatic inferencing. In a related development, at Centers 06, (April 21, 2022) and 07, (April 27, 2022), teachers did not integrate grammar and that pragmatic meanings of some lexical items in the lesson were not extracted. In a different scenario, at 02, (April 7, 2022), grammar point was attached as students were asked to identify adverbs from the text read. However, the grey part is that the teacher did not stress their functions in the text. In a related scenario, at Center 05, (April 19, 2022), the teacher helped students identify prepositions only that he did not help them generate contextual meanings of those prepositions.

The findings under this show that most teachers do not integrate grammar to the skills of reading in the process of teaching English. Those few that integrate do not actually understand how they can help students understand the meanings and impact of those words and grammar structures in a text. As advanced by Brown et al. (1989), the situated cognition theory states that words and other grammatical structures are not islands, but they rely on the context in which they are situated or used to generate meaning. Basing on this proposition, the expectation was that teachers would be teaching grammar in a context so that students would appreciate how they work when used interactively but this did not happen. The reason behind this could perhaps be that in all the centers visited, teachers of English do not scheme and plan their work

in an integrated way. Therefore, the study found that most students also failed to understand the text as they were not able to identify the impact of words and grammar structures in the text. This was noted as most students could revert to the text being read for them to respond to comprehension questions. This implied that a short circuit had been created in the learners hence their failure to understand a written text.

4.3.2 The Teaching of Grammar and the Skill of Writing in English

The researcher also observed some lessons to further establish how teachers teach grammar in the lesson of writing. The central aim was to understand how teachers of English help students put the knowledge and skills learnt in classroom into action through the production of a written discourse. In the process, several themes were created by the researcher through the deductive approach. Next is a presentation on what the study found in relation to grammar teaching and the skill of writing.

4.3.2.1 Comprehensible output

The area of focus was to investigate how teachers support students in the use of linguistic input to produce a written discourse through authentic activities. The study found that teachers of English do not give students enough support to use the linguistic input acquired to produce a written discourse. For instance, at center 01 (April 5, 2022), the teacher was teaching the concept of phrasal verbs but little was done to help students use phrasal verbs in a context. Despite the fact that the concept was taught without actually integrating it with writing skill, the teacher gave students an exercise which tested students' knowledge on phrasal verbs discretely. A similar scenario was also observed at center 05, (April 19, 2022) whereby a teacher taught verbs but did not ably assist students to use them in a context. He went straight instructing students to underline verbs in a list of given sentences without actually helping them

on how to use the verbs in a written discourse. In a related development, a teacher at center 06 (April 21, 2022), taught the concept of adjectives in isolation and gave students a list of sentences to identify adjectives without helping them on how those adjectives could be used in a written discourse.

In a different scenario, at center 03, (April 12, 2022), the teacher ably assisted students through dictation where the main focus of the teacher was to check their competence in spellings. This scenario correlated with what the study found at center 04, (April 14, 2022) whereby the teacher helped students master the concept of clauses using a written discourse. However, most of them did not give chance to students to practice the knowledge learnt through the skill of writing.

As advised by Hismanoglu and Hismanoglu (2011), there are three main approaches to task-based teaching approach namely: the provision of opportunities for natural language use, learner-centeredness and the rejection of traditional approaches to language teaching where lexicon and grammatical structures are taught in isolation. What this means is that students must be given a platform where they can put the knowledge learnt into use. He further argues that this can be done only if lexical items and grammar structures are taught in a context. It must also be noted that the whole purpose for this is to ensure that students have attained a full masterly of the grammar structure in target and that through writing, students must be able to translate the comprehensible input into comprehensible output.

The study found that most teachers give students comprehensible input which is not contextualized and that students do not put the knowledge into action to demonstrate their masterly of grammar. This goes against the construct of knowledge in action as advanced by Brown et al. (1997) in his understanding of the situated cognition theory. Therefore, it may be stated that the approach being practiced in schools as the study found, has the likelihood of

producing students who understand grammar structures but they cannot put that knowledge into use to produce a written discourse. This could perhaps be the reason students in Community Day Secondary Schools are unable to demonstrate linguistic proficiency and performance in English.

At center 07, (April 27, 2022), the teacher taught letter writing whereby students read a sample of a business letter, discussed its parts and eventually told them to generate a topic and write a full letter which would be submitted on the following day. Much as Johnson (2008) argues that letter writing is one way of integrating grammar with the skill of writing as students would be rehearsing grammar structures and lexical items to create their own discourse holistically, the study found that the approach followed by the teacher could not help students use grammar structures effectively. Alves (2008) argues that writing as a way of consolidating linguistic input a student has acquired, involves the processes of generating ideas, evaluating, drafting, structuring, focusing and reviewing. He further states that lessons should allow students to put into practice what was taught or discussed in class with authentic or semi-authentic tasks. Johnson (2008) extends this stating that during the process of generating ideas, students brainstorm what is supposed to be included in a piece of writing.

Alves (2008) also argues that in the process of writing, students plan the content area which should be featured in a piece of writing as well as suitable vocabulary and language depending on the audience being targeted. The expectation of the researcher was that the teacher would use narrow writing to help students practice the linguistic input acquired. As Carell et al. (1988) observes, narrow writing involves aligning the vocabulary used in a certain field or specified grammar units to create a discourse. The teacher should have allowed students to write a letter using specific words or grammar structures to see how the latter could have used them in a

discourse. For example, he could have allowed students select words used in politics and incorporate them in the letter to be written, or else, the teacher could have focused on certain grammar units such as phrasal verbs and see how students could have used them in their quest of letter writing.

It must be established that if a written piece wants to deal with the issues of environmental degradation, the students must also select the diction which should describe the phenomenon better. Such being the case, students are being trained on how to use language through writing. Contrary, the study found that the teacher taught a business letter in a single lesson and told students to write a business letter of their own without taking them through all processes of narrow writing and also without giving them the area of focus. This approach was faulty because it would impair students' ability to select a set of vocabulary and grammar structures to be used in the letter. As advanced by Alves (2008), teachers must take students throughout the process of writing stage by stage so that he or she should be able to monitor how students are progressing in their use of linguistic input and organization of ideas. Since teachers of English do not do this, it could perhaps be the reason why most students in secondary schools in Malawi have low proficiency in writing skills. The next theme discusses the extent to which teachers of English in the selected Community Day Secondary Schools engage students into various activities to help them practice grammar structures learnt through the skill of writing.

4.3.2.2 Activities for practice

The study found that teachers of English do not engage students in authentic activities which would enhance their mastery of vocabulary and grammar structures in both lessons of reading and writing. It further establishes that due to the fact that most teachers have limited understanding of the concept under discussion, they also failed to appreciate the demarcations

between teaching methods and those activities that a teacher can use to give students a platform to rehearse the linguistic input gained together with literacy skills. For instance; at Center 01, (April 5, 2022), the teacher did not engage students in authentic activities which would help students master grammar rules. This is because grammar was not even integrated in the lesson. In a related scenario, at center 02, (April 7, 2022) the teacher did not also give students authentic activities to practice the grammar structure despite the fact that students were helped to identify adverbs from the text.

A similar scenario was also observed at center 03, (April 12, 2022) where grammar structure was also not integrated in the lesson. As such, the teacher resorted to the technique of questioning and answering instead of giving them activities to practice the grammar in question. The same situation also applied in centers 04, (April 14, 2022), 06, (April, 21, 2022) and 07, (April 27, 2022). In a related scenario, at center 05, (April 19, 2022) students were sent into groups to discuss answers to comprehension questions but no any activity was assigned to them to identify and use grammar structures and lexical items.

The findings of the study under activities for learning, agree with Santoso (2019) who argues that learners who study English in a setting where people do not use English as a medium for communication outside the classroom, are challenged by the fact that they may not have sufficient opportunity to apply the language skills they learn in the classroom in a meaningful real-life situation communication and that the lessons they have in the classroom may lack authenticity. He further argues that any learning which does not provide students with authentic activities ends up producing a breed of students with knowledge and competence in language but no or little performance of the language. As advanced by Brown et al. (1989) in the theory of the situated cognition, the teachers should have created authentic activities for practice. In a

situation of integration as an approach to English teaching, the teachers concerned should have taught grammar together with writing skill and accompanying this, activities should have also been created to allow students master the grammar structure in target through writing.

As argued by Cindy et al. (2019), teachers should provide students with activities or simulations that resemble real-life problems because with authentic activities, students are enabled to have learning tasks that bridge the distance between classroom and reality. In contrast, since the study has revealed that most teachers of English do not use authentic activities when teaching reading and writing as skills in English integrated with grammar and lexical items, the likelihood of students failing to interpret and produce a written discourse is also high. This could be one of the reasons why most students in schools do not perform well in English. The next theme discusses how teachers in Community Day Secondary Schools selected use collaborative activities to help students share knowledge which will later on assist them in producing a written discourse at an individual level.

4.3.2.3. Collaborative construction of a written discourse

The study found that most teachers of English do not use collaborative activities to allow students acquire grammar and vocabulary through reading as well as creating their own discourse through writing using the linguistic input gained. For instance, one student at Center 01 (April 5, 2022) was given a text to read to the rest of the class, then students were sent into groups to discuss answers to comprehension questions. Then the teacher selected phrasal verbs not from the text but from elsewhere and told students to generate their meanings individually. This happened because the teacher concerned taught the concept of phrasal verbs in isolation and there was no any linkage between the text and the phrasal verbs. At Center 06, (April, 21), the teacher gave students an exercise to underline adjectives but nothing was done to make

students use adjectives collaboratively through writing. At Center 07 (April 27, 2022) the teacher taught students a business letter through question and answer and eventually gave them an individual task. No attempt was made to allow students generate ideas together, evaluate, draft, structure, focus and review the letter to be written in terms of ideas and vocabulary to be selected as well as editing the grammar errors.

The study also discovered that at Center 05 (April 19, 2022) teachers made students use verbs to create sentences individually instead of allowing them doing it collaboratively before an individual task was given. However, pockets of collaborative construction of knowledge were seen at Center 03 (April 12, 2022) where students were given chance to develop notes from a written text read. This also appeared at Center 02 (April 8, 2022) where students were put in groups, planned together work to be written whereby adjectival clauses were to be used in a discourse before an individual task was given to students. On the contrary, in most lessons of reading, the study found that teachers could not give students opportunity to read a text together, discuss its meaning as well as identifying the meanings of lexical items and grammar structures in the text and their impact on meaning. Perhaps, this is because most of teachers in the centers visited taught writing on its own without attaching any grammar point to the lesson.

As advanced by Brown et al. (1989), the theory of situated cognition supports the collaborative construction of knowledge if students are to share with each other the knowledge gained. Cindy et al. (2013) argues that collaborative learning is a socio-constructivist approach whose focus is on social interaction to initiate learning process. As also stated by Zhou & Brown (2018), individuals have different intelligences, some are spatial and logical, while some are verbal intelligences. He further argues that those students who are verbal intelligences are good at linguistics unlike their counterparts. Basing on this proposition, it may be argued that if

students are assigned either a reading task or a writing task together, they will be able to help each other in the identification of lexical items and grammar structures in a text read, as well as helping each other how to use those lexical items and grammar structures in a written discourse before an individual task is assigned to them.

Cindy et al. (2018) also argues that in a reading lesson, teachers must put students in groups and ask them to read the text together, identify grammar structures such as cohesive ties as well as parts of the text namely introduction, body and conclusion. In the same vein, she also argues that in a writing lesson, teachers must also put students in groups where they shall develop notes collaboratively as well as come up with an improved version of the same text. This view of collaborative learning is also shared by Alves (2008) who states that through collaborative effort students must be allowed to plan together the content to be written, select a set of vocabulary to be included, and edit the written piece together. In this case, students will be able to learn from each other on how to use the vocabulary and other grammar structures through the process of vocabulary selection and editing. Contrary to this, it has been revealed that teachers in the schools studied do not know how to align grammar to the lesson of reading and writing.

The other thing that was noted in the study is that experience, qualifications and type of training plays a pivotal role in as far as the delivery of English lessons is concerned. As argued by Anderson (2019), the type of training that a teacher received has the potential of influencing classroom instruction. Despite that this was not the study's area of focus, it was established that teachers of English with non-education degrees found it hard to understand and use the concept of integration in English. Further to that, those teachers who have been in the system for a number of years appreciated that the approach is good but preferred a blend of both

traditional approach and integration approach. This agrees with Harmer (1991) that some teachers feel the best way to teach grammar in English is to teach it in isolation then after its mastery teachers should bring a context. On the other hand, the teachers who are new is the system cherished the approach but the study discovered that such teachers failed to put it into practice due to their limited knowledge.

4.4. Chapter Summary

This chapter has presented a discussion and analysis of the research findings basing on the research objectives indicated in chapter one. The discussion and analysis has been done in relation to the situated cognition theory which anchored the study. It has first assessed teachers' understanding of the integration of grammar with literacy skills in the teaching of English. It then analyzed teachers' perspectives towards the adoption of integration of grammar with literacy skills in the teaching of English. The study also examined how teachers teach grammar in the lessons of reading and writing in English. The next chapter is the conclusion which summarizes the main findings of the study as well as recommendations on what should be done to improve the pedagogical prowess of teachers in integrating grammar with literacy skills in the teaching of English in Malawi. Areas calling for further research have also been presented in the chapter. The chapter that follows presents the summary of major findings, conclusion and recommendations. Areas calling for further research have also been presented.

CHAPTER FIVE: SUMMARY OF MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0. Chapter Overview

This chapter has attempted to summarize the main findings of the study in relation to the research objectives. It has stressed on the pedagogy that teachers use to integrate grammar with literacy skills in the process of teaching and learning English. It has also highlighted some of the critical areas calling for further research in relation to the teaching of English in schools in Malawi. The chapter has eventually made some recommendations on what should be done to make sure that teachers are effectively practicing the integration of grammar when teaching reading and writing skills in English in Malawi.

5.1. Summary of Major Findings

The study has established that most teachers in Community Day Secondary Schools selected have limited understanding of the integration of grammar with literacy skills in the teaching of English. This was unveiled through a rigorous process of questioning whereby majority of participants were able to provide their understanding of the concept of integration but failed to specify on the activities that they use when teaching grammar to literacy skills in English. Most of them gave activities meant for listening and speaking instead of activities for reading and writing. This shows that teachers of English concerned do not understand the demarcations between the two. As such, these teachers also failed to explain how they adapt these activities to teach grammar in the lesson of reading and writing. The study also established that the teachers that participated in the study do not understand how to interpret the syllabus to develop schemes of work and lesson plans in an integrated manner. However, teachers were able to explain the reasons for integrating grammar with literacy skills in the teaching of English.

Among the reasons cited was linguistic competence. This shows that teachers are not entirely blank but that they have limited understanding of the new approach of teaching English.

The study also established that most teachers that participated in the study have a positive perspective towards the adoption of integration of grammar with literacy skills in the teaching of English. Despite having limited understanding of the approach, teachers still value it. Through interviews with the teachers concerned, they were able to admit that the approach is effective in the teaching of English as it helps students develop linguistic competence and productivity. In a related development, when teachers were asked to determine which method is better between the traditional approach and the integrated one, most of them disclosed that the latter is better than the former. They furthermore stated that the integrated one is appropriate in the teaching of grammar in reading and writing lessons. Teachers also stated that the integrated approach is the one that helps students master grammar rules and lexical items better when taught alongside reading and writing. The study also found that teachers are encouraged to use integration when teaching grammar and literacy skills in the sense that students are able to appreciate knowledge in action. This shows that teachers have a positive perspective towards the approach despite not executing it according to its established standards.

The study also established that most teachers in Community Day Secondary Schools selected do not integrate grammar with literacy skills in the teaching of English, and those very few that integrate do not do it effectively. It was discovered that one of the reasons teachers do not do it to its established standards is that most of them have a limited understanding of the approach. This was demonstrated through their inability to interpret the syllabus into schemes of work and lesson plans. Besides, teachers of English in the schools failed to identify the right activities that can be incorporated into the lessons of reading and writing where grammar and lexical

items are being integrated. As such, in the lesson of reading, the study found that teachers of English do not give students enough comprehensible input to help them understand a written text. In addition, teachers of English do not help students in coming up with pragmatic inference based on the comprehensible input given. The study also found that teachers do not help students understand the roles of grammar structures and lexical items in a written text. On the same, the study found that teachers of English do not give students authentic activities where they can appreciate grammar structures being used in a context. The study has also established that in the lessons of writing, teachers of English do not help students use their knowledge of grammar through writing, a strategy which would have helped students appreciate knowledge in action as lave and Wenger (1991) states. It was also noted that teachers with non-education degrees had severe problems in understanding integration issues in English hence their delivery was compromised too.

The study has in overall established that the integration of grammar with literacy skills in English is not being effectively implemented on grounds that most teachers of English in the schools studied have a limited understanding of the concept. One would expect that their positive perspective towards the approach would aid its implementation but on the contrary this was not the case.

5.2 Conclusion

The study therefore argues that despite teachers of English having a positive perspective of the concept of integration, their classroom practice is compromised by their limited understanding of the concept. It must therefore be established that the integration approach to grammar teaching in English remains relevant in language education. This is because it enables students integrate theory and practice thereby making them proficient users of the language.

Furthermore, the study has also reaffirmed that the situated cognition theory is more relevant and practical when teaching grammar and the four skills of English. The reason being that the theory may guide teachers on how they can connect knowledge and context when integrating grammar with the skills of language.

5.3 Areas for Further Research

The study has made some strides towards analyzing and understanding the integration of grammar with literacy skills in the teaching of English in Community Day Secondary Schools in Malawi. The study remains very integral as it has been conducted at a time when students' performance in English is critically going down. In pursuit of the main objective, the study has unveiled a number of critical issues surrounding pedagogical understanding and approaches among teachers in the process of teaching grammar in English. Issues of this nature provides a yardstick for future research. As such, other researchers need to dwell on the issues explained in the discussion that follows.

5.3.1. The Training of Teachers of English in Universities and Colleges

The study has established that most teachers demonstrate lack of competence in using integrated approaches. Perhaps the reason could be that most of them have a limited understanding of the concept. Therefore, some researchers need to investigate on the type of training that teacher educators provide to student teachers of English in institutions of higher learning.

5.3.2. Teachers' Performance and their Qualifications

The study has also established that among those teachers that struggle in teaching following the new concept of integration are those that have non-education degrees but in possession of

University Certificate of Education. Therefore, future researchers should also look into how lack of Pedagogical Content Knowledge (PCK) among such teachers affect the delivery of English lessons.

5.3.3. Challenges Facing the Implementation of Integrated Approaches in English Teaching

The study has established that most teachers of English in the schools concerned stated that the integration of approach to grammar teaching in English is a good approach. However, their practice in a classroom does not correlate with their perspective. Therefore, future researchers need to explore on the challenges that teachers of English in Community Day Secondary Schools face in the implementation of integrated approaches to grammar teaching.

5.4. Recommendations

In relation to the research findings, the following recommendations have been made to ensure that the pedagogy of integration of grammar and skills in English is being effectively adopted and implemented.

5.4.1. Strengthening Monitoring Structures of English Instruction

The study has established that Quality Assurance Officers (QAOs) do not constantly supervise instruction of English in schools. This was observed as the officer in question disclosed that teachers' practice of integration of grammar with literacy skills in the teaching of English is effective, but this was contrary to the findings. Therefore, there is need that Quality Assurance Officers must supervise instruction of English and give proper pedagogical advice to teachers of English in schools.

5.4.2. Intensification of Continuous Professional Developments (CPDs)

Despite training and orienting teachers of English prior to the rolling out of the curriculum, the study has established that most teachers still do not practice integration to the expected standards. Therefore, there is need for schools to intensify Continuous Professional Developments (CPDs) as a platform of sharing knowledge and skills on how to teach grammar using the integration approach.

5.4.3. Introduction of Support Programs to English Instruction

The study has revealed that the new approach to language teaching is facing critical challenges such as lack of knowledge among teachers of English on how to use the approach. Therefore, there is need that government through Ministry of Education (MoE) should intervene by introducing programs similar to those done in sciences such as Equity with Quality and Learning at Secondary (EQUALS) and Strengthening Mathematics and Science Subjects Education (SMASSE).

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APPENDICES

Appendix I: MZUNIREC Letter of Approval

MZUZU UNIVERSITY

DIRECTORATE OF RESEARCH

Mzuzu University
Private Bag 201
Luwinga
Mzuzu 2
MALAWI
TEL: 01 320 722
FAX: 01 320 648

MZUZU UNIVERSITY RESEARCH ETHICS COMMITTEE (MZUNIREC)

Ref No: MZUNIREC/DOR/22/32 **31/03/22**

Charles Kachitsa,
Mzuzu University,
P/Bag 201,
Mzuzu.
Email:
kachitsacharles26@gmail.com

Dear Charles Kachitsa,

RESEARCH ETHICS AND REGULATORY APPROVAL AND PERMIT FOR PROTOCOL REF NO: MZUNIREC/DOR/22/32: THE INTEGRATION OF GRAMMAR TO LITERACY SKILLS IN THE TEACHING OF ENGLISH AS A SECOND LANGUAGE IN MALAWI

Having satisfied all the relevant ethical and regulatory requirements, I am pleased to inform you that the above referred research protocol has officially been approved. You are now permitted to proceed with its implementation. Should there be any amendments to the approved protocol in the course of implementing it, you shall be required to seek approval of such amendments before implementation of the same.

This approval is valid for one year from the date of issuance of this approval. If the study goes beyond one year, an annual approval for continuation shall be required to be sought from the Mzuzu University Research Ethics Committee (MZUNIREC) in a format that is available at the Secretariat. Once the study is finalised, you are required to furnish the Committee with a final report of the study. The Committee reserves the right to carry out compliance inspection of this approved protocol at any time as may be deemed by it. As such, you are expected to properly maintain all study documents including consent forms.

Committee Address:
Secretariat, Mzuzu University Research Ethics Committee, P/Bag 201, Luwinga, Mzuzu 2; E-mail address: mzunirec@mzuni.ac.mw

Wishing you a successful implementation of your study.

Yours Sincerely,

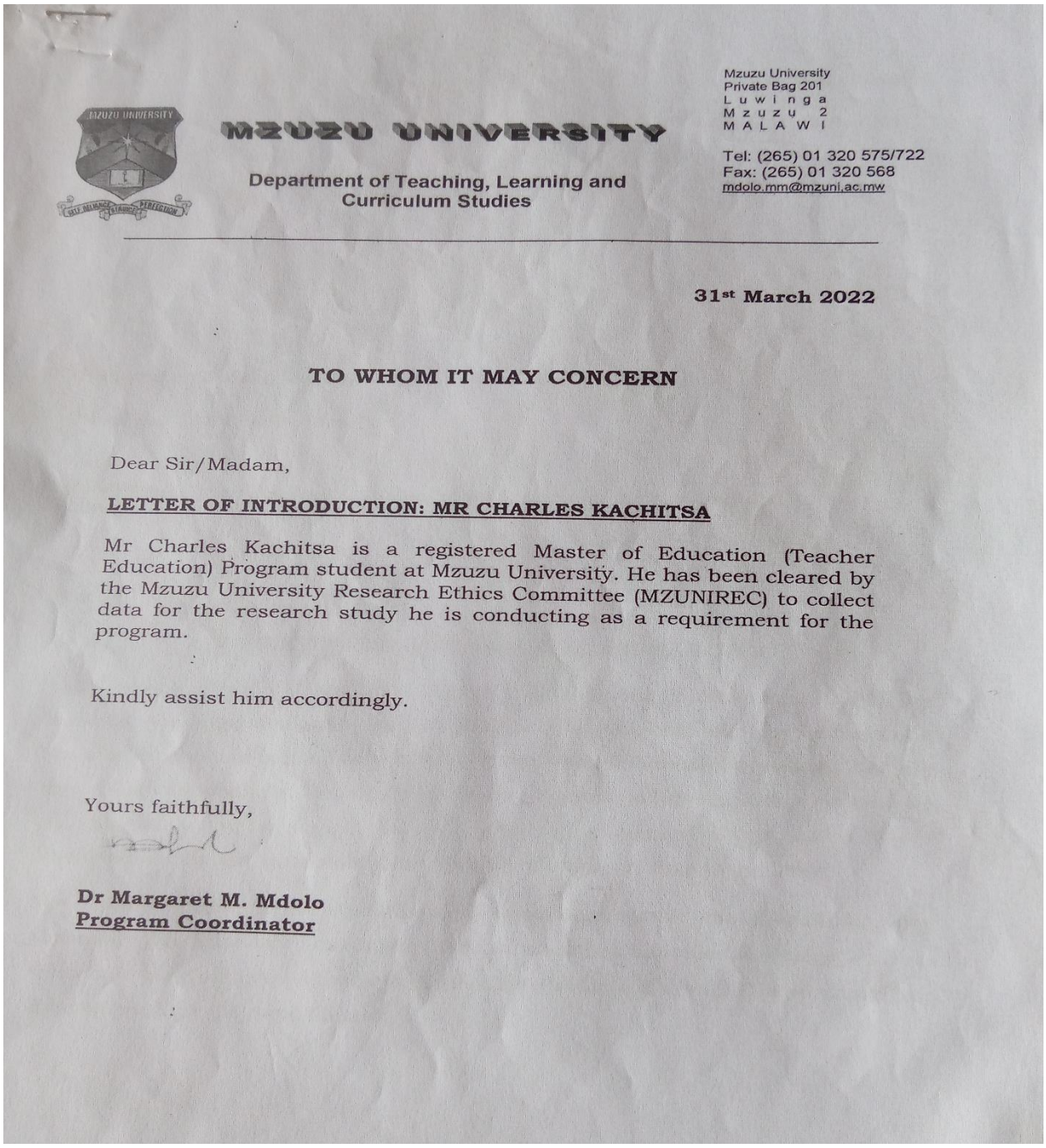
Gift Mbwele

MZUZU UNIVERSITY RESEARCH ETHICS ADMINISTRATOR

For: CHAIRMAN OF MZUNIREC

Committee Address:
Secretariat, Mzuzu University Research Ethics Committee, P/Bag 201, Luwinga, Mzuzu 2; E-mail address: mzunirec@mzuni.ac.mw

Appendix II: Approval to Conduct Research from Educational Foundation Department



MZUZU UNIVERSITY

Department of Teaching, Learning and Curriculum Studies

Mzuzu University
Private Bag 201
Luwinga
Mzuzu 2
MALAWI

Tel: (265) 01 320 575/722
Fax: (265) 01 320 568
mdolo.mm@mzuni.ac.mw

31st March 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MR CHARLES KACHITSA

Mr Charles Kachitsa is a registered Master of Education (Teacher Education) Program student at Mzuzu University. He has been cleared by the Mzuzu University Research Ethics Committee (MZUNIREC) to collect data for the research study he is conducting as a requirement for the program.

Kindly assist him accordingly.

Yours faithfully,

Dr Margaret M. Mdolo
Program Coordinator

Appendix III: Request for the study to the Education Division Office

Mzuzu University

Private Bag 201

Luwinga

Mzuzu

29th March. 2022

The Education Division Manager

Post Office Box 322

Kasungu

Dear Sir,

RE: PERMISSION TO CONDUCT RESEARCH IN CENTRAL EAST EDUCATION DIVISION (CEED)

I am writing this letter to request for permission to collect data from various Community Day Secondary Schools within the Division. I am a Master of Education (Teacher Education) student in the Faculty of Education at Mzuzu University. I have just completed my course work hence the need to collect research data to anchor my thesis. My study is titled; 'The Integration of grammar to literacy skills in the teaching of English as a second language in Malawi'

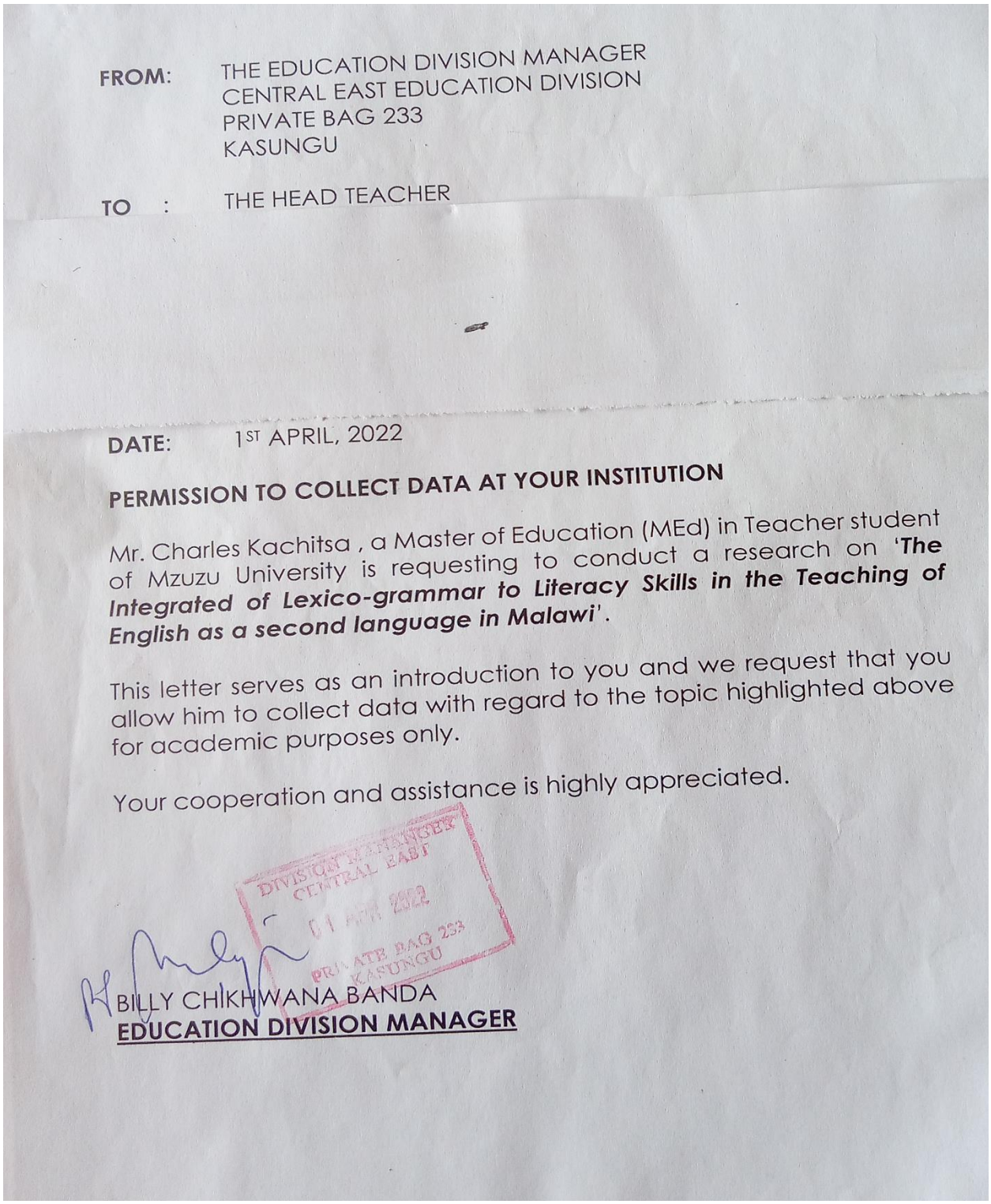
I therefore would like to interact with the Quality Assurance Officer (QAO), Heads of department and Teachers of English in the selected schools. In the process, the researcher will conduct oral interviews with each of the Officers, analyze documents such as lesson plans, schemes of work and assessment items prepared by Teachers of English. He will also observe lessons of English in all the selected schools.

I will be gratefully if my request in considered.

Yours faithfully

Charles Kachitsa (Researcher)

Appendix IV: Letter of Introduction from Central Education Division (CEED)



FROM: THE EDUCATION DIVISION MANAGER
CENTRAL EAST EDUCATION DIVISION
PRIVATE BAG 233
KASUNGU

TO : THE HEAD TEACHER

DATE: 1ST APRIL, 2022

PERMISSION TO COLLECT DATA AT YOUR INSTITUTION

Mr. Charles Kachitsa , a Master of Education (MEd) in Teacher student of Mzuzu University is requesting to conduct a research on '***The Integrated of Lexico-grammar to Literacy Skills in the Teaching of English as a second language in Malawi***'.

This letter serves as an introduction to you and we request that you allow him to collect data with regard to the topic highlighted above for academic purposes only.

Your cooperation and assistance is highly appreciated.

DIVISION MANAGER CENTRAL EAST 01 APR 2022 PRIVATE BAG 233 KASUNGU

BILLY CHIKHWANA BANDA
EDUCATION DIVISION MANAGER

Appendix V: Letter to Research Participants

Mzuzu University

Private Bag 201

Luwinga

Mzuzu

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH STUDY

Thank you for volunteering to be a participant is this research. This letter outlines information regarding the research and your role in it. The title of the research will be; **Integration of grammar to literacy skills in the teaching of English as Second Language in Community Secondary Schools in Malawi**.

The study will be conducted in three main phases; interviews with teachers of English, Heads of department of English and Quality Assurance Officer (QAO), observations of a reading lesson and a writing lesson as well as analyzing documents such schemes of work, lesson plans and assessment items. In oral interviews, the researcher will ask questions to analyze your understanding of the integration of grammar to literacy skills in the teaching of English as well assessing your perspective on the adoption of integration of grammar in the teaching of English. The data from oral interviews will be audio-taped or not at your discretion. The data collected will help me understand the integration of grammar to literacy skills in the teaching of English as a second language.

Finally, I will bring the findings of the study to you for you to confirm or disconfirm, and this will help me in the final publication of my thesis. It must also be pointed out that confidentiality will be observed in the process of the study. The final results will be published as Master's degree thesis which will be submitted to the Faculty of Education of Mzuzu University. If you have any concerns you wish to discuss with me, my contact details are: 0884940709, 0995828838, Kachitsacharles@gmail.com

Regards

Charles Kachitsa (Researcher)

Appendix VI: Informed Consent Form for Research Participants

PARTICIPANT INFORMED CONSENT FORM

I, _____ have read the accompanying information and that clear clarifications on areas of concern have been addressed to my satisfaction. I therefore accept to participate in this study on the strength that I may withdraw at any time without being cautioned and restricted.

I agree that the data collected for this research may be published for academic purposes on the condition that confidentiality and privacy will be observed and upheld.

I also agree to have my interviews audio-taped YES NO (Please tick)

_____

_____

Participant/Authorized representative **Date**

_____ _____

Researcher: Charles Kachitsa **Date**

Appendix VII: Interview guide for Teachers of English

Time of interview:

Date :

Place :

Interviewer :

Interviewee :

Qualification :

Gender :

Age : 20 yrs below

21-25 yrs

26-30 yrs

31-35 yrs

36-40 yrs

41-45 yrs

46-50 yrs

51-55 yrs

56-60 yrs

Years of service :

Class :

Questions

1. What do you understand by integrating lexico-grammar to literacy skills in the teaching of English?
2. What are the reasons for integrating lexico-grammar to literacy skills in the teaching of English?

3. What activities do you engage your students when integrating lexico-grammar to literacy skills?
4. How do you adapt these activities to reading and writing skills in the teaching of English?
5. How effective is the integration of lexico-grammar to literacy skills in the teaching of English?
6. Explain which method between the traditional approach to lexico-grammar teaching and the integration approach help students learn English better.
7. Which factors encourage or discourage you to integrate lexico-grammar to literacy skills in the teaching of English?
8. Any comment?

Appendix VIII: Interview guide for head of language department

Time of interview:

Date of interview :

Place of interview:

Interviewer :

Interviewee :

Qualification :

Gender :

Age : 20 below

21-25 yrs

26-30 yrs

31-35 yrs

36-40 yrs

41-45 yrs

46-50 yrs

51-55 yrs

56-60 yrs

Years of Service :

Years on the position:

Class :

Questions

1. What is your understanding on the integration of grammar with literacy skills in the teaching of English?
2. What are the reasons for integrating grammar with literacy skills in the teaching of English?

3. What activities do you encourage teachers to use when integrating grammar with literacy skills in the teaching of English?
4. How do teachers adapt activities with literacy skills in the teaching of English?
5. How effective is the integration of grammar with literacy skills in the teaching of English?
6. Between the traditional approach and the integration approach, which one do you think work better in the teaching of grammar with literacy skills?
7. Which factors encourage or discourage teachers to integrate grammar within the context of reading and writing skills in the teaching of English?
8. Any comment?

Appendix IX: Interview Guide for Quality Assurance Officer (QAO)

Time of interview :

Date of interview :

Place of interview :

Interviewer :

Interviewee :

Qualification :

Gender :

Age :

Years of service :

Years on Position :

Questions

1. What do you understand by integration of grammar with literacy skills in the teaching of English?
2. To what extent do teachers in your division understand the integration of grammar with literacy skills in the teaching of English?
3. What activities do these teachers use when integrating grammar with literacy skills in the teaching of English?
4. How effective are these activities when integrating grammar with literacy skills in the teaching of English?
5. How appropriate do teachers use these activities to integrate grammar with literacy skills in the teaching of English?
6. Which method to grammar teaching do teachers of English prefer in the teaching of English?
7. What factors discourage or encourage teachers to integrate grammar with literacy skills in the teaching of English?
8. Any comment?

Appendix X : Observation checklist for a lesson in reading

TEACHER :

CLASS :

SUBJECT :

TIME :

DATE :

LESSON TOPIC :

COMPONENT	YES	NO	COMMENT
Does the teacher help students identify grammar rules and pragmatic meanings of lexicon items in the text being read?			
Does the identification of grammar rules in a context help students understand the text better?			
Does the teacher help students understand the roles or function of grammatical structure and lexicon in target in the text read?			
Does the teacher give enough comprehensible input to prevent a short circuit in the text being read?			
Does the teacher engage students in provoking activities to identify and use grammatical rules and lexical items from the text being read?			

Appendix XI: Observation checklist for a lesson in writing

Teacher :

Class :

Subject :

Time ;

Date :

Lesson Topic :

COMPONENT	YES	NO	COMMENT
Does the teacher help students use the grammatical structure and lexicon in target in a written discourse?			
Does the teacher help students understand how the use of grammatical structure and lexical items anchors meaning in a written discourse?			
Is the teacher using relevant activities to help students use the lexical items and other grammatical rules in target collaboratively?			
Is the teacher giving students the opportunity to rehearse targeted grammatical rules and lexical items on their own in a written discourse?			
Does the teacher help students discover grammar rules and lexicon meaning as they use them in a written discourse collaboratively?			

Is the teacher ably assisting students how to use the targeted lexicon and grammar component in a written discourse?			

Appendix XII: Document Review Guide

DOCUMENTS :

SCHOOL :

SUBJECT :

CLASS :

AUTHOR :

DATE OF ANALYSIS :

DOCUMENT	COMPONENT	COMMENT
Lesson Plans	• Correlation between methods selected and integration of grammar with literacy skills. • Correlation between activities in the lesson and the integration of grammar with literacy skills. • Confluence between grammar point and literacy skills in the lesson plan.	
Schemes of Work	• Proper selection of methods with befit integration. • Interpretation of the syllabus in the schemes of work.	

	• Correlation between success criteria and integration of grammar with literacy skills in the teaching of English. • Correlation between planned activities and the integration of grammar with literacy skills.	
Test items	• Is grammar being tested discretely or in a unitary manner? • Does the nature of psychometrics help teachers check student mastery of literacy skills and grammar?	