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THE TEACHING OF COMMUNICATIVE CHICHEWA
GRAMMAR IN THE SOUTHEAST EDUCATION DIVISION
SECONDARY SCHOOLS

MASTERS OF EDUCATION (LANGUAGE EDUCATION) THESIS

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UNIVERSITY OF MALAWI
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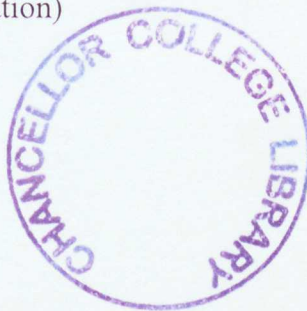
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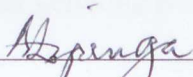
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DEDICATION

This work is dedicated to my first 'teacher' of language, my mother Agatha, who does not have any slightest idea about the pedagogical principles of language teaching.

And to the unknown teacher of Chicheŵa language: "I sing the praise of the Unknown Teacher. Great generals win campaigns, but it is the unknown soldier who wins the war. Famous educators plan new systems of pedagogy, but it is the Unknown Teacher who directs and guides the young" (Henry Van Dyke, in Kochhar 1985).

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Above all, I praise God for sustaining me through out the study.

ABSTRACT

The aim of the study was to investigate how teachers of Chicheŵa taught grammar amidst lack of clarity displayed in the current Communicative Language Teaching (CLT) curriculum. The main goal of CLT is to help learners to develop communicative competence. In CLT instructional materials, grammar is matched to language functions or situations. However, the design of grammar in the current Chicheŵa curriculum is generally form-focused as promoted by the Grammar Translation Method (GTM) on which the old Chicheŵa curriculum was based.

The study used the multiple case study approach of the qualitative dominant-less-quantitative dominant model. The sample comprised eight qualified practicing teachers of Chicheŵa, purposively selected from the South East Education Division (SEED) secondary schools. Data were collected using document review, questionnaire, lesson observations, checklist and interviews.

All the participants preferred teaching form-focused grammar out of context. The results revealed that the teachers were generally driven by the following factors in their choice of teaching procedure: lack and low understanding of CLT principles; form-focused grammar in the instructional materials and national examinations; poor orientation and sporadic curriculum monitoring; and teachers' own experiences and beliefs.

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LIST OF ACRONYMS AND ABBREVIATIONS

ALM	Audio-Lingual Method
CHANCO	Chancellor College
CLT	Communicative Language Teaching
C-R	Consciousness-Raising
DCE	Domasi College of Education
EDM	Education Division Manager
EFL	English as a Foreign Language
FFI	Form-focused Instruction
GTM	Grammar Translation Method
JCE	Junior Certificate of Education
L1	First language
L2	Second language
MANEB	Malaŵi National Examinations Board
MIE	Malaŵi Institute of Education
MSCE	Malaŵi Schools Certificate of Education
SEED	South Eastern Education Division
SEMA	Senior Education Methods Advisor
SLA	Second Language Acquisition
T2	A primary school Teacher Training College certificate awarded to those holding a Malaŵi Schools Certificate of Education
TESL	Teaching English as a Second Language
TL	Target Language
TTC	Teacher Training College

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CHAPTER 1

INTRODUCTION TO THE PROBLEM

1.0 Chapter Overview

This chapter covers the background to the teaching of Chicheŵa in Malaŵi. The chapter shows that the methods and approaches of teaching the language are based on the general ones used in the teaching of second languages. The old Chicheŵa curriculum was based on the Grammar Translation Method (GTM) while the current one (introduced in 2000) is based on the Communicative Language Teaching (CLT) approach. The chapter also covers the problem statement, statement of purpose, research questions, significance of the study, limitations of the study, definition of terms, and organisation of the study.

1.1 Background and History

Malaŵi is a multilingual country with about fifteen indigenous languages spoken within its borders (Kayambazinthu, 2003). English is the official language while Chicheŵa is the national language in Malaŵi. It should be noted that language policies in most African countries are based on the aftermath of colonial imperialism and donor driven influence; as Bamgbose (2004) aptly observes:

The most important factor in the origins of language educational policies in Africa is the legacy of colonial language policies. In general, there is a correlation between use of African languages as media of instruction and colonial language policies that permit or encourage the teaching of African languages (p. 2).

It is the colonial administrators of the then Nyasaland government who started working towards promoting Chicheŵa (then Chinyanja) to a status of national language between 1918 and 1934 (Chauma, Kholowa and Holby, 2007). Chicheŵa is taught as a second language (L2) to accommodate learners whose first language (L1) is not Chicheŵa. Regarding the teaching and learning of African languages, Musau (1999) poses the following crucial questions:

... how effectively are such [African] languages taught and learnt? Is the teaching and learning of these languages adequately prepared for? Is the teaching of these languages done in a manner appropriate for the task of serving best the African interests? (p. 121)

The teaching of Chicheŵa is influenced by the prevailing methods and approaches of Teaching English as a Second Language (TESL). Mellow (2000) observes that “A number of approaches to indigenous language teaching are characterised in terms of their explicit use of Western approaches” (p. 11). The old Chicheŵa curriculum was generally influenced by the Grammar Translation Method (GTM) while the current one is based on the Communicative Language Teaching (CLT).

Grammar is one of the key concepts in the teaching of Chicheŵa language. It features highly in the syllabuses, textbooks and national examinations. However, the teaching of grammar has been a controversial issue in second language teaching contexts (Celce-Murcia, 1991; Shrun & Glisan, 2000; Richards & Renandya, 2002 and Brown, 2007).

Whether to teach grammar at all, teach it explicitly or implicitly, and teach it as a product or a process have constantly been crucial issues of a long standing debate in the major language teaching methods and approaches that emerged after the GTM (Long & Richards, 1987; Huang, 2005). However, CLT advocates the teaching and learning of grammar in context for learners to achieve communicative competence.

The aims of teaching Chicheŵa grammar fall within the main principles of CLT, and are clearly spelt out within the four language skills in the Junior Certificate of Education (JCE) and Malawi Schools Certificate of Education (MSCE) syllabuses. Some of the aims are as follows: *Ophunzira anene mitundu ya mawu* (Learners should name parts of speech), *ayankhule Chicheŵa motsatira malamulo ake* (should speak Chicheŵa observing its rules), *aŵerenge mitundu ya mawu* (should read parts of speech), *aŵerenge Chicheŵa motsatira malamulo ake* (should read Chicheŵa observing its rules), *alembe Chicheŵa motsatira malamulo a kalembedwe koyenera* (should write Chicheŵa observing its punctuation rules), *alembe Chicheŵa potsatira zizindikiro za m'kalembedwe molondola* (should write Chicheŵa correctly using punctuation marks), *ndipo alembe mitundu ya mawu* (and should write parts of speech), (Malaŵi Institute of Education, 1998, 2001).

The layout of grammar topics and concepts in the same Chicheŵa syllabuses and some core textbooks is discrete (form-focused). Such a design may influence some teachers to teach grammar based on the form-focused GTM which the old curriculum promoted.

Contemporary CLT research findings have clearly shown that second language learners seem to focus best on grammar when it relates to their communicative needs and experiences (Lightbown & Spada 1993; Ellis, 1997 as cited in Richards & Renandya, 2002). Despite such findings, studies conducted elsewhere and within Malaŵi about the teaching of English based on the CLT approach have shown that a number of teachers prefer teaching grammar using the traditional GTM method (Hu, 2001; Ndalama, 2005 and Mkandawire, 2006). This research was aimed at investigating how teachers taught Chicheŵa grammar.

1.2 Problem Statement

Document analysis of the old (the 1982) secondary school Chicheŵa syllabuses and the current (the 2000 JCE Chinyanja and 2002 MSCE Chicheŵa) syllabuses shows that there are a number of differences between the two syllabuses in terms of content and teaching methods. Designers of the current Chicheŵa syllabuses adopted the CLT approach in which the primary goal of language teaching is to enable learners to achieve communicative competence. In the language syllabuses based on the CLT principles, grammar is integrated with content and the four language skills. However, in the current Chicheŵa syllabuses grammar topics stand on their own as discrete entities – they are not integrated with content. In the MSCE Chicheŵa training manual for the current curriculum, grammar instruction is based on the structural GTM method promoted in the old syllabuses. The three approved core textbooks for the current JCE Chinyanja and MSCE Chicheŵa curricula are different in the way the grammar lessons are designed.

In the *Chinyanja Buku la Ophunzira a fomu 1* (Longman) and *Buku la Ophunzira Chichewa fomu 3* (Macmillan), grammar lessons and activities are based on the structural GTM principles advocated in the old syllabuses.

In the *Chichewa Buku la Ophunzira a fomu 1* (Dzuka), *Jhango Chichewa Bukhu la fomu 1* (Jhango Heinemann), *Chichewa Buku la Ophunzira a fomu 3*, (Dzuka), *Jhango Chichewa Bukhu la fomu 3* (Jhango Heinemann), the grammar lessons and activities are generally built on either communicative or a mixture of structural and communicative principles.

The paradigm shift from the teacher-centred form-focused instruction to the learner-centred communicative approach; discrete grammar design in the syllabuses; lack of clarity in the core textbooks about recommended techniques for teaching grammar; and the structural grammar design in the national examinations constituted a problem that required a thorough investigation about how teachers taught Chicheŵa grammar.

1.3 Statement of Purpose

The intent of this study was to investigate how teachers employed CLT principles when teaching Chicheŵa grammar amidst controversies surrounding procedures for teaching L2 grammar; lack of clarity and confusion created in the Chicheŵa syllabuses, training manual and core textbooks.

1.4 Research Questions

The following are the research questions which this study sought to answer:

- 1 What is the teachers' knowledge of different methods and approaches used in second language teaching?
- 2 What is the teachers' view of the design of grammar in the Chicheŵa syllabuses and textbooks?
- 3 How were the teachers supported by the Ministry of Education, Science and Technology to implement CLT principles?
- 4 a. Which procedures do teachers use when teaching Chicheŵa grammar?
b. Why do teachers use those procedures?

1.5 Significance of the Study

The study was a timely one because the secondary school curriculum is supposed to be reviewed in every ten years (Policy Investment Framework, 2001). The current secondary school curriculum is likely to be reviewed in 2010. The findings of the study shall help Chicheŵa curriculum developers, reviewers, textbook writers and Ministry of Education officials to have a true picture of how Chicheŵa grammar is taught. The Ministry of Education officials and other stakeholders shall find the results relevant when evaluating the Chicheŵa curriculum because their decisions will be research based.

The findings shall be beneficial to language lecturers in secondary school teacher training institutions like Domasi College of Education (DCE) and Chancellor College (CHANCO) in understanding decisions taken by qualified teachers.

Borg (1998) observes that “Data about teachers’ practices and theories are needed, particularly by teacher educators, who at present typically introduce trainees to pedagogical options in grammar teaching without being able to illustrate when, how, and why teachers in real classrooms draw upon these options” (p. 160). Language teacher trainers are obviously going to use the findings of the study to link theory and practice as they prepare students in the methodology courses. The findings shall also be beneficial to Chicheŵa language trainee teachers who depend much on research findings based on the teaching of English grammar.

1.6 Limitations of the Study

This study had limitations that may preclude generalising the findings about the teaching of Chicheŵa grammar in all secondary schools in Malaŵi.

First, the sample was drawn from one division (SEED) out of the six education divisions in the country. Second, the study was conducted in schools where learners were either predominantly native speakers of Chicheŵa or usually used Chicheŵa as a familiar language for communication. Learners in such schools already had a good command of Chicheŵa. Third, the study was confined to the teaching of Chicheŵa grammar to investigate whether teachers used the recommended procedures within the CLT framework. The study did not focus on the learners’ achievement of communicative competence. Fourth, the study was not extended to secondary school teacher training institutions where Chicheŵa methodology courses are offered, to investigate how students are prepared in their initial training.

1.7 Definition of Terms

Approach	Assumptions, beliefs or theories about the nature of language and language learning.
Approved CDSS	A Community Day Secondary School with qualified teachers and purposely built premises.
Communicative competence	The ability to recognise and produce authentic and appropriate language correctly and fluently in any situation.
Consciousness-Raising	A teaching procedure that attempts to equip learners with an understanding of a specific grammar item.
Design	Specifications of the relationship between theories and classroom materials and activities.
First language (L1)	An initial language acquired by a human being.
Method	An overall plan for the orderly presentation of language material.
Procedure	Classroom techniques and practices that are used as a result of a particular method, approach and design.
Second language (L2)	Any language(s) learned after the first language.
Target language (TL)	A language which a learner is learning.
Technique	A trick or strategy that is employed in a classroom to accomplish an immediate objective.

1.8 Organisation of the Study

The study is presented in five chapters. Chapter 1 provides the context of Chicheŵa language teaching in Malaŵi, problem statement, statement of purpose, research questions, significance of the study, and limitations of the study. Chapter 2 presents the literature related to the study. Chapter 3 discusses the research design and methodology used in the study. Chapter 4 presents the results, discussions and interpretation of the study. Chapter 5 covers summary, conclusions, implications and recommendations of the study.

1.9 Chapter Summary

The chapter has covered the background to the teaching of Chicheŵa. It has shown that the teaching of Chicheŵa language has been greatly influenced by the GTM and CLT. The chapter has also covered the purpose of study, research questions, statement of purpose, significance of the study, limitations of the study, definition of terms, and organisation of the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE AND RESEARCH

2.0 Chapter Overview

This chapter presents literature relevant to the concept under study. It comprises the following sections: Communicative Language Teaching (CLT) approach, the 2000 secondary school curriculum change, Chicheŵa syllabus design, procedures for teaching grammar, the design of Chicheŵa grammar in core textbooks, Chicheŵa grammar items in the national examinations, and Chicheŵa curriculum implementation.

2.1 Communicative Language Teaching (CLT) Approach

Communicative Language Teaching (CLT) approach is widely accepted as a dominant paradigm in second language teaching and learning programmes (Alcon, 2004). It is based on the functional and interactional views of language, and places great emphasis on helping learners to use the target language in a variety of contexts (Brown, 2007). Communicative Language Teaching is divided into strong and weak versions. The strong version supports communicative features whereas the weak version suggests the integration of structural practice into communicative elements (Richards & Rodgers, 1986). CLT makes use of real-life situations that necessitate communication. In a CLT classroom, learning is learner-centred – a teacher is a facilitator of activities.

In terms of grammar pedagogy, Lívía (2006) argues that the CLT minimises formal grammar instruction, and as such places it within meaningful contexts to achieve communication.

Studies conducted elsewhere about the teaching of English as a second language have revealed that most teachers prefer using the GTM to the CLT. When CLT was introduced in China, it did not receive much support by many teachers of English because they are used to the teacher-centred Confucian philosophy of teaching. The learner-centred principles of CLT are in conflict with the Chinese culture of learning. Hu (2002) argues that, “Although many teachers [in China] claim to be followers of CLT, this is often a matter of paying lip-service. In actuality, there has been resistance deep down to CLT since its very introduction” (p. 94). Hiep (2005) observes that though CLT was introduced in China long in the 1980s, research findings show that teachers still use more traditional than communicative methods.

In Malaŵi, the scenario has not been different. For instance, when the CLT was introduced in the primary schools in the 1990s, most teachers did not embrace the change with excitement. Khomani (1996) observed that, “... evaluation reports on visits to the primary schools in Malaŵi, the word is that teachers are not implementing the new [CLT based] primary school English language curriculum” (p. 9).

Mkandawire (2006) observed that when the current CLT based curriculum was introduced in secondary schools in 2000, most teachers of English preferred using the traditional GTM and Audio-lingual (ALM) methods.

Even in the teaching of vernacular languages, implementation of CLT principles seems to have challenges. Research conducted in Kenyan primary and secondary schools about the methods of teaching Kiswahili showed that teachers over relied on the out-dated methods like the GTM and ALM. Musau (1999) observed that, “Ideas based on the communicative philosophy of language teaching, in which learning takes place in the context of communication, seem to be totally unknown to the teachers [of Kiswahili]” (p. 124).

Despite being a dominant approach in language learning, CLT is mainly criticised for its failure to provide linguistic guidelines on its content. Sato & Kleinsasser (1999) and Thompson (1996), as cited in Hiep (2005), have argued that if language teachers do not have a thorough understanding of CLT principles, they easily revert to the traditional teaching.

2.2 The 2000 Secondary School Curriculum Change

In Malaŵi, the Ministry of Education in collaboration with the Malaŵi Institute of Education (MIE) develops the curricula for government primary schools, secondary schools and Teacher Training Colleges (TTCs).

Khomani (1996) citing Mzumara (1991) and Hauya (1993) says that Malaŵi appears to follow a centralised or top-down approach in its curriculum development process. In a centralised or top-down approach, experts develop the curriculum, and teachers implement it.

The current (2000) secondary school curriculum was developed by experts from Ministry of Education, MIE, University of Malaŵi (UNIMA), Domasi College of Education (DCE), the Malaŵi National Examinations Board (MANEB) and some serving teachers. Nyirenda (2005) explains that the secondary school curriculum reform was carried out in order to improve the quality of education in the secondary school sector by responding to the primary school curriculum reform that started in 1987 and was implemented in 1991; national political developments especially the advent of democracy; socio-economic factors like gender, HIV and AIDS pandemic and rapid population growth; and environmental degradation issues.

The following were some of the shortfalls in the old secondary school curriculum: lack of correlation between the national goals of education and the curriculum, overcrowding of core and optional subjects, overlapping of content, academically and examinations oriented syllabuses, lack of In-service Education and Training (INSET), inadequate supervision of teachers, acute shortage of teaching and learning materials, use of lecture method, and lack of on-going programmes for the training of teachers in various subjects offered in the curriculum (Report of the National Secondary School Curriculum Review Symposium, 1995).

Stenhouse (1988) explains that most curriculum changes involve changing both the subject content and the methods of teaching and learning. At both JCE and MSCE levels, changes included new subjects, teaching syllabuses (as opposed to the examinations ones which were used in the old curriculum) and new content in some old subjects. The change also included the introduction of new methods of teaching based on contemporary theories of learning, and the development of new textbooks (Nyirenda, 2005).

The current curriculum change process followed the Malawi general model of curriculum development: Situation analysis, National goals of education, (Secondary) education objectives, (Secondary) education curriculum, Individual subject objectives, Selection of learning experiences and content, Organisation of learning experiences and content, Preparation of instructional materials, Evaluation of instructional materials, Dissemination and implementation, and Monitoring and evaluation.

According to Nyirenda (2005) the change process for the current curriculum included:

- Study tours in the neighbouring countries in the SADC region to get ideas from curriculum developers, teacher trainers, teachers and education managers
- Needs assessment surveys in Malawi to get views of the general public on secondary school education
- Research and test studies in some schools in Malawi
- Consultative meetings with stakeholders within the country in order to cross check data collected from other sources
- National symposium on secondary curriculum review and formation of subject panels

The subject panels formulated subject objectives, and subject specialists developed syllabuses. Book publishers commissioned writers to develop instructional materials based on the national syllabuses. The instructional materials were evaluated by the Ministry of Education in conjunction with the MIE. Successful titles were published as core textbooks, and thereafter the curriculum was implemented.

2.3 Chicheŵa Syllabus Design

Language teaching syllabuses are designed in many different ways, depending on the designer's views about the nature of language, how language is acquired or learned, and how language is used (Yalden, 1987). More recently it has been argued that a syllabus design should also include the methodological procedures that are used to organise classroom instruction (Long & Richards, 1987). According to this recent view, the traditional distinction between syllabus content ('what' to teach) and methodology ('how' to teach) becomes indistinct (Nunan, 1988).

There are two broad approaches of syllabus design: synthetic (product) – which segments TL into discrete linguistic items, and analytic (process) – which aims at engaging learners in authentic communication (Rabbin, 2002; Richards & Renandya, 2002). There are several types of language teaching syllabuses. White (1988) discusses two broad types: Type A and type B syllabuses. According to White (1988), type A syllabuses “give priority to the pre-specification of linguistic or other content or skill objectives and usually incorporate a list of the same, whereas in Type B syllabuses content is subordinate to learning process and pedagogical procedure” (p. 44).

Tarey (1988) outlines six types of language teaching syllabuses: the structural (grammatical), functional/notional, situational, skills-based, task-based and content-based (topical). White's type A syllabuses include structural, functional/notional, situational, topic-based, skills, lexical and integration of such syllabuses. Type B syllabuses include 'process (negotiated) and 'procedural' syllabuses such as the task-based and learner-led syllabuses.

Different types of syllabuses rarely occur independently – they are usually an integrated product of two or more types of syllabuses (Tarey, 1988). An integration of several types of syllabuses carries different labels such as a 'proportional syllabus' (Yalden, 1987 as cited in Richards & Renandya, 2002); a 'variable focus' syllabus (Allen, 1984 as cited in Richards & Renandya, 2002) and a 'multidimensional syllabus' (Far, 2008). The researcher prefers Far's term because of its explicitness. The multidimensional syllabus treats language as a sum of its parts. Such a syllabus provides language learners with a wide range of opportunities to focus on several aspects of language. However, in the multidimensional syllabus, one type of syllabus acts as an organising basis, around which others are arranged and related (Tarey, 1988).

The developers of the current Chicheŵa syllabuses adopted the multidimensional syllabuses by merging a number of syllabuses: the formal/grammatical syllabus as reflected in grammatical forms (*Malamulo a chiyankhulo*); the functional/notional, and situational syllabuses as reflected in the speech acts (*Za chikhalidwe cha Amalaŵi*).

The topic based syllabus is also integrated in these syllabuses. Topics such as Ulimi (agriculture), Matenda (diseases), Ufulu wachibadwidwe (human rights), Ulamuliro ovomerezeka ndi onse (good governance) and Ndale (politics) are a reflection of the topic based syllabus; the four language skills Kumva (listening), Kuyankhula (speaking), Kuwerenga (reading) and Kulemba (writing) reflect the skills-based syllabus; and Mtsutso (debate) and Masewero a zisudzo (plays) portray the task-based syllabus.

Since the current Chicheŵa syllabuses are built on CLT principles, they are communicative in nature. According to Brown (2007), the communicative syllabus minimally consists of:

- 1 Goals of the course (and possibly goals for modules within the course)
- 2 Suggested objectives for units and possibly for lessons
- 3 A sequential list of functions (purposes) following from the goals
- 4 A sequential list of topics and situations matched to the functions in number 3
- 5 A sequential list of grammatical, lexical, and/or phonological forms to be taught again matched to the sequence of functions
- 6 A sequential list of skills (listening, speaking, reading, writing) that are also matched to the above sequences
- 7 Matched references throughout to textbook units lessons, and/or pages, and additional resources (audio, visual, workbook etc) to be used
- 8 Possible suggestions of assessment alternatives, including criteria to be tested and genres of assessment (p. 156 -157).

The current JCE Chinyanja and MSCE Chicheŵa syllabuses have national goals of education (*Zolinga zazikulu za maphunziro m'Malawi*), secondary school education objectives (*Zolinga za maphunziro a m'sukulu zasekondale*), Chicheŵa teaching rationale (*Zolinga zophunzitsira Chicheŵa*), scope and sequence (*Kayalidwe ka ntchito ya Chicheŵa*), skills (*Maluso*), objectives (*Zolinga*), and topics (*Ntchito/mutu*). They also have suggested teacher/learner activities (*Zomwe mphunzitsi/ophunzira achite*), suggested teaching/learning aids (*Zipangizo zomwe zingathandize pophunzira/pophunzitsa*) and suggested mode of assessment (*Njira zoyesera kukhoza kwa ophunzira*). However, the sequential list of decontextualised or static grammatical forms to be taught is not matched to the sequence of functions in the current syllabuses (see Appendix 8) as suggested by Brown (2007) for the communicative syllabus. The design of not matching grammar with functions or situations may be misinterpreted by some teachers by planning to teach grammar out of context. Even in the weak version of CLT (which the developers of the current Chicheŵa curriculum adopted), grammatical structures are integrated into communicative elements.

Although the CLT attracted the developers of the current Chicheŵa syllabuses, the approach is challenged in many TESL and TEFL programmes for its failure to link theory and practice. For example, it has been argued that lack of linguistic guidance results in challenges to identify content; classrooms interactive tasks have been known to promote fluency at the expense of accuracy; and the role of grammar in L2 learning has been down played (Long & Richards, 1987; Shrum & Glisan, 2000; and Brown, 2007).

Of late many language specialists seem to agree that although no single language teaching method can meet all teaching and learning needs, many methods have valuable principles that should be drawn on (Richards & Renandya, 2002). It is such thinking that gave rise to an approach called Eclecticism. Eclecticism is the idea of choosing the best teaching techniques from several methods in order to suit a specific teaching situation. Rivers (1968) argues that, "Eclecticists try to absorb the best techniques of all the well-known language teaching-methods into their classroom procedures, using them for the purposes for which they are most appropriate" (p. 21).

Since the current Chicheŵa teaching syllabuses are multidimensional, it may be argued that they are eclectic. However, the failure by designers of the syllabuses to integrate grammar with functions or situations cannot be justified as being eclectic. Grammar needed to be placed within communicative contexts since the syllabuses are communicative, as Littlewood (1981) recommends: "We can therefore combine the newer functional view of language with the traditional structural view, in order to achieve a more complete communicative perspective" (p. x).

2.4 Procedures for Teaching Grammar

Procedures for teaching an L2 are generally developed or adapted depending on the prevailing methods or approaches on which the curriculum is built. There are three major procedures for teaching grammar: deductive, inductive and Consciousness-Raising (C-R). However, of late there have been suggestions for a fourth one: eclectic procedure.

2.4.1 Deductive Procedure

A deductive procedure is a traditional straightforward strategy of teaching grammar. It is a process that goes from the general to the specific, from consciously formulated rules to the application in language use. It is a form-focused instruction (FFI) identified with conscious learning of language (Decoo, 1996).

The teaching of Chicheŵa grammar in the old curriculum was greatly influenced by the traditional GTM deductive paradigm which defines parts of speech in terms of their meaning, usually out of context. In a typical traditional Chicheŵa grammar lesson using the deductive procedure, a teacher begins by writing a topic or concept on a chalkboard, defines the topic, and provides form-focused examples and a rule out of context. An explanation is offered as to what the rule entails, and learners might be asked to give their own examples. Sometimes a lesson exercise is given as a form of formative evaluation, followed by revision of an exercise (Banda, 2003).

Research has revealed that deductive teaching of grammar does not help learners to acquire communicative competence. The procedure is often criticised because it encourages the myth that learning a language is simply a matter of knowing its rules. By teaching grammar in an isolated way, the procedure encourages rote learning of linguistic items. Learners may be able to demonstrate a good mastery of a particular grammatical form during classroom activities but later, when operating under pressure of exercises or examinations, they no longer exhibit the same mastery. Larsen Freeman (2007) describes such a situation as 'inert knowledge problem'.

Despite criticisms levelled against the approach, Caplan (2002) citing Hall (1998) observes that, researchers like De Keyser (1994, 1995), Nagata (1997), Seliger (1975) and Sheen (1996) argue for a deductive procedure to grammar instruction because many of the more advanced features of a language are learned explicitly at school even in the mother tongues.

2.4.2 Inductive Procedure

An inductive procedure is a strategy of teaching grammar where new grammatical structures or rules are presented to learners in context. The procedure is identified with Krashen's language acquisition theory (Decoo, 1996). Caplan (2002) observes that some Second Language Acquisition (SLA) theoreticians like Krashen (1983, 1985), Van Patten (1987, 1996) and Williams (1999) argue for an inductive learning of grammar. Proponents of the inductive procedure argue that in an inductive lesson, a teacher tries to make the TL real and true. The teacher creates authentic or authentic-like situations in which the TL can be used. It is assumed that classroom practice enables the learners to communicate in the TL even outside the classroom. Since the procedure encourages learners to be familiar with rule-discovery, learner autonomy is enhanced.

In a Chicheŵa grammar lesson using the inductive procedure, a teacher begins by introducing a concept in context (sentences or a situation); learners construct a definition assisted by the teacher; learners are asked to give their own examples and take notes.

A lesson exercise follows as a form of formative evaluation, followed by revision of an exercise (Banda, 2003).

In a language learning context, like that of Chicheŵa, the inductive procedure may frustrate some learners whose L1 is Chicheŵa. Such learners already have better communicative skills hence would prefer the deductive procedure in which the grammatical rules are simply told by the teacher. As has been the case with English, the procedure may not be favoured by many teachers because it is time consuming and demanding – teachers spend a lot of time, by using contexts, in order for the learners to grasp an appropriate concept of the grammar rule (Hu, 2002).

2.4.3 Consciousness-Raising (C-R) Procedure

C-R is a teaching procedure that attempts to equip learners with an understanding of a specific grammatical feature in order to develop grammatical declarative knowledge rather than procedural knowledge (Ellis in Richards & Renandya, 2002). C-R originated from dissatisfaction with the deductive procedure that preceded it.

Some SLA researchers like Ellis (1993a) and Sharwood-Smith (1981) hold different views about what constitutes C-R. Ellis' view is that C-R might include the teaching of explicit grammar rules while Sharwood-Smith feels that this view is unacceptable (Lívía, 2006). However, the general idea behind the C-R is that although grammatical items do not necessarily need to be explicitly presented for learners to learn or acquire a language, sometimes it is advantageous to the learner when a teacher points out specific grammatical points.

Instead of trying to impart grammatical rules directly, C-R seeks to help learners discover for themselves by focusing on specific grammatical structures of the TL. Lívía (2006) argues that:

Consciousness-raising in communicative language teaching, on the other hand, does not mean the conscious attention to grammatical forms, but the awareness of the natural use of the language in the sociocultural context. In order to achieve this, the process has to be reversed. The new grammar should first appear in a communicative context and its function and use should be made clear (p. 37).

Although C-R seems to stand in the middle ground between deductive and inductive, it is more of the latter. In contrast to GTM, Ellis (1992) believes that C-R focuses more on the awareness of grammatical features than on the mastery of production.

2.4.4 The Eclectic Procedure

It is argued that there is no single successful method for language teaching. Since procedures are based on methods, it follows that in practice, no single procedure can do. Moreover, learners have different learning styles – some learners learn better through deductive while others succeed through inductive procedures (Eisenstein in Long & Richards, 1987).

Recently, especially in TESL programmes, there has been a tendency to use a procedure that taps ideas from several procedures. Kalivoda (1990) argues that there is little value in raising the age-old debate over inductive versus deductive learning in L2 learning.

An eclectic procedure may provide the middle ground between deductive and inductive procedure since it draws ideas from several techniques. It should be noted, however, that eclecticism has some challenges.

A critical examination of eclecticism reveals that eclectic approaches and procedures do not offer guidelines on how curriculum developers and implementers should select and combine principles from different methods or approaches. The approach and procedures are even more challenging for teachers whose education systems, like Malaŵi's, follow centralised or top-down approaches. Teachers in such contexts usually follow what is 'imposed' on them through syllabuses and approved textbooks.

2.5 The Design of Chicheŵa Grammar in the Core Textbooks

Instructional materials, particularly textbooks, are highly influential in moulding the nature and effectiveness of curriculum change (Fullan, 1991). Allwright (1981) as cited in Richards & Renandya (2002) suggests that textbooks serve two functions: deficiency view and the difference view. In the deficiency view, textbooks meet teacher deficiency and ensure syllabus coverage. In the difference view, textbooks are carriers of expert decision. Hutchison & Torres (1994) as cited in Richards & Renandya (2002), look at a textbook as an agent of change, "... if it provides the teacher with a clear picture of what change will look like" (p. 83).

The core secondary school Chicheŵa textbooks were specifically and purposely written for the current curriculum. The developers followed a syllabus-driven approach.

The syllabuses determined the kind of content, activities and strategies to be adopted and the ways they would be exploited for the classroom teaching. The textbooks were written by selected practising secondary school teachers, curriculum specialists and linguists commissioned by book publishers. The Ministry of Education in conjunction with the MIE finally evaluated the textbooks to ensure their suitability, quality and conformity with the syllabuses.

Criteria for evaluating textbooks or manuscripts for all subjects included coverage of the curriculum; writing and editorial quality; design and ease of use; and methodology (Ministry of Education, Science and Technology, 1999).

In the current secondary school curriculum, three titles were selected per core subject per form (class). Titles by Chilora & Kathewera (Dzuka); Banda & Zabuloni (Jhango-Heinneman); and Chauma, Howse-Chisale & Kishindo (Longman) were selected for form 1 Chinyanja. Chilora, Kathewera & Mchazime (Dzuka); Zabuloni (Jhango-Heinneman); and Mjoni-Mwale, Ngoma, Nyirongo, Nkhoma & Selemani-Mbewe (Macmillan) were selected for form 3 Chicheŵa. The schools are empowered by the Ministry of Education to select and purchase copies of any of the three approved core textbooks for use.

Since textbooks are used as a vehicle for fulfilling the goals of the syllabuses, the researcher analysed the grammatical foci in the approved textbooks. The analysis revealed that some titles attempted to embody communicative principles by integrating grammar with content and language skills.

The titles include Chilora & Kathewera; Chilora, Kathewera & Mchazime; and Banda & Zabuloni (see appendices 13a, 13b and 14a respectively). The titles by Zabuloni; Chauma, Howse-Chisale & Kishindo, and Mjoni-Mwale, Ngoma, Nyirongo, Nkhoma, & Selemani-Mbewe use the traditional GTM approach of presenting grammar out of context – it stands in its own sections, and without any link with either speaking or reading activities (see appendices 14a, 15 and 16 respectively).

Games, role plays, simulations, and task-based activities which are prepared to support CLT are not employed in the grammar activities. The situation is similar to that of Kiswahili textbooks in Kenya as observed by Musau (1999):

One other general weakness of the recommended [Kiswahili] books is that there is a lot of emphasis on uncontextualised grammar and vocabulary presentation. Grammar is often presented as a list of structures which lack situational or functional relevance or context (p. 125).

Different approaches and procedures employed by Chicheŵa textbook writers may have a great bearing on the procedures adopted by teachers when teaching grammar. Since many teachers rarely go beyond the last page of the prescribed textbook, it may be assumed that they simply follow the principles advocated in the core textbooks.

Instead of being ‘change agents’, some textbooks, such as Chauma, Howse-Chisale & Kishindo, Zabuloni, and Mjoni-Mwale, Ngoma, Nyirongo, Nkhoma & Selemani-Mbewe may be ‘agents of conservatism’ in grammar pedagogy.

2.6 Chicheŵa Curriculum Implementation

No matter how well developed a curriculum may be, it would not be able to achieve what it intends to if serious consideration is not given to its successful implementation (Kaur, 1990). Curriculum implementation takes place when the teacher's own constructed curriculum (schemes of work, lesson plans, lesson notes and personality) interacts with a learner (Stenhouse, 1979). Commonwealth of Learning (2000) argues that, "It is imperative that the teacher [should] understand the curriculum document or syllabus well in order to implement it effectively" (p. 51).

Writing about the implementation of the current secondary school English curriculum in Malawi, Mkandawire (2006) observes that teachers were not fully prepared. The JCE curriculum was implemented in January 2000 yet teachers were not oriented until September, 2001. The same scenario happened with the MSCE English curriculum which was implemented in January 2002 – teachers were not oriented until November, 2002. Mhango (2008) citing Stuart (2002), Thornton (2005a) and Passe (2006) contends that poorly prepared teachers affect curriculum implementation because they resort to using textbook based instructions as a cover up for their academic deficiencies.

The Chicheŵa orientation manual for the current MSCE curriculum shows that teachers were not fully prepared to effect grammar lessons using the CLT principles. The manual does not provide a clear vision about CLT, and the sample schemes of work provided is not different from the old one – scheming of grammar topics as discrete items in the sample scheme of work is based on the GTM (see Appendix 9).

If serving teachers were oriented to implement the current Chicheŵa curriculum, based on the training manual, it is likely that the trainers used the old discrete decontextualised GTM instead of the CLT principles. If such was the case, then the teachers were not adequately prepared to embrace the communicative principles.

It would not be surprising if teachers continued teaching grammar as a decontextualised concept in the current communicative curriculum.

2.7 Chicheŵa Grammar Items in the National Examinations

Language-testing practices are influenced by the prevailing teaching methods (Brown, 2004). Spolsky (1989), as cited in Miyata-Boddy & Langham, (2000) argues that, “One cannot develop sound language tests without a method of defining what it means to know a language, for until you have decided what you are measuring, you cannot claim to have measured it” (p. 77).

National or mandated tests affect curriculum implementation. Mhango (2008), citing Kornblith & Lasser (2004) and Myers & Savage (2005) reports that research studies conducted in the United States to investigate the impact of tests on classroom practices showed that mandated tests had a negative impact on teaching and learning processes.

In Malawi, MANEB administers national examinations at two secondary school levels: JCE and MSCE. The JCE examinations results are mainly used for certification and promotion into form 3. The MSCE results are used for certification and selection or enrolment into the tertiary institutions.

Chakwera, Khembo & Sireci (2004) observe that:

The examinations in Malawi are so important that they have assumed a 'gate-keeping' role in the system. Because of this importance, the examinations exert considerable influence on what goes in schools. Although the curriculum has generally incorporated issues of the cognitive, psychomotor, and affective domains, examinations mainly focus on the cognitive domain. With so much emphasis on passing examinations, it is not surprising that the instruction has become examination oriented (p. 17).

The Secondary School Curriculum Review Symposium Report (1995) also made similar observations: "... MANEB's experiences with schools have shown that teachers show more concern about what MANEB will examine rather than what the syllabus prescribes" (p. 188).

The current JCE and MSCE Chicheŵa examinations comprise two papers each. JCE Paper I constitutes Section A (grammar items and figurative language items) and Section B (composition and letter writing). Paper II is also made up of two sections: Section A (speech acts, figurative language and grammar items) and Section B (comprehension passage, summary and translation items). MSCE Paper I comprises three sections: Section A – *Chimangirizo kapena kalata* (Composition or letter writing), Section B – *Kumvetsa nkhani* (Comprehension) and Section C – *Chifupikitso* (Summary). In section A of Paper I, out of the total 40 marks, 10 (for letter) and 15 (for composition) are awarded for grammatical accuracy.

Paper II is made up of four sections: Section A – *Za chikhalidwe cha Amalawi* (Speech acts), Section B – *Malamulo a chiyankhulo* (Grammar), Section C – *Nsinjiro za chiyankhulo* (Figurative language) and Section D – *Kumasulira nkhani* (Translation).

Grammar testing is one of the key components in the Chicheŵa examinations. There are specific sections for grammar testing in the examinations papers. The items take several forms ranging from word formation, word function, part of speech identification, error correction, sentence construction, sentence analysis to sentence transformations. In composition and letter writing, marks are allocated to grammar – candidates lose marks (usually $\frac{1}{2}$ marks per error) for poor spellings and ungrammatical constructions.

Since the current syllabuses advocate the CLT approach, MANEB Chicheŵa language examinations are supposed to promote and reflect the same – they are supposed to be communicative language examinations. Brown (2004) explains that communicative language examinations are those which test language material in the ways that reflect authentic TL use in real communication situations. Such examinations are intended to measure how a candidate is able to use the TL in real life situations.

Miyata-Boddy & Langham (2000) argue that in language examinations built on CLT principles, candidates are expected to display their ability to use the TL in certain context-specific tasks.

However, document and artefact analysis of JCE and MSCE Chicheŵa past examinations papers of the current curriculum showed that a good number of grammar items are set out of context (see appendices 11 and 12). Such items reflect traces of the traditional GTM principles. Although discrete examinations items have the potential to test candidates' ability either to recognise or produce correct grammatical constructions, they do not test their ability to use the TL to express meaning.

MANEB form-focused examinations items may influence teachers to stick to the GTM thereby affecting the achievement of communicative principles. The discrepancy between the syllabus requirements and national examinations may have a negative impact on the teachers' attempts to implement the recommended CLT approach.

2.8 Chapter Summary

Since Malaŵi is a multilingual country, Chicheŵa is taught as an L2 in order to accommodate non-native speakers of the national language. Grammar is one of the key concepts taught in Chicheŵa language. Grammar pedagogy in the current curriculum is supposed to be based on CLT principles, in which activities are directed at the development of communicative competence rather than being the singular focus of syllabus and textbook topics. However, the form-focused design of grammar in the Chicheŵa syllabuses, some textbooks and national examinations may encourage teachers to stick to the traditional GTM procedures of teaching grammar out of context.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.0 Chapter Overview

The chapter describes the methodology that was used in the study, including data collection procedures, processing and analysis.

3.1 Research Design

The study was a qualitative dominant-less-quantitative one, based on the dominant-less-dominant research model (Creswell, 1994). It was qualitative dominant because of the nature of the problem which required the researcher to analyse documents, make classroom observations and interview the participants. Some instruments of the quantitative approach (a questionnaire and an observation checklist) were used for collecting data.

The study took a form of a multiple case study – the researcher focussed on eight practising teachers drawn from eight schools. The case study was appropriate for the study because the approach is aimed at gaining deep understanding of a specific event, rather than surface description of a sample (Creswell, 2000). The researcher's practical knowledge as a teacher trainer in the methods of teaching Chicheŵa in secondary schools provided relevant insights in the inquiry and critical understanding of the phenomenon under study.

3.2 Sample Selection

The population of the study comprised secondary school teachers of Chicheŵa in the South East Education Division (SEED). The sample was purposively selected from all the four districts (Balaka, Machinga, Mangochi and Zomba) constituting SEED. The researcher sampled two teachers from each district. The teachers in the sample possessed similar qualities – they were all qualified practising teachers of Chicheŵa. According to McMillan & Schumacher (1993), “... [purposive] samples are chosen because they are likely to be knowledgeable and informative about the phenomenon the researcher is investigating” (p. 378).

SEED was purposively selected because of its proximity to the researcher’s place of work. The researcher had very limited resources that constrained him from covering other Education Divisions.

The researcher was mindful that purposive sampling procedure is usually criticised for bias and failure to allow for the extension of results to the entire population (Tongo, 2007). However, the researcher felt that the sample would not be completely biased because the participants possessed similar critical qualities as practising teachers.

All the participants were qualified teachers of Chicheŵa trained at either DCE or CHANCO; and taught in government and grant-aided secondary schools.

The Chief Examiner for JCE Chicheŵa national examinations (Chief Examiner Report J032, 2007) observed that one of the reasons why students fair badly in the subject is because of “assigning the subject to unqualified teachers of Chicheŵa taking for granted that it is the mother tongue language (*sic*) forgetting the most important skills that have to be imparted in the students” (p. 1). Therefore, the researcher deemed it necessary to deal with qualified teachers to avoid unnecessary hypotheses.

As for generalization of results, Creswell (2000) argues that, “...generalizability play a minor role in qualitative inquiry” (195). The overall goal of case studies is not for generalizability of results to the entire population, but to offer a critical inquiry that raises consciousness for possible steps for decision-making (Rossman & Rallis, 2003). Therefore, the study was aimed at investigating decisions taken by teachers in the absence of clear guidelines regarding the teaching of Chicheŵa grammar, and offer suggestions to the stakeholders.

There are three major categories of secondary school teachers in Malaŵi: degree holders, diploma holders and T2 (a primary school Teacher Training College certificate awarded to those with MSCE) holders. Although T2 teachers are deployed to teach in secondary schools, they are underqualified for the sector. The study targeted only the qualified teachers (with either a degree or diploma in education) of languages.

The researcher deliberately sampled participants with different qualifications, and teaching in different schools in order to compare their practices. The participants were sampled from the Conventional Secondary Schools (CSSs) and approved Community Day Secondary Schools (CDSSs). Generally teachers with degrees are posted to teach in government conventional and grant-aided secondary schools while those with diplomas and T2 teach in CDSSs (Kunje & Chimombo, 1999). However, it should not be assumed that highly qualified teachers teaching in government conventional and grant-aided schools are better teachers. In a study made in urban Sri Lankan 'better' schools about the implementation of CLT in English, Karunaratne (2003), citing De Silva & De Silva (1990) and Rupasinghe (1990a) reports that the "findings challenge a widely held view that the English course functions relatively well in the urban superior schools because of their better facilities and better qualified teachers" (p. 18). The findings revealed that the performance of students in urban schools with 'better' teachers was no better than of those in rural schools.

Two teachers (a form 1 teacher and a form 3 teacher) of Chicheŵa were selected from each district, and used as targets in sampled schools. Generally teachers of form 1 and form 3 teach their classes with ease because the classes do not sit for national examinations. Teachers may use such classes to experiment their beliefs or the recommended methods of teaching. Most importantly, the researcher did not want to interfere with the operations of the examinations classes (forms 2 and form 4) since the study was conducted in third term when the learners sit for national examinations.

Information about teachers of Chicheŵa was obtained from the SEED. Factors such as sex, qualification, experience, type of school and school location (rural or urban) were considered when selecting the sample. On experience (practical knowledge), the researcher considered selecting teachers who started teaching before and after the current curriculum was introduced in order to check if their practices in the 'new' approach were different. The researcher considered Borko's and Putman's, cited by Mmela (2006), five stage classification of teacher development: novice, advanced beginner, competent, proficient and expert in terms of years of service. The researcher was aware that some individuals do not develop in a normal trend. The table below presents the profile of the participants in the study.

Table 3.1: Participant Profile

CODE	SEX	QUALIFICATION	SPECIALISATION	SCHOOL	CLASS TAUGHT	WHEN STARTED TEACHING CHICHEŴA
01	F	B ED	Chicheŵa and English	CSS	3	2003
02	M	DIP ED	Chicheŵa and Physical Education	CSS	1	2002
03	M	DIP ED	Chicheŵa and Bible Knowledge	GASS	3	2006
04	M	DIP ED	Chicheŵa and English	CDSS	1	2007
05	M	DIP ED	Chicheŵa and English	CDSS	1	2005
06	M	DIP ED	Chicheŵa and English	CDSS	3	2005
07	F	DIP ED	Chicheŵa and English	CDSS	3	1998
08	M	B ED	Chicheŵa and Classics	CDSS	1	1995

3.3 Instruments

The researcher used document and artefact review, questionnaire, observation and interviews as methods of collecting data. The questions and items for the methods were specifically developed for the study. The instruments were pilot-tested at one secondary school in SEED prior to the actual administration.

3.3.1 *Document and Artefact Review*

Document and artefact review is one of the many unobtrusive methods used for collecting information about human behaviour. Documents and artefacts of interest to educational researchers are often written materials such as textbooks and other instructional materials which either determine or influence and reflect practices of teachers. Syllabuses, pupils' books, teacher's books, orientation manuals and past national examinations papers determine and influence teaching practices adopted by teachers. Schemes of work, lesson plans and teacher's own past tests may reflect the teaching practice that the teacher believes in, and actually effects in the classroom. Documents that either determine or influence the teaching practices have been explored in chapter 2. The researcher planned to study and analyse the documents that reflect the teaching practices in order to identify the method or approach adopted by the teachers. The researcher had access to the schemes of work of all the participants.

Schemes of work are documents that a teacher prepares from the syllabuses and textbooks, for the work to be covered and the order in which it is to be covered for each week covering a period of the whole school term (Mtunda & Safuli, 1986).

Some of the components of the schemes of work include 'work planned', 'methods' and 'references'. In the 'work planned', a teacher writes the topic or main idea of the lesson broken down into teachable units. CLT grammar concepts are integrated with other concepts or skills in the 'work planned' component. The researcher investigated if grammar concepts are integrated or are isolated in the teacher's schemes of work. The 'methods' component covers strategies that the teacher plans to employ. In the section, the researcher was interested to see if teachers planned to use learner-centred strategies that promote meaningful language use. In the 'references' component, the teacher writes sources of information. The researcher was interested to see the kind of core books that a teacher used when planning for grammar lessons.

3.3.2 Questionnaire

The researcher developed one questionnaire for the participants to collect biodata and their understanding of the current curriculum. The researcher decided to use the questionnaire because it has the potential of collecting a lot of required information within a very short period of time. The researcher administered the questionnaire during the preliminary visit to the schools. The questionnaire comprised three sections: Section A was for teacher's biodata. Section B was for the teacher's understanding of the method or approach on which the current curriculum is built; about the procedures advocated in the curriculum; and skills through which grammar lessons should be taught. Section C was for teacher's planning, teaching and learning materials to be used and procedures to be employed when teaching grammar (see Appendix 4).

Parts A and B of the questionnaire comprised structured items. The structured questions were used to get teachers reveal explicitly their understanding of the position of grammar in the current curriculum. Part C comprised semi-structured items. Statements in part B, and questions in part C of the questionnaire were based on the research findings from published literature about the teaching of grammar as discussed in chapter 2.

The core principles of the GTM (on which the old Chicheŵa curriculum was based) and CLT were identified and used as the basis for the statements and questions. The semi-structured items were deliberately included in order to solicit teachers' personal interpretations, knowledge and beliefs about the CLT approach, and their practices when teaching grammar. In all, the questionnaire comprised nine statements and twenty eight questions based on the key attributes (theoretical assumptions) of CLT.

The questionnaire data were used to provide perspectives for comparing different teachers' conceptions of CLT, and checking the extent to which their classroom practices matched with those revealed in their questionnaire responses.

The researcher delivered the questionnaires in person to all the eight participants on the first day of visiting the schools. All the questionnaires were completed and collected a week before the first lesson observation sessions took place in order to avoid contamination that could have occurred through the interview discussions.

3.3.3 *Observations*

The purpose of observations was to examine whether or not the participants' teaching practices were in keeping with the principles of CLT when teaching Chicheŵa grammar (that is, whether grammar was situated within activities directed at developing communicative competence rather than being the singular focus of lesson activities). Of particular interest was the grammar teaching procedures and learner activities. Observation was used because the method allowed the researcher to directly observe the targeted participants' behaviour.

Educational researchers are generally criticised for making brief observations such as once for a few hours, and then making sweeping generalisations about teachers, schools and students. In this research, observation activities covered a period of nine weeks – from Monday, 1st September, 2008 to Friday, 31st October, 2008. Each participant was observed for a minimum of three times depending on the grammar topic(s) they were teaching – some topics needed a lot time to be fully covered. All lessons observed were taught in a double-period session (seventy minutes). The observations were overt since the participants were fully aware that they were being studied.

The researcher determined ahead of time what was to be observed by developing a checklist guided by CLT principles (see appendix 5). However, the researcher was guided but not limited by the checklist. Areas of interest during observations included teaching strategies, teacher roles, learner roles and activities, and teaching and learning materials.

The researcher was a non-participant observer – he simply observed and wrote down major steps in the teaching and learning process (actual teacher classroom practices and learner roles). The researcher had initially intended to tape the activities; however, it was realised during the pilot study that the piloted teacher was not comfortable, and some learners were excited. Therefore, the researcher resolved to observe the lessons and take notes.

The researcher was aware that his presence would influence the teachers to change their behaviour and practices to a certain degree. Changes in teacher behaviour could have contaminated data to be collected. To minimise observer paradox, the researcher avoided making known to the participants the actual days when their lessons would be observed.

3.3.4 Interviews

An interview is a form of conversation adopted by the researcher in order to gather data for answering research questions (Creswell, 2000). Interviews provide opportunities for the researcher to probe issues of interest, investigate beliefs and practices. The researcher used semi-structured and open-ended questions to get the interviewees express their opinions freely.

Six interview questions were used to obtain information about teachers' knowledge of language teaching methods, their understanding of the current curriculum, their beliefs about grammar teaching and preference of teaching procedures, and influence of national examinations on their teaching (see Appendix 6).

The interview session with each participant was conducted at the end of whole exercise (after observing the last lesson). The interview session was deliberately placed at the end of the observations in order to avoid influencing the teachers from changing their teaching practices. All the teachers were willing to be interviewed. They liked the session because it made them express their views, which they claimed had no outlet. They were assured of anonymity. Each interview lasted approximately an hour. As suggested by Nunan (1992), the researcher took notes, with the subject's permission, during the interview.

3.4 Data Collection Process

The researcher started collecting data from the syllabuses and core textbooks before visiting the schools. In the syllabuses, the researcher looked at the design of grammar while in the textbooks the focus was on both the design and procedures for teaching grammar. Data from participants' schemes of work were collected during preliminary visits to the schools. Information about the participants' teaching practices was collected during the lesson observations and interview sessions.

3.4.1 Data from the Syllabuses, Textbooks and Training Manual

The researcher was particularly interested with the design of grammar in the syllabuses, core textbooks and the training manual. He collected data about the extent to which writers incorporated CLT grammar principles in the teaching and learning materials.

3.4.2 Data from the Schemes of Work

In the schemes of work the researcher collected information about how teachers interpreted the role of grammar in CLT from the syllabuses, and the way in which grammar topics or concepts were presented – whether matched with functions/situations or not.

3.4.3 Data from the Lesson Observations

During observations, the researcher collected data about how the teachers introduced and presented grammar concepts; and how the lessons were sequenced. Data about learner activities and exercises were also collected.

3.4.4 Data Preparation

Data obtained from the various sources were recorded in form of notes. Data analysis was done manually because the sample was small. When processing, analysing and interpreting data, the researcher followed the six generic steps outlined by Creswell (2000): organisation and preparation of data; reading through data; analysis and coding process; description; representation of descriptions and themes; and interpretation.

3.4.4.1 Organisation and Preparation of Data

All the document and artefact analysis notes, questionnaire responses, observations and interviews were transcribed and arranged into four groups: document analysis notes, questionnaire responses, observation notes and interview notes.

Sub-groups were also created for data according to their different sources, and for individual participants. Later, all the data were entered into different computer folders, and saved under codes assigned to each group and sub-group.

3.4.4.2 Reading Through Data

The researcher read through all the data in order to familiarize himself with what had been collected. Typographical corrections were made wherever necessary, and data were reread in order to get the general sense. Principal points were highlighted, and brief notes about key statements based on research questions were made.

3.4.5 Data Analysis

Having read through the data, the researcher picked principal points and key statements, and used the same to answer the following questions.

- What did the participants know about L2 teaching and learning?
- How did the participants design their grammar lessons?
- How did the participants teach grammar?
- What influenced the participants to teach the way they did?

The researcher used questionnaire responses, lesson observations and interviews to understand the participants' teaching practices. The researcher used CLT principles and his knowledge in language teaching to analyse data as indicated in the following figure.

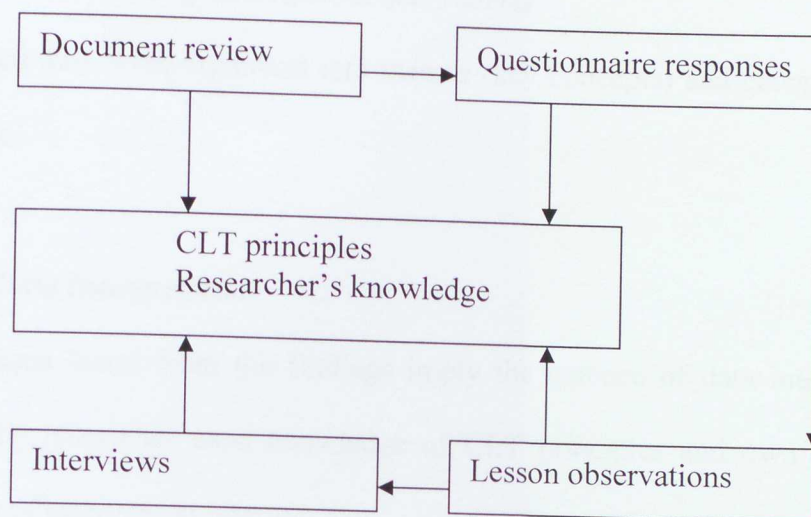


Figure 3.1: Data Analysis Process

3.4.5.1 The Analysis and Coding Process

Based on research questions, data were regrouped into four categories: A (for knowledge of L2 teaching methods and approaches), B (for grammar design in the curriculum), C (for teacher support), and D (for teaching procedures).

Using an interpretive approach, data were analysed in relation to the research questions. The researcher identified common patterns emerging in each of the four groups by comparing the data. Later the four groups were translated into categories and themes.

3.4.5.2 Description

A vignette for each participant was made describing their biodata, knowledge of L2 teaching methods and approaches, understanding of the syllabuses, textbooks they used, and teaching procedures they used when teaching Chicheŵa grammar.

3.4.5.3 Presentation of Descriptions and Themes

Processed data were organised into themes (key concepts) and categories, supported by evidence.

3.4.6 Data Interpretation

The lessons learnt from the findings imply the essence of data interpretation. In the study, the researcher used knowledge of CLT principles and own experiences in the teaching of grammar to interpret data.

3.5 Ethical Considerations

The researcher sought permission from the SEED Education Division Manager (EDM) before conducting the study in some secondary schools in the division (see Appendix 1). The EDM granted the researcher permission (see Appendix 2). The researcher also asked permission from the head teachers to have some of their teachers involved in the survey, and have their classes observed despite obtaining permission from the EDM. The researcher also asked consent of the targeted teachers of Chicheŵa to get involved in the study (see Appendix 3). The researcher assured the participants of confidentiality and anonymity.

The researcher did not coerce any head teacher or targeted teacher to accept his request despite obtaining permission from the EDM. The researcher did not disrupt school activities like requesting for make-up classes or interviewing teachers when they were supposed to attend their core functions.

3.6 Chapter Summary

The study was a qualitative one using a multiple case study approach. It targeted secondary school teachers of Chicheŵa in the SEED. The sample comprised eight teachers drawn from the four districts constituting SEED, using the purposive sampling procedure. Data were collected using document and artefact review, questionnaire, observations and interviews. The data were analysed using the six generic steps outlined by Creswell (2000).

CHAPTER 4

RESULTS AND DISCUSSION OF THE STUDY

4.0 Chapter Overview

The chapter is a presentation of the findings of the study: teachers' knowledge of the methods and approaches used in L2 teaching; teachers' view and interpretation of the design of grammar in the Chicheŵa syllabuses and core textbooks; teachers' planning of grammar in the schemes of work; influence of national examinations on teachers' grammar pedagogy; how teachers were supported to implement the CLT approach; and procedures used by teachers when teaching grammar. The chapter concludes with a summary of the findings of the study.

4.1 Results and Discussion of the Findings

The overall goal of this study was to investigate how secondary school teachers teach Chicheŵa grammar amidst lack of clarity displayed in the syllabuses, and conflicting ideas presented in the core textbooks.

4.1.1 Teachers' Knowledge of CLT Approach

During the face-to-face interview sessions, individual participants expressed their knowledge about methods and approaches of language teaching they were exposed to during their initial formal training.

One participant explained that he was exposed to CLT; another one indicated the Audio-lingual Method (ALM) and CLT; two mentioned GTM, ALM and CLT. The other two participants indicated they were exposed to the GTM and CLT; and the remaining two indicated that they were not exposed to any. Six out of the eight participants claimed to have been exposed to the CLT approach.

When the six participants who claimed to be familiar with the CLT were asked to explain the position of grammar in the approach, only two (holders of bachelor of education degree) displayed some knowledge. The two explained that in CLT curriculum, grammar is integrated with content and is taught in context.

All the participants were also asked to explain their understanding of the method or approach advocated in the current curriculum. One participant explained that the curriculum is built on GTM; another one explained that it is based on both the ALM and CLT; four explained that it is built on CLT; and the remaining two stated that they did not know.

The current curriculum is built on the CLT approach. The pattern of responses revealed great differences ranging from lack of knowledge to thorough understanding of the CLT. Although Mangubhai (2005) argues that "... there is no definitive answer to the question as to whether teachers have a full and accurate understanding of CLT and whether their classroom practice reflects such an understanding" (P. 5), the responses indicated that some participants were knowledgeable of the CLT principles while others were not.

The interviews also revealed that the participants who were not knowledgeable of the CLT were not exposed to the approach in their initial teacher training programmes. Sato & Kleinsasser (1999) and Thompson (1996), as cited in Hiep (2005) observe that if language teachers do not have a thorough understanding of CLT principles, they easily revert to the traditional teaching methods.

4.1.2 The Chicheŵa Syllabuses

One item in the questionnaire required the respondents to express their understanding of the method or approach on which the current Chicheŵa syllabuses are built. One stated that it was built on GTM; two indicated that they did not know; another one responded that it was based on a mixture of ALM and CLT; and four participants indicated that it was built on the CLT.

It was explained in Chapter 2 that the current Chicheŵa syllabuses are communicative. It was also explained that in a communicative syllabus grammar is matched with the sequence of language functions or situations. The researcher argued that the Chicheŵa syllabus design of not matching grammar with functions or situations would be misinterpreted by some teachers planning to teach grammar out of context. The results confirmed the researcher's anticipation. Some participants who indicated that grammar in the current syllabuses is built on the GTM based their argument on the form-focused design of grammar in the syllabuses.

A well developed CLT syllabus is supposed to redefine the planning and teaching of grammar from the traditional form-focused instruction to the communicative one in which language meaning is emphasised within contexts, and language learning is looked at as learning to communicate (Finocchiaro & Brumfit, 1983).

Lívía (2006) argues that the integration of grammar into the communicative syllabuses needs to be addressed within a communicative competence framework. In the communicative syllabus, grammar should be integrated with language functions or situations in which the learners may use the target language and skills to be involved.

The developers of the current Chicheŵa syllabuses designed grammar out of context. However, they could have matched grammar with other concepts, and language situations or functions as proposed by Brown (2007) for the position of grammar in the communicative syllabus: "A sequential list of grammatical, lexical, and/or phonological forms to be taught again matched to the sequence of functions" (p. 157). Such a syllabus focuses on learners using language to achieve outcomes (what learners will be able to communicate in the TL). In a communicative syllabus it is assumed that grammar can be learnt in the classroom entirely by focusing on meaning through exposure to 'comprehensible input' and interaction in the target language (Krashen, 1982).

The framers of the current Chicheŵa syllabuses could have designed grammar as suggested in the following Table 4.1 (the grammatical focus is in bold italics characters).

Table 4.1: Proposed Grammar Design in the Syllabuses (Adapted from *Chinyanja Fomu 1 ndi 2 - Silabasi Yophunzitsira M'sukulu Zasekondale M'Malawi*, and *English Form 1 and 2 - Malawi Junior Secondary Teaching Syllabus*.)

<i>LUSO</i> (SKILL)	<i>ZOLINGA</i> (OBJECTIVES)	<i>NTCHITO</i> (CONTENT)	<i>ZOMWE OPHUNZIRA ACHITE</i> (SUGGESTED TEACHING AND LEARNING ACTIVITIES)
<i>Kumva ndi kuyankhula</i> (Listening and speaking)	<i>Ophunzira</i> (Learners): <i>amve malangizo</i> (should listen to instructions) <i>amve ndi kukambirana mitundu ya afotokozi</i> (should listen to and discuss types of adjectives)	<i>Malangizo</i> (Instructions) <i>Kuphika chakudya</i> (Cooking food) <i>Mitundu ya mfotokozi</i> (Types of adjectives)	<i>Kuyang'ana zithunzi</i> (Looking at pictures) <i>Kufotokoza zomwe aona</i> (Oral presentation) <i>Kuyankha mafunso</i> (Answering questions)
<i>Kuwerenga</i> (Reading)	<i>Ophunzira</i> (Learners): <i>awerenge malangizo</i> (should read instructions) <i>apeze mitundu ya mfotokozi</i> (should scan for types of adjectives)	<i>Malangizo</i> (Instructions) <i>Kuphika chakudya</i> (Cooking food) <i>Mitundu ya mfotokozi</i> (Types of adjectives)	<i>Kupeza mfundo zazikulu</i> (Identifying main points) <i>Kufotokoza zomwe awerenga</i> (Oral presentation) <i>Kuyankha mafunso</i> (Answering questions)
<i>Kulemba</i> (Writing)	<i>Ophunzira</i> (Learners): <i>akonzekere kulemba malangizo</i> (should plan to write instructions) <i>alembe malangizo okhala ndi afotokozi</i> (write instructions with adjectives)	<i>Malangizo</i> (Instructions) <i>Kuphika chakudya</i> (Cooking food) <i>Kapangiwe ka mfotokozi</i> (Formation of adjectives)	<i>Kupeza mfundo</i> (Brainstorm for ideas) <i>Kuyankha mafunso</i> (Answering questions)

4.1.3 The Core Textbooks

All the six (three form 1 and three form 3) core textbooks were analysed. Titles by Chauma, Howse-Chisale & Kishindo and Mjoni-Mwale, Ngoma, Nyirongo, Zabuloni, Nkhoma & Selemani-Mbewe feature grammar out of context – activities in the textbooks follow the traditional pattern of presenting discrete grammar items out of context. Exercises and activities are mainly structural, with an inclusion of grammar-rule explanation. Consider the example in the box below.

Box 4.1: Grammar Activity in *Buku la Ophunzira Chicheŵa Fomu 3* (p. 92)

Fotokozani momwe aonjezi ali m'munsimu adapangidwira (Explain how the following adverbs were formed):

1. *Ugogode kamodzi kokha.* (Knock once only.)
2. *Bwera kuno mofulumira.* (Come here quickly.)
3. *Mwayankha mwachamuna.* (You have responded manfully.)
4. *Bwera pano.* (Come here.)
5. *Mphika uli patsanja.* (The pot is on the rack.)

Chilora & Kathewera, Chilora, Kathewera & Mchazime, and Banda & Zabuloni textbooks attempted to integrate communicative grammar tasks in the 'Listening' and 'Speaking' activities. The Banda & Zabuloni textbook was a preferred title by form 1 teachers. Of the four form 1 teachers, two indicated that they used it.

One participant stated that he only used Chilora & Kathewera while the other only used Chauma, Howse-Chisale & Kishindo textbook. Zabuloni, and Mjoni-Mwale, Ngoma, Nyirongo, Nkhoma & Selemani-Mbewe textbooks were preferred titles by form 3 teachers. Of the four form 3 teachers, two indicated that they used both the Zabuloni, and Mjoni-Mwale, Ngoma, Nyirongo, Nkhoma & Selemani-Mbewe titles. One stated that she only used Mjoni-Mwale, Ngoma, Nyirongo, Nkhoma, & Selemani-Mbewe textbook while the other one only used Chilora, Kathewera & Mchazime textbook.

One would have anticipated that teachers who used Chauma, Howse-Chisale & Kishindo, Zabuloni, and Mjoni-Mwale, Ngoma, Nyirongo, Nkhoma & Selemani-Mbewe titles would teach grammar out of context, as designed in the books; while those who used Banda & Zabuloni, Chilora & Kathewera and Chilora, Kathewera & Mchazime titles would use CLT principles as featured in the books. Surprisingly, all the eight participants taught grammar out of context as a form-focused concept.

During interview sessions, the participants expressed their concern about completing all the grammar topics as featured in the syllabuses and textbooks in order to prepare their learners thoroughly for national examinations demands. They argued that grammar activities based on CLT principles as covered in Banda & Zabuloni, Chilora & Kathewera, and Chilora, Kathewera & Mchazime titles were very involving hence time consuming, and sometimes confusing to learners who need form-focused instruction to grasp grammatical concepts with ease.

The participants generally said that, “*Titati tizitsatira momwe mabukuŵa adaŵalemba siringatsirize silabasi chifukwa ntchito za m'mabukuŵa ndi zodya nthawi komanso ophunzira sangakhoze bwino mayeso a boma chifukwa galamala yake ndi yapatalipatali* (If we are to follow how these textbooks are designed, we cannot cover the syllabuses because the activities are time consuming and learners cannot do well in national examinations because grammar coverage is shallow).”

The participants strongly argued that CLT grammar activities cannot help learners to prepare thoroughly for Chicheŵa grammar national examinations which are generally structural in nature.

4.1.4 The Chicheŵa Schemes of Work

The researcher had access to all participants' schemes of work before observing their lessons. All the eight participants planned grammar as stand-alone (form-focused) topics or concepts - not linked to or integrated with other syllabus topics, situations or functions.

According to the design of the schemes of work by participants, a full single or double period was dedicated to grammar.

The following week 2 schemes of work, prepared by one participant, is a sample of how grammar was planned out of context.

Table 4.2: Grammar Planning in the Schemes of Work

WEEK/DATE	WORK PLANNED	METHODS	REFERENCES	WORK DONE	EVALUATION
2 18/08/08	a. <i>Malamulo a chiyankhulo</i> (Grammar) - <i>Kulemba L ndi R</i> (Using L and R)	<i>Mafunso ndi mayankho</i> (Question and answer)	<i>MIE Chicheŵa Syllabus Fomu 3 ndi 4.</i> Pages 33-46		
<i>mpaka</i> (to)	b. <i>Zachikhalidwe cha Amalawi</i> (Speech acts) - <i>Malonje pa msonkhano</i> (Speech formalities at a gathering) - <i>Mfumu kwa anthu</i> (A chief to his/her subjects)	<i>Kufotokozer a</i> (Lecturing) <i>Kukambiran a</i> (Discussion)	<i>Nkhoma, W. (2001). Nsinjiro za chiyankhulo.</i> Pages 9-13 <i>Nyirongo R. (2002). Buku la Ophunzira Chicheŵa Fomu 3.</i> Pages 167-168		
22/08/08	c. <i>Nsinjiro za chiyankhulo</i> (Figurative language) - <i>Mikuluwiko</i> (Proverbs)				

During the interview sessions, all the participants explained that they planned grammar out of context because they followed the syllabus design. It was clear from the explanations that the syllabus design of not matching grammar topics with situations or functions of language influenced the participants to plan grammar out of context in their schemes of work.

There were three participants who planned their schemes of work out of textbook topics because their schools did not have syllabuses. They used the Banda & Zabuloni title which integrates grammar with content. Surprisingly, the three also planned grammar out of context. When they were asked to explain why they planned grammar out of context, they argued that integrating grammar with content would be quite involving and time consuming – “*Kusakaniza galamala ndi mitu ina n’kotangwanikitsa komanso n’kodya nthawi*”. They explained that they would need a lot of time to find relevant material to suit grammatical focus.

It was clear from the results that the participants planned grammar out of context in their schemes of work under the influence of the syllabus design. Based on the CLT principles, the grammar concept (for example the use of L and R in the sample schemes of work) could have been integrated with *Zachikhalidwe cha Amalaŵi* (Speech acts) and *Nsinjiro za chiyankhulo* (Figurative language). The participant could have used the following examples of speech formalities and proverbs (in which l and r have been used) in order to contextualise the use of L and R in his schemes of work.

Example 1: *Zachikhalidwe cha Amalaŵi* (Speech acts)

- a. *Muli bwanji?* (How are you?)
- b. *Ndakulandirani ndi manja aŵiri.* (You are most welcome.)
- c. *Mwatiyendera?* (What can I do for you?)

Example 2: *Nsinjiro za chiyankhulo – Mikuluwiko* (Figurative language - proverbs)

a. *Ngwinjiri ndi ziwiri.* (It takes two to quarrel.)

b. *Lero lomwe lidadetsa mnthengu.* (Rome was not built in a day.)

c. *Mlendo ndiye adza ndi kalumo kakuthwa.* (A new broom sweeps clean.)

4.1.5 The National Examinations

In the questionnaire responses, seven participants pointed out that the structural nature of grammar items in the national examinations influenced them to use the deductive procedure when teaching grammar. During the interview session, the seven participants explained that their learners needed to be thoroughly prepared in order to pass the examinations.

There was one participant who claimed that the design of examinations never influenced her choice of procedures when teaching grammar: “*Mayeso sandichititsa kusankha njira zophunzitsira galamala* – (Examinations do not influence me in my choice of grammar teaching procedures).” She explained that in CLT grammar is taught in context; therefore she could not abandon the recommended approach. However, in her schemes of work grammar was featured out of context as a discrete entity. During lesson observations, the researcher noted that the participant used the *Jhango Chichewa bukhu la fomu 3* title which generally features grammar out of context. In all the lessons observed, the participant taught grammar out of context.

An examination design such as the one below (section A of Paper I of JCE Chicheŵa) influences teachers to follow FFI when teaching grammar.

Box 4.2: Multiple Choice Grammar Examinations Items (Source: 2007 MANEB JCE Chicheŵa Paper I)

Mafunso 12 mpaka 15: Sankhani dzina limene silili mgulu la mayina otsatirawa
(Questions 12 to 15: Choose a noun that does not belong to the following noun classes):

12 *Mu-, A-*

- A. *kakowa* (white stork)
- B. *buluzi* (lizard)
- C. *mleme* (bat)
- D. *kafanikhale* (dare-devil)

13 *Mu-, Mi-*

- A. *munthu* (person)
- B. *mulu* (heap)
- C. *mulingo* (measure)
- D. *mkute* (left over)

14 *Ch-, Z- (sic)*

- A. *chizimba* (the core portion of charm)
- B. *chola* (bag)
- C. *chuma* (wealth)
- D. *chule* (frog)

15 *Li-, Ma-*

- A. *duwa* (flower)
- B. *jasi* (jersey)
- C. *uta* (bow)
- D. *peyala* (avocado pear)

The influence of examinations on teachers' choice of procedures confirmed the observations made by Chakwera, Khembo & Sireci (2004): "The examinations in Malawi are so important that they have assumed a 'gate-keeping' role in the system. Because of this importance, the examinations exert considerable influence on what goes in schools" (p. 17).

4.1.6 Supporting Teachers to Adopt the CLT Approach

Kaur (1990) argues that curriculum can be implemented successfully within supportive contexts such as the organised school system, conducive environment, availability of knowledgeable teachers, availability of relevant teaching and learning materials, and effective monitoring systems. The focus of the study was the teacher. Teachers are pivotal figures in the curriculum implementation process because it is the teacher's own constructed curriculum that interacts with a learner (Stenhouse, 1979). It was argued in chapter 2 that in order for teachers to be effective, they should understand methods or approaches on which the curriculum is built. Teachers also need to understand the goals and content of the syllabus, and teaching and learning materials.

Whenever a new curriculum or an innovation is introduced, teachers are supposed to be supported through orientation, in-service trainings and effective monitoring in order for them to handle the change as intended. As argued by Ornstein & Hunkins (1988), when teachers are not oriented, "Much that is planned and developed often does not get implemented" (p. 297).

Questionnaire and interview responses revealed that teachers of Chicheŵa were poorly supported when the current curriculum was introduced. Of the eight participants in the study, none was oriented or attended an in-service training about the teaching of Chicheŵa based on CLT principles, when the current curriculum was introduced in 2000. Only two participants indicated that they had their Chicheŵa lessons observed by the Senior Education Methods Advisor (SEMA) in 2005 and 2007 respectively. Mahlangu, cited by Chirwa (2009) is concerned about asking teachers to implement a curriculum without proper support. He argues that asking teachers to implement a curriculum without offering them the necessary support is a sheer waste of time, money and effort because the planned outcomes will not be achieved.

Failure by the participants in the study to teach grammar in context, among other reasons, was due to poor support offered to them by Ministry of Education officials. Effective implementation of curriculum change cannot take place where the supervisors or advisors are incapable of discharging supervisory duties. Fullan (1992) cited by Chirwa (2009) argues that individual teachers implement a new programme in ways that are consistent with their own beliefs and practices. Participants in the study taught the grammar of the current communicative syllabus using the GTM because, among other reasons, its principles are consistent with their own experience, beliefs and practices.

4.1.7 *The Chichewa Grammar Lessons*

The researcher made thirty six lesson observations in order to find out whether the participants taught grammar based on CLT principles or not. The lessons were evaluated using the criterial and non- criterial attributes of CLT (see Appendix 17).

In all the observations made, the researcher noted that all the participants only used the deductive procedure when teaching grammar. In all the lessons observed, language use by the learners rarely went beyond sentence construction.

The researcher noted that all the eight participants followed a similar pattern based on GTM deductive procedure. The teachers generally:

- started the lesson by greeting the learners in the TL.
- announced the day's topic (grammar topic or concept) and wrote it on the chalkboard.
- introduced the lesson by asking learners to explain the grammar concept that they covered in the previous lesson. If it was a new topic or concept, the teacher either asked questions related to the topic or simply told the learners the definition and gave examples, and subsequently explained the grammar rules. Then the teacher would ask few learners to give their own examples.
- asked learners to be in the groups, read the grammar concept under study from the core textbook and discuss what it was all about.

After group discussions, the teacher

- asked representatives from some groups to explain to the whole class what they had read and discussed. Then the teacher would make comment or ask volunteers from the class to make comments.
- gave an exercise taken from the textbook or wrote notes on the chalkboard for the learners to copy.
- finally summarized the lesson or asked some learners to explain what they had learnt.

In all the lessons observed, the teachers' goal was to help learners master the grammar concepts. The grammar reading and discussion activities, though done in groups, stopped at the pre-communicative stage – the teachers never created situations or contexts through tasks like dialogues, debates or discussions of topical issues in which a grammar concept under study could have been integrated, as advocated in the communicative syllabuses.

Littlewood, as cited in Rodgers & Theodore (1986) argues that, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language" (66). The lessons generally failed to capture the functional aspects of the TL.

Based on research questions, the results and discussions can be summarised in the following causal map:

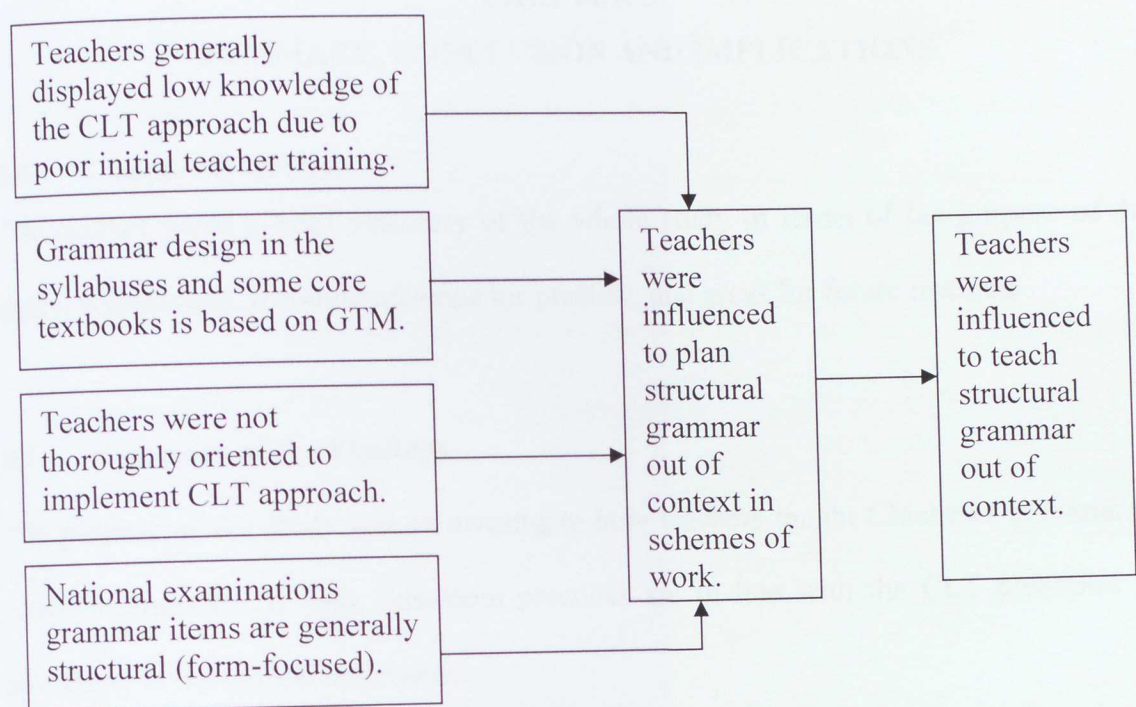


Figure 4.1: Structural Grammar Teaching Causal Map

4.2 Chapter Summary

The chapter covers results and discussion of the findings. Based on the research questions, the study yielded four major results. The first result was that teachers’ formal knowledge of CLT approach was generally poor. The second result was that the design of grammar topics and concepts in the syllabuses; some core textbooks, and MANEB examinations influenced teachers’ teaching practices. The third result was that teachers of Chicheŵa were not thoroughly oriented to adopt the CLT approach. The fourth result was that teacher beliefs from their practical knowledge and own language learning experience influenced them to use the deductive procedure when teaching grammar.

CHAPTER 5

SUMMARY, CONCLUSION AND IMPLICATIONS

5.0 Chapter Overview

The chapter gives a brief summary of the whole study in terms of the purpose of the study, conclusions, recommendations for practice, and areas for future research.

5.1 Summary of the Findings

The purpose of the study was to investigate how teachers taught Chicheŵa grammar in order to determine if their classroom practices are in line with the CLT principles as advocated in the current syllabuses.

The study revealed that teachers taught Chicheŵa grammar out of context using the GTM explicit deductive procedure instead of the inductive or the C-R in context, as recommended in the CLT approach. The participants were generally influenced by the following factors when teaching grammar: lack and low understanding of CLT principles; form-focused design of grammar topics or concepts in the syllabuses, some core textbooks and national examinations; poor orientation when the current curriculum was introduced, and lack of curriculum monitoring by Ministry of Education officials; and teachers' own experiences and beliefs about the teaching of Chicheŵa grammar.

Lack and low understanding of CLT principles were clear responses of research question one which sought to investigate the teachers' knowledge of different methods and approaches used in second language teaching. Research question two which targeted the teachers' view of the design of grammar in the syllabuses and textbooks was responded by the participants' form-focused design of their schemes of work. Lack of curriculum monitoring by the Ministry of Education officials responded to the third question which was concerned with how the teachers were supported by the Ministry of Education officials to implement CLT principles. And finally teachers' own experiences and beliefs about the teaching of Chicheŵa grammar was a response to the fifth question which explored procedures used by teachers when teaching Chicheŵa grammar.

The results, especially teachers' knowledge of CLT principles, confirmed observations made by Sato and Kleinsasser (1999) and Thompson (1996), as cited in Hiep (2005), that if teachers do not have a thorough understanding of the CLT, they can hardly develop appropriate classroom practices to their teaching contexts, and thus they easily revert to traditional teaching.

5.2 Conclusions from the Study

The study was set out to investigate how teachers teach Chicheŵa grammar in the current communicative syllabuses amidst lack of clarity in the same syllabuses and failure to embrace contemporary issues in grammar pedagogy by some core textbook writers.

It was clear from the document analysis that the syllabus developers and some textbook writers either deliberately ignored or were not knowledgeable the position of grammar in CLT instructional materials.

Despite strides that have been made in the development of communicative grammar in TESL programmes (which influence the teaching of Chicheŵa), developers of the Chicheŵa syllabuses and writers of textbooks decontextualized grammar in the syllabuses and some textbooks. As a result, the structural view of language persisted in the Chicheŵa language classrooms through FFI.

It was also clear from the findings that a number of teachers were not knowledgeable of L2 teaching methods and approaches. A number of participants (especially diploma holders without English combination for specialization) were not aware of teaching Chicheŵa grammar based on CLT principles. Those who seemed to be knowledgeable of the approach were driven by own beliefs and experiences, and the design of the national examinations items to teach grammar out of context.

The major conclusion drawn from the study is that regardless of type of school, sex, qualification, subject combination for specialization and experience, the teachers preferred teaching Chicheŵa grammar using the traditional GTM deductive procedure because of the curriculum design and national examination influence.

5.3 Recommendations from the Study

In order for teachers to teach Chicheŵa grammar in context, using inductive, C-R or eclectic procedures for learners to achieve communicative competence, the following issues need to be addressed.

- a) Syllabus developers and textbook writers must follow the principles of the prevailing methods or approaches advocated in the curriculum
- b) Textbook evaluators must strongly recommend to officials textbooks that reflect principles of the methods or approaches advocated in the curriculum
- c) The Ministry of Education must prepare teachers thoroughly through orientation whenever the curriculum is reviewed or changed
- d) The Ministry of Education should be organising in-service trainings for teachers' professional development
- e) SEMAs must organise routine supervision activities to see if teachers are implementing the intended curriculum
- f) National examinations must reflect principles of the methods or approaches advocated in the curriculum

5.4 Implications for Further Study

This study has revealed a number of factors that hamper teachers from implementing CLT principles when teaching Chicheŵa grammar. There is a need for further research studies that would focus on key findings of the study. Based on the research findings, the researcher proposes the following areas:

- a) A study in the secondary school teacher training institutions to investigate how students are prepared to embrace prevailing language teaching methods and approaches
- b) A study to explore reasons why candidates perform poorly in grammar items in the Chicheŵa national examinations every year despite being exposed to structural grammar
- c) An action research to investigate if teachers can comfortably employ eclectic techniques when teaching Chicheŵa grammar

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APPENDIX 1

REQUEST LETTER TO THE SEED MANAGER

Domasi College of Education

P.O. Box 49

Domasi

MALAWI

Phone: (265) 536 255/256/219/283

Fax: (265) 536 240

E-mail: dce@sdp.org.mw

dce_malawi@globemw.net

4th July, 2008

Principal: Elias WJ Chakvera, BEd, MEd, EdD

Your Ref:

Our Ref :

The Education Division Manager,
Southern Eastern Education Division,
Private Bag 48
ZOMBA

Dear Sir,

PERMISSION TO CONDUCT RESEARCH IN SEED SECONDARY SCHOOLS

I am writing to ask for permission to conduct an academic research study in secondary schools in your division. The aim of the study is to investigate the implementation of the Communicative Language Teaching approach in the teaching Chicheŵa language, as part of partial fulfilment of the requirements for the degree of Master of Education; I am studying for at Chancellor College.

I am a lecturer in Linguistics and African Languages at Domasi College of Education. Data collection exercise is intended to start as soon as permission is granted.

Should there be any need for clarification, please call me on 0999 260 174 or my supervisors: Dr A. Lipenga on 0888 899 907 and Dr F. A. C. Kholowa on 0888 879 054.

Yours faithfully,

WISDOM A. A. NKHOMA

APPENDIX 2

PERMISSION LETTER FROM SEED

Telephone: (265) 01 525 577

Fax: (265) 01 526 432

Communications should be addressed to:
The Manager, South-East Education Division

Ref. No. SEED/GEN/22



In reply please quote No.....

SOUTH EAST EDUCATION DIVISION
PRIVATE BAG 48
ZOMBA
MALAWI

9th July, 2008

Mr. Wisdom A. A. Nkhoma
Domasi College of Education
P.O. Box 49
Domasi

Dear Sir,

RE: PERMISSION TO CONDUCT A RESEARCH IN SOUTH EAST EDUCATION DIVISION (SEED)

Response is hereby made to your letter dated 4th July, 2008 requesting for permission to conduct a research in our secondary schools, in order to "*investigate the methods of teaching Chinyanja/Chichewa*" in South East Education Division.

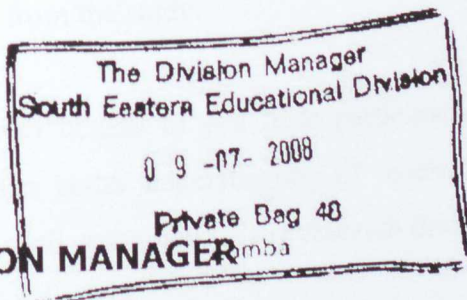
I am pleased to grant you permission to undertake this research in our secondary schools. All you need to do is to make advance arrangements with the school and when you get there, present this letter to the Headteacher. Please ensure that your engagement with the teachers and students does not interrupt the lessons at the school.

I wish you all the best in your studies.

Sincerely yours,

G. S. Mafuta

EDUCATION DIVISION MANAGER Zomba



APPENDIX 3

INFORMED CONSENT LETTER

8th September, 2008.

Dear Sir/Madam,

My name is Wisdom A.A. Nkhoma. I am a postgraduate student in Faculty of Education at Chancellor College, a constituent college of University of Malawi. I am doing a study about the teaching of Chicheŵa. I am interested in finding out how teachers are implementing the current Chicheŵa curriculum.

The Education Division Manager (EDM) for the South East Education Division (SEED) has granted me permission to conduct this research in SEED secondary schools. You are asked to participate in this research study because you teach Chicheŵa. I will have a look at your Chicheŵa schemes of work, observe some of your lessons and interview you. I will also observe your Chicheŵa lessons as a researcher not as a supervisor or an advisor. You will also complete a questionnaire.

It may be possible that some of clauses in the form or items in the questionnaire may make you feel uncomfortable or suspicious; you are free to stop participating. You will not be asked to put your name on the questionnaire. My study data shall be kept as private and confidential as possible. Your name shall not be used in any reports or publications resulting from the study.

There may be no direct benefit to you from participating in this study; however, the anticipated benefit is a better understanding of teacher beliefs and practices used in teaching Chicheŵa. I shall communicate my research findings to you.

There will be no financial costs to you as a result of taking part in this study. I shall meet the costs that you may incur for communicating with me regarding this study. My contact number is 09 260 174. Since my study is non-commissioned, you will not be paid any cash for participating.

While the Education Division Manager for SEED is aware of the study, you are not obliged to participate. You are free to decline taking part or withdraw from the study at any point you may wish. Your decision to decline, participate or withdraw shall not affect your status as a teacher of Chicheŵa. Thank you very much for your attention. If you agree to participate, please complete the consent.

CONSENT

I have read and understood the consent form. I accept to volunteer to participate in the study. However, my consent does not take away my legal rights in case of negligence or abuse by any persons involved in the study.

I agree to have my schemes of work accessed and my lessons observed. I also agree to be interviewed by the researcher.

Name of participant

Signature of participant

Name of researcher

Signature of researcher

APPENDIX 4
QUESTIONNAIRE TO PARTICIPANTS

SECTION A

Please provide correct information by ticking (✓) in the appropriate box, completing the blank spaces and explaining, where necessary.

- 1 School ☐ CDSS ☐ CSS ☐ Grant-aided
- 2 Sex: ☐ Female ☐ Male
- 3 Highest academic qualification
 - a ☐ Diploma in _____
 - b ☐ Bachelor's degree in _____
 - c ☐ Master's degree in _____
- 4 The highest qualification was obtained from
 - a ☐ Chancellor College
 - b ☐ Domasi College of Education
 - c ☐ Mzuzu University
 - d ☐ Other (specify) _____
- 5 Subject specialisation for secondary school teaching
 - a ☐ Chicheŵa and English
 - b ☐ Chicheŵa and French
 - c ☐ Chicheŵa and Human Ecology
 - d ☐ Other (specify) _____

6 When did you start teaching Chicheŵa in the secondary school?

7 Which subject(s) have you taught for a long time in the secondary school?

SECTION B

Indicate your understanding about the teaching of grammar advocated in the current Chicheŵa curriculum, by ticking (✓) in the appropriate box next to each statement that best indicates your understanding.

KEY : 1 = yes

2 = no

3 = don't know

	STATEMENT	1	2	3
1	Grammar teaching is based on the Grammar Translation method			
2	Grammar teaching is based on the Communicative Language Teaching			
3	Grammar teaching is based on a combination of several methods/approaches			
4	Grammar should be taught in an explicit or direct way (out of context)			
5	Grammar should be taught in an implicit or indirect way (in context)			
6	Grammar should be taught in both explicit and implicit ways			
7	Grammar should be integrated with all the four language skills			
8	Grammar should be taught in writing lessons only			
9	It is not clear how grammar should be taught			

SECTION C

1 a Which Chicheŵa language topics do you find challenging to teach in form 1/ form 3 in the current curriculum? (*If none, proceed to 7*)

Challenging topics in form 1

Challenging topics in form 3

b How do you deal with the challenging topics?

2 Have you ever attended any in-service training in the teaching of Chicheŵa language in the current curriculum?

a ☐ Yes

b ☐ No (*if 'not', proceed to 8*)

c When (years)?

d Who organised the training?

e Which topics or concepts were covered during the training?

f What kind of teaching and learning resources were used during the training?

g Briefly explain how the training improved your knowledge and teaching of Chicheŵa language.

3 Have you ever had your Chicheŵa lessons observed by the Senior Education Methods Advisor (SEMA) in the current curriculum?

a ☐ Yes

b ☐ No (if 'not' proceed to 9)

c When was your lessons observed?

d Which topics were observed?

e Briefly explain comments made by the SEMA regarding your knowledge of subject matter and methods of teaching?

4 a Do you like teaching Chicheŵa grammar?

b Give reasons for your response to (a) above

5 What is the importance of grammar in Chicheŵa language learning?

6 How do the Chicheŵa syllabuses influence the way you teach grammar?

7 a Do the Chicheŵa core textbooks and teachers guides provide you with relevant and enough information on how grammar should be taught?

b Explain your answer to (a) above.

8 a Of the three Chicheŵa language core textbooks, which one(s) do you usually use when teaching grammar?

b Why do you use the textbook(s) mentioned in (a) above?

9a Apart from the prescribed textbooks and reference books, do you use other support materials when teaching Chicheŵa language?

b Give reasons for your answer to (a) above.

c If yes, what type of other support materials do you use?

Thank you very much.

APPENDIX 5

LESSON OBSERVATION CHECK LIST

TYPE OF SCHOOL : CDSS CSS Grant-Aided
 SCHOOL/TEACHER CODE : 01 02 03 04 05 06 07 08
 FORM : Form 1 Form 3
 LESSON TOPIC : _____
 DATE : _____, 2008.

STAGE	OBSERVATION
1 Planning	
a. Is the grammar topic or concept isolated or contextualised?	
b. Are teaching/learning materials relevant to grammar teaching/learning?	
c. Are the teaching strategies teacher-centred or pupil-centred?	
2 Presentation	
a. Explains the grammatical rule and gives examples.	
b. Focuses on form first and then on meaning.	
c. Drills learners to learn the grammatical rule mechanically	
d. Gives grammar activities to check on understanding of structures	
e. Uses authentic materials to present the grammar structures.	
f. Learners deduce the meaning of the form, and then use it	
g. Checks learners' understanding by focusing on form, meaning and use.	
h. Provides learners with opportunities to use concept creatively.	
i. Isolates a specific linguistic feature for focused attention	
j. Provides learners with data, which illustrate the targeted feature.	
k. Clarifies misunderstanding with descriptions and explanation.	
l. Gives activities on grammar to check on understanding of form.	
3 Conclusion	
Summarises grammar concepts	

APPENDIX 6

INTERVIEW QUESTIONS

1 a Which of the following language teaching methods/approaches are you familiar with?

- i Grammar Translation Method
- ii Audiolingual Method
- iii Communicative Language Teaching Approach

b Which language teaching methods/approaches were you exposed to during your initial teacher training programme?

c i On which method(s)/approach(es) do you think the current Chicheŵa curriculum is based?

ii Why do you think so?

2 a Do you find it easy to teach Chicheŵa grammar as advocated in the current curriculum?

b Explain your answer.

3 a Of the following procedures of teaching grammar, which one(s) are you familiar with?

- i Deductive
- ii Inductive
- iii Consciousness-Raising

b Which procedures were you exposed to during your initial teacher training programme?

4 a Which procedures do you use when teaching Chicheŵa grammar?

b Why do you use such procedures?

5a

Do MANEB Chicheŵa grammar examination items influence the way you teach grammar?

b

If yes, how?

- 6 Chief examiners reports usually indicate that candidates perform poorly in Chicheŵa grammar items. What do you think are the reasons for the poor performance?

Thank you very much for your contribution.

APPENDIX 7

GRAMMAR DESIGN IN THE OLD MSCE SYLLABUS

09: EXAMINATION IN CHICHEWA

AIM

The aim is to provide an examination for candidates who are studying Chichewa as the national language of Malawi. The examination is intended to be taken at the conclusion of a secondary school course of study of the national language. It is implicit that such a course should lay stress on—and seek to enhance the development of—the culture of candidates following the course.

The specific aims of the examination will be to test and assess candidates in:

- a. their comprehension of the grammar, structure, and idiom of the national language;
- b. their ability to express themselves in the national language.

CONTENT

The work of all sections should be closely integrated.

1. **Language Study.** Detailed treatment of the following is required:

- a. **Grammar and Structure**

Noun (classes, formation, and concords); Verbs (kinds, tenses, voices, verbal derivatives such as reciprocal, frequentative, reversive forms, etc.); Adjectives (what they are, their function, their kinds, and their formation); Adverbs (as for adjectives); Pronouns (kinds, usages, and function); Conjunctives; Copulatives; Exclamations; Locatives; Hyphenation; Ideophones; Sentence structure and sentence patterns; Sentence analysis and parsing; Formative elements used in word building in Chichewa; Prefixes, infixes, and suffixes; Word usage to include grammatical and formal effects and any morphological phenomena; spelling and pronunciation.

Ref.: Grammar. Price's Elements of Nyanja.

Chapters: 20, 21, 22, 24, 26, 27, 28, 29, 32, 33, 35, and 36, and any other publications that give further information on material covered by the foregoing chapters.

- b. **Expression** to include the following:

- (1) **Riddles** (Ndaji or Zirapi) e.g.:

Nyumba yopanda khomo (for an egg).

Zungulira uko tikumane uko (for a belt).

Mbalame yanga yaikira m'minga (for a tongue), etc.

- (2) **Idiomatic Expressions** such as:

Kulirira ku utsi.

Kugwiritsana niwala.

Kunong'oneza bondo.

Kufera m'mazira.

Kukwangwanula.

Kufunda kape, etc.

APPENDIX 8

SAMPLE GRAMMAR DESIGN IN THE CURRENT SYLLABUSES

Luso	Mutu	Zolinga	Ntchito	Zomwe mphunzitsi/ ophunzira achite	Zipangizo zomwe zingathandize pophunzitsa/ pophunzira	Njira zoyesera kukhoza kwa ophunzira
1 Kumva ndi 2 Kuya- nkhula	2 Malamulo a chiya- nkhu	1 Ophunzira: amwe zoyankhula za zizindikiro za m'kalembedwe, zoyankhula mwini ndi zoyankhula wina 2 achite moyenera zomwe amva 3 afotokezo molondola za zizindikiro za m'kalembedwe, zoyankhula mwini ndi zoyankhula wina 4 asandulize zoyankhula mwini kukhala zoyankhula wina 5 asandulize zoyankhula wina kukhala zoyankhula mwini 6 afunse mafunso moyenera 7 ayankhe mafunso molondola 8 awerenge za zizindikiro za m'kalembedwe, zoyankhula mwini ndi zoyankhula wina 9 alembe molondola zizindikiro za m'kalembedwe, zoyankhula mwini ndi zoyankhula wina	- Zizindikiro za m'kalembedwe: - mpumiro (?) <i>Muona</i> <i>wagona</i> <i>kalekale</i>. - impatuliro (?) <i>Ndadya maye,</i> <i>masuku,</i> <i>mapoza ndi</i> <i>nhudza.</i> - mtamuliro (:) <i>Adatenga</i> <i>zintlu monga:</i> <i>zovuta, zidebe,</i> <i>chikuama ndi</i> <i>ntondo.</i> - mitengero ("") <i>Aphunzitsi adati,</i> <i>"Khalid chele iwe!"</i> - nkhodolero(?) <i>Dothi landi-</i> <i>guwa m' maso.</i> - mfuwiro (?) <i>Mayo! Ndalehala</i> <i>podzura.</i>	kumva zoyankhula pophunzira za malamulo a chiyankhulo kufotokeza kukambirana kuchula zizindikiro za m'kalembedwe, zoyankhula mwini ndi zoyankhula ena kuyankha mafunso kuwerenga zizindikiro za m'kalembedwe, zoyankhula mwini ndi zoyankhula wina kulemba: - zizindikiro za m'kalembedwe m' ziganzizo - zoyankhula mwini ndi zoyankhula wina - mayankho a mafunso	- mabuku - matchati - wallesi yakasoti	Kufunsa ophunzira: • kufotokeza • kuyankha mafunso • mosalembe • kuwerenga • motsatira malamuk • kuyankha mafunso • molemba
3 Kuwere- nga						
4 Kulemba						

APPENDIX 9

MINISTRY OF EDUCATION SAMPLE SCHEMES OF WORK

SABATA/ MASIKU	NTCHITO YOMWE IPHUNZITSIDWE	MABUKU	NIJIRA ZOPHUNZITSIRA	NTCHITO YOMWE YAPHUNZITSIDWA	NDAMANGA
7 th January mpaka 11 th January 2002	- Kumweza nkhami - Kuwerenga nkhami - Kuyankha mafunso pa nkhami - Mawu achilelendo	Chichewa buku la ophunzira a fomu 3, Dzuka, masamba 3 mpaka 4. Jhango Chichewa buku la fomu 3, masamba 3 mpaka 6. Buku la ophunzira Chichewa fomu 3, Macmillan, masamba 7 mpaka 9.	Kufotokoza, Kukambirana m'ingulu Kuwerenga m'kweza ndi mwachumunu Kufunsana ndi kuyankha mafunso.	Aphunzira kupangidwe ka mayina kuchokera ku anemi	Phunzira ambiri sanamvise kapangidwe ka mayina kuchokera kwa anemi. N'kofunika kubweranzano kapangidwe ka mayina kuchokera ku zinenero zina sikaphunzitsidwe. Kadzaphunzitsidwa sabata yanzawa
	Malamulo a chiyankhulo - Mayina - Kapangidwe ka mayina kuchokera ku anemi - Zinenero zina	Chichewa buku la ophunzira a fomu 3, Dzuka, masamba 19 mpaka 23. Jhango Chichewa buku la fomu 3, masamba 6. Buku la ophunzira Chichewa fomu 3, Macmillan, masamba 4. Zofunika ngalamala wa Chichewa, Dzuka, masamba 48 mpaka 52.	Kufambirana kuchita seweru Kufunsana ndi kuyankha mafunso	Phunzira adachitira seweru lolonjerana imwa ulenu pa ofesi ya bwana olenba nchito pa munda wa tny/fodya	Phunziroli lidayenda bwino. Ophunzira onse adali ndi chitwi, adayankha mafunso bwino. Adapanga seweru bwino
	Matenje - A paralo a tchito munga ku ofesi, ndi ku malonda - Mawu ndi ulenu - Sewero lolonjerana ku malo a nchito	Chichewa buku la ophunzira a fomu 3, Dzuka, masamba 1 mpaka 3. Jhango Chichewa buku la fomu 3, masamba 1. Buku la ophunzira Chichewa fomu 3, Macmillan, masamba 2 mpaka 3	Kufotokoza Kukambirana Kuwerenga Muso Sewero	Phunziroli lidayenda bwino. Ophunzira adagwiritsa bwino zining'a ndi mukulwiko mu musiso ndi seweru Ophunzira adayankha bwino mafunso.	
	Nsinjira za chiyankhulo - Zining'a zomera - Imungu yetiwe - ali ndi chisoni - manthina - Yomera pa zomera - Yomera pa zomera	Chichewa buku la ophunzira a fomu 3, Dzuka, masamba 9 ndi 98 Jhango Chichewa buku la fomu 3, masamba 10 ndi 28 Buku la ophunzira Chichewa fomu 3, Macmillan, masamba 20			

PARTICIPANT'S SAMPLE SCHEMES OF WORK

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APPENDIX 11

SAMPLE GRAMMAR ITEMS IN THE JCE EXAMINATIONS

EXAMINATION NO.: _____
Page 3 of 6 **J032/I**

Mafunso 10 ndi 11: Sankhani mawu
 opana ndi omwe ali ndi mzere kungsi
 wozigizana zotsatirazi.

Kwathu kuli uve osaneneka.

- A. umbala
- B. unyizi
- C. ukathyali
- D. ukhondo

Munthuyo adalunga atapepesa ndi
 adalama kwa mwini dimba.

- A. adalumala
- B. adamasulidwa
- C. adakhulukidwa
- D. adaweruzidwa

Mafunso 12 mpaka 15: Sankhani dzina (A,
 Chapena D) limene silili mgulu la
 opana otsatirawa:

- Mu-, A-
- A. kakowa
 - B. buluzi
 - C. mleme
 - D. kafanikhale

- Mu-, Mi-
- A. munthu
 - B. mulu
 - C. mulingo
 - D. mkute

- Ch-, Z-
- A. chizimba
 - B. chola
 - C. churna
 - D. chule

- Li-, Ma-
- A. duwa
 - B. jasi
 - C. uta
 - D. peyala

Mafunso 16 mpaka 20: Sankhani ntchito
 zomwe aperekezi omwe ali ndi mzere kungsi
 kwao akugwira m'ziganizo zotsatirazi.

16. Alemba mayeso kwa masabata awiri.

- A. kusonyeza momwe ntchito
yachitikira
- B. kusonyeza nthawi
- C. kusonyeza kukula kwa ntchito
- D. kusonyeza muyeso wa ntchito
yochitika

17. Ife timakhala pa masitolo.

- A. kusonyeza malo
- B. kusonyeza umwini wa malo
- C. kuperekeza mneni kudzina
- D. kusonyeza mchitidwe wa ntchito

18. Adya nsima ya mwana.

- A. kuperekeza dzina
- B. kusonyeza momwe ntchito
yachitikira
- C. kusonyeza umwini wa chinthu
- D. kusonyeza nthawi

19. Mudzalembe mayeso pakatipa chaka
 cha mawa.

- A. kusonyeza kumene ntchito
yachitikira
- B. kusonyeza malo apachaka
ochitikira zinthu
- C. kusonyeza ubale wa dzina ndi
nthawi
- D. kusonyeza nthawi

20. Tizikonda nyimbo za kwathu.

- A. kusonyeza ubale
- B. kulumikiza zigawo ziwiri za
chiganizo
- C. kusiyanitsa zigawo ziwiri za
chiganizo
- D. kusonyeza umwini

Mafunso akupitirira/...

APPENDIX 12

SAMPLE GRAMMAR ITEMS IN THE MSCE EXAMINATIONS

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3. Lembani **mtundu** komanso **ntchito** za nthambi zosayima pazokha zomwe zili ndi mzere kungsi kwawo m'ziganizo zotsatirazi.
 - (i) Watengapozo ndi zanga. (Malikisi 2)
 - (ii) Mbuzi imene yaphedwayo ndi ya a mfumu. (Malikisi 2)
 - (iii) Anamwaliwo amayenda ngati akuvina. (Malikisi 2)
 - (iv) Wakhoza mayesowo chifukwa ankalingikira kuwerenga. (Malikisi 2)
 - (v) Kudzakhala kumwemwetera kwa onse ochita bwino. (Malikisi 2)
4. a. Sinthani ziganizo zotsatirazi kuti zikhale mu zoyankhula mwini.
 - (i) Mphunzitsiyo adauza ophunzirawo kuti akhale pansi. (Malikisi 2)
 - (ii) Amfumu akuti tisamale chakudya. (Malikisi 2)
 - (iii) Amayi adandifunsa ngati ndidali nditakonzeka. (Malikisi 2)
- b. Perekani nthawi za aneni omwe atsekedwa mzere kungsi kwawo m'ziganizo zotsatirazi.
 - (i) Mwanayo adali atafika pomwe timapita kuchipatala. (Malikisi 1)
 - (ii) Ndakhala ndikugona kuchokera m'mawa. (Malikisi 1)
 - (iii) Ife tikulemba mayeso a Chichewa. (Malikisi 1)
 - (iv) Zaka zikubwerazi ndizidzalima mbewu zosiyanasiyana. (Malikisi 1)
5. a. Perekani ntchito za aperekezi omwe atsekedwa mzere kungsi kwawo m'ziganizo zotsatirazi.
 - (i) Msonkhano unachitikira pakati pa mapiri aja. (Malikisi 1)
 - (ii) Mwana wa amfumu ndi mfumu ya ana. (Malikisi 1)
 - (iii) Ndakhala ndikudwala kwa zaka zambiri. (Malikisi 1)
 - (iv) Sitima yamira mu nyanja. (Malikisi 1)
- b. Perekani chitsanzo cha mimvekero ya magulu otsatirawa m'ziganizo zomveka bwino ndipo mutseke mzere kungsi kwa mimvekeroyo.
 - (i) waphatikizo limodzi (Malikisi 2)
 - (ii) wamaphatikizo atatu (Malikisi 2)
 - (iii) wobwerezabwereza (Malikisi 2)

Continued/...

APPENDIX 13A

SAMPLE GRAMMAR DESIGN IN CHILORA & KATHEWERA

GAWO D Malamulo a chiyankhulo

Kumva ndi kuyankhula

Kubwereza zam'mbuyo

M'maphunziro athu a malamulo a chiyankhulo tidaphunzirapo kale za afotokozi. Kambiranani mafunso awa:

- 1 Kodi tidati afotokozi ndi mawu otani?
- 2 Nanga mawu amenewa ntchito yake ndi yotani?
- 3 Tchulani mitundu ya afotokozi yomwe mudziwa.
- 5 Kodi ndi mitundu iti ya afotokozi yomwe inu mudaphunzirapo m'mbuyomu?

Afotokozi aumwini

Mundu umodzi womwe tidaphunzirapo m'mbuyomu ndi wa afotokozi aumwini. Onani ziganizo zili m'munsimu.

Ndi mawu ati omwe ndi afotokozi aumwini?

- 1 'Nsawa zanga ena akundibera,' adatero mwini chilere pofotokozera amfumu.
- 2 M'phunziro lathu la malamulo a chiyankhulo lero tiphunziramo za afotokozi aumwini.
- 3 Dzulo njuchi idandiluma ndipo diso langa latupa kwambiri.
- 4 Ng'ombe zanu zaononga kwambiri m'dimba mwanga.
- 5 Ukalandire aphunzitsi ako ndipo inenso ndikalandira aphunzitsi anga.

Kuwerenga

Werengani mwachinunu nthano ya *Kalulu ndi mwini chilere* ndipo mupeze afotokozi aumwini ndi oloza m'nthano imeneyi.

Kumbukirani mawu ena amatha kukhala afotokozi malinga ndi ntchi'o yomwe akugwira m'chiganizo. Komanso amatha kukhala mitundu ina ya mawu. Mwachitsanzo, m'ndime pachuwiri muli chiganizo chakuti, 'Tsiku lina munthu uja adakagoma ulimbo wake'. Mawu oti lina, uja ndi wake m'chiganizochi ndi afotokozi. Pomwe wake ndi mfotokozi waumwini, uja ndi mfotokozi woloza. Koma tikati, 'Wake adaononga ndi uja adabwera dzanayu'. Apa wake ndi uja m'chiganizochi si afotokozi koma amlowam'malo.

Kulemba

Afotokozi aumwini ndi afotokozi oloza m'ziganizo

Lembani ziganizo zomveka bwino ndi afotokozi ali m'munsimu ndipo mulembe mtundu wa afotokozi aliyense m'ziganizozo

- | | | | |
|---------|---------|---------|--------|
| 1 kwako | 2 lathu | 3 iti | 4 ubu |
| 5 mwako | 6 izi | 7 kwake | 8 ichi |

APPENDIX 13B

SAMPLE GRAMMAR DESIGN IN CHILORA, KATHEWERA & MCHAZIME

Gawo C Malamulo a chiyankhulo

Kumva ndi kuyankhula

Mayina ndi magulu ake

Mayina m'Chichewa alipo a magulu osiyanasiyana. Khalani m'magulu ndipo kambiranani za mayina omwe mudziwa pamodzi ndi magulu ake.

Kuwerenga

Mayina m'ziganizo

Werengani ziganizo zili m'munsimu. Mawu amene ali ndi mzere kuni ndi mayina.

1. Mlimi uyu ndi wakhamu.
2. Yankho lanu silokwanira konse ayi.
3. Ntchito zabwino zimakondweretsa anthu.
4. Kulera nkoŋunika masiku ano.
5. Nthawi zina ntchedzero zimautsa ndewu.
6. Mlanda wanga anagona usiku ndipo mbala zinamfundika chiguduli.

Kapangidwe ka mayina

Mayina ena amapangidwa kuchokera kwa aneni. Mwachitsanzo, mayina ali m'ziganizo zili m'mwambamu adapangidwa motere:

Mneni	Dzina
lima	mlimi
yankha	yankho
chita	ntchito
lera	kulera
chedzera	ntchedzero

Mayina ena sapangika motero ayi, koma ndi obwereka kuchokera ku ziyankhulo zina. Ena mwa mayina otere ndi awa:

Dzina	Chiyankhulo
dona	Chipwitikizi
nsapato	Chipwitikizi
fodya	Chipwitikizi
mbatata	Chisipanishi
buluku	Chiatrikaansi
doko	Chingerezi
anyezi	Chingerezi

Masiku ano mayina ochokera ku ziyankhulo zina akum'ka nachulukirachulukirabe. Nthawi zina m'malo motenga mayina ku ziyankhulo zina anthu amapanga mayina awo.

APPENDIX 14A

SAMPLE GRAMMAR DESIGN IN BANDA AND ZABULONI

Gawo Lachitatu

Malamulo a Chiyankhulo: Malembo

Ntchito 4

1. M'chinyanja muli malembo a mitundu ingati? Munayenera kutchula kuti m'chinyanja muli mitundu iwiri ya malembo. Pali malembo aliwu awa: a, e, i, o, u. Komanso pali malembo opanda liwu awa: b, ch, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z.
2. Kodi n'chifukwa chiyani mtundu wachiwiriwo umatchedwa malembo opanda liwu? Kambiranani bwino ndi aphunzitsi anu.
3. Nanga lembo laliwu likaphatikiza ku lopanda liwu, malembowo amatchedwa chiyani?

Ntchito 5

1. Kuchokera pa ndime yachiwiri ya nkhani ya Kumudzi, pezani mawu amene apangidwa ndi maphatikizo a lembo limodzi lopanda liwu ndi laliwu?

Gawo Lachinayi

Kulemba: Kupanga Mawu: Zining'a

Lembo kapena malembo opanda liwu akaphatikizika ndi lembo laliwu timawatcha maphatikizo amalembo.

APPENDIX 14B

SAMPLE GRAMMAR DESIGN IN ZABULONI

Gawo Lachitatu

*Malamulo a chiyankehulo; Zizindikiro za
m'kalembedwe: mpumiro ndi mpatuliro*

Tikamayankhula timakweza kapena kutsitsa mawu, mwina pofuna kutsindika kaya kufunsa. Komanso tikanena mawu angapo timaima pang'ono kapena kwa kanthawi ndithu. Uku kumakhala kufuna kuti woyankhulayo apumeko kapena kuti womvera amvetsetse.

Polembe kuimaku kumasonyezeka ndi zizindikiro zam'kalembedwe zomwe timazitchula kuti mpumiro komanso mpatuliro.

Chitsanzo

Tikamaitana mnzathu timamutchula kaye dzina n'kupuma pang'ono kudikira kuti ayankhe kenaka n'kumuza chomwe tifuna adziwe motere:

"Dendedza, utengeko chikombole choumbira njerwa pobwera." Polembe dzina loitaniralo timalipatula ndi mpatuliro ndipo chiganizo chonse chimathera ndi mpumiro.

i) **Mpumiro (.)**

Ichi ndi chizindikiro chimene timachiika pothera pa chiganizo chofotokoza kusonyeza kuti chiganizochochatha.

Zitsanzo

- 1) Tikukulandirani nonse ndi manja awiri.
- 2) Aphunzitsiwa anena zoona.
- 3) Mudzaticumbukira tsiku lina.

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M'mutu li munaphunzira za aphatikirani'mbuyo. M'mutu uno munphunzira za aphatikirani'sogolo. Apathikirani'sogolo ndi mophatikizo omwe mumawapera patsogolo patsinde la mawu. Mithundu ya apathikirani'sogolo ndi iyi:

- Zitsanzo:

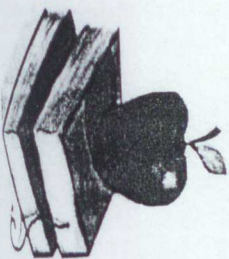
- Chimongachi ndi changa.
- Munthuyo wamenyedwa kwambiri.
- Bukuli si langa.

- Zitsanzo:

- a Munadyanji lero?
b Mwatenganji?

- Path

- a. Pathandalapo pali mbale.
- b. M'ndowamu muli maddi.
- c. Kurnudziko kuli ukwati.



Kulibe Chinsinsi

- 4 Aphaikiram 'isogolo osonyeza kuchita nchito m'malo mwa wina.

- a *Amugulira* malaya.

- a Amugulira mala.
b Ndamumenyera nthongo ziwiri.

- 5 Aphantikiram 'tsogolo osonyeza kuchitidwa kwa ntchito pa chinthu.

- a Mbala yaphedwa.

- a Mbala yaphedwa.
b Galu walumidwa ndi mzake.

- 6 Aphantikiram 'isogolo osonyeza kuchitika kwa chinthu mwachokha.

- a Makiyi atayika

- a Makiyi atayika.
b Mphika wasweka.

- 7 Aphaatikiram 'tsogolo osonyeza kulemekeza ndi kuchuluka.

- a Mayi bwerani kuno.

- b Anyamata inu khalani pansi.

- 8 Aphatikiram 'isogolo osonyeza kuyambitsa chintu ku chichitike.

- a Wap̄h̄eṣ̄a gau ndiwe.

- b Walanditsa njinga ndi Chikondi.

- 9 Aphatikram 'tsogolo osonyeza kugwira ntchito mowinkiza kapena mopitirira muyeso.

- a Mwaipwetsetsetse

- a Mwaliphwetsetseta njingayi.
b Gwitsitsa ingakupulumuke nthambiyo.

Nechito 2

Ntchito z

APPENDIX 17

CRITERIAL AND NON-CRITERIAL ATTRIBUTES OF CLT

Principal goals

- 1 To develop learners' communicative competence in L2, defined as including grammatical, sociolinguistic, discourse and strategic competences.
- 2 To have learners use L2 productively, receptively and meaningfully in authentic exchanges.

Theoretical assumptions

- 1 Learners should be actively involved in the construction of meaning.
- 2 Learning L2 involves learners solving their own problems in interactive sessions with peers and teachers.
- 3 Communicative competence is best developed in the context of social interaction.
- 4 Communication in a classroom should be authentic (not staged or manipulated by a power figure).
- 5 Communication should be stimulated by genuine issues and tasks.
- 6 Communication should follow a natural pattern of discourse rather than predetermined or routine activities.
- 7 Classroom culture should be characterised by teacher tolerance of learner error.
- 8 Risk taking by learners should be overtly encouraged.
- 9 Classroom culture should be characterised by student centredness (an emphasis on student needs and socio-cultural differences in learners' styles of learning).
- 10 Emphasis should be placed on meaning-focused rather than language structure.
- 11 Grammar should be situated within activities directed at the development of communicative competence rather than being the singular focus of lessons.
- 12 Resources should be linguistically and culturally authentic.
- 13 More attention should be given, initially, to fluency and appropriate usage than structured correctness.
- 14 Use of L2 as a medium of classroom communication should be optimised.

(Adapted from Mangubhai, F. et al, (2005). *Language Teaching Research* pp 33-37)