

USING TEACHERS' LIVED EXPERIENCES TO ENHANCE
PEDAGOGY IN ENGLISH SECOND LANGUAGE IN ZAMBIAN
SECONDARY SCHOOLS

By

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DECLARATION

I **Kangombe Dickson**, Student Number **2020157737**, do sincerely declare that this work being submitted for the degree **Philosophiae Doctor** is original and my own, and that all the other sources that have been referred to, have been duly acknowledged. I further state that this work has never been submitted previously to this institution or any other institution around the globe.

DEDICATIONS

First, I would like to dedicate this work to God Jehovah in heaven. HE began a good work in me and has seen it to fruition.

Second, I dedicate this work to my wife Juliet P. Kangombe, and our children Samuel, Moriah and Marvel. It is my prayer that they will be inspired by this work to do even more than I have.

Last, I dedicate this work to my father, Kangombe Kakoma Snr and my mother, Felistus Kangombe, for their spiritual and moral support. I wish them long life so that they can enjoy the fruits of this work.

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ABSTRACT

English as Second language has been extensively studied on the Zambian research landscape, with much attention being given to ESL methodologies. However, ESL has other areas such as lived experiences of teachers. According to Oxford Reference (2021), personal knowledge about the world is gained via direct, first-hand involvement in everyday occurrences rather than through representation generated by other people is what lived experiences are. This concept demonstrates how people create information and meaning about the world they live in through their experiences, which shapes what they may see as reality. In this study, I focused on how teachers lived experiences could be used to enhance pedagogy in English as a Second Language in Zambian secondary schools. The objectives of the study were to; (I) ascertain how secondary school teachers conceptualised ESL teaching using their lived experiences within the Zambian context, (II) explore how teachers expressed their memories of learning ESL in the Zambian context, (III) establish how teachers described their in-service experiences of teaching ESL in the Zambian context and, (IV) ascertain how lived experiences influenced teaching of ESL in Zambian secondary schools. This study was interpreted using the narrative theory. The primary claim of this theory is that information is more convincing when provided in a narrative format rather than in an argumentative approach. My study sample was made up of eight (08) secondary schools, from which eight (08) teachers were drawn, one (1) teacher from each school. I adopted a purely qualitative research design, following the narrative inquiry strategy. I gathered my data using face to face narrative interviews and classroom observations. I analysed my data thematically. The findings from the first objective showed that ESL teachers of secondary schools in Zambia conceptualised ESL teaching in various ways such as it being cognitively oriented, rule explanation dominated, increased exposure to material, eclectic oriented and practice dominated. The findings from the second objective showed that teachers of ESL in Zambia had memories of how they were exposed to ESL in their homes, at preschool level, in primary schools, in secondary schools, colleges and universities. The home memories showed that in their childhood, teachers were not only exposed to ESL alone but other languages such as Bemba, Nyanja, and Tonga. These past language experiences were what constituted their cognition about ESL teaching and learning. The findings from the third objective posted that ESL teachers' in-service experiences were in terms of the number of years they served, teaching routines, negative and positive experiences, conflicts in knowledge and day-to-day challenges such as overcrowded classrooms, inadequate teaching materials and low reading proficiency levels among pupils. The findings from the fourth objective indicated that, influenced by their lived experiences, ESL teachers were observed in their classrooms engaging in pedagogical practices such as correcting punctuations and pronunciations, translanguaging, monolingualism, anti-apprenticeship of observation, teacher-learner corroborations, eclecticism and language material integration. In view of these findings, I recommend that ESL teachers of Zambia should reconceptualise their view of ESL teaching as constituting isolated elements and adopt an integrated approach. In addition, I recommend that before they implement what they saw their prior language teachers do, ESL teachers must be encouraged to evaluate their past ESL learning experiences in the light of current ESL research and practice. This may help their pedagogical practices to remain relevant and dynamic. The government must also create enough teaching space, deploy enough ESL teachers and produce enough teaching materials so as to reduce overcrowding and give learners adequate ESL learning experiences.

Keywords: *Lived experiences, English as a Second Language, Teachers, Teaching, Learning, Zambia, Pedagogy*

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ACRONYMS

ESL English as a Second Language

EFL English as a Foreign Language

CDC Curriculum Development Centre

MOE Ministry of Education

ECZ Examinations Council of Zambia

DKM Dickson Kangombe Model

Chapter One

Introduction

1.0 Overview

This chapter sets the background for this study. This is achieved by outlining where the problem is emanating from, the specific problem itself, research questions and sub-research questions, research aim and objectives, theoretical framework, research design, trustworthiness, ethical considerations, demarcation of the study, definitions of related terms, organisation of the dissertation and the summary of the chapter.

1.1 Background

English has established itself as a global language. It is at the centre of social economic and political transactions which are pushing the agenda of a global village (British Council, 2013; Keith, 2001; Geert, 2001; Paul, 2002). As a result, so many nations are making efforts to expose their citizens to this language for easy communication. Cheng (2011) explained that in China, a big population is making efforts to learn the English language as it is perceived to be a vehicle through which new technological, social and economic knowledge can be accessed to remain competitive in the global village.

Hang (2009) also commented that in Vietnam, the desire to learn the English language among the Vietnamese people is also increasing. This is because those who can speak English are given priority when both state-owned and private companies are offering employment. The knowledge of the English language also opens up Vietnamese citizens to international jobs.

In Hong Kong, Lee (2005) also explained that English has been given a special place in the education system. It is perceived as an integral part of the curriculum and it is being taught in kindergarten and pre-schools alongside other subjects such as science and mathematics.

In Singapore, the perception of English is the same as that of Hong Kong, Vietnam and China. Goh and Luan (2003) stated that there are five official languages in Singapore

including English. However, of the five, the English language is viewed as the most important and it is being used as the sole medium of instruction in the entire education system.

In European countries, the situation is comparatively the same as that of Asian countries. English is being given a privileged position. Kirkgoz (2003) explained that English language use had permeated all spheres of life in Turkey. It has become a language of trade, governance and education. English is used as a foreign language and at the same time as an official language. It is used in the school system as a language of instruction from kindergarten to the university level.

Nortier (2011) commented that in Netherlands English is being used as the only medium of learning at the tertiary level. The government encourages its citizens to learn the English language as it gives easy access to both local and international jobs. It also helps easy interactions with people from different countries. The situation in German, Bulgaria and Greece is equally the same. Citizens are being encouraged to learn English besides their mother tongues. Parents are being encouraged to send their children to English schools (Guntzman 2005; Gass & Reed; 2011 & Georgieva, 2010).

In this advocacy of teaching and promoting the English language, African countries are not exempted. For example, McKay (2006) explained that in Nigeria English has the status of an official language despite the many local languages that exist. Parents prefer to take their children to international schools where their children can be taught in English and learn the cultures of the language. The knowledge of English is perceived to enable citizens to have easy access to opportunities in foreign countries.

Since independence countries like Namibia which got its freedom in 1990 and Botswana in 1966 all adopted English as their official language. This happened against the background of having other national languages like German in the case of Namibia. In South Africa, English

is presently established among people from different linguistic backgrounds (Puttz 2004, Batibo 2004). It is used as a lingua franca. It is the primary language of government business and commerce. It is a compulsory subject in schools and a preferred medium of instruction in most schools and tertiary institutions.

From these discussions, it can be seen that English has established its place in this global village. In Asia, Europe and Africa it is preferred among other mother tongue languages as a language of everyday government business such as trade, politics, legislation and education.

The influence of the English language cannot be ignored and keeps on expanding. The Zambian situation is the same. There are 73 mother tongue languages and yet English is highly preferred. It enjoys a higher status than other languages. English is the primary language used in legislative proceedings, official communications, and government administration (Mwanza, 2016; Goldman, 2019; Chishimba & Manchishi 2016; Banda, 2012; Mwanza, 2016; Wakumelo, 2013). The Zambian educational system reflects the prominent status of English. Local languages are taught during the first four years of primary school. From grade five on through postsecondary education, English becomes the only language of instruction (Curriculum Development Centre-CDC, 2013). All secondary schools must offer it as a required subject, and it is taught as a second language.

Teachers of English as a Second Language (ESL) in all the regions in Zambia are expected to be highly knowledgeable in their area of specialisation and competently deliver their lessons in a classroom situation (Ministry of Education-M.O. E, 1977; C.D.C, 2013). They are also expected to help interpret and implement the ESL curriculum adequately to help improve learner performance (Mwanza, 2017). The aim of teaching English in secondary schools in Zambia is to help learners acquire the necessary knowledge, values, techniques and skills (writing, speaking, reading and listening) needed to function in real-life experiences (C.D.C,

2013). Much attention is given to secondary education in Zambia because it is a foundation upon which learners must build their careers.

However, there has been cumulative discontent regarding the ESL skills that school leavers display *inter alia* writing, reading and speaking (Ng'ona, 2016; Mumba 2019; Mubita & Mwanza, 2020; Musonda & Mwanza, 2021). The Examinations Council of Zambia reports on ESL learner results also continue indicating poor performance in ESL school leaving examinations (ECZ, 2008, 2015). The above situation has been attributed to teachers' lack of effective teaching skills, inadequate teacher preparations for lessons and under-stocked libraries (Ng'ona, 2016). Further factors include a shortage of well-trained teachers, lack of motivation, large and overcrowded classrooms as well as obstacles in language learning skills which in turn affects the performance of learners. Inadequate teacher training, lack of subject background knowledge, the inexperience of some teachers, use of poor teaching strategies, failure to cover set target items by teachers, low reading proficiency levels among learners, and scarcity of teaching/learning materials have also been characterising the teaching of ESL in the Zambian secondary schools (Mwanza, 2016; Mumba, 2019; Mwelwa & Mwanza, 2020).

Among the possible causes of the poor skills of learners is an inadequate teacher training system. For example, teachers of English spend three to four years in colleges and universities. They are taught teaching methods and content (Mwanza & Manchishi, 2013; Masaiti & Manchishi, 2011; Mulenga & Banja, 2019). They are also given an opportunity as student teachers to put theory into practice for a period of about twelve weeks during teaching practice (Manchishi & Mwanza, 2013). After training, they are deployed in various private and public schools around the country to go and begin their careers.

Despite undergoing training, teachers still fail to put theory into practice (Manchishi & Mwanza, 2013). The teacher training programmes are seen as not being responsive to the needs of secondary schools and need revision (Masaiti & Manchishi, 2011). From these discussions, it is plain that the possible causes mentioned here neglect another important pedagogical aspect, which is the lived-experiences of ESL teachers.

It is important to remember that teaching also has a cognitive component that emphasises teachers' own experiences as well as other factors like feelings, emotions, attitudes, and perceptions. According to Oxford Reference (2021), personal knowledge about the world gained via direct, first-hand involvement in everyday occurrences rather than through representation generated by other people is what lived experiences are. This concept demonstrates how people create information and meaning about the world they live in through their experiences, which shapes what they may see as reality. Beyond their current position as teachers, early childhood education, primary and secondary schools, pre-service training, ongoing professional development, and post-retirement are all included in the lived experiences of ESL teachers.

There is no denying that teachers' personal experiences have an impact on how they teach. Islam (2017) argued in favour of this statement by pointing out that teachers draw on their own life experiences to deliver teachings effectively. Furthermore, according to Biesta (2015), while deciding how to set up the activities in the classroom, teachers rely on their judgment, which is shaped by their own life experiences. Tudor (2001) also brought up the idea that prior learning impacts how students behave in class. The experiences teachers had as students, according to Borg's 2003 argument, shape the way they think about teaching. Likewise, Lortie (1975) discussed the "apprenticeship of observation." He said that teachers don't walk into teacher preparation programs or meet students in a genuine classroom setting

with a blank mind. They do, however, bring with them the extensive information they have acquired about teaching over the years as a result of their experiences as students.

In the UK, observations were made that teachers form cognitions about teaching based on their personal experiences. These teachers find it hard to get rid of this knowledge as soon as they are presented with incongruous proof (Borg, 2015). Similar observations have been made in Turkey and confirmed that prior experiences influenced how teachers progressed in their teaching careers (Öztürk & Gürbüz, 2017). In Chile, Canada and Lebanon, similar comments having been uttered, maintained that what teachers observed while they were learners strongly influenced their classroom decisions after qualifying as teachers (Bangau et al., 2011; Canciro, 2020).

In African countries such as Tunisia, South Africa, and Mozambique, it has been noticed that teachers' cultural backgrounds, prior experiences, knowledge and beliefs influenced career choices and were reflected in classroom lesson delivery. (Nhapulo, 2013; Anyanwu, 2016; Bouchhioua, 2019)

From the foregoing discussions, it can be seen that teachers lived experiences are being recognised as playing a vital role in the teaching of ESL within and outside the African context. It can be concluded, therefore, that teachers' lived experiences cannot be separated from classroom practice.

For a long time now in Zambia, no research has been conducted on the lived experiences of ESL teachers. The focus has been on components of methodology, such as; eclecticism, communicative language teaching and language competence, learner centred techniques and integrated text based approach (Lungu, 2006; Chishipula, 2015; Mwanza, 2016; Nyimbiri, 2017; Sikaindo, 2017; Mumba, 2019; Zulu, 2019; Mwelwa & Mwanza, 2020; Phiri, 2021).

From these discussions, it is plain to see that the conceptualisation of English as a second language in the Zambian research landscape is fixed on teaching methodologies. However, it must be pointed out that such a perspective is myopic. English as a second language has several dimensions and teaching methodologies are just but one of them. This study was a shift from methodology to lived experiences. It is against this background that my study endeavoured to establish how lived experiences of teachers could be used to enhance pedagogy in ESL in Zambian secondary schools.

1.2 Statement of the problem

The teaching of ESL in Zambian secondary schools has been characterised by several challenges such as high levels of absenteeism, low reading proficiency and consequently poor Grade 12 results. In addition, some secondary school teachers fail to put theory into practice despite undergoing teacher training. Furthermore, teacher training programmes are perceived as not being responsive to the needs of secondary schools. The implication of these problems, if left unattended to, is a continuation of poor results in ESL examinations, and a continuation of failure of school leavers to transfer ESL skills, values and knowledge in their respective career pathways.

A lot of studies have been done on teaching ESL in Zambian secondary schools. However, their primary focus has been on ESL teaching methodologies. To my knowledge, there is no evidence of any study that aimed at ascertaining how lived experiences can be used to enhance pedagogy in ESL in Zambian secondary schools. Therefore, the problem that this study sought to address was how teachers lived experiences could be used to enhance pedagogy in English as Second Language in Zambian secondary schools. As a question, the problem was; how can lived experiences of teachers be used to enhance pedagogy in ESL in Zambian secondary schools?

1.3 Main research question and sub-research questions

1.3.1 Main research question

How can teachers' lived experiences be used to enhance pedagogy in ESL in Zambian secondary schools?

1.3.2 Sub-research questions

- a. How do secondary school teachers conceptualise ESL teaching using their lived experiences within the Zambian context?
- b. How do teachers express their memories of learning ESL in the Zambian context?
- c. How do teachers describe their in-service experiences of teaching ESL in the Zambian context?
- d. How do teachers' lived experiences influence teaching in ESL classrooms in Zambia?

1.4 Research aim and objectives

1.4.1 Aim of the study

This study aimed to ascertain how teachers' lived experiences can be used to enhance pedagogy in ESL in Zambian secondary schools.

1.4.2 Research objectives

- a. To ascertain how secondary school teachers conceptualised ESL teaching using their lived experiences within the Zambian context.
- b. To explore how teachers expressed their memories of learning ESL in the Zambian context.
- c. To establish how teachers describe their in-service experiences of teaching ESL in the Zambian context.
- d. To ascertain how teachers' lived experiences influence teaching in ESL classrooms in Zambia

1.5 Theoretical Framework

According to Grant and Osaloo (2014), a theoretical framework serves as a foundation upon which a study can be carried out. They added that a theoretical framework includes the guiding principles, assumptions, concepts, and tenets of a particular theory or theories that connect to every aspect of certain research. According to Adom et al., (2018), a theoretical framework aids in giving the researcher philosophical, epistemological, and methodological definitions for their research. They added that it supports the choice of study design and data analysis. I used the narrative theory in this study, which postulates that people are natural storytellers and that their history, culture, and personalities have an impact on their choices. They also live in a world which is composed of stories from which they choose and constantly recreate their lives (Fisher, 1987). The narrative theory served the purpose of this research well as I relied on stories/accounts/ lived experiences as presented by my participants who in this case were the ESL teachers to collect data and understand how their experiences influenced their classroom practice.

1.6 Research Design

Studies have shown that a research design includes paradigms, approaches, methods, data generation and data analysis (Komp and Tromp, 2006; Creswell, 2009). Research further shows that research designs manifest in three forms which are; qualitative, quantitative, and mixed methods (Mwanza, 2006; Komp and Tromp, 2006; Creswell, 2014; Msabila & Nalaila, 2013). In this study, I adopted a qualitative research design as I endeavoured to understand ESL lived experiences from the participant's point of view (Mwanza, 2006; Tromp & Komp, 2006; Creswell, 2009; Msabila & Nalaila, 2013).

1.6.1 Research Paradigm/ Philosophical Assumptions

Research describes paradigms as the intellectual pillars that support a study (Kuln, 1962; Creswell, 2014; Ramrathan, 2017; Krishna 2020). Creswell (2014) emphasised that paradigms can be divided into four categories: postpositivist, interpretivist, transformative,

and pragmatic. To find multiple participant-oriented meanings of ESL teachers' lived experiences, I utilised an interpretivist paradigm (Collins, 2010; Saunders et al., 2012). According to Guba and Lincoln (1985), a solid paradigm is punctuated by elements like ontology, epistemology, axiology, and methodology. My ontological perspective in this study was that reality about ESL instruction is structured inside the cognition of particular teachers, making it relative to the participants (Hammersley, 2013; Krishna, 2020). My epistemological perspective was that each teacher's understanding of ESL teaching and learning was a product of their innovation or self-creation (Kuyunja & Kiyuni, 2017; Hammersley, 2013). Axiological presumptions primarily concern the value we place on the research participants and the data they supply. I made sure to follow all the ethical guidelines outlined by the University of Free State for my interactions with the subjects in this study (ACR 2015; Kuyanja & Kiyuni, 2017). I thought the ESL teachers were just as significant as the personal stories they shared with me.

1.6.2 Inquiry strategy

To have specific directions and procedures within my qualitative research design, I adopted the narrative inquiry strategy (Creswell, 2009). I followed the aforementioned pattern of probing since I was interested in the lives of ESL teachers of the Copperbelt Province as individuals. I asked them to tell me their stories about their experiences with ESL from childhood through to their current practice (Lieblich et al., 1998; Clandinin & Connelly, 2000; Bleakley, 2005).

1.6.3 Data collection methods

Research suggests the following as possible methods of data collection in a qualitative research design punctuated by a narrative inquiry strategy; interviews, observations, stories, autobiographies, field notes and reflective journaling (Mwanza, 2006; Tromp & Komp, 2006; Creswell, 2013; Msabila & Nalaila, 2013; Creswell, 2014). In this study, to collect the data

that I needed, I used face-to-face narrative interviews and observation methods. Detailed information concerning all the nuances involved in my methods such as the number of observations and interviews, length, time and locations is provided in Chapter 3.

1.6.4 Target population, sample size and sampling techniques

I conducted my study in Luanshya District in the Copperbelt Province in Zambia. My population included all the teachers of ESL from all the 16 secondary schools of Luanshya district (Kombo & Tromp, 2006; Msabila & Nalaila, 2013). Out of 16, I engaged in 8 secondary schools. I picked these schools based on their performance in the 2020 and 2021 ESL Grade 12 final examination results. The schools ranged from the highest to the least performing (Results Analysis, 2021, 2022). From each of the 8 secondary schools, I selected one teacher. They were 8 in total because my interest was not in numbers but in the rich narration of the participants' lived experiences with ESL teaching and learning (Dörnyei, 2007). I purposefully selected the teachers with the view of arriving at participants who are experts in ESL (Hair et al., 2011; Robinson 2014; Hamed, 2016; Phiri 2021).

1.6.5 Data generation and Data analysis

Since my study was qualitative in nature, I employed narrative interview questions to elicit responses from ESL teachers about their actual experiences. I used a voice recorder to capture every interviewee's response. Through lesson observations, I gathered information on how lived experiences affect ESL classroom practice. I used a lesson observation tool that helped me pinpoint exactly what I was looking for in a class. I analysed my interview data using Kiger and Varpio's (2020) thematic analysis, first writing up the recorded audio responses as manuscripts. I then coded data. Following my search for themes, reoccurring themes were reorganised into major themes. Associations were created. I used content analysis to examine the data from the classroom observations (Ribeiro & Camilo, 2012). Details on data generation and analysis are given in 3.4.1

1.7 Trustworthiness

I adhered to the guidelines for qualitative investigations, such as credibility, dependability, transferability, and confirmability, to make sure this study was trustworthy (Moser 2018; Yin, 2014; Willig 2013; Creswell, 2007). By combining the information from the interviews and classroom observations, I was able to establish credibility. Additionally, I did member checking to confirm the context and interpretation of the data (Creswell, 2014). Second, I established dependability by clearly documenting all the processes I followed in my research so that other qualitative researchers could audit it, replicate it, and reach comparable conclusions (Tobin & Begley, 2004). Thirdly, the study's results were rigorously examined, which makes them transferable. This suggests that in other Provinces of Zambia, ESL teachers, in addition to those from the Copperbelt, may also benefit from the findings. This may occur as teachers become more conscious of the significant contributions that their personal experiences may make to ESL teaching and learning. Last but not least, I accomplished confirmability by going through all the logical phases of data analysis to reach logical conclusions (Kiger & Varpio, 2020; Braun & Clarke, 2006)

1.8 Ethical considerations

According to Bryman & Bell (2007), research participants must not be subjected to any harm, disrespect, lies, misinformation, or other acts that might violate their rights and dignity as people during the data collection process. I took care to adhere to all ethical standards when doing this investigation. Before starting my data collection, the University of the Free State's ethics committee approved my research plan. Second, I asked the Zambian Ministry of General Education for permission to carry out research in the Copperbelt Province's secondary schools. While still in secondary schools participants were required to sign an informed consent form outlining their rights as research subjects. Then, I made sure the names of the schools and participants were kept confidential.

1.9 Demarcation of the study

1.9.1 Scientific Demarcation of the study

The primary focus of this study was to establish how teachers' lived experiences can enhance pedagogy in ESL teaching in Zambian secondary schools. One of the key themes in curriculum studies is pedagogy (M.O.E, 2013). In the Zambian education system, all teaching and learning activities of ESL are guided by the curriculum framework of 2013. In this framework, there are policies such as the use of English as a medium of classroom instruction from grade 4 to the tertiary level. In addition, it provides a road map on how this language policy should be implemented within a classroom situation. It also stipulates how many hours ESL must be taught within a week and highlights the key competencies to be achieved. ESL syllabi in Zambia are extracted from the curriculum at all levels of primary and secondary education (M.O.G, 2013). It is these aforementioned pedagogical-related activities which generally demarcate my study to the field of curriculum studies. This demarcation is also cemented by Kochhar (1985) who stated that the teaching of languages and curriculum studies are interrelated, for it is the former (curriculum) which makes provisions for the study of the latter (languages).

1.9.2 Geographical Demarcation

This study is geographically demarcated in Zambia, a country which is in the southern part of Africa. It shares its borders with Malawi, Tanzania, Namibia, Zimbabwe and the Democratic Republic of Congo. It has 10 provinces and the capital city is Lusaka. More specifically, the study was done on the Copperbelt Province in Luanshya District which is about 330 kilometres from Lusaka. Luanshya district has about 16 secondary schools. Four (4) schools are in the peri-urban and twelve (12) are located in the urban areas of the district.

1.10 Definitions of related terms

Related to this study are some important terms and definitions which must be presented and explained at this juncture. However, it must be noted that the meanings of these terms are confined to the context within which this study was presented.

Lived experiences - Show examples of a person's involvement and decisions, as well as the knowledge they can learn from them (Given, 2008). The main themes of this issue are society and culture (Chandler et al., 2011; Marshall et al., 2013). Lived experiences are said to fall under the category of human sciences, and this is seen as a crucial characteristic that sets them apart from natural sciences (Bunnin 2004). Additionally, recollective lived experience refers to the act of reflecting on an experience after it has occurred or been lived through rather than while it is still being experienced (Marshall et al., 20011). The ESL teachers' experiences in Zambia's Copperbelt Province were of particular interest to me in this study. Teachers described what it was like to use English as a Second Language from their childhood through to in-service.

Pedagogy - A phrase known as "pedagogy" is understood to be an art that focuses on the practical implementation of various teaching methods, approaches, and tactics in a classroom setting. The objective of pedagogy is to assist in the transfer of knowledge from the instructor to the learner to aid the former in developing the intellectual, social, and emotional skills required in the classroom and the community (Murphy, 2003). According to Anderson (2005), pedagogy is an intellectual exchange between a teacher and a student. In this approach, the teacher offers the learner opportunities for experiences that may aid in his or her understanding of the material being covered. In this study, pedagogy was defined as all of the instructional strategies used by ESL teachers in secondary schools in Zambia to transfer their subject content knowledge to the learners.

English as a Second Language - ESL is typically understood as the use or study of the English language by non-native speakers in an environment where English is the primary language. The environment could refer to a nation where English is spoken as a first language, such as Australia, the USA, or the UK. The environment can also refer to nations where English is not the native tongue but plays a significant role. Examples of such nations include Zambia, Zimbabwe, South Africa, and Nigeria, to name a few. ESL can also be understood as a method of language instruction developed for students whose first language is not English (Fennell; 2001; Mc Arthur, 2002 & Gunderson, 2009). English is not the first language in Zambia. However, it was adopted as an official language in 1964. It is taught as a second language in all government schools both primary and secondary. It is a medium of instruction from grade four to the tertiary level.

Teaching - Is viewed as "a sequence of occurrences, outside the learners, which were designed to support the process of learning" (Sequeira, 2017, 4). It's a procedure that typically occurs in a classroom setting. It is a formal method in which the teacher engages with students to deliver the material following their learning requirements. It is a methodical approach to achieving a predetermined goal (Dharmaraj, 2016). Teaching was defined in this study as the practice of sharing with secondary school learners in Luanshya, a District in the Copperbelt, the knowledge, skills, and values of ESL. This definition also covered all of the unofficial methods teachers themselves used to teach ESL throughout their formative years.

Learning - Is the process of gaining experience, information, knowledge, abilities, and values by figuring out what to do and how to execute any task by combining the various sorts of information that we may observe. Individuals change as a result of learning. It is a process that has a significant impact on how our personalities and behaviour are shaped. There are new procedures involved. Conative, cognitive, and affective dimensions of human behaviour

are all covered by this ongoing, all-encompassing process, which uses a variety of techniques. Both formal and informal learning is possible (Dharmaraj, 2016). The term "learning" in the context of this study refers to all of the formal and informal experiences that Copperbelt ESL teachers had from early life through post-secondary education. This definition was also extended to mean all the formal experiences of acquiring ESL knowledge which secondary school learners of Luanshya District in the Copperbelt Province of Zambia were engaged in.

1.11 Organisation of the thesis

This thesis is composed of five chapters. The first chapter shows where the problem is emerging from. It further covers the statement of the problem, research questions, research aim, objectives, theoretical framework, research design, trustworthiness, ethical considerations, demarcation of the study, definitions of related terms, and organisation of the dissertation and the summary of the chapter.

Chapter Two focused on the theoretical framework and the literature review. The narrative theory was used as the lens through which this study was interpreted. The chapter also reviewed all literature related to this study. Lastly, a summary of the chapter was given bringing out the necessary knowledge gaps.

Chapter Three focused on the methodology applied in conducting this research. In this chapter, the sub-components discussed were: research design, methodology, methods, data collection, and selection of research participants, data analysis, interpretation, data reporting, quality assurance and ethical consideration. A summary of the chapter was provided.

Chapter Four covered the discussions and analysis of the findings. This was guided by the research objectives and the theoretical framework which in this case was the narrative theory. Thereafter, a summary of the chapter was given.

Chapter Five presented a summary of the main research findings. Conclusions were drawn from the analysed data and possible recommendations were made. New knowledge was also highlighted. In this chapter suggestions of areas that needed further investigations were flagged. It is this same chapter which brought the entire study to its close.

1.12 Summary of the chapter

This chapter provided the background to the study by contextualising the problem. The aim was to ascertain how teachers lived experiences may be used to enhance pedagogy in ESL in Zambian secondary schools. The narrative theory was the lens through which the entire study was interpreted. A qualitative research design was adopted while following an interpretivist paradigm. The narrative inquiry strategy was to be used as my methodology. Narrative face to interviews and classroom observations were to be used as methods for data collection. Data were to be analysed using thematic analysis. All ethical requirements were to be followed without fail. The next chapter focused on the theoretical framework and literature review.

Chapter Two

Theoretical Framework and Literature Review

2.0 Overview

The previous section covered the background of the study. This chapter focused on the theoretical framework which underpinned this study which in this case was the narrative theory. Thereafter, the chapter discussed the following themes: historical perspective of ESL teaching in Zambia; conceptualisation of ESL, teacher memories of learning ESL; teachers' in-service experiences of ESL teaching; the influence of lived experiences on ESL teaching; and suggestions on effective ways of ESL teaching. Lastly, a summary of all the discussions was drawn.

2.1 Theoretical framework

Komp and Tromp (2004:56) defined a theoretical framework “as a collection of interrelated ideas based on theories ...a reasoned set of propositions which are derived from and supported by data or evidence.” From this definition, I understood that a theoretical framework helps the study to bring out the main variables and demonstrate the relationship which exists between them by providing empirical evidence. In other ways, a theoretical framework acts as a lens through which a study can be interpreted. Msabila and Nalaila (2017:78) stated that a theoretical framework “consists of concepts, together with their definitions, and existing theory/theories that are used for a particular study.” From this statement, I concluded that a theoretical framework gives a researcher, an opportunity to use theories to identify variables as to which one is dependent and which one is independent. It further helps to contextualise the study and links theory to practice. In the next section, I discussed the narrative theory.

2.1.1 Narrative theory

John Fisher, a communication professional, proposed the narrative theory in 1960 (Fisher, 1985). In his worldview, he contended that the only way to exchange important knowledge is through tale-telling because people are born storytellers. The primary claim of this theory is that information is more convincing when provided in a narrative format rather than in an argumentative approach. Fisher established the narrative theory in response to his discontent with the way the rational theory understood human communication based on logical reasoning (Rowland, 1988). Fisher argued that ideas could be manipulated in a narrative sense-making way. The aforesaid proposal by Fisher was in line with my research as I sought to explore the stories of ESL teachers encapsulated as lived experiences, the meaning the teachers drew from them and how this meaning of ESL influenced classroom practice.

Fisher (1985) further suggested that the narrative theory has particular characteristics which are presented as follows: humans are storytellers; decision-making and communication are based on "good reasons"; good reasons are determined by matters of history, biography, culture and character; rationality is based in people's awareness of internal consistency and resemblance to lived experience; We experience a world that is filled with stories, and we must choose among them. Through these characteristics, the narrative theory helped me to understand that the humans whom I was dealing with, in this case, ESL teachers are born storytellers. Their lives are a product of their personal stories (experiences) as well as the stories of other people, systems and institutions. Out of personal stories/experiences with the world they live in, they create their meaning of life. Therefore, this personal meaning may in return influence choices and decision-making in the face of new experiences i.e. a classroom situation.

Marianne (2011) proposed that narrative theory also has two characteristics: coherence and fidelity. Narrative coherence, according to Fisher (1987), is the degree to which a narrative

makes sense. A narrative must be able to demonstrate interconnectedness within its structures, convey detailed information, have strong characters, and be predictable to be considered cohesive. Fisher defined narrative fidelity as the extent to which an account ties into the observer's encounter with previous narratives; how a story's experience corresponds to past experiences they have had in their lives. They may have their opinions and ideals influenced by faithfulness stories. As a researcher, the concept of coherence helped me to ascertain whether or not there was a sense in the stories that the ESL teachers narrated to me about their teaching and learning. I achieved this by first, establishing how one part of an experience is related or connected to the other. Secondly, this concept helped me to ensure that I searched for deeper information or thick descriptions in the narratives by asking more probing questions during data collection. The concept of fidelity within a narrative helped me to ensure that accounts about ESL teaching and learning by the teachers were not made up but true. During the interviews, I assessed the narrations I was being given by teachers against my personal experiences. In addition, at various stages of my data collection, I had to take the responses back to the participants for verification.

Chatman (1978) added the story and discourse dimension to the narrative theory. He argued that the story can be interpreted as the events, characters and setting of an account whereas, a discourse is a media through which the elements of the story are communicated. These elements are what add depth to the narrative theory. I used these elements in this research by exploring the places such as home, school, playground, college or university where the narratives happened and the time in terms of the years, months and hours. I also considered the persons which were at the centre of narratives be it the narrator, parents/guardians, close relatives, friends, teachers, or classmates. Furthermore, I examined what was happening and how it was happening in these narratives. I was also interested in the structures of the stories and the medium through which they were narrated.

In summary, the narrative theory helped me to understand how teachers expressed their memories of learning ESL, how they organised, structured and sequenced these lived experiences, how they handled conflicts between new and old experiences at various stages of learning ESL, and how lived experiences informed classroom decisions. This theory also helped explain how lived experiences can be used in teacher training programmes to construct curriculum, as well as the sequencing and structuring of coursework.

2.2 Literature Review

2.2.1 Historical Perspective of English as a Second Language in Zambia

The teaching of English as a second language in Zambia has a rich history which is worth paying attention to. Manchishi and Chishimba (2016) explained that the country we refer to as Zambia was called Northern Rhodesia. From 1890 to 1924, missionaries from all over the world including English-speaking countries slowly started arriving in Northern Rhodesia. To establish their presence, they started building churches, schools and hospitals (Mwanza; 2016). However, there was a communication barrier between the local people and the missionaries. The latter were forced to learn local languages and later used them to preach the gospel and teach the natives reading and writing skills. In schools, they used the local languages as a medium of instruction during the first four years of primary education. Thereafter, the English had to take over (Manchishi, 2004). Mwelwa (2020) explained that from 1924 to 1964 Northern Rhodesia was under British rule.

Snelson (1974) explained that by 1924 Britain had engaged what was called the Phelps stock commission to investigate the running of the education system in its colonies. Among the recommendations of the commission was the aspect of making English an official language and being used for everyday government business. Following this recommendation, Britain's Department for Native Education introduced English in African schools including Northern Rhodesia (Manchishi & Chishimba, 2016). The colonial government began to expand, and as

a result, the need for young personnel, who were able to fluently speak and write in English, increased also. Despite this rise in demand for speakers of English, the language policy of the education system remained the same.

In 1963 UNESCO was invited by Northern Rhodesia to study its educational system and make recommendations for areas that needed improvement. This organisation advised Northern Rhodesia to adopt English as the sole medium of instruction from grade one to the tertiary level (Manchishi & Chishimba, 2016).

In 1964, Northern Rhodesia got its independence from Britain and changed its name to Zambia. However, being multilingual in nature, it had no language it could call a lingua-franca. Zambia has 73 languages and none of them is spoken by 50% of the population. Adoption of any of the local languages for official purposes was perceived to be a potential cause of political unrest in the newly liberated country. As a result, its leaders opted for a neutral language, hence the adoption of English as a medium of instruction from grade 1 to tertiary education and giving it an official status. This position was cemented through the 1966 Education act (M.O. E., 1977). From 1977 to 2013 various efforts were made to reverse this decision. The major ones that this discussion highlights are the 1992 Focus on Learning and 1996 Educating Our Future. In both documents, the government argued that learners were to be allowed to learn initial basic skills of reading and writing in local languages. However, after the formal adoption of these documents, English remained the official medium of instruction. Chishimba and Manchishi (2016) commented that following the recommendations made in the 2012 Zambia Education Curriculum Framework and 2013 National Literacy Framework the situation was being reverted to the approach which was taken by the missionaries.

The Zambia Education Curriculum Framework 2013 explains that the language of instruction policy recognises the use of familiar Zambian languages as official languages of instruction

from preschool up to grade 4. Currently, all teaching and learning are being done in the Zambian familiar language at this lower level as a result of this policy. This policy is also supported by Chishimba and Manchishi (2016) who stated that empirical evidence shows that learners easily grasp concepts when taught in their mother tongues. For the English language, the framework had the following to say (2013:19):

"English will be offered as a subject beginning at Grade 2. After the children have acquired sufficient literacy skills in the Zambian languages, it will be easier for them to transfer these skills quickly and with ease to Literacy in English at Grade 2..... English remains as the official medium of instruction beginning at Grade 5 up to tertiary level".

The above statement gives a clear picture of the current position of English in the Zambian education system. In grade 2 English is introduced as a subject among the other subjects taught such as mathematics, Integrated Science, Social Studies and Zambian languages. This continues up to grade 4. In grade five (5) English replaces the familiar Zambian languages as the sole medium of instruction and it is taught as a compulsory subject up to grade 12. Tertiary education is delivered in English exclusively. This policy has been in place for the past 8 years.

2.3 Secondary school teachers' conceptualisation of ESL teaching

The conceptualisation of ESL teaching covers the understanding or knowledge that ESL teachers possess about ESL teaching. Such an understanding or knowledge is vital as it becomes a lens through which teachers formulate their classroom choices and decisions (Phiri, 2021).

2.3.1 ESL knowledge defined

Grossman and Richert (1988) surmised teacher conceptualisation of ESL as a composition of specialised knowledge about the subject content as well as the pedagogical principles which govern classroom practice. From this definition, it can be concluded that if an ESL teacher is to be perceived as competent, he or she must be knowledgeable in both theoretical and practical aspects of ESL teaching. Borg (2003) explained that ESL knowledge may emerge from various sources such as past language learning experiences, college courses, colleagues, extensive research and classroom practices.

2.3.2 Dimensions of ESL knowledge

Teacher knowledge can be broken down into various dimensions such as knowledge of content, knowledge of teaching, knowledge of learning, knowledge of classroom management, knowledge of students, knowledge of culture and knowledge of the context (Dadvand & Behzadpoor, 2020). The biggest challenge in teaching and teacher education has been the view of the aforementioned elements as being discrete (Cochran- Smith & Villegas 2015). This reduces teacher knowledge to mere dichotomies (Woods & Car, 2011). Verloop et al., (2001) advised taking an integrated approach when dealing with teacher knowledge. In Zambia, this view is also supported by the Ministry of General Education which advises teachers to view ESL teaching as an integration of concepts and therefore teach it in such a manner (M.O.E., 2013). The ministry further adds that such an approach exposes learners to real language situations and helps them to acquire effective communication skills.

2.3.3 ESL knowledge conflicts

In the process of implementing a holistic kind of approach when dealing with ESL knowledge, the challenge of cognitive conflict may arise. Ngicho (2020:690) explained cognitive conflict 'as a situation where one is confronted with a discrepancy between their existing cognitive elements (such as attitudes, perceptions, knowledge, and behaviours) and new information or idea'. Instead of viewing such a situation as a challenge, teachers of ESL

should take advantage of it and use it as a strategy for deepening their understanding of ESL concepts. Teachers can achieve this by reconciling the conflicting ideas by examining, explaining, justifying, and questioning their preconceived ideas and beliefs (Lee and Kwon, 2001).

2.3.4 Related studies ESL teacher knowledge

Phiri (2021) conducted a study on ESL teacher cognition. One of her objectives was to ascertain teachers' understanding of ESL grammar. In this study, it was revealed that some teachers perceived grammar as a set of rules. This study differed from my study in terms of thrust. Phiri (2021) focused on teachers' understanding of grammar only. However, my study focused on teachers' conceptualisation of ESL teaching as a whole.

In the USA, Johnston and Goettsch (2000) investigated the sources of grammatical knowledge of 4 experienced ESL teachers. Their findings indicated education and experience as major sources of pedagogical as well as content knowledge. While the aforementioned study reported two sources of ESL teacher knowledge in the USA, the sources of knowledge of the ESL secondary school teachers in Zambia were not known, hence this study.

In India, Mishra (2005) investigated teacher knowledge of error correction in ESL. The findings showed that teachers had a positive attitude toward the subject. However, this study further indicated that teachers lacked adequate knowledge of effective methods of error correction. From this study, it can be seen that a positive attitude towards a discipline may not be a reflection of possessing adequate knowledge. While teachers displayed a lack of adequate understating of error correction in the study by Mishra (2005), in my study, it was yet to be established how ESL secondary school teachers of Zambia conceptualised error correction.

In the Netherlands, Meijer, Verloop and Beijaard (1999; 2001) conducted a study on teacher cognition and reading instruction using the notion of practical knowledge. The findings indicated six types of knowledge which were: subject matter knowledge, student knowledge, knowledge of student learning, knowledge of purpose, knowledge of curriculum and knowledge of instructional techniques. From the above-given studies, what is prominent is that there are different sources of ESL knowledge. Furthermore, the variation in sources leads to variations in teacher conceptualisation of ESL. What was not clear in my study was how teachers of Zambia conceptualised ESL teaching in the light of their lived experiences.

2.4 Teachers' memories of learning ESL

The following review examined studies that focused on the memories of teachers in the learning of ESL.

2.4.1 Teacher memories

Teachers have memories of their past teachers which are manifested in their work. Teachers play an important role in the lives of their learners. What they say and do has the capacity to stay with the learners for a lifetime. It is a well-known fact that teachers' anecdotes and stories are accepted and recognised as valuable educational research tools. However, the narratives are ultimately influenced and shaped by their memories. This is because stories about teachers and teaching can give much richer information about teaching than any mathematical formulations or scores (Uitto, 2000). For instance, Connelly and Clandinin (1999) stated that narrativists believe that the human experience is storied and that humans live out stories and are story-telling organisms. They further believe that one of the best ways to study human beings is to come to grips with the storied quality of human experience; to record stories of educational experience, and to write still other interpretative stories of educational experience. Therefore, every teacher in the class brings with him or her a past. Thus, every classroom situation takes on a historical dimension and not only in terms of what

happened ten minutes ago to the participants but also what happened last week, last year or several years beforehand.

2.4.2 Related studies

O'Reilly (2000) conducted a study to investigate how the remembering process shapes the memories themselves in terms of how and what is remembered and how those memories may be constructed. She then concluded that through careful consideration and reflection of the past, there lays the potential to understand more fully why and how we have come to be who we are. Further, within this reflection there lays the potential for change as we endeavour to become who we wish to be. This study is similar to my study as they all tackle the issue of memories. However, the study by O'Reilly (2000) focused on introspection as a way of understanding oneself. My study wanted to ascertain how the teachers' ESL memories impact the teachers' classroom practices considering that these memories live on and have a way of influencing the decisions of the teacher before and while teaching.

Loeb and Jo (1999) argued that teacher memories of childhood and early schooling have an impact on teachers' motivations, expectations, and values in the classroom. They also examined how memories of early learning and schooling can influence the application of developmentally appropriate practice in early childhood classrooms. From this study, it can be seen that memories may not only influence learning but also teacher motivation, expectations and values. While the aforementioned was established, in my study the impact of teachers' memories of teachers learning and teaching was yet to be.

Uitto (2012) employed a narrative approach in examining the intertwining of the personal and professional teacher-student relationships. A total of 141 Finnish people of various ages wrote about their teachers; specifically, the article focused on memories related to their teachers' personal lives. Such memories illustrate the inevitable presence of teachers' personal lives in schools and show how teacher-student relationships develop in private contexts

during and after the school years. From this study, it can be seen that the issue of the influence of memories permeates various professions. The aforesaid study was conducted in Europe, and Finland whereas my study was to be conducted in Zambia. While in Finland it was established that various professionals' memories of their past teachers and their current personal lives intertwined, in Zambia, it was yet to be established if ESL teachers' memories of learning ESL intertwined with their current practice as professionals.

In Zambia, Phiri and Mwanza (2022) conducted a study on how teachers' experiences affect their teaching and testing of English grammar. The teachers recounted their memories of learning English from primary school to tertiary education. They also stated how the teaching methods of their past teachers had impacted them. This study is similar to my study as they both focused on teacher memories and their impact on present practice. However, Phiri and Mwanza (2022) focused on teaching and testing grammar whereas my study focused on all the components of ESL.

2.5 ESL Teachers' in- service experience

One of the experiences of in-service teachers' is classroom practices. These involve all the classroom activities that a teacher may engage in to transfer knowledge and skills to the learners during lesson delivery. These steps are undertaken to help the teacher achieve his or her set classroom targets (Kahn et al, 2013). This section discusses various practices which may be common in ESL classrooms.

2.5.1 Cognitive code practices

The cognitive code practices in ESL teaching were pioneered by cognitive psychologists (Demirezen, 2014). These scholars claimed that language teaching and learning was a mental process which involved the consciousness of both the teacher and the learner. They advised that ESL teachers must engage in meaningful learning activities which will help learners understand the rules and gain conscious control of grammatical, lexical and auditory patterns.

The major weakness of such practices was the little use of authentic language materials. The cognitive code approach is widely practised in the Zambian context (Phiri 2021; Mwanza 2016). However, the non-application of authentic materials in the language learning process is in contradiction with the recommendations that the Ministry of Education in Zambia recommends for classroom transactions. The argument that the ministry expresses is that it is only authentic material which prepares learners for real-life situations (M.O.E, 2013).

2.5.2 Situational language teaching practices

Situational language teaching practices emerged in 1960 as a result of dissatisfaction with communicative and cognitive code language teaching practices. In a situational language teaching classroom, the teacher was advised to consider the culture of the people when teaching language. Language items were to be taught in line with everyday life situations (Mumba 2019). Such practices obtain in Zambian secondary school classrooms because teachers perceived them as a way of proving the relevance of taught material to everyday life. The major weakness of such practices was the failure to account for the unpredictability of everyday language use (Mwanza, 2016).

2.5.3 Communicative practices

Communicative language teaching practices in ESL were advocated by David Wilkins, Keith Johnsons and William Littlewoods who were dissatisfied with the audiolingual and grammar-translation ESL practices (Richards & Rodgers, 2006). In a communicative language teaching classroom, the learner is put at the centre of all activities. This learner must be taught to communicate competently in all real-life situations. The teacher is encouraged to ignore errors that do not interfere with communication between or among learners. All learning and speaking activities are focussed on the exchange of messages that a hearer understands and wishes to convey. The teacher is also encouraged to take an integrated approach when teaching skills such as reading, writing, speaking and listening. In the Zambian context, such

practices are prevailing in ESL classrooms as confirmed by Munakape (2005) and Nyimbili (2017) and supported by the Ministry of Education.

2.5.4 Text-based integrated practices

Text-based integrated practices entail the teacher structuring his or her lessons around several texts. These texts must be appropriate for the grade level and be able to engage learners in a creative and thought-provoking way. With these texts, a teacher should be able to expose learners to a variety of language use and cover as many topics as possible such as vocabulary, grammar composition, comprehension and summary (Mumba, 2019). Mumba further adds that such practices are prevailing in the Zambian context even though punctuated with misconceptions due to a lack of adequate knowledge on the part of the teachers.

2.5.5 Audiolingual practices

Such teaching practices emerged in the USA around the 1940s and 1950s for the development of foreign language teaching programmes. In audiolingual classrooms, the teacher uses repetitive drills to teach grammatical sentence structures or patterns. Mimicry and memorisation characterise the teaching of phrases. Correct responses are immediately positively reinforced while wrong sentences are immediately negatively reinforced. The emphasis is on having learners produce error-free utterances (Richards and Rodgers, 1995). In the Zambian context, such classroom practices are not encouraged by the Ministry of education. However, they are still practised by some teachers as they perceive them to be effective when teaching ESL (Mwanza, 2016)

2.5.6 Grammar-Translation practices

Mwanza (2016) discoursed that Grammar-Translation practices were among the earliest practices of teaching ESL as they emerged between the 1840s and 1880s through the works of German scholars such as Karl Plotz, Johann Meidinger and Johann Seidenstrucker. These practices encouraged studying language through the analysis of detailed grammatical rules

and the translation of sentences into and out of the target language (Richard & Rodgers, 2006). However, such classroom practices were later discouraged as they paid so much attention to grammatical rules and ignored context and correct pronunciations.

2.5.7 Direct Method practices

Using Direct Method language practices, teaching begins with dialogue using a modern conversation style in the target language. New material must be introduced orally with accompanying actions and pictures. This material should be presented in the target language and the mother tongue is never used. The teacher is advised to teach only everyday vocabulary and sentences (Richards & Rodgers, 1995). One of the weaknesses of such practices is the overreliance on teachers' skills. Literature on methodology in the Zambian context is silent as to whether such practices obtain or not.

2.5.8 Eclectic practices

Mwanza (2016) stated that eclecticism in ESL teaching means a combination of different practices which are informed by different methods to teach given language items. A teacher can practice eclecticism in two ways. Firstly, he or she can combine related practices from different methods. This is called principled eclecticism. Secondly, he or she may combine unrelated practices from different methods. This is referred to as unprincipled eclecticism. Mwanza (2016) argues that eclecticism obtains in Zambian classrooms. Unprincipled eclecticism is more practised than principled eclecticism due to inadequate knowledge on the part of the teachers.

Of all the practices discussed above, the direct method and the grammar-translation methods are the least practised in the Zambian ESL classrooms at the secondary level. In the Copperbelt Province, the classroom practices that the ESL teachers engaged in during classroom transactions were not known hence this study.

2.5.9 Studies within the Zambian context on methods and approaches

In Zambia, so many studies have been done on English as a Second Language. The focus, however, has been more on teaching methods/approaches than on cognitive aspects such as the lived experiences of teachers. Mwanza (2016) conducted a study on critical reflection on eclecticism in the teaching of English grammar in selected Zambian secondary schools in Central province. His study employed a mixed-method design involving 90 teachers and 18 lecturers. The study revealed that teachers had inadequate knowledge about eclecticism. This study recommended adequate training of would-be teachers in all methods of English as a second language teaching and learning. From this study, it can be seen that the focus was just on English grammar. It must be mentioned at this juncture that grammar is not the only component of ESL. There are other components such as comprehension, composition, listening and speaking. Furthermore, the study by Mwanza (2016) differs from mine on two grounds. The first one is that Mwanza's focus was on eclecticism whereas this one is on lived experiences of teachers. Secondly, this research was conducted on the Copperbelt in Luanshya District whereas Mwanza's was conducted in the Central Province of Zambia. Methodologically the study by Mwanza (2016) used a mixed-method approach whereas my study was purely qualitative.

Mwelwa and Mwanza (2020) conducted a study to analyse teachers' classroom strategies aimed at developing communicative competency in learners in Nakonde District. Twenty (20) teachers from four secondary schools were observed and interviewed orally. The findings from this study had shown that teachers used several strategies such as group discussions, oral presentations and teacher simulation, brainstorming and context-based storytelling. The teachers used the mentioned strategies because of the available resources. The study under discussion investigated the communicative competence of learners within ESL. My study was focusing on how teachers lived experiences can be used to enhance pedagogy in ESL teaching.

Mumba (2019) conducted a study to establish teachers' application of a text-based integrated approach in the teaching of the English language to Grade eleven pupils in selected secondary schools of the Luanshya District. This study employed a mixed-method approach. The sample size involved fifty-four (54) teachers. The findings indicated implementation challenges such as teachers failing to apply the approach despite the training. While the study by Mumba (2019) reported teachers failing to implement a text-based approach despite training, it did not probe the cognitive aspect which can be encapsulated as lived experiences. Therefore, insights into lived experiences of ESL teachers may help explain their failure to implement the text-based approach.

Ng'ona (2016) conducted a study which aimed at establishing the factors contributing to poor performance in English composition writing in grade 12 in secondary schools in the Kabwe District. It was a case study involving 160 pupils and 8 teachers from 8 schools. Lesson observations and tests were used to collect data. The findings indicated that teachers lacked the necessary skills to teach compositions. However, this study did not investigate further to find out why teachers lacked composition teaching skills despite undergoing training. The weakness of this study is its methodology. Observations alone are not enough to draw conclusions from. This study should have included interviews. This would have provided insights into the classroom decisions and judgements made by the teachers. My study combined classroom observations with interviews to get rich information and triangulate data for validation.

Sifuniso (2015) investigated the implementation of reflective teaching methods in the teaching of English in Livingstone in the Southern Province of Zambia. He adopted a descriptive survey design using classroom observations, interviews and questionnaires to gather data. The findings revealed that teachers used different forms such as role play,

mentoring, diaries and mind mapping. They chose the aforementioned due to insufficient materials. My study is different as it was focusing on the lived experiences of teachers as opposed to reflective teaching. In addition, my study would help bring out further reasons as to why teachers preferred to pick the mentioned methods in implementing reflective teaching.

Nyimbili (2017) conducted a study on the use of learner-centred techniques in the teaching of ESL in Lundazi District on the Eastern Province of Zambia. He adopted a mixed-method approach using focus group discussions and questionnaires to gather data. The findings indicated the use of debate, field trips, quizzes, role play and drama as techniques used by teachers. It must be mentioned that from this study it can be seen that there are various techniques for implementing a learner-centred methodology. However, my study is different from Nyimbili's (2017). My study focussed on lived experiences whereas the study under analysis is on learner-centred techniques. My study may provide insight into why teachers employed the methods they did by delving into the teachers' lived experiences and seeing how they had shaped the teachers' teaching practices. Additionally, Nyimbili adopted a mixed-methods approach whereas I adopted a qualitative approach following a narrative design. Comparatively a narrative design gives more time for participants to share their stories in detail concerning their experiences.

Chishipula (2015) also did a study on the implementation of the communicative language teaching approach in public secondary schools of Chongwe District, Lusaka Province. His findings recorded misconceptions of the method, inadequate pre-service teacher training and negative attitudes towards the method. The weakness of this study is that it did not investigate the kind of training the teachers went through and the reasons for their negative attitude towards the approach. Research into lived experiences may help explain the roots of such negative attitudes.

Phiri (2021) conducted a study on the influence of teacher cognition in the teaching and testing of English grammar in selected secondary schools of the Luanshya District. She adopted a qualitative design. Classroom observations, interviews and document analysis were used to collect data. The findings of this study indicated that teachers understood grammar as rules of the English language, taught grammar deductively, and engaged in rule explanation and frequent error correction. The findings had further shown that teachers tested grammar using written exercises such as transformation and fill-in-the-blanks. Lastly, teachers learnt grammar explicitly from their past experiences. The study by Phiri (2021) is different from mine in that she adopted a descriptive design whereas in this study I adopted a narrative methodology. The weakness of a descriptive design is that it does not give enough time to explore a phenomenon in detail. Secondly, Phiri (2021) focussed on teaching and testing English grammar whereas my study focused on how teachers' lived experiences can enhance all the components of English language teaching.

In light of the above discussions, it can be concluded that the present study is groundbreaking in the context of Zambia, as it turns the research narrative from focussing on approaches and methodologies to the lived experiences of ESL teachers.

2.5.10 Studies on challenges

Like any other subject, the teaching of English as a second language in Zambia has been far from being straightforward. In this section, I reviewed several studies that highlighted the challenges that ESL teachers faced in Zambian secondary schools.

Mwanza (2016) conducted a study on the implementation of the eclectic approach in the teaching of ESL grammar. He reported several challenges such as a shortage of teachers, inadequate infrastructure, lack of teaching materials, poor reading proficiency among learners and overcrowded classrooms. He further reported that teachers perceived the eclectic

approach as time-consuming. Teachers also failed to provide the context within which they taught their grammatical concepts to learners. These challenges imply that the teaching of ESL becomes unbearable on the part of the teachers. The learners will be put in a position where they will be failing to understand concepts and view the whole process of learning as not real because the teachers are failing to provide meaningful context.

A study by Nyimbiri (2017) on the implementation of learner-centred strategies in ESL classrooms reported the following challenges; over-enrolment causing teachers to use teacher-centred methods, and failure by teachers to design learner-centred activities due to a shortage of teaching materials. This study also reported that teachers strictly adhered to the syllabus. The implication of these findings to the teaching of ESL in secondary schools is that no meaningful learning can take place where the classes are overcrowded and there are no teaching materials.

Mumba (2019), in his study of the implementation of the text-based integrated approach in ESL classrooms, reported the following hindrances; lack of teaching materials, poor foundation in the English language, low reading levels and lack of self-motivation to learn. The implication of these challenges in the teaching of ESL is that teachers will have to motivate learners to learn ESL before any meaningful learning can take place. However, this may be time-consuming on the part of both teachers and learners. Secondly, a poor foundation in English may force the teacher to go back to teaching basics at the expense of other more advanced components.

Munakape (2005) reported resistance to curriculum changes as a challenge to implementing a communicative language teaching approach in ESL classrooms. The implication of this resistance to the teaching of ESL is that well meaningful curriculum changes for effective

teaching may be rejected, and as result, secondary schools in Zambia may not be at par with the ever-changing global village.

Another challenge was highlighted by Bayani (2013) who talked about government and private-owned institutions of learning. He stated that there was a lack of monitoring on the part of the government when it came to private secondary schools and colleges. They executed their teaching and learning in an unsupervised manner. This situation does not mean well for ESL teaching. If the private schools are left unmonitored and unsupervised, the quality of teaching and learning may be compromised in privately owned institutions.

Chishipula (2015) reported also that ESL teachers faced challenges in implementing a communicative language teaching approach. In her study, it was revealed that there were low English proficiency levels on the part of both the teachers and the learners. Furthermore, poor training, insufficient teaching resources, large classes and lack of financial support were among the challenges. The low English proficiency of teachers has implications for the teaching of ESL. If teachers themselves are failing to speak ESL proficiently, they may not be expected to competently teach the learners. Lack of finances may also hamper the procurement of ESL teaching and learning materials.

In 2015, Mulenga conducted a study, investigating the challenges which hindered the designing of the English language teacher education curriculum at the University of Zambia. His findings indicated that there was a mismatch between what the students learnt and the needs of secondary schools. The students failed to translate the theoretical knowledge into the practical realities of the classroom. The university has for a long time continued producing inadequately prepared teachers of the English language.

From the review of the above studies, it can be noticed that there are so many challenges that must be dealt with in the teaching of ESL in Zambian secondary schools. If the situation

continues the performance of learners in ESL may continue being poor and in return affect the development of the country. Challenges such as teachers failing to put theory into practice; resistance to curriculum change, failure to provide context for teaching; and poor training may be as a result of government policies and training programmes which do not put into consideration the lived experiences of teachers. This study was, therefore, going to confirm or disconfirm the aforementioned assertion. Where the study confirms the assertions, suggestions were to be provided accordingly.

2.5.11 Suggestions on effective teaching of ESL

So many scholars have suggested different ways of how ESL can be taught effectively. Moon (1999) proposed reflective teaching. He explained that it is a way of teaching in which the teacher begins the process of teaching by moving from the first experience to observation and concretisation, and later on to experimentation and assimilation. From this assertion, it is clear to see that teacher experiences must be a priority. They form an initial step in the whole teaching process. In the Zambian context, reflective teaching is being practised by some secondary teachers of ESL in the Southern Province (Sifuniso 2015). The method is used due to insufficient language teaching materials in some schools. The implication is that where materials are enough it may not be preferred. Brining (2015) argued that a prescriptive curriculum may be a hindrance to this kind of teaching.

However, in the Zambian context, the issue of a prescriptive curriculum does not arise because the education system is guided by a competence-based curriculum which is descriptive in nature. Furthermore, the Zambian secondary English syllabus recommends teaching ESL using communicative language teaching methods and a text-based integrated approach. This syllabus does not mention reflective teaching whether directly or indirectly. In this case, a suggestion to adopt the widespread use of reflective teaching may be received with mixed feelings given that it has no policy backing. Research into teachers lived

experiences would provide insight into how best reflective teaching methods may be adopted and applied in the Zambian context.

Secondly, Brining (2015) suggested that another way of effectively teaching ESL was by giving teachers the freedom to experiment with new methods, models and techniques. While this suggestion may work in other situations, in the Zambian context it may not be feasible. In the Zambia educational system, there is one curriculum for ESL which is followed by all the secondary schools in all the provinces. From this curriculum, a common syllabus is drawn. In Districts, schools are advised to formulate common schemes of work. Furthermore, there is a stipulated time within which the ESL syllabus must be completed. For the junior secondary it is two years whereas for the senior secondary it is three years after which learners must sit for Examinations (2013). Therefore, such policy demands may make it difficult for the above suggestion to work within the Zambian context. In addition, classroom freedom may seem to be good, but too much of it may compromise the quality of what is taught. Hammond (2020) added that this kind of liberty which is usually implemented through classroom discussions tends to stray learners away from the centre of focus of what must be taught. Therefore, there should be boundaries within which this freedom should be exercised. Knowledge of ESL teachers lived experiences may help with such demarcations by informing classroom choices and decision-making processes.

Hall (2011) suggested induction as another way of enhancing ESL teaching, especially on the part of newly deployed teachers. He explained that institutions of learning must hold introductory talks and workshops to help the new teachers cope with expectations. Impey and Underhill (1994) in Brining 2015 explained that newly qualified ESL teachers must have a reduced timetable, be regularly observed and plan their lessons together with more experienced teachers as their mentors. While this appears to be a good way of helping novice ESL teachers, Banja and Mulenga (2015) commented that it is not valued by countries like

Zambia. What prevails is a situation they called 'sink or swim' where the novice teachers must alone find ways and meanings of integrating into the system without any form of induction. Furthermore, these novice teachers are given the same workloads as those experienced teachers. They are rarely observed and mentored. It must be noted that induction can be a platform on which senior ESL teachers may share their lived experiences about ESL teaching and learning with novice teachers. This may help them to have an idea of what it means to be an ESL teacher even though experiences vary.

In addition, Correll (2016) explained that ESL teachers must recognise and affirm the cultural and linguistic backgrounds of learners, incorporate their native languages and build collaborative relationships with their families. In the Zambian context, this suggestion may be cardinal. Zambia is a multilingual nation implying that both ESL teachers and learners have diverse linguistic backgrounds (Mwanza, 2016). Furthermore, the Ministry of Education advocates for strong home-school partnerships intended for language development. A challenge, however, may arise when an ESL teacher perceives this diversity of backgrounds as a hindrance to teaching/ learning. On the contrary, it must be viewed as an advantage as it provides a rich linguistic repertoire to draw from during teaching and learning. This strategy of teaching ESL may cement the position of personal cultural and linguistic experiences of both teachers and learners within the learning and teaching systems.

August and Shanahan (2006) suggested the following as effective ways of teaching ESL: explicit learner objectives, authentic learning context, and engaging and motivating activities. From the suggestions given, it can be deciphered that if a teacher is to teach ESL effectively, he or she must plainly explain from the onset, what is expected from the learners at each stage and what must be achieved at the end of the lesson. This enables both the teacher and the learners to have a clear vision of the lesson. Secondly, an authentic context and engaging classroom activities may give learners a sense of understanding that what they are learning

also applies in other environments including their own. Activities give learners a sense of being part and parcel of the learning process. In addition, certain concepts can be retaught to ensure consolidation and classroom discussions can be promoted so that all the questions and concerns of the teachers and the learners can be brought to light. The suggestions raised in the above discussions are also supported by the Zambian education system. For example, the communicative language teaching methodology that the English language senior secondary syllabus recommends promotes the use of authentic materials and engaging classroom tasks (M.O.E., 2013). However, all these suggestions may not be applied given some challenges that some schools face such as overcrowded classes and lack of teaching materials (Mumba 2019; Chishipula 2020). If the aforementioned are to be achieved, manageable classes, enough teaching materials and considerable time are advised.

Echevaria and Vogt (2010) suggested that teachers of ESL should engage in multiple specific instructional strategies for supporting language development. August and Shanahan (2006) espoused direct instructions such as vocabulary and comprehension. Correnel (2016) also talked about the need for classroom instructions that promote joint productivity in classroom activities where students can be grouped according to their interests and language usage. She further stated that instructions must give learners opportunities to practice reading, writing and speaking. The use of the native language and English during learning is to be promoted as well. Instructions should also support complex thinking and give learners more time for conversations. In the Zambian context what has been suggested above can be encapsulated as learner-centred learning. This kind of learning where learners are at the centre of learning is what the government has been advocating for through the recommendation of the communicative language teaching methodology. In this methodology language tasks that engage complex thinking and practice are highly emphasised.

In light of the above discussions, it can be concluded that there are several ways in which teachers may enhance the teaching of ESL. However, these suggestions are context specific. This means that some of them may not be suitable for countries like Zambia because of the challenges highlighted above. What may work may be redesigning these suggestions with the help of information on the lived experiences of ESL teachers.

2.6 Understanding lived experiences

The application of the term lived experiences has grown in its popularity among so many academicians from various disciplines and including education (Croucher et al., 2017; Neale 2016; Abbot & Wilson 2012). However, there is a need to understand what this concept means, its origins and its application to appreciate it.

2.6.1 Lived experiences defined

Lived experiences can be explained as all the encounters that humans may go through as individuals, with families, friends, relatives, institutions, circumstances or even nature and how all these happenstances shape their insight about knowledge, meaning and decision-making. With lived experiences, the focus is not only on what humans go through. How they navigate through their experiences also matters (Bylorn, 2008). Research has also indicated that lived experiences can be explained as both first-hand and constant interactions of individuals, with the world they live in and in return, these activities through reflection and analysis shape choices, knowledge, conduct, behaviour and sense or meaning-making (Van Manen, 2014; Given, 2008; Patton, 2002)

2.6.2 Origins of the concept of Lived Experiences

The origin of term lived experiences has been closely linked to phenomenology, feminism and ethnography. To begin with, research has confirmed that there is a close relationship between the roots of lived experiences and the phenomenological tradition (Van Mannen, 2014; Mapp, 2008; Mooran, 2000). According to Mooran (2000) phenomenology as a philosophical approach emerged from the works of a German philosopher called Edmund

Husserl between 1859 and 1938. The approach criticised the positivist stance of looking at reality and advocated for a subjective position through the mind of a person experiencing a given phenomenon. This marked the birth of the term lived experiences. Van Mannen (2015) proposed that phenomenology avoids conceptualising the world as a way of understanding it. Instead, it directs its focus on reflecting on first-hand experiences of the world to gain a rich understanding of day-to-day human activities. Description, analysis and interpretation of lived experiences are what constitutes the foundation of phenomenology. In the process of describing an experience or phenomenon, Husserl called for the use of what he termed as an 'epoche' suspending of prior knowledge (Gallagher & Zahavi 2012).

The origins of lived experience can also be situated within the confines of feminism. Around 1930 and 1940 an approach called feminist phenomenology emerged and was pioneered by Simone de Beauvoir and Edith Stein. This philosophical movement called for awareness of sexual differences and recognition of women as possessing unique experiences and a consciousness (Heinamaa & Rodemeyer, 2010). In this feminist approach, concerns with lived experiences were about giving women a voice to share their experiences. The goal was to foster sisterhood and form resistance to subservience (Kruks 2014). Even in this modern age, feminism still provides insights into the understanding of embodied gendered lived experiences. It integrates hope to it by bringing to light what has been the trend and advocating for change (Heinamaa & Rodemeyer, 2010; Olkowski & Weiss, 2006).

Ethnography emerged in the 1800s in early anthropology. It can be traced back to the colonisation of the New World when anthropologists became interested in exploring races and cultures outside Europe. Ethnographers had to spend months or years conducting research (Ryan, 2017). Firsthand experience and exploration of social setting is key to ethnography. It is the latter which links ethnography to lived experiences.

2.6.3 Lived experiences and education

Research has indicated that learning, be it at the childhood level, secondary or tertiary level is built around relationships and experiences. Research further indicates that the greatest privilege that human beings have is that of learning from both personal experiences and the experiences of other people (Hamre & Pianta, 2005; Pianta, 2006; Farrel, 2020). I therefore concluded that there is a strong link between lived experiences and education. Hermeneutic phenomenology has shown that lived experiences help to bridge the gap which exists between theory and practice. It does so by highlighting what exactly takes place in a classroom situation as opposed to what should take place (Friensen, 2012). Friensen further contended that lived experiences transport the teacher in the light of knowledge and understanding of classroom matters from the peripheral to the deep. This gesture gives a teacher a different perspective on everyday pedagogical practice. Singleton (2015) added that this kind of pedagogical practice is based on three premises which are; head (thinking), heart (feeling), and hand (acting). The interpretation of the premises is that for a teaching experience to qualify as being a lived experience, a teacher or learner must be conscious of the teaching/learning process. Secondly, this aforementioned process must appeal to the emotions of both the learner and the teacher. Lastly, the experience must be first-hand or hands-on. Langdrige (2007) contended that the personal experiences and feelings of both teachers and learners constitute the reality from which knowledge is constructed and reconstructed during teaching and learning.

2.6.4 Lived experiences and educational research

The principle of interpretation of lived experiences within the auspices of hermeneutics phenomenology is what has influenced educational research. Patton (2002) argued the interpretation as:

“attaching significance to what was found, making sense of findings, offering

explanations, drawing conclusions, extrapolating lessons, making inferences, considering meanings, and otherwise imposing order on an unruly but patterned world (p. 480)."

From the above quotation, I therefore deciphered that research is inconclusive if data has not been analysed to draw conclusions that can offer meaningful solutions to problems. Finlay (2003) noted that when engaging with lived experiences in research, the data analysis perspective shifts from the normal tradition of objectivity to a subjective posture in which researchers combine personal understandings and experiences to draw meaning from acquired data. The participants' actual experiences are the most informative source of knowledge in educational research. The study of lived experiences reveals a deeper understanding of what education is all about (Allen, 1995). When scholars understand human experiences as a book that provides rich and detailed accounts of occurrences, the aforementioned is attained (Hein & Austin, 2001). This interpretive process continues until a point in time when the experience's reasonable meanings emerge, free of internal conflicts (Kvale, 1996).

In light of the above discussions, I therefore, concluded that the subject of lived experiences is not new. Phenomenological studies have researched extensively on this subject. However, the weakness of the phenomenological approach is its overreliance on descriptive methods of data collection and analysis. Research has shown that such methods are shallow. In this study on how teachers' lived experiences may be used to enhance pedagogy in ESL teaching, I employed the narrative approach to counter the above weaknesses.

2.6.5 Studies on teachers lived experiences

Within the Zambian context, no study had been conducted which focused on how teachers' lived experiences can enhance teaching in ESL classrooms. However, there are some studies which mentioned the aspect of experience although their foci were different. Shwandi (2017) conducted a study on experiences and challenges faced by teachers and pupils of large classes

in selected secondary schools in the Lusaka district. Her study indicated the following as being challenges; incomplete marking of books, too much noise and lots of distractions during classes. This study is different from my study in that Shwandi (2017) had no particular focus in terms of the subjects. My study was only interested in ESL teaching. Secondly, the study under review looked at any kind of current experiences within the classroom set-up whereas my study focused on both prior and present experiences with language and how these experiences influenced classroom decisions.

Manchishi and Mwanza (2013) conducted a study to establish the effectiveness of the University of Zambia school teaching experience. Data was collected using interview guides, observation checklists and focus group discussions. Eighty (80) student teachers, eighty (80) serving teachers and ten (10) Headteachers were drawn from ten (10) high schools in the Lusaka District. The findings indicated that the design and delivery of the Unza student teaching experience were not effective. This study indicated that student teaching practice experience is at the centre of teacher training programmes. It allows a novice teacher to behave like a fully trained professional within a real classroom situation. However, this programme had its weakness as student teachers were given six weeks to do their practice and the first week was for observation. The time given is not enough for teachers to learn how to put theory into practice. As a result of time constraints, student teachers may not have an opportunity to create their realities about teaching based on the experiences they go through. My research into lived experiences was to help bring out insights into how teacher experiences could be used to make teacher education programmes and teaching experiences more effective

Manchishi and Mwanza (2016) sought to establish whether or not peer teaching was still a useful technique in introducing student teachers to the practical realities of teaching. A

qualitative method was used and 16 teacher educators and 40 finalist students were interviewed. The findings indicated that it was still useful but faced a lot of challenges such as being allotted little time, lack of teaching materials and inadequate lecturers. From this study, it can be seen that experiences such as peer teaching are beneficial because students teaching skills are sharpened by evaluations given by lecturers and peers. However, this study focused on peer teaching whereas my study focused on the practising teachers, even though they would also provide narratives about their pre-service experiences.

Masaiti and Manchishi (2011) conducted a study on the responsiveness of the University of Zambia (Unza) pre-service teacher education programmes to schools and communities. This research was conducted in the Lusaka, Kafue and Chongwe Districts of Lusaka Province. Face-to-face interviews and focus group discussions were used to collect data. The findings revealed gaps between Unza programmes and what was obtained in high schools. Unza-trained teachers were very weak in methodology. There was a need to re-examine teacher training programmes. The findings of this study raise a lot of concerns. The University of Zambia is still perceived as the highest institution of learning in Zambia. Besides this, it has over 14 government colleges of teacher education affiliated with it. One wonders how it provides checks and balances to the affiliate college programmes when its own is perceived to be irrelevant and produces graduates who are failing to put theoretical aspects of their subjects into practical realities of the classroom.

Banja and Mulenga (2019) analysed the quality of teacher education at the University of Zambia. Questionnaires and semi-structured interviews were used to collect data from 392 participants comprising students, newly qualified teachers, heads of department deans and lecturers. The findings indicated some institutional weaknesses such as inadequacy of teaching practice experience and mismatch between subject content offered at the University

of Zambia and content taught at the secondary school level. The study under analysis is different from my study. The latter focused on teacher education whereas my study focused on lived experiences of ESL teachers only. Insights from this topic may help explain the foundations of the mentioned challenges and provide suggestions on how teacher education programmes can be made more responsive to high school needs

Phiri (2021) researched teacher cognition in grammar teaching and testing in the Luanshya District. However, one of her objectives focused on how the experiences of teachers affected the way they taught and tested grammar. The findings on this objective revealed that teachers maintained the assessment practices of their past teachers. This study is different from my study in that Phiri (2021) just had one objective on experiences whereas in my study all my objectives are on the lived experiences of ESL teachers. Secondly, Phiri just focused on grammar teaching and testing whereas my study focused on all the components of ESL such as composition, comprehension, writing, speaking and listening.

From the studies reviewed, it can be seen that the experiences of teachers are studied but in a peripheral manner. To appreciate and benefit fully from teachers' lived experiences, fully-fledged studies are advocated, hence this research.

2.6.6 Related studies within the African context

In the African context, lived experiences are recognised as being influential when it comes to teacher-classroom practices within the discipline of either English as a Second Language or English as a Foreign Language. In Tunisia for example, Hermessi (2016) investigated the cognition of 70 teachers on the place of culture in English education. The findings indicate that teachers acknowledged the importance of culture but minimised its use in the curriculum. This is because the mother tongue culture was seen to be distant from the L2 culture. The situation in this study can simply be interpreted as a clash of experiences. This development if left unattended can hinder the teaching of the English language. What may help in this case

is not the marginalisation of experiences in form of mother culture but the redesigning of the curriculum to adequately accommodate both cultures. My research also endeavoured to establish whether or not lived experiences were being accommodated in the ESL classrooms and curriculum in selected secondary schools of the Luanshya District in Zambia.

In Kenya, Okoth (2015) investigated the cognition of form 111 English language teachers and evaluated their preparedness in implementing the revised English language curriculum. Questionnaires and in-depth interviews were used to collect data. The findings revealed that teachers had varied cognition on curriculum integration. The practice of focusing on examined areas only was still enshrined in teacher beliefs. Challenges recorded among others were a lack of appropriate Continuous Professional Development programmes and inappropriate pre-service training. It must be understood that cognition has several dimensions and one of them is all past and current experiences about teaching. It is out of these experiences that even beliefs are formed. In the study by Okoth (2015), the variations in teacher cognition may be a result of variations in teacher experiences. A study into lived experiences may provide more information about the teachers' various levels of curriculum integration and the challenges faced.

In South Africa, Anyanwu (2016) conducted a study to understand student teachers' experiences in the high school English classroom and the impact of any of their experiences on their decisions to become teachers of English. It was a phenomenological study underpinned by an interpretivist paradigm. The findings revealed that student teachers at Kwazulu Natal University had both positive and negative experiences with schooling in general and English language learning in particular. The experiences were subjective and unique to individuals. These experiences also impacted their university learning positively and negatively. This study had shown that experiences can influence career decisions.

However, it was not known whether the experiences of the teachers in my study had any influence on their career choices. While this study focused on the high school experiences of student teachers, my study focused on all forms of experiences that teachers have had with ESL such as past, present, formal or informal and how these experiences may enhance ESL teaching.

In Mozambique, Nhapulo (2013) conducted a study on teacher and learner beliefs and expectations about English language teaching and learning at a Mozambican university. Using questionnaires and focus group discussions data on Mozambican linguistic profile, the learner and teacher beliefs and their influence in tertiary English language learning and teaching were gathered. The results indicated the need for creating an environment in which teachers' and learners' cultural backgrounds, beliefs and needs are considered for effective teaching and learning.

From the studies above, it is evident to see that research on lived experiences was being conducted with varying focuses. However, more studies are still needed in Africa on lived experiences to provide detailed knowledge on how they can be used to enhance ESL pedagogy.

2.6.7 Related studies beyond the African context

Outside Africa, the topic of teachers' lived experiences is not new. Several studies have been conducted. Yan et'al (2018) examined the experiences of ESL trainee teachers in Hong Kong during their practicum. Data was collected using 74 field trip forms and 74 evaluation sheets and later analysed. The findings indicated that students lacked pedagogical knowledge. From this study, it can be noticed that even in Asian countries like Hong Kong teacher experiences are being studied. However, the focus of this study was on trainee teacher experiences whereas this study focuses on forms and levels of ESL teachers' lived experiences. The other

weakness in the study under analysis was that it relied so much on evaluation trips. Classroom observation would have added depth to the findings.

In Iran, Eslami (2016) examined initial language teaching beliefs and attitudes towards ESL among 354 pre-service teachers in a public university and compared them after 3 to 4 years of ESL coursework. The findings had shown a change in the beliefs and attitudes of pre-service teachers as there was a shift towards current research knowledge. It must be noticed that students do not enter teacher education training with a blank mind; instead, they have their knowledge which they created based on personal experiences before teacher education training. It must be mentioned that it's not easy to change beliefs and attitudes which took many years to build. It only takes teacher training programmes which understand how these experiences are formed and their nature among pre-service or in-service teachers. This study was to throw its thrust on understanding how formal or informal experiences build predispositions of pre-service as well as in-service teachers concerning ESL teaching. The influence of lived experiences on ESL classrooms will also be investigated. One of the weaknesses of Eslami's (2016) study is that it did not consider classroom observations to triangulate the findings. My study was to incorporate observations in the natural setting of classrooms because they were allow me to see what obtains rather than assumptions.

In Turkey, Kaslioglu and Ersin (2018) investigated changes in beliefs about the use of literary texts in English teaching. Sixty-five (65) pre-service students from the teacher education department at a state university in Istanbul were involved in this study. Data were collected using questionnaires before and after the completion of two-semester courses on teaching English through literature. The findings indicated that the students had positive beliefs about the course. The findings further indicated the course had a limited impact on the prior beliefs. The weakness of this study is the use of questionnaires to collect data and the limited time

they were given. There was a need for detailed data to cement the findings through the use of detailed interviews or narrative frames. The other weakness is the time between the assessments. Two semesters are not enough for any significant impact on the students' beliefs which takes years of experience to be established.

Deng and Hyden (2021) conducted a study on how pre-service teachers begin to develop an equitable vision for teaching multilingual learners. This study surveyed final-year pre-service teachers pursuing elementary education. Historically situated practices were used to collect data. The findings indicated contradictory beliefs about multilingual learners influenced by background and experiences. This study is important as it brings out information concerning multilingual states. Multilingual classrooms are made up of teachers and learners with diverse linguistic backgrounds and experiences. My study also was to be conducted in Zambia which is a multilingual state with over 73 languages. The findings of this study were to help bring out multilingual experiences and help suggest ways in which they can be used to enhance pedagogy in Zambian multilingual classrooms.

Bangau et al (2011) examined the knowledge base of English teacher candidates at two university pre-service programmes in Canada and Lebanon. Blog posts and semi-structured interviews were used to collect data. 8 participants were Canadians and 11 were Lebanese. When the results were compared, it was concluded that knowledge was contextualised and rooted within experiences outside and within the programme. From this study, it can be seen that context and experience combine to create a knowledge base for teachers. However, it must be noted that experiences depend on the context which varies from one location to another. My study was to be done within the Zambian context. Therefore, it is the lived experiences of Zambian ESL teachers which were to be the central focus of this research.

The influence of the experiences and context on teacher classroom choices was also to be considered.

Miller (2017) examined the school memories of a cohort of bilingual pre-service teachers' experience as English learners. Participants were told to describe memories from elementary school and later used that memory to reflect on their impact on their teaching. Data were analysed inductively. Themes such as school transition, embarrassing moments in classrooms and discovering a call to teaching were highlighted. Each memory was related to dispositions and actions as bilingual teachers. My study is different from that of Miller (2017). He focused on bilingual teachers whereas my focus was on monolingual teachers of ESL. It must also be noted that in-service and pre-service teachers were once learners. Memories of teachers being learners whether good or bad may leave a lifetime impact. Teachers may avoid certain actions in class because they are reminding them of embarrassing experiences they went through. This study explored the lived experiences of ESL teachers in Zambia, whether good or bad, from childhood through to in-service.

In Chile, Cairo (2020) assessed the impact of apprenticeship of observation on 8 Pre-service teacher beliefs. It was a qualitative study which used a multiple-case design. Data was collected using narrative frames and interviews. The findings indicated that they were strongly influenced by it, leading them to replicate or avoid certain practices depending on the context. Apprenticeship of observation means that students do not enter pre-service education without any idea of what they will be studying. On the contrary, they spend a lot of hours listening to other people teach them. With time they create their knowledge about fields before taking them up as professions. This study was conducted in Chile. My study was conducted in Zambia in Luanshya District in the Copperbelt Province.

Ozturk and Gurbuz (2017) examined the main sources of EFL teacher cognition, their classroom practices and the impact of institutional factors on classroom practices in Turkey. Semi-structured interviews and classroom observations were used to collect data. The findings indicated that prior language learning experiences, pre-service education years spent as novice teachers, institutional factors, experienced colleges in the past and all teaching experiences were the source of cognition and origin of classroom practices. From this study, it can be seen that different types of experiences may influence classroom practices. Some of these may be informal such as those from home or during informal socialisations with peers or other people. Some experiences may also be formal such as experiences as learners, pre-service training or while practising as professionals. What one should notice is that whether the experiences are formal or informal they all have the power to influence the decisions of a teacher during classroom delivery. However, the types of lived experiences that influence the judgement of ESL teachers during classroom practice in the Luanshya District in Zambia were not known hence this study.

Boyd et al., (2013) researched the influence of past and current learning experiences of pre-service teachers on their microteaching practices. The Ex post facto approach was used to analyse the previous learning experiences and cognitions. The findings had shown that past learning experiences had an undesirable impact on how they viewed teaching. Moodie (2016) engage in a narrative inquiry involving 18 pre-service teachers. Narrative frames and semi-structured interviews were used to collect data. The findings indicated that the experiences of the students in public schools while learning English discouraged apprenticeship of observation. Their teachers were perceived as role models of what not to do while in class. The findings from the above studies are further supported by Biesta (2015) who stated that learners are more likely to do what they see the teacher doing than what the teacher teaches. However, it must be noted that sometimes the learners may dislike what the teachers do or

the approaches they take while teaching. Such a predisposition on the part of the learner will act as a lens through which apprenticeship of observation is rejected.

2.7 Summary of the chapter

From the review of the above literature, it is plain to see that around the globe the theme of lived experiences has been extensively researched. In Africa, research on lived experiences is being done but not as extensive as in countries outside it. In Zambia, there are no studies that focused on how insights into lived experiences may enhance ESL pedagogy. All the related studies reviewed focused on teaching methodologies. This study was therefore exceptional as it focused on how teachers lived experiences could be used to enhance pedagogy in ESL classrooms in Zambian secondary schools.

Chapter 3

Research Design and Methodology

3.0 Overview

The previous chapter focused on the theoretical framework that underpinned this study and the literature review. The current chapter focuses on the research design, research paradigm, research approach and selection of participants. Thereafter, I will explain the procedure for data collection, data generation, data analysis, the trustworthiness of the study and ethical considerations. A summary of this chapter will also be given.

3.1 Research design

A research design, according to Yin (2003), links the research questions that led to the study's inception to the methods of data collection and the findings. This academic added that a research design functions as a lens through which the complete study process may be visualised. The following elements make up a research design: the research questions, paradigm, approach, technique, sampling, and data generation (Creswell, 2009; Jongbo, 2014). According to Msabila and Nalaila (2013; 27), it is a "plan on how a study is conducted or a precise overview of how an investigation will take place." From these definitions, it can be deciphered that a research design highlights all the necessary steps that need to be taken to answer a given research question cohesively and coherently. The first step of my research design is the research paradigm.

3.2 Research paradigm

According to Krishna (2020), a paradigm provides a foundation for a particular subject on which philosophical or theoretical premises may be explored. According to research, Thomas Kuan, an American philosopher, coined the term paradigm to describe a logical method of seeing things (Kuln, 1962). According to Ramrathan (2017), a paradigm is a stance that a researcher adopts as he or she attempts to build knowledge and formulate the truth. According to Creswell (2014), paradigm refers to four philosophical worldviews:

postpositivist (empirical observations and measurement-driven), interpretivist-constructivist (multiple participant meaning oriented), transformative (political and social justice oriented), and pragmatic (real-world practice-oriented). He clarified that they contain procedures that serve as a manual for study actions. The term paradigm was defined by Willis (2007) as a collection of beliefs that affect how a researcher views a study challenge and how the solution might be effectively applied. From these conversations, it can be concluded that a researcher's views and beliefs are what determine the general structure of his research. Krishna (2020) suggested that each specific research should have a paradigm because it offers direction for the nature of truth one is seeking, the sources of data to be taken into consideration, and the kinds of procedures to be used. To comprehend the various interpretations that ESL teachers derived from their personal experiences, I employed the interpretivist paradigm in this study. Lincoln and Guba (1985) considered epistemology, ontology, methodology and axiology as components which constitute a valid research paradigm. A deeper comprehension of these elements is expedient as they contain norms, values and beliefs which cement paradigms. The first component of a paradigm that I discussed in this study is ontology.

3.2.1 Ontological assumptions

The study of ontology dives into the philosophical presuppositions that support the type of reality that a researcher wants to engage. Ontology, according to Scotland (2012), is a field of research that focuses on our beliefs about the existence of a certain phenomenon that is being studied. Krauss (2005) only described ontology as philosophical justifications that centre on reality. Ontology evaluates our research's belief systems, according to Krishna (2020). By presenting queries regarding the location and methods for exploring reality, it does this. An interpretivist paradigm served as the basis for this study. According to Hammersley (2013), the interpretivist paradigm does not hold that there is a single truth or reality that can be found. In tandem with this philosophical advice, I took a relative ontological stance towards

the truth; this is because different teachers have different and unique experiences with their learning and teaching of ESL. What they perceive to be the truth about teaching and learning ESL also varies. It is such complexities that this study endeavoured to explore. The next component of the research paradigm I turn to is epistemology.

3.2.2 Epistemological assumptions

An element of a research paradigm whose main focus is knowledge creation or acquisition is epistemology. According to Trochim (2000), it is a methodical process that one uses to learn what has to be learned. Epistemology, according to Cooksey and McDonald (2011), analyses the nature and forms of knowledge as well as the processes that result in knowledge acquisition. Epistemology defines what knowledge is already known and what knowledge needs further study in terms of research. It is discussed whether knowledge should be acquired or personally acquired. Furthermore, the connection between the inquirer and the subject of the inquiry is made explicit (Kuvunja & Kiyuni, 2017). Epistemological presumptions, according to Krishna (2020), are crucial in building trust in the data being studied. She continued by saying that the measures researchers take to gather the required knowledge could be influenced by their epistemological presumptions. The interpretivist paradigm, according to Hammersley (2013), makes the epistemological presupposition that knowledge is not awaiting discovery. Humans innovate or create knowledge, though, based on their own experiences. In keeping with my paradigm and the purpose of my research, I also wanted to know how ESL teachers in Zambia interacted with their environment and created meaning and knowledge about teaching and learning ESL based on their previous and current experiences as students and teachers of ESL. I covered another aspect of a paradigm in the section after this one which is axiology.

3.2.3 Axiological assumptions

Axiology is concerned with ethical obligations during the research process that reflect what is valued. Axiology explains the factors that the researcher must take into account before

beginning a study, including the nature of ethics or ethical behaviour, values to live by during the study, how to respect all participants' rights, how to handle moral, cultural, and intercultural issues, how to secure participants' goodwill, how to conduct the study in a socially just, respectful, and peaceful manner, and how to avoid or minimise risk or harm, whether it be physical, psychological, or otherwise (A.R.C, 2015). Axiology, according to Kivunja and Kayuni (2017), is the value we assign to each element of a given study, including the research data, participants, and the audience to which the findings will be presented. I made sure to convey my goal in this study honestly and openly. I also made sure that all the participants' human rights were upheld. I did not coerce them in any way to get the data I wanted. I gave my participants the liberty to discontinue their participation in my study at any time they felt even without any reason. Detailed information concerning the ethical considerations I took for my entire study is provided in the ethics section (3.9). In the next section, I discussed methodology, which was the last item in my discussions of research paradigm components.

3.2.4 Methodology

A very important part of any study paradigm is methodology. According to Krishna (2020), it is a methodical manner of getting from the research challenge to the research solution. She added that methodology covers participants, techniques, approaches, data collection tools, data analysis metrics, assumptions, and any potential research-related restrictions. In Krishna (2020), Guba and Lincoln (1994) characterised methodological assumptions as raising queries about an inquirer and the heuristics that might lead them to the answers to what is being enquired about. From these discussions, it is plain to see that methodological assumptions are just about logical research procedures which may lead the researcher to the knowledge that he or she desires to gain over a given subject. In this study, I adopted the narrative methodology. For details on narrative methodology cf section 3.5

3.3 Qualitative approach

To comprehend the phenomenon (life experiences of ESL teachers) of the study from the participants' perspective, I used a qualitative approach (Creswell, 2014, 2015). According to Denzin and Lincoln (2005), a qualitative method places more emphasis on the characteristics of the events being studied than on experiments and data. According to Miriam (2002) and Creswell (2014), qualitative research is employed when a researcher wants to investigate human experiences and how they shape how individuals see the world. According to Mahajan (2018), qualitative research tends to focus on the thoughts, feelings, experiences, and other activities that are the centre of human existence. I chose a qualitative approach because of the nature of the topic I was exploring. Secondly, my choice was supported by my literature review which indicates frequent use of a qualitative approach as researchers sought a detailed understanding of the various aspects of ESL and lived experiences (Öztürk & Gurbuz, 2017; Anyanwu, 2016; Ong'ondo, 2016; Nhapulo, 2013).

3.4 Narrative methodology

My approach to this investigation was the narrative methodology. This was so that I, as a researcher, could look at the experiences of people, in this case, the ESL teachers. Connelly & Clandinin (2000), who defined narrative methodology as a method in which the inquirers study human lives via stories, provided support for my choice. Recounted and stored information is done so in a sequential manner. The researcher's and the participant's perspectives are blended during the procedure. By letting people narrate tales about themselves, a narrative strategy concentrates on people's lives, according to Riessman (2008). Through the use of this technique, participants were able to recall their early ESL learning experiences and encounters that have had a lasting impact on their teaching careers.

3.5 Data collection methods

Data gathering is the methodical procedure that a researcher uses to locate and gather the information that directly addresses the research topics at hand (Msabila & Nalaila 2013). The

literature recommends the following specific data-gathering techniques for narrative methodology: interviews, observations, stories, autobiographies, field notes, and reflective journaling (Mwanza, 2006; Tromp & Komp 2006; Creswell 2013; Msabila & Nalaila 2013; Creswell 2014). My adoption and usage of the interviews and observation procedures were informed by the aforementioned literature.

3.5.1 Narrative interviews

Specifically, I used in-depth narrative face-to-face interviews to interview my participants who were working for the government as teachers of ESL. These interviews took place within the confines of their workstations and lasted for 40 minutes. During the interviews, I gave the participants a chance to describe their memories of learning ESL in the pre-grade stage, primary school, secondary school, pre-service as well as in-service. These descriptions served as a basis upon which participants fashioned their narrations of lived experiences. I interviewed the teachers three times using an interview guide. These interviews were done before classroom observations. I broke the interview sessions into three so as to lessen contact time due to covid-19 guidelines. I had to record the interviews using an audio recorder and this was done with the consent of the participants.

3.5.2 Observations

To determine the influence of the lived accounts of ESL teachers on their classroom practice, I used the observation method. This act was supported by Corbin & Strauss (2008) who explained that observations help to explain what is obtained on the ground as opposed to what may be assumed or hoped for. I had to observe a lesson for each of the eight teachers who were involved in this study once. These observations took place within the natural settings of their classrooms. I observed any grade on any topic of ESL as determined by the teachers themselves. Each observation lasted for 80 minutes. I had an observation guide with me which guided me in terms of what I was looking for in any given lesson cf appendix.

3.6 Research instruments

Mkandawire (2010) explained research instruments as tools or guides that an inquirer may use to gather the intended data. In my study, I used interview guides, observation schedules and an audio recorder. Interview guides helped me to elicit information during face-to-face interviews with teachers to find out their lived experiences with ESL. Furthermore, I used observation schedules to observe the lessons of teachers in their classrooms to find out whether or not their lived experiences influenced their classroom judgements and decision-making. An audio recorder was used to record the interviews.

3.7 Target Population and Study Site

A population is defined as a group of individuals, objects, or things that share certain traits from which samples may be taken to be used in a specific study (Kombo & Tromp, 2006; Msabila & Nalaila 2013). The Copperbelt Province's Luanshya District is where I conducted my study. There are 16 secondary schools in the Luanshya District. Four (4) of these are located in the District's peri-urban areas, and thirteen (12) are in its urban areas. About 171 ESL teachers work in secondary schools overall, according to estimates. All of the ESL teachers from the 17 secondary schools in the Luanshya District made up my study's population.

3.7.1 Sample size

According to Kasonde (2013), a sample is that portion of the population that is thought to be representative of the study's total population. According to Mungenda and Mungenda (2012), a sample size is a small group or a subset of a population selected for a study from which generalisations about a community's features are made. A smaller sample size, according to Mungenda and Mungenda (2012), makes the researcher's task of managing and controlling the participants easier. The eight ESL teachers I included in my sample came from the District of Luanshya's eight (8) chosen secondary schools. Creswell (2009), who claimed that in qualitative research the emphasis is not on having big numbers but on the capacity of the

participants to contribute rich information, endorsed the number of participants. Eight individuals were sufficient in this study to provide the data required to address the research topics.

Table 1: Exposition of Selected Participants

Participants	Gender	Age	Qualifications
Teacher 1	Female	40	B.A.ED in English
Teacher 2	Male	54	Diploma in English
Teacher 3	Female	33	B.A.ED in English
Teacher 4	Female	30	B.A.ED in English
Teacher 5	Female	35	Diploma in English
Teacher 6	Male	25	B.A.ED in English
Teacher 7	Male	37	B.A.ED in English
Teacher 8	Female	45	Diploma in English

3.7.2 Sampling techniques

According to Hamed (2016), sampling is a method of obtaining data for an investigation that is thought to be representative of a wider population. I chose individuals who are specialists in the teaching of ESL by using purposeful sampling (Robinson, 2014). To provide crucial data that cannot be gained from other selections, individuals, situations, or events are purposefully chosen in purposeful sampling, according to Hair et al., (2011). I specifically chose ESL teachers because I thought they had a rich life experience that could be used to improve classroom instruction. My choice was also supported by Dörnyei (2007) who explained that with qualitative studies sampling aims to arrive at samples that provide rich and diverse understandings of a phenomenon under inquiry.

3.7.3 Data analysis

As epistemological methods in research based on the narratives of participants, Holstein and Gubrium (1997) proposed constructivism and naturalism. To comprehend how teachers interpreted their experiences, discussed their experiences, and positioned themselves in tales,

I adopted a constructivist perspective. Additionally, I looked at how different stories were communicated as well as how social and interpersonal interactions affected how those stories were put together. I utilised thematic analysis to analyse my data and classify repeating patterns or themes. Braun and Clarke (2006) described the thematic approach as one method of data exploration that involves examining data numerous times. According to Kiger & Varpio (2020), successful analysis of qualitative data requires that six phases in identifying themes be followed: getting acquainted with the data, creating preliminary codes, looking for themes, analysing themes, identifying and labelling themes, and writing a report or manuscript is among them. I turned the audio data from the narrative interviews into written narrative scripts as soon as I had gathered the data. After that, I went through the data and found information that related to the study's objectives. The next thing I did was to create codes using the data samples I had gathered. I then organised the main subjects covered. Rereading the story scripts was done after this step to find and emphasise significant quotations, observations, or interpretations. I then marked the margins with my main concepts. I then organised the coded resources according to the main themes. Associations were created after similar data were combined. In the end, I created a summary report that outlined the main themes and the connections that connected them. To ensure data verification and detail capture, the entire process was not linear but rather back and forth. I analysed data from my classroom observation by triangulating information on the teacher's lesson plan, my observation notes and pre-lesson interviews. I compared the classroom practices against what the teachers said during interviews before classroom observations. I wanted to find out if lived experiences that the ESL teachers narrated to me were present during classroom practice.

3.8 Trustworthiness in this research

One of the strategies to ensure quality in research is trustworthiness. It focuses on the extent to which findings can be deemed to be reliable and credible. Cohen (2007) proposes four demands which must be met for a given research to be viewed as valid, trustworthy and objective. These are credibility, transferability, dependability and confirmability.

3.8.1 Credibility

According to Korstjen and Moser (2018), a qualitative research project gains credibility when its participants reveal a variety of realities. It is known as the truth value, according to Creswell (2007). It is a method by which the researcher makes sure the study's results are real and accurate. As one method of guaranteeing the research's trustworthiness, Creswell (2014) suggested triangulation and member checking. I triangulated the findings from the classroom observations and the interview data in this study to check for divergence and merging of the data. This stance I took ensured the study's credibility. I also employed member checking by returning the narrated stories to the participants for confirmation, clarification, and interpretation.

3.8.2 Dependability

According to Willig (2013), dependability refers to how consistent and repeatable study findings can be seen to be. This theory implies that if the research were to be conducted repeatedly, the same results would have to be obtained (Tobin & Begley, 2004). According to Creswell (2007), a senior qualitative researcher can audit a study to ensure dependability in qualitative research. Every step of this research was thoroughly documented to establish dependability so that any outside reviewer could readily follow the same steps and acquire comparable results.

3.8.3 Transferability

Transferability was defined by Yin (2003) as the degree to which a qualitative study's findings can be applied to contexts or settings other than the current one. This suggests that the study may be useful for ESL instructors in areas of Zambia other than the one where it

was done. Sharing the research's findings at one of the yearly conferences hosted by the Languages Association Zambia, of which I am a member, will accomplish this. Assessors of the research also determine transferability. This study's research report was to be given to a committee of research assessors, who would then provide the appropriate input.

3.8.4 Confirmability

Confirmability is defined as a degree of neutrality in research findings (Korstjen & Moser 2018). The interpretation of the aforementioned is that at no time must a researcher deviate from the findings of the research to fit his/her personal biases (Tobin & Begley, 2004). In this research, I ensured confirmability by expounding in detail all the steps I followed in data analysis to arrive at logical conclusions.

3.9 Ethical consideration

According to Cohen (2007), ethical consideration entails respecting other people's rights and ensuring that researchers do not violate the participants' dignity in the pursuit of the truth. All potential ethical concerns were considered for this investigation. The University of Free State's ethics committee was first consulted to obtain permission to perform this research ethically. The second thing I did was to make sure that taking part in the study was entirely voluntary. I did this by outlining the details of the study and then making sure that everyone completed the informed consent forms. I also had to make sure that participant-provided data was regarded as classified. Their names and the institutions they attended were kept private. They were only to be identified by codes to ensure anonymity. The aspect of confidentiality is also reinforced by Stichler (2014) who explained that during the research process, the privacy of the participants, integrity and ethical standards must be upheld. Ultimately, as a researcher, I had to take full responsibility for any unforeseen consequences that the study may attract. All the mentioned activities were done to ensure that the rights of the participants were respected and that their dignity as human beings was safeguarded.

3.10 Summary of chapter

In this chapter, I presented the detailed theoretical and practical steps that I took in my research design and methodology. These were steps patterning the philosophical underpins of the type of knowledge I sought, selection of the participants, elicitation of data, analysis of data and interpretation. Issues surrounding the ethics of this study were also covered.

In the next chapter, I presented and analysed the findings which were generated through narrative face-to-face interviews and classroom observations.

Chapter Four

Presentation of Research Findings and Analysis

4.0 Overview

The previous chapter accounted for the research design and the methodology for this study. The current chapter directed its focus on presenting and discussing the findings. The data analysed was collected using face-to-face narrative interviews and classroom observations. The presentations and data analysis were guided by the research objectives. The main research question was: How can the lived experiences of teachers be used to enhance pedagogy in ESL classrooms in Zambian secondary schools? The Sub-research questions were:

- a. How do secondary school teachers conceptualise ESL teaching using their lived experiences within the Zambian context?
- b. How do teachers express their memories of learning ESL in the Zambian context?
- c. How do teachers describe their in-service experiences of teaching ESL in the Zambian context?
- d. How do teachers' lived experiences influence teaching in ESL classrooms in Zambia?

4.1 Interviews

To come up with the findings in this chapter I analysed the data from the narrative interviews I had with eight (8) secondary school teachers using the thematic analysis. I began by transcribing the recorded audio responses to the interviews into manuscripts. Then I coded them. I then looked for themes across the data. Recurring themes were then regrouped into major and minor themes. Finally, I established relationships between and among themes. A summary of themes and sub-themes which were discussed is presented as follows;

- i. **Teacher conceptualisation of ESL**
 - a. Cognitive approach to ESL teaching

- b. Rule-dominated ESL teaching
- c. Increased exposure to ESL material
- d. Increased eclecticism in ESL teaching
- e. Practice-dominated ESL teaching
- ii. **Teacher memories of learning ESL**
 - a. Home memories
 - b. Pre-school memories
 - c. Primary school memories
 - d. Secondary school memories
 - e. Pre-service memories
- iii. **In-service experiences**
 - a. Teaching experiences in years
 - b. Teaching routines
 - c. Negative and positive experiences
 - d. Conflicts in knowledge
 - e. Day-to-day challenges
- iv **Observations on the influence of lived experiences on ESL teaching**
 - a. Teacher emphasis on correct pronunciation and punctuation
 - b. Error correction practices
 - c. Translanguaging practices
 - d. Monolingual pedagogical practices
 - e. Anti-apprenticeship of observation practices
 - f. Teacher-learner relationships
 - g. Eclectic practices
 - h. Language material integration practices

4.2 How teachers conceptualise the teaching of ESL using their lived experiences within the Zambian context

The Ministry of General Education expects teachers of ESL to express competence in subject content as well as teaching methodologies (M.O.E. 2013). This implies that teachers must have a deep understanding of what ESL teaching and learning is all about. This is because it is what teachers know which dictates the choices and decisions made during lesson delivery. To ascertain how secondary school teachers conceptualised ESL teaching using their lived experiences within the Zambian context, I used the narrative face-to-face interview guide. The findings were presented as follows: a cognitive approach to teaching language, a rule-dominated approach to language teaching, exposure to language materials, an eclectic approach to language teaching and practice-dominated language teaching.

4.2.1 Cognitive approach to ESL teaching

From the interviews conducted, it was discovered that some teachers' conceptualisation of ESL teaching was a cognitive one. This meant that they preferred the cognitive approach to teaching the English language. For instance, Teacher 1 and Teacher 4 cited ESL teaching as being a revision of previous work and a recap of main points after teaching as being strategies they learnt from their previous teachers. This can be seen in the following verbatim:

***Teacher 1:** Everything I do in class I learnt from my past teachers. I learnt the technique of recapping the previous lesson before starting a new one from my previous experiences with colleagues and past teachers during my secondary and primary school days. I saw them doing it and I also do it because it works.*

***Teacher 4:** Our teachers would always do a recap of the previous lesson before beginning a new one. After the new topic has ended they would also do a recap. They would also frequently ask questions. I have adopted this way of teaching because it helps to ensure that learners are following the lesson*

Teacher 4: Most of what I do in class I learnt from my previous teachers of English. They could revise the previous lesson before starting a new one. Our teachers could also be strict with us on spelling, tenses and punctuation, especially in secondary school. Also in our days, our teachers used learner-centred methods so I use it as it allows language practice for easy remembrance.

From the above verbatim, the teachers did not report anything concerning the understanding which guided their past teachers. Revision, recap and learner-centred techniques in language lessons are located within the framework of the cognitive code approach. The emphasis of this approach is the mind of a learner. The learner must be given opportunities for storing, processing and retrieving language information. The teacher becomes a facilitator (Demirezen, 2014). The weakness of this approach is that it focuses more on the learner, employing deductive ways of teaching grammar rules and neglecting the use of authentic material. The aforementioned has implications for practice. Firstly, Teacher 1 and Teacher 4's conceptualisation of ESL teaching may result in their learners gaining the knowledge of grammar rules but failing to apply them in real-life situations. Secondly, application of learner-centred technique as highlighted by Teacher 4 may result into giving learners too much freedom to direct their learning. This may be time-consuming leading to teachers failing to meet other curriculum demands like completion of the syllabus. What teachers need is an understanding of the theoretical background of every language knowledge they may have to know how to strike a balance.

4.2.2 Rule-dominated ESL teaching

Some teachers viewed ESL teaching as the ability to teach the rules of the language to learners. For example, in light of their lived experiences, Teacher 4 and Teacher 6 viewed ESL teaching as being just about following rules to manipulate words and sentences and correct spellings and pronunciations. This is as evidenced in the following verbatim:

Teacher 4: *In primary school, my teachers, were not so strict about following rules. Sometimes they could mark my work and make corrections on my behalf. When I went to secondary school, it was different altogether. Our teachers became strict with rules. If you are given work and do not follow the grammatical rules like changing tenses in reported speech they would mark you wrong. Because of that, I have come to understand that grammatical rules are more important when teaching English. I make sure I teach my students the rules.*

Teacher 6: *During my primary and secondary years my teachers used to insist on us learning the grammatical rules. I still also find myself insisting that my learners must follow the grammatical rules of the language.*

The above findings are similar to Phiri (2021) who explored teacher understanding of ESL grammar and found that teachers of ESL in Luanshya District of Zambia understood grammar as a simply manipulation of rules. For the teachers in my study, ESL was all about teaching grammatical concepts. Such a notion is framed within the transformational generative grammar which was proposed by Noam Chomsky (Brown 1994; Chomsky, 1957). For Chomsky, grammar was a system of rules used to combine words to form grammatical sentences. The whole process involved the use of defined operations called transformations which could be used to provide new sentences from existing sentences. The challenge with this kind of conceptualisation is the failure to consider context and go beyond the sentence structure (Tolulope, 2021). The implication for practice is that teachers with such kind of an understanding may fail to integrate appropriate context into the concepts they are teaching. Furthermore, the Ministry of Education encourages ESL teachers to teach learners how to apply the rules of grammar so that they can speak and write grammatically correct English. This in return will enable them to communicate intended messages and function effectively in appropriate social contexts. Also, ESL teaching in Zambia should go beyond grammatical

rules to include summary, composition, comprehension, speaking and listening as directed by the Ministry of Education (C.D.C., 2013).

4.2.3 Increased exposure to ESL material

In this study, other teachers understood ESL teaching as being exposed to ESL language materials. The aforementioned was true in the case of Teacher 7 and Teacher 8. These teachers had the following to say:

***Teacher 7:** What is needed when teaching English is exposure to the material. Our teachers at secondary school were trying to expose us to textbooks even though they were not enough but we had some kind of exposure. Because of that I also give my learners' readers (story books) to go with them to their homes so that they can read and practice other items like comprehension, composition and summary*

***Teacher 8:** For me exposure to material is important. In our days, our teachers never used to expose us to language materials, we had no exposure to language materials whether spoken or written. We just relied on what the teacher said. Contrary to what I experienced, in my class, I try by all means to expose learners to material which relates to what I teach them.*

From the above verbatim, it can be seen that teacher 7 had a positive lived experience with materials which positively influenced his understanding of ESL teaching. However, teacher 8 had a negative experience which affected her positively as she always strived to expose her learners to language materials because she didn't want her learners to have the same experience as hers. The situation which influenced teacher 8's understanding of ESL is technically referred to as anti-apprenticeship of observation (Borg, 2003; Lortie, 1975). The aforementioned scholars explained the anti-apprenticeship of observation as a situation in which prior negative language learning experiences positively shape one's conceptualisation of ESL teaching and learning. Language learning materials are at the centre of a language classroom as they are a channel through which teachers facilitate learning both within and outside the classroom (Castillo et al., 2017). In their conceptualisation, Teacher 7 and

Teacher 8 did not make a distinction between classroom-tailored language materials and authentic language materials. Classroom-tailored language materials are specifically designed to be used within the confines of a language classroom whereas authentic language materials are those which are not tailored for the classroom but have the authenticity of the language (Tomlinson, 1998). Morrow (1977) claimed that authentic texts are language materials made up of authentic language designed by authentic producers meant for an authentic audience and to convey authentic information. The use of authentic materials is recommended in the Zambian senior secondary English syllabus through the concurrent use of communicative language teaching and integrated text-based approaches (C.D.C, 2013). The communicative language teaching approach advocates for use of authentic communicative situations whereas the text-based approach emphasises the use of authentic texts in engaging learners in reading. Authentic language materials help learners to learn easily, cope with real-world language, and increase confidence, concentration and involvement in target activities ((Hammer, 1994; Peacock, 1997; Hedge, 2000). Teachers should, therefore, expose learners to both types of language learning materials if learners are to learn the language easily and have the confidence to use the language in real-life situations. Furthermore, the understanding expressed by Teacher 7 that language exposure is all about textbooks is quite a narrow one. A multimodal understanding is what is encouraged. Multimodality can be defined as an understanding by a teacher that language exposure goes beyond texts to involve videos, audio, pictures and comics. The advantage of such a perception is that it avails both teachers and learners with a variety of learning styles by making language learning interesting (Kress, 2010).

4.2.4 Increased eclecticism in ESL teaching

Furthermore, Teacher 2 and Teacher 5 conceptualised ESL teaching as a combination of various methods. During the interviews these teachers had the following to say:

Teacher 2: *During my secondary and primary school our teachers could vary the way they taught us. Even in college, it was the same. They could use question and answer, class discussions or even debates. Even when I am teaching I used questions and answers, class discussions, group discussions and debates. Pupils can't learn using one method.*

Teacher 5: *Our teachers could take us through drills, and direct methods and use teaching aids sometimes they could just explain concepts. They used various methods. In my classes, I do the same. I combine methods. I explain concepts, conduct group discussions, and debates and sometimes use teaching aids.*

A combination of methods, which Teacher 2 and Teacher 5 were referring to, can technically be called eclecticism. The above findings are in line with Mwanza (2016) who found teachers of the Central Province of Zambia using eclecticism in their teaching of English grammar. These findings are also in line with the senior secondary Zambian English syllabus (M.O.E, 2013; 42) which states that 'The teaching of English should be eclectic to include various approaches such as question and answer, group work and class discussions. In addition, the conceptualisation that Teacher 2 and Teacher 5 exhibited is pedagogical in nature. However, M.O.E (2013) recommends that ESL teachers be knowledgeable in both pedagogical content knowledge and subject content knowledge. Such an understanding as exhibited by the teachers under discussion may lead to production of ESL teachers who are competent in content knowledge and yet lacking in pedagogical knowledge. In addition, Teacher 2 and Teacher 5 could not differentiate methods from techniques. The English syllabus which should guide teachers on such matters fails to provide clear explanations of these terminologies. It uses them interchangeably (M.O.E, 2013). What the syllabus and teachers explained as methods, for example, pair work, question and answer, and class discussions were not methods but techniques. These findings are in line with Mwanza (2016)'s study on eclecticism which established the failure of Central Province teachers to differentiate

methodology from techniques. A method or methodology is defined as an overall plan for the orderly presentation of language material whereas techniques describe the practical aspects of classroom implementation (Richards & Rodgers, 2006). The misunderstandings of methodology and techniques by teachers of Luanshya District may suggest three things. The first one may be that they may have been misinformed by the Zambia senior secondary English language syllabus. Secondly, the teaching methodologies course they learnt may not have adequately addressed these matters. The third one is that the teachers might have been taught at college but over the years forgot how to differentiate the concepts in question. If such misconceptions are to be addressed, policy documents such as the Zambian senior secondary English syllabus must be written by experts with detailed pedagogical knowledge. In addition, colleges and universities must clearly outline to the students the differences that exist between methodology and techniques and marry them with content. Furthermore, as the teachers are serving, besides just focusing on subject content knowledge, such methodological knowledge can be preserved and expanded upon through research and School-Based Continuous Professional Development.

4.2.5 Practice-dominated ESL teaching

The findings had also shown that some teachers perceived ESL teaching as being all about practice. For example, Teachers 3 and 7 stated the following:

***Teacher 3:** I make sure I give my learners a lot of work to practice both written and spoken. When I was at Fatima girls and Kasama girls boarding schools that was how we were taught by nuns.*

***Teacher 7:** for learners to understand and learn they need a lot of practice. During my time at secondary school, our teachers could display a lot of structures for us to practice almost every day. I also do the same I make sure that my learners practice a lot be it structure, comprehension, summary and composition. I make sure we practice together.*

The above findings are in line with both the Zambia National Curriculum Framework and the senior secondary Zambian English syllabus which explain that learners must be given enough time to practice what they learn in an oral and written manner (M.O. E, 2013; C.D.C 2013). Such an understanding inclines towards mastery of concepts. However, the ultimate goal of a teacher is not to help learners to develop mastery of language concepts but the ability to communicate which may need little of the target language (McCull & Thomas, 2013). Furthermore, what Teacher 3 and Teacher 5 saw from past teachers was just classroom language practice. However, there is also the practice of language outside the classroom. Teachers of ESL should therefore encourage learners to practice in the classroom as well as outside their classroom in everyday life situations to help learners develop both their linguistic and communicative competence. Chomsky (1965) defines linguistic competence as the aspect of possessing vocabulary and grammatical knowledge and being in a position to distinguish grammatical from ungrammatical structures. Hymes (1966) contrasted Chomsky's linguistic competence by introducing communicative competence. For Hymes, knowledge of grammatical rules was not enough, context must be added. A speaker of a given language was to possess, 'knowledge about what to say, when to say, where to say, how to say, why to say and to whom to say' (Phiri, 2021; 71).

The above findings are consistent with my narrative theory which contends that humans have different experiences of the same phenomenon; as a result, they formulate different meanings out of the same experiences. In this study, participants were all teachers of ESL with varying years of practice. However, based on their personal experiences of being learners and teachers of ESL, they expressed different understandings of what ESL teaching was all about (Fisher, 1985). They highlighted various understandings such as the cognitive approach to teaching language, rule-dominated approach to language teaching, exposure to language material, eclectic approach to language teaching and practice-dominated language practice.

What should be advocated therefore is an integrated approach towards ESL teaching as recommended by the Ministry of Education through the senior secondary English syllabus (M.O.E). Teachers of ESL must be well vested in all the components of pedagogical knowledge as well as all the components of subject content knowledge. During classroom practice, teachers must use the pedagogical and content knowledge of ESL to help learners develop both linguistic competencies as well as communicative competence (Castillo et al., 2017).

The above findings are in line with the narrative theory upon which this study is framed. This theory embraces an interpretivist or constructivist stance on the creation of knowledge and meaning. With the narrative theory, humans form meaning or understanding out of the stories of their lives (Hammersley, 2013; Fisher, 1985). This meaning is relative to the personal stories or experiences of humans. In this section, the respondents who were teachers displayed their understanding of what ESL teaching was all about. Based on their personal stories or experiences they have had with ESL as learners, they displayed various forms of conceptualisation of ESL teaching, during interviews, as discussed above.

4.3 How teachers express their memories of learning ESL in the Zambian Context

To answer this question, I used narrative face-to-face interviews. According to my findings teachers expressed their memories in stages. The first stage was about home memories. This was followed by preschool memories as the second stage. The third stage was on primary school memories. The fourth stage was about, secondary school memories. The last stage was the pre-service memories.

4.3.1 Home memories of ESL exposure

From my findings, I noticed that out of the 8 teachers I interviewed; only five had been exposed to what I could term as ESL in homes where they were born and brought up. These were Teacher 3, Teacher 4, Teacher 5, Teacher 6 and Teacher 7. They narrated to me how their parents could speak to them in English, especially those whose parents were teachers,

nurses and secretaries. They remembered being taught names, sounds, pronunciations, poems, songs, writing, speaking, and reading as evidenced in the following verbatim:

***Teacher 3:** I grew up in Mbala with my father and my mother. My mother was a teacher and my father was a health worker. So being a teacher my mother could teach me songs, names of things, poems and sounds in English. Because of that experience with sounds, I am very particular when it comes to pupils' pronunciations. I am very strict*

***Teacher 4:** I was born in Lusaka, in my parents' home. We spoke so many languages such as Bemba, Nyanja and English. At a young age, I could speak English. My mother worked as a secretary. So at home, she could teach me how to read books such as Cinderella, Snow White and The Seven Dwarfs. During bedtime, she could also read books and tell me folktales. I think that is the reason why I enjoy teaching reading comprehension and literature*

***Teacher 5:** I was born in Mufulira. In our home, we could speak both English and Bemba. My father was a church Bishop and my mother was a businesswoman. My father could buy some English books for me to read. I found myself loving reading. Even now I like emphasizing learners' knowledge to read because of the experiences I had.*

***Teacher 7:** I was born in Lusaka. I had parents who brought me up. In our home, we could speak Bemba, Nyanja and English. My parents in their spare time could read me English books, and picture books. My elder sisters would also teach me how to read, sound letters and write my name before I even went to preschool. In my classes I also do the same I like helping my learners to read, pronounce and write correctly.*

The ESL home learning experiences such as naming, pronunciations, songs, poems, reading, writing and speaking that Teacher 3, Teacher 4, Teacher 5 and Teacher 7 had gone through can be said to have been a good starting point. However, there are limitations worth mentioning. While at home, some teachers were taught by their parents who had no teaching

background of any kind. Others had a teaching background but not in English. Furthermore, the parents taught their children in an informal environment, in an unstructured manner without any guiding syllabus. This makes their teaching methods as well as the knowledge of their content questionable. These findings are in tandem with Michael (2001) who argued that some of the disadvantages of learning at home are a lack of resources, depth of content, unstructured curriculum and frequent disruptions. The implications of these findings are that home experiences may be a breeding ground for initial teacher misconceptions about ESL teaching.

However, the other three Teacher 1, Teacher 2 and Teacher 8 had no home memories of ESL exposure but local languages such as Bemba, Tumbuka, Nyanja and Tonga. The teachers' memories are recorded below:

***Teacher 1:** I used to stay with my aunt. I had no parents; I lost them at a very tender age. Where I was staying there was no kind of exposure to the English language. It was just Bemba and Nyanja.*

***Teacher 2:** I was one of those people I could term as being unfortunate. I lost both parents at a tender age so I was just raised by my grandfather who could not even speak English. There was no kind of exposure to English. Not even books. My grandfather was not educated. She just spoke to Bemba. As a result even in my classes, I use Bemba because of that experience. Time and again I explain some concepts in Bemba because pupils easily understand concepts like that.*

From the above home memories, I noticed that these teachers had diverse linguistic backgrounds which were made up of regional local languages such as Bemba, Tumbuka, Tonga, Lamba and Nyanja. These findings confirm the multilingual nature of the Zambian homes which is also reflected in the backgrounds of Zambian learners (Chishimba & Manchishi, 2016; Mwanza, 2016; Banda, 2012). It can therefore be said that the linguistic backgrounds of Zambian teachers are similar to those of their learners (Deng & Hyden 2021).

As a result, these backgrounds may influence them positively or negatively towards their Zambian multilingual learners. One way in which Zambian teachers can effectively teach ESL is by recognising and affirming the cultural and linguistic backgrounds of their learners and incorporating them into the learning process (Correll, 2016). The aforesaid is also supported by Mwanza and Banda (2015) who claimed that the incorporation of home languages simplifies the learning process. Kumravadivelu (2006) also added that the acquisition of second language skills like English is expedited when taught alongside local languages.

4.3.2 Pre-school memories of ESL

Of the 8 teachers, I interviewed only 5 such as Teacher 3, Teacher 4, Teacher 5, Teacher 6 and Teacher 7 had memories of preschool ESL exposure as shown below. These teachers expressed their ESL preschool memories in terms of the learning activities such as games, singing, writing, word puzzles, letters, sounds, colours and shapes.

***Teacher 3:** I started pre-school when I was 4 years old at a community school. We could play, sing songs, write letters, and practice some sounds. I enjoyed local games*

***Teacher 4:** I went to a convent preschool in Lusaka which was run by Catholic nuns. I enjoyed playing with toys, making word puzzles, sounding letters and speaking English. I had a white nun as my teacher*

***Teacher 5:** I enjoyed singing songs, and playing games. I liked the school because the teacher loved me even though I had difficulties communicating. After all, it was an Indian school.*

***Teacher 6:** For my preschool, I went to a private school in Kitwe. There we were taught colours, naming interaction, singing, sounds, shapes and numbers. It was an exciting moment because it was engaging and practical.*

***Teacher 7:** When I was four years old I went to a private preschool. There I would sing songs, write names sound letters and play games like Mary Go Round.'*

From the above verbatim, it is plain to see that preschool experiences exposed Teacher 3, Teacher 4, Teacher 5, Teacher 6 and Teacher 7 to different types of ESL knowledge sets such as singing, playing, sounding letters, speaking, word puzzles, shapes and numbers. Pre-school ESL memories are very cardinal as far as the Zambian education system is concerned. M.O.E (2013) explained that preschool is divided into nursery and reception. Nursery engages learners between the ages of 3 and 4. Its main focus is the promotion of social interaction among young children from different backgrounds. Reception on the other hand deals with children aged 5 and 6. It combines informal (play) and formal (pre-academic) kind of learning experiences as learners are being prepared to transition into grade 1. At this level, among other competencies, a child is expected to demonstrate pre-literacy skills. The language of instruction is a familiar Zambian language. My findings in this study are in line with M.O. E's (2013) pre-school expectations as the teachers narrated being subjected to social interactions like games and pre-literacy skills such as speaking, reading and writing. However, the language memories the teachers shared were those of ESL and not the familiar local language experiences advocated in the 2013 curriculum framework for early childhood education centres being run by the government. This is because, during the childhood years of teachers in this study, preschool education was entirely run by the church and local communities. This situation means that the childhood language learning experiences that ESL teachers had in this study may be different from the experiences of their current learners. The implication for classroom practice is that ESL teachers may not be able to identify with the challenges that their learners are facing and provided correct intervention measures. To provide similar pre-schools experiences, in 2013, the Ministry of Education developed a standardised curriculum for all the preschool providers in Zambia. However, there are still a lot of private schools which defy this policy (M.O.E, 2013). One of the reasons which could explain this situation would be that private schools and communities had for a long time been

the sole providers of preschool education in Zambia. If Zambian preschool learners are to be given equal language learning experiences, the government should engage in sensitisation workshops for all the stakeholders and intensify monitoring in pre-schools to assess compliance levels to the policy in question.

The rest of the teachers had no memories of attending preschool education. These were the same teachers who mentioned not being raised by their parents. This is shown verbatim below

Teacher 1: I never had any opportunity of going to preschool. I just went straight into Grade 1 in primary school

Teacher 2: As I said Mr. Kangombe, I was a bit advanced in terms of age. I had lost both parents and I was being kept. I just went direct in Grade 1 at an advanced age.

Teacher 8: When I was very young, we moved a lot from one province to another because my father was a civil servant. As a result, I was never even enrolled in a preschool. I just went straight into grade .1

Non-attendance of preschool by Teacher 1, Teacher 2 and Teacher 8 may have implications. For example, Weiss and Offenbergl (2002) contended that preschool experiences are at the fulcrum of biological, psychological, social and emotional growth and change. The impact is for a lifetime. This simply means that ESL teachers who had no exposure to preschool may not have a full understanding of what may be a root cause of some of the psychological, social and emotional challenges that learners face during ESL learning. It is therefore imperative that all children who are potential ESL learners be subjected to preschool experiences for early cognitive stimulation.

4.3.3 Primary school memories

All the teachers who participated in my study had some primary school memories of ESL. Their memories were similar to those of the preschool stage in terms of sources of

inspiration, knowledge, and exciting and embarrassing memories. Teacher 1, Teacher 2 and Teacher 8 had the following memories to share:

***Teacher 1:** For me, because I never went to preschool, primary school was very exciting. They would make us stand and read. I would read properly. Sometimes we were put in groups according to our reading abilities. This experience was generally good. We would sing songs in English, read passages and turn them into songs. We were given passages to memorise and poems to recite.*

***Teacher 2:** We had lots of drills such as repetition of sentences as individuals and groups. We were also given word cards to arrange into sentences. Conflicts arose on pronunciations. For example, at home, my cousins pronounced Engine as 'Engine' then at school my teacher pronounced it as 'Engine'. In the end, I followed what the teacher said. I was also inspired by my friends and teachers who spoke good English.... My performance was better than my peers*

***Teacher 8:** I started grade one when I was in North Western province. We moved a lot because being a civil servant my father was transferred a lot. In class, we were exposed to activities like flashcards, songs, and comprehension books.*

The memories that Teacher 1, Teacher 2 and Teacher 8 expressed above such as singing songs, reading ability groups, drills, repetitions and use of flashcards can be classified as learning and teaching strategies of their former teachers. Songs, repetitions and drills are teaching strategies which are premised within the audiolingual method. However, the audiolingual method is undergirded by behavioural psychology which views language learning as habit formation (Richards & Rodgers, 1995). The weaknesses of this method are that learners have no active role in learning. Furthermore, it pays little attention to context. As a result of the aforementioned, the Zambian English syllabus both at the junior and senior levels does not recommend the use of audio-lingual methods. What is currently recommended is the use of communicative language teaching which encourages the use of

groups and flash cards as teaching strategies (M.O.E., 2013). However, from the data matrix above Teacher 1, Teacher 2 and Teacher 8's primary teaching experiences were more audiolingual than communicative in nature. Such a situation implies that these teachers may find it hard to implement the communicative language teaching and integrated-text-based strategies which the current policy promotes.

Furthermore, the primary school memories of Teacher 1, Teacher 2 and Teacher 8 are indicated in the following data matrix:

***Teacher 1:** Outside the class, we could not speak English it was purely Bemba. There was one teacher who inspired me a lot especially during assemblies the way she spoke. I also had a friend from a well-to-do family. She spoke good English.*

***Teacher 2:** I was one of those children who were very unfortunate. I didn't have parents. I was raised by my grandfather so I went straight into grade 1 at an advanced age. I already had some knowledge about English through what I heard from my cousins. They would explain English concepts to me. When I started grade one, I was told that there was no vernacular, so I spoke lots of broken English to please my teacher. Sometimes my teacher would say that you are not knocking off until you say a word in English.*

***Teacher 8:** While in class I tried to speak English but outside I spoke Nyanja. In grade four we were transferred to Southern Province. While there, during interschool's we would be exposed to other pupils from other schools who spoke good English*

The memories highlighted above by Teacher 1, Teacher 2 and Teacher 8 focus on language policy. The current language policy dictates that one of the key competencies at the primary school level in Zambia is that learners must demonstrate literacy skills in English and the Zambian language (M.O.E, 2013). The knowledge that they acquire at this level must be a basis for further education. As a result, the language of instruction from Grades 1 – 4 in all the learning areas is being conducted in a familiar Zambian language, while English is the

official language of instruction from Grades 5 upward (Mwanza, 2016; Chishimba & Manchishi, 2016). In line with the Ministry of Education expectations, from the memories of the teachers, all the teachers mentioned learning and being taught using English right from grade 1 through to tertiary education. This is because, during their time, the primary schools were being guided by the 1977 education act which stipulated the use of English at all levels of learning (M.O.E., 1977). However, the current policy introduces English as a subject and a regional local language as the language of classroom instruction in grade 1. This decision was necessitated by various reports by the Ministry of Education standards officers who reported little or no learning taking place as teachers used English as the language of instruction. Most of the learners were not able to read and write due to the ineffective methods of teaching in the New Breakthrough to literacy which the government was following since the late 1990s. This position is supported by Chishimba and Manchishi (2016) who suggested the adoption of local languages as the only way to improve the poor reading proficiencies noticed among lower primary school learners. It was expected that the literacy skills the learners learnt in local languages would then be transferred to learning English.

From the foregoing discussion, it can be deciphered that the teachers captured in this study shared primary school memories which the government branded as ineffective in terms of teaching methods as well as the reading and writing skills that the learners demonstrated. This confirms what Botha (2020) and Bullock (2011) stated that the danger of current teachers following what their past teachers used to do is a lack of adequate knowledge of the reasons guiding decisions made and the challenges their past teachers faced. In replicating past teachers' techniques teachers may not fully understand the type of knowledge they are conserving and its limitation. This may in return compromise the quality of ESL teaching.

Teachers also mentioned having what they termed as embarrassing or depressing moments as indicated below:

Teacher 1: My worst moment was when I was asked to construct a sentence in class and I failed. The teacher told everyone to laugh at me.

Teacher 2: My worst moment was when I was pressed but failed to ask for permission to go out.

Teacher 8: The most depressing moments were the lack of exposure to English. We kept wishing for more. Because of this experience, I had I want to do more for my learners.

The above negative incidents that Teacher 1, Teacher 2 and Teacher 8 experienced cannot be overlooked. Such incidents create a negative disposition toward ESL learning in general and ESL teachers in particular (Milner, 2017). It is therefore important for teachers of ESL to ensure that they provide their learners with experiences that will make them appreciate ESL learning.

4.3.4 Secondary school memories

In this study, all the teachers had fond memories of their ESL exposure at the secondary school stage. Some teachers had narrated that unlike at primary schools, they had specific teachers teaching them specific subjects including English. Furthermore, the ESL items such as composition, comprehension, summary and structure were taught separately and not integrated as was the case at primary school. In addition, ESL extracurricular activities such as debate, spelling and writers' clubs were prominent. **Teacher 1** narrated her experiences with co or extra-curricular activities as shown below:

Teacher 1: At secondary school, I joined the Young Writers Association. We could write articles,

Core curricular activities as mentioned above cannot be overemphasised. Sharna (2019) explained that they are intended for the enhancement of moral, cultural and ethical values as

well as social and intellectual skills. The Ministry of Education also states that co-curricular activities are part and parcel of the Zambian education curriculum (M.O.E., 2013). It is, therefore, important that teachers of ESL encourage their learners to engage in co-curricular activities, particularly those which are in line with the learning of ESL. This is because what is taught in a formal environment may be concretised as learners meet in clubs which have a more relaxed environment. Concerning the content they learnt, teachers had the following to say:

Teacher 2: We learnt things like comprehension, composition, structure and summary. We had reading competitions and debates frequently.

Teacher 3: mostly we were taught summary, comprehension, composition and structure

Teacher 4: Our learning experiences were mainly composed of comprehension, structure, composition and spelling. My teacher enjoyed composition so we learnt it so often. As a result, I also developed an interest in teaching composition, up to now, I like teaching composition

Teacher 8: Oftentimes teachers would just teach us comprehension and structure. We were rarely taught compositions

From the above matrix, it can be deciphered that the content which teachers learnt during their secondary school days was mainly composed of comprehension, composition, structure and summary. This content corresponds with what is described within the Zambian English language syllabus at both junior and senior secondary levels (M.O.E., 2013). The syllabi further explain that these components must be taught in an integrated manner following communicative language teaching and an integrated text-based approach. The implication for practice is that teachers should commit equal efforts to all the components of ESL if ESL learners are to acquire the necessary communicative competence skills as demanded by the Ministry of Education.

Even at the secondary school level, all the respondents had memories of being inspired by teachers, and friends. Concerning the inspiration from past teachers the respondents had this to say:

Teacher 1: *At secondary school, I had a male teacher who used to teach English. He inspired me. He made English appear so simple. I have also adopted that. I like simplifying things*

Teacher 2: *I had lots of interest in English due to the graduate teacher I had who was from the University of Zambia. He was good at English I was inspired to speak and learn English by my friends as well from well-to-do families. Also, because we were in co- school girls motivated me to speak and learn English...*

Teacher 8: *While at school I was inspired by so many people. For example, we had a Ghanaian who had a nice accent and pronounced English well. We also had another teacher who was good at speaking English even though she taught Business studies. I was inspired by the way he spoke and organised himself.*

From the above quotations, it can be seen that these responses were greatly inspired by their past ESL teachers. These findings confirm what Biesta (2015) stated that learners are more likely to do what teachers do than what teachers say. It is therefore important that teachers realise that as they stand in front of the classroom to teach, they are being role models of what not to do and what to do during ESL teaching and learning. Teacher 2 and Teacher 3 also mentioned being inspired by friends:

Teacher 2: *I was inspired to speak and learn English by my friends as well as from well-to-do families. Also, because we were in co- school girls motivated me to speak and learn English*

Teacher 3: *During secondary school, I went to Fatima Girls and later on to Kasama Girls Secondary School. There I met pupils from well-to-do families who inspired me with the way they spoke and wrote their English. From that time up to now, they helped me*

change the way I speak English I try to be close to the way the British speak. I also want my learners to speak the way I do

From the above, it is evident to see that respondents were also inspired by fellow learners. From these results, it is important to acknowledge that learners have others people who inspire them to learn ESL other than their teachers. One such group of people is their friends or classmates. Some learners may find it easier to learn from their colleagues than from their teachers. Encouraging group work is one of the ways in which teachers can help learners benefit from the knowledge of fellow learners.

Memories of knowledge conflicts were also prominent. Teachers compared what they were taught at primary schools and what they found at the secondary level. These conflicts arose from variations in explanations of similar content. Furthermore, primary content was viewed to be shallow when compared to secondary school content. This can be discerned from the following quotations;

Teacher 1: *...conflicts were there. For example in primary school, I was taught that a verb is a doing word. When I come to secondary school, my teacher said that it was not a doing word but an action word. When I asked why my answer was wrong the teacher said that it was vague. From that time I abandoned my initial definition.*

Teacher 2: *At primary school, we were taught by untrained teachers who said words like 'practice' and 'practise' were them. But at secondary school, I was taught that they were different.*

Teacher 8: *We experienced some conflicts with structure and pronunciation. This is because at primary school teachers were not so particular. At secondary school teachers were so particular about almost everything. From that time I became so particular as well even in my classes.*

The findings above highlighted knowledge conflicts from the teachers' secondary school memories. For example, Teacher 2 mentioned that his primary school teacher explained words like 'practise' and 'practice' being the same while secondary school teachers explained

that there was a difference as the former is a verb and the latter is a noun. One of the reasons that may explain such misinformation that the teachers experienced at the primary level was an influx of untrained teachers. Between 1990 and 1998, Zambia experienced a shortage of primary school, as well as secondary school teachers as most of them, had left the country for greener pastures. As a short-term solution, the government began engaging untrained teachers to minimise the effects of the teacher shortage (Mwape, 2022). As a result of the aforementioned, teachers should deliberately look for the knowledge conflicts that their learners possess, so that they are quickly resolved at this stage. ESL secondary school teachers can achieve this by examining, explaining, justifying, and questioning the preconceived ideas and beliefs of learners (Lee & Know, 2001)

In secondary schools, all the teachers narrated having what they termed as exciting and embarrassing moments. Some teachers narrated how they still miss extracurricular activities such as debate and spelling competitions while others just enjoyed learning ESL as compared to other subjects. Others narrated being taught by qualified teachers such as graduates from the University of Zambia. The teachers mentioned that they had memories of embarrassing moments such as being mocked or beaten by a teacher for failing to construct proper sentences. Poor ESL results in monthly and end-of-term tests were also a source of embarrassment. The aforementioned can be confirmed by the verbatim below:

***Teacher 2:** ...my secondary school days were exciting... My worst experience was when I was in grade 10 and was told to write a composition. I had a problem with punctuation. So my teacher wrote a nasty comment in my book. This made me upset and I tore the page. After some days my teacher discovered what I did and gave me a punishment of writing 10 pages just saying 'I am sorry ', 'I will never tear a comment. She treated us like soldiers maybe because she was married to a Zambia Army General.*

Teacher 3: At times I was discouraged when I say something wrongly in class and everyone laughs at me. At other times my performance was bad but I was later helped.

From the above findings, all teachers narrated their memories of ESL exposure at the secondary level. The secondary education system in Zambia is divided into two phases. The first phase is junior secondary which is from Grades 8 to 9. At this level, learners must be competent in communication skills (M.O.E., 2013). The second stage is the senior secondary phase which is from Grades 10 to 12. This stage is crucial as it prepares learners for tertiary education and the world of work. All the learning activities are directed towards competencies needed to produce a learner who can communicate effectively in both speech and writing. The aforementioned falls in line with the memories of teachers being taught comprehension, structure, summary and composition at both junior and senior secondary school levels so that they could communicate effectively in speaking and writing as well as be prepared for college education. While the teachers in this study viewed their secondary education as being adequate, they expressed dissatisfaction with the current state of the secondary schools they operated from and the learners they were handling. The teachers' observations are in line with various observations made by various scholars and government institutions (Ng'ona, 2016; Mumba 2019, Mubita & Mwanza 2020; Musonda & Mwanza, 2021 ECZ, 2008, 2015). This situation implies that secondary education in Zambia still falls below the set standards by the Ministry of Education. Memories of ESL teachers' secondary years could be vital for secondary education restoration in Zambia.

4.3.5 Pre-service memories

At this stage, I noticed that the memories of the teachers were different from their secondary, primary and pre-school years. All the teachers recalled their motivations to become teachers of ESL. Various sources of motivation were mentioned such as good ESL grade 12 results, personal interest as well as past teachers. This can be seen in the following evidence;

Teacher 1: *Initially I started as a Design and Technology Teacher but I was not comfortable because my interest was in English. I had good grade 12 results in English. I was also motivated by my teacher of Literature in English to study English. My teacher could explain concepts as if she was not a Zambian.*

Teacher 2: *I was motivated by my Grade 8 teacher who was a graduate of the University of Zambia. I was amazed by the way he taught English. From that time, I decided that I would become a teacher of English*

Teacher 3: *I had no choice so I decided to become a teacher of English because for me it was simple so I wanted to learn more.*

Teacher 4: *I was motivated by my secondary school teacher of English called Mr. Kantini. Just the way he taught. He made things so easy to learn. Just his interest in the learners motivated me to also become a teacher of English.*

From the above-given responses, it can be seen that respondents in this study decided to pursue teaching because they were motivated by their past teachers. It can therefore be concluded that a teacher is an influential role model to the learners not only within the classroom but also beyond. Depending on what they saw their teachers doing Teacher 1, Teacher 2, Teacher 3 and Teacher 4, even after completing secondary education decided to become ESL teachers. These findings correspond to Anyanwu (2016) who found out that student teachers of ESL at Kwazulu Natal University were influenced by their past teachers to pursue teaching as their career. These findings are further supported by Biesta (2015) who said that learners model what their teachers do. Teachers of ESL are therefore advised to provide positive modelling experiences to their learners while in class.

For teacher 7 it was not the past teachers but the poor performance that influenced him to become a teacher. This can be noticed from the data matrix given below:

Teacher 7: My poor performance influenced me to become a teacher of English. I had challenges with English, particularly in junior secondary. So, I wanted to learn more about the language.

From the above response by teacher 7, it can be seen that, unlike others who were inspired by past teachers to pursue a teaching career, his case was different. He was motivated by his poor performance in ESL. The implication for practice is that teachers should encourage their learners to view poor performance as motivation to work extra hard and know more about ESL.

I also noted that secondary school teachers had good as well as bad memories of their pre-service experiences. For example, most of the teachers recalled being excited because of just being at college, in a new environment and learning new things. Others enjoyed their teaching practice so much.

For example, teacher 2 had the following to say:

Teacher 2: college was exciting for me as my aspirations were met. I learnt new things. In the second year, I joined the writers club and improved my writing skills so much.

Teacher 2 raises the above issue to do with co-curricular activities. It must be mentioned that the Zambian educational system supports the integration of co-curricular activities at all levels of learning including tertiary education. This is because such events were meant to complement classroom efforts in terms of helping learners to develop spiritually, socially, morally and cognitively (Sharna,2019). Teacher 3 narrated the following:

Teacher 3: My most exciting moment was the teaching practice experience. Learners enjoyed what I taught and they loved me.

The issue of teaching practice experience raised by the above teacher is quite cardinal. This experience gives a novice teacher a glimpse of what obtains in a real classroom situation. Student teachers are allowed to put into practice the theoretical aspects of the subject and pedagogical content that they learnt at college (Manchishi & Mwanza, 2013). An exciting

school teaching experience like the one Teacher 3 experienced has the potential to make student teachers look forward to being deployed and practising full-time. On the contrary, a negative experience may cause student teachers to divert from the teaching profession after the successful completion of their training. Teacher 7 mentioned the following:

Teacher 7: I enjoyed my university. I had helpful lecturers who settled me well. They could help me where I was wrong.

What Teacher 7 highlights have to do with student and lecturer relationships. From the above response, Teacher 7 seems to have had a good relationship with his past lecturers. Such experiences may help future teachers to strive to have good relationships with their would-be learners which may in return motivate learners to learn, actively participate in class and learn more effectively (Sutherland et al., 2002).

However, some teachers narrated what they termed as depressing moments such as failing exams, unhelpful lecturers, lack of mentorship and difficult courses like phonetics, syntax and phonology. The aforementioned can be deciphered in the following verbatim;

Teacher 2: My morale in learning English was dampened when one of the good lecturers we had left us and in his place, they brought someone who could just tell stories.

Teacher 7: We had lecturers who could not teach them in detail their courses. They were always scaring us that syntax is tough. Some lecturers never even allowed questions.

What can be deciphered from the responses of teachers 2 and 7 above was the failure of their past lecturers to perform their expected duties of lecturing. This is contrary to the expectations of the Ministry of Education which expects both teachers and lecturers to work competently while in class (M.O.E 2013). Such a situation if left unattended has the potential to cause training institutions to produce learners of low calibre. Strict monitoring of lecturers in training institutions may help reduce such occurrences as reported by Teacher 2 and Teacher 7. Teacher 6 stated the following:

Teacher 6: *The lecturers were never concerned about our anxieties as students. They would always scare us and tell us that we were going to fail.*

What is clear in the above response is a failed relationship between teacher 6 and her past lecturer. Such a situation has the potential to rob students of the motivation they need to learn effectively (Sutherland et al., 2002). Being role models, teachers, as well as lecturers, must ensure that they strive to create positive relationships with their learners.

The above findings are in line with Milner (2017) who examined the memories of bilingual pre-service teachers. Like my study, this study revealed that pre-service teachers have both good and bad memories such as embarrassment and discovering teaching as their calling. Furthermore, their memories were also related to their disposition as bilingual teachers. Although Milner (2017)'s study was different in terms of focus, his findings seem to be consistent with my findings. Anyanwu (2016) also had similar findings of pre-service university students having both positive and negative experiences with ESL learning. However, the concern of this study was not whether or not the narrated memories were positive or negative, but the subjective predispositions that these memories created in the teachers and how to overcome the negative ones.

Some teachers also expressed memories of Knowledge conflict where college content was different and very advanced as compared to secondary school content. In addition, during their teaching practice, all the teachers reported recalling college content as being different from the secondary content. This can be seen from what Teacher 4 said;

Teacher 4: *The college materials were different from what I learnt in secondary. During my teaching practice and even now I relied on what I was being taught at secondary school*

Pre-service training was meant to impart would-be teachers with the necessary knowledge, skills, positive attitude and values. At the end of their either 3 or 4 years of training, teachers are expected to be competent in the subject content, teaching methodologies, creativity,

constructiveness and innovation (M.O.E., 2013). However, the findings in this study were contrary to the Ministry of Education's expectations. The pre-service memories of the ESL teachers exposed the gap that exists between Zambian teacher training institutions' content and secondary school content. The teachers recalled their teacher training courses not being relevant during their teaching practice. This meant that what they were taught was not relevant in secondary schools. These findings correlate with Banja and Mulenga (2019) and Masaiti and Manchishi (2011) which revealed weaknesses in methodology and a mismatch between what the pre-service students learnt at university and what they taught in secondary schools. This situation compromises the quality of ESL teacher training programmes. Based on these experiences of the teachers, there is, therefore, an urgent need to redesign ESL teacher training programmes so that the college experiences of teachers are commensurate with real classroom experiences in secondary schools.

I analysed the above findings using the narrative theory, I employed the story (events, characters and settings) and discourse (verbal or written) elements (Chatman, 1978). From the responses of the ESL teachers, their stories (memories) were characterised by learning events such as games, songs, poems, debates, reading, writing, speaking comprehension, summary, and compositions. College content and methodology courses are included. The ESL learning memories involved characters such as the ESL teachers as learners being central characters, parents/guardians, teachers as major characters, and relatives, friends and classmates as minor characters. These characters influenced the teachers of ESL to varying degrees. The setting focuses on the time and place of an event in this case the learning activities of the teachers took place in homes, pre-schools, primary schools, secondary schools and colleges/universities. These events took place in the 70s, 80' and early 2000s. The discourse through which the ESL teachers communicated their memories was verbal. The above situation shows that my findings are in line with my theoretical framework.

4.4 Teacher's description of their in-service experiences of teaching ESL in the Zambian context

From my findings teachers of Luanshya District described their experiences of teaching ESL in the following ways: the number of years they had been teaching ESL; their routine ESL teaching duties; negative experiences; positive experiences; ESL knowledge conflicts; resolutions to ESL knowledge conflicts: Policy changes; and current ESL teaching and learning challenges.

4.4.1 Teaching experience in years

Teachers were asked how long they had been teaching ESL and from my findings, I noticed that the number of years that teachers of Luanshya District had spent while teaching ESL varied in length and ranged from one and a half year to thirty years. For example, Teacher 2 was the oldest of all the teachers and had spent thirty years teaching ESL. Teacher 8 was the second oldest with about 45 years. She had spent 16 years teaching ESL. Teacher 5 had spent 11 years while Teacher 7 had taught for 9 years. Teacher 1 and Teacher 3 had been teaching for 6 years. Teacher 4 had spent 6 years in the teaching of ESL. Of all the teachers the one who had the least number of years was Teacher 6 with just one and half a years. The above findings were summarised as shown in the table below:

Table 2 : Exposition of Selected Participants

Participants	Gender	Age	Qualifications
Teacher 1	Female	40	B.A.ED in English
Teacher 2	Male	54	Diploma in English
Teacher 3	Female	33	B.A.ED in English
Teacher 4	Female	30	B.A.ED in English
Teacher 5	Female	35	Diploma in English
Teacher 6	Male	25	B.A.ED in English
Teacher 7	Male	37	B.A.ED in English
Teacher 8	Female	45	Diploma in English

From the above-given findings, it is plain to see that almost all the teachers had spent a considerable number of years teaching ESL except for Teacher 6. The advantage of having taught for a long time was seen in the way Teacher 2 and Teacher 8 who had spent 30 and 16 years of experience respectively, delivered their lessons. I noticed the confidence, precision and clarity that they demonstrated as they were teaching. However, they were teachers like Teacher 7 whose lesson was so disorganised despite spending 9 years in the teaching profession. This teacher did not even have a lesson plan. My observations on Teacher 2 and Teacher 8 are in line with Kini and Podolsky (2016) who cited teaching experience as being associated with greater gains in effective teaching. Furthermore, experienced teachers have passed the stage of trial and error, so they know what can work and what cannot work in a given classroom situation (Crookes & Arakaki, 1999). However, Kini and Podolsky (2016) warned that variations existed at every stage because not every inexperienced teacher is less effective and not every experienced teacher is more effective. The aforesaid was true in the case of T7. From the above-given comment, it can therefore be deciphered that what matters the most is not the number of years a teacher spends teaching ESL but the experiences in terms of knowledge and practice that help him or her to gain effectiveness in lesson delivery.

4.4.2 Teaching routines

The findings indicated also that teachers had similar teaching routines. When I asked what these routines were, all of them narrated that before the beginning of any term they had to prepare ESL schemes of work using the English syllabus. When schools open they had to prepare lesson plans based on the schemes and teach learners. The items they taught included; comprehension, summary, structure and composition. From the narrations, no teacher mentioned teaching extensive reading, listening and speaking. This can be deciphered from the following responses:

Teacher 1 *'before opening we have what we call zero weeks, this is the week before the beginning of each term, we hold planning meetings where we discuss, so many issues such as resources, timetables, staffing levels, scheming, transfers and open days*

Teacher 2: *All the years that I have been teaching my classroom activities are the same. I teach summary, comprehension, composition and structure.*

Teacher 3: *It is the usual thing, sir. Of course, I make schemes, prepare lesson plans and teach comprehension, compositions, structure and summary.*

Teacher 4: *Sir, it is the same things year in and year out whether it is grade twelve or grade nine. Same items, composition, comprehension and structure and summary*

Teacher 5: *We scheme, and write lesson plans and marks and the teacher*

Teacher 8: *it's all about planning scheming, marking and teaching*

From the responses of the above teachers what is more pronounced in their routines is the aspect of planning which teachers do as either individuals or as departments. They also plan for the term as well as for their everyday lessons. Research explains planning at the school level as a process of projecting into the future, where teachers make decisions concerning curricula about what students will learn and the types of learning experiences that they will be subjected to (Curriculum Framework, 2012). From this explanation, it can be seen that planning is an integral part of the teaching career. Without planning the future of all teaching activities become uncertain. It is therefore important that teachers of ESL engage in planning activities whether at the classroom or departmental level to provide order to the profession and guarantee its future.

4.4.3 Negative and Positive Experiences

In my findings, I also discovered that in their teaching journeys, some teachers had what they called depressing moments. Some teachers mentioned that these were times that really drained them and affected them mentally, physically and emotionally. Teacher 3 narrated the

time when she was first deployed by the government. She was sent to rural areas where there were no ESL teaching materials. There was also no internet as a result she said she could not even research for more information. Her learners also could not understand English and she equally could not speak their regional local language. According to her, the situation was so complicated. She also added that her fellow teachers were not helpful. This can be interpreted from the following verbatim:

Teacher 3: *I grew up in the Northern Province of Mbala. It was an urban setup but our lives were different because my father and mother were working. They could teach me English when they knock off from work. I enjoyed English. It was easy for me. The schools I went to made me like them more. We had all the learning materials. The environment was so encouraging. When I completed my university, I thought I was going to find the same experiences but it was different. I was first posted in a rural area in Kasama. There was no internet, no teaching material. The learners were of low calibre. They could not speak or understand English. They didn't even understand what I was teaching them. They had no interest in school. This was depressing on my part. I just could not apply myself and just teach the way I should.*

From the above-given response, it can be deciphered that Teacher 3 did not struggle when she was a learner of ESL due to the support she was given by her parents and the schools she went to which provided a suitable environment. Because of her experiences as a learner, Teacher 3 was hoping to find the same situation where ever she was to be deployed. However, the reality became contrary to her expectations. Such as situation has the potential to dampen the morale of a teacher and affect her output. Effective induction programmes may help alleviate such situations (Brining, 2015).

Teacher 7 also narrated that he had just arrived at his current station, without so much experience and was given a grade 12 class which he described as having learners who were over aged with unruly and silly behaviour. Teacher 7 narrated how they could pass silly comments while the lesson was in progress as evidenced in the following verbatim:

Teacher 7: *I had just been deployed to this station and I was given a grade 12 class which was abandoned by other teachers. They gave me hell. The majority of them were overaged, with unruly behaviour. When teaching pupils would just yell, and pass silly comments. In our days you could not do that in class. Our teachers never tolerated nonsense. They could whip us. In those days corporal punishment was allowed. It is not like today. Things have changed corporal punishment has been abolished by the government. But sometimes I just have to whip them. I also rebuke them strongly*

What is coming out prominent in the above narrative by Teacher 7 is the issue of unruly behaviour by learners. Such a situation has the potential to sway the teacher away from content coverage to behaviour management. However, Teacher 7 seem to have found coping strategies such as giving strong rebukes and even engaging in corporal punishment in trying to control the students he branded as silly and unruly. These findings are in line with Borg (2003) who surmised that with experience teachers learn to automatise classroom management and direct their focus to issues of content. Another thing worth mentioning is Teacher 7's administration of corporal punishment to the learners. The Ministry of Education in Zambia does not support the use of corporal punishment to control learner behaviour. So, what Teacher 7 was doing is not supported by policy. The decision by Teacher 7 to go against policy may have been influenced by how his previous teachers handled unruly behaviour by the administration of corporal punishment. It can, therefore, be said that the teachers' past learning experiences may be a hindrance to policy implementation if ignored. One way of how resistance to policy implementation may be alleviated is by engaging teachers in the entire process of policy formulation to cultivate a sense of ownership of the policies in the minds of these teachers.

Teacher 8 also had this to say:

The most depressing part of my teaching English has been the learners. They have been so discouraging and this keeps going on. They have been discouraging me. I try everything I can do as a teacher but they don't seem to be learning anything, especially at this school. Only a handful seems to know what is happening.

From the above narrative, it can be noted that the teaching career was far from straightforward. ESL teachers in Zambia had various experiences which were both negative and positive. The above findings are in tandem with Herzberg (1966) in Fellisa et al., (2022) who explained that certain work experiences can be satisfying while others are depressing. They further added that when employees are satisfied, they produce the most successful results. However, they can also be depressed by unsupportive experiences (environments). These experiences are what may form teachers' beliefs, values and knowledge which directly or indirectly influence their classroom performance (Fellissa et al., 2022). As a result, specific ESL instructional strategies may be avoided or promoted based on these experiences (Numeric, 1996).

However, some teachers narrated moments they termed as exciting as the quotations below will show;

Teacher 3: *I felt really happy when I was transferred from a rural school to the urban school where I am right now. At least, there is internet here. I can research even on my phone. We have a fully-fledged library. When I am teaching pupils can understand what I am saying. Her teaching has become simple and enjoyable.*

From the above narrations, it can be noticed that Teacher 3 was excited when she was transferred from a rural set-up school to another school which was so developed and urbanised. At her new school, she narrated that it had almost everything that a teacher of ESL would want such as pupils who could read and understand English, reading materials, the internet, and a fully-fledged library. To her, this made the teaching of English simple and enjoyable. What may explain Teacher 3's current happiness was her schooling background. This teacher was born and schooled in the urban areas of Mbala and Kasama where the environments were conducive to learning. Therefore, her current work environment resonates with the kind of learning environment that she was brought up in. This also explains why she

was depressed when she was deployed to rural areas because her childhood urban experiences could not resonate with her rural work experiences.

As for Teacher 2 and Teacher 4 and Teacher 7, they narrated that the passing of pupils in the final ESL examinations, as well as the improvement of disadvantaged pupils, excited them.

Their responses are shown below:

Teacher 2: *It is always exciting to see learners who come from homes that are disadvantaged changing to become fluent readers. That is exciting to me.*

Teacher 4: *When the results of the Grade 12 finals are out and my learners have passed, that excites me.*

Teacher 7: *When you are given a worst-performing class which has no hope of passing, then you push them and in the end, they get to pass. Such moments are amazing.*

What can be deciphered from the above comments by Teacher 2, Teacher 4 and Teacher 7 is a sense of inner satisfaction which comes with achieving one's goal. This situation is what motivates teachers to work even hard despite the many challenges they face such as lack of teaching materials, unruly behaviour of learners and overcrowding (Mwanza, 2016; Mumba 2019).

4.4.4 Conflicts in knowledge

Almost all the teachers narrated experiencing some conflicts in terms of ESL knowledge at one stage or another. These conflicts were both internal and external. For example, some teachers narrated the following:

Teacher 1: *I found the course did not match the things I teach at school*

Teacher 7: *most of the courses at college were not directly related to classroom content.*

Teacher 3: *the teaching methodologies I learnt in college never covered the critical aspect of ESL which was composition teaching.*

Teacher 2: *while at college, all courses were taught strictly in English but when I started practising such a stance was not attainable due to the calibre of the learners.*

Teacher 8: *colleges had well-structured course outlines as compared to schemes of work which are characterised by fragmentation of topics.*

What these teachers of Zambian secondary schools were facing may be interpreted as cognitive conflict. Cognitive conflict can be explained as a situation where a teacher faces a discrepancy between an old experience and a new experience in the process of teaching and learning (Piaget, 1985). As a result of cognitive conflicts teachers may become anxious, hesitant, uneasy, vacillated, frustrated and confused as they try to find resolutions (Lee & Kwon, 2001). Therefore, teachers of ESL need to be aware of such manifestations and overcome them by either seeking assistance from more experienced colleagues or researching more around the conflicting concepts to gain a deeper understanding (Piaget, 1985; Vygotsky, 1978). In this study, all the ESL teachers of Luanshya District showed awareness of how cognitive conflicts manifested and all mentioned that they resolved it through research and consultation with more knowledgeable and senior colleagues. If left unattended, cognitive conflict may cause teachers of ESL to become anxious, develop low self-esteem and ultimately fail to deliver in a classroom situation (Devine et al., 2018).

4.4.5 Day-to-day challenges

From the pre-lesson observation interviews, the prominent challenges which teachers faced on daily basis were: a lack of teaching and learning materials, poor pupils' reading and writing skills, overcrowded classrooms and a lack of prescribed course books for English.

To begin with, in almost all the schools that I visited teachers complained about not having adequate teaching and learning materials. What they had were just a few textbooks without supplementary materials. This challenge was worse, especially in the schools which were

located in the peri-urban parts of the District. This can be deciphered from the following response:

Teacher 8: *The biggest challenge here is that we have no teaching and reading materials. We need supplementary readers. Pupils also are poor readers and writers*

From this narration, it is clear to see that teaching and learning materials are a challenge in secondary schools of the Luanshya District. These findings are consistent with Mumba (2019), Mwanza (2016) and Chishipula (2016) who reported a lack of teaching and learning materials as being one of the major challenges that secondary schools were facing. Such a situation not only compromises the quality of teaching but also gives learners a negative hands-on experience concerning ESL teaching.

The other challenge that the teachers reported was the poor reading and writing skills of the secondary school pupils. While in classrooms, most of them had to read with the aid of their teachers, these were learners, particularly from the peri-urban schools. This challenge can also be confirmed by the following responses:

Teacher 6: *Here learners just can't read on their own. They have to be helped.*

Teacher 7: *Here most of the learners can't read properly even if they are in Grade 12. They come from these villages where they don't speak English but Bemba.*

Such a scenario as shown above explains the continued poor pupil performance in the ESL grade 12 examination as well as the dissatisfaction that various stakeholders have had with the Zambian senior secondary school leavers (Ng'ona, 2016; Mumba 2019; Mubita & Mwanza 2020; Musonda & Mwanza, 2021; ECZ, 2008, 2015). Teacher 7 also stated the following:

Teacher 7: *our classes can be overcrowded at times. This makes marking strenuous*

Overcrowded classrooms as narrated above were also one of the challenges that characterized the Zambian secondary schools (Kashinda 2020; Nyimbiri, 2016 ; Mwanza, 2016). The government-recommended pupils-teacher ratio for secondary schools is 1: 35. Overcrowding affects not only the teacher but the learners. These learners are likely to be deprived of the individual attention that they so much needed given the reading and writing challenges that they face (Mwanza 2016 ; Nyimbiri 2016). The cause of overcrowding can be attributed to the new government policy of free education from Grade 1 to Grade 12.

Furthermore, most of the teachers bemoaned the lack of prescribed course books for ESL in Zambian secondary schools. The teachers complained that there were so many types of ESL books which the government was distributing in schools and most of them were shallow in terms of content. They did not know which one was to be followed.

The above findings are in tandem with some of the tenets of the narrative theory which I used as my theoretical framework. For example, Fisher (1985) talks about exchanging knowledge and conveying information through storytelling. In this section, all the knowledge and information that I have presented about the in-service experiences of ESL teachers was collected through the narratives of the teachers themselves who were my respondents. This situation further confirms another tenet of the narrative theory which explains that humans are born storytellers.

4.5 The influence of lived experiences of teachers in ESL classrooms in Zambia

In ESL classrooms in Zambia, especially at the secondary school level, all teachers are advised to use communicative language teaching and integrated text-based methodologies as they deliver their lessons (C.D.C, 2013). The implication is that in line with these recommendations teachers are to ensure that learners write and speak ESL as well as explore, manipulate and create texts. However, besides these recommendations teachers have their

own experiences as learners and teachers of ESL which may influence their classroom choices and decisions. In this section, the findings on the influence of the lived experiences of teachers in ESL classrooms were obtained from classroom observations.

4.5.1 Classroom observations

When I was conducting classroom observations, I ensured that I observed each lesson from the introduction to its conclusion. Guided by my observation schedule, I was interested in the introduction techniques that the teachers applied, how they developed concepts or rules, the steps they followed, the methodologies they used, the engagement of learners, evaluation methods as well as how they concluded the lessons.

I observed eight lessons in total. During the classroom observations, I closely followed all the learning activities. I listened to both teachers' explanations and learners' contributions. I also took detailed notes of all the teaching and learning activities following my observation guide (Babble & Mouton, 2001). The lessons I observed were based on a variety of components such as structure, composition, comprehension and summary. For evidence of classroom transactions I only presented five lessons as shown below:

SCHOOL A

Lesson description 1 on Likely or Probable Condition (structure)

The school is located in a low-density area. It was built in pre-colonial times and was specifically meant for whites. But after independence in 1964, it began admitting black pupils. It is an all-boys school. The sitting arrangement was made in such a way that there was one meter in between the desks due to the Covid- 19 restrictions. It was a grade 11 class with a total number of 30 boys. The teacher was 40 years old. She had served as a teacher of English as a Second Language for seven years. Her qualification was a B.A. ED degree. The teacher had a lesson plan. The lesson was about 'condition'. Specifically, it was about 'likely or probable condition'. The lesson duration was 80 minutes.

Lesson Introduction: The teacher began by asking the learners what was covered in the previous lesson. The learners responded in a chorusing manner by saying that it was on comprehension. The teacher asked the learners further what they could remember exactly about the comprehension. One pupil said, 'the witch doctor who multiplied money, the other one said, 'the head of a lion and the last one said, ' a witch-finder.'

The teacher then introduced the topic of the day as being a 'likely or probable condition'. She then asked the learners what a condition is. One of the learners responded that it was the rules or terms that needed to be followed for something to happen. The teacher herself then defined condition' as terms to be met for something to happen.

Lesson development: The teacher explained that there are three types of conditions and listed them in the following manner;

1. Likely or probable condition
2. Unlikely condition
3. Impossible condition

The teacher explained that of the three conditions, their interest on that day was the likely or probable condition only. The teacher explained that it meant something was likely to happen if the condition was fulfilled. The teacher explained that a conditional sentence had two parts which were the condition and the main clause. The teacher then wrote the following sentences on the board:

1. If he studies hard, he will pass.
2. If John asks Mary, she will marry Him.

The teacher then asked the pupils to look at the first sentence and identify the condition and the main clause. One learner said that it was the one starting with 'if' and the other learners responded that the main clause was 'he will pass'.

The teacher explained that if you start a conditional sentence with 'if', a comma was to follow as indicated in the above sentences. The teacher emphasised that a comma was very critical and must not be omitted.

The teacher then asked how the following sentence could be completed:

1. He will marry Jane.....

One of the learners then finished the above sentence in the following manner

2. If she asks him.

At this point, the teacher distributed the textbooks and told the pupils to open on page 38. She told one learner to read about the conditional sentences and he did. On the same page the teacher drew the learners' attention to the following example:

1. If he asks her, she will help him

In the above sentence, the teacher told learners to identify the present and the future tenses and the learners responded in a choral way that it is 'asks' and 'will'

At this point, the teacher told the learners to work out an exercise. As an example, the teacher and the learners had to work out the first question. The teacher wrote the question on the board as follows:

For example; If I (to study), I (to pass) the exam

She told the learners to transform the sentence into the correct form. The learners gave the following response which the teacher agreed with and wrote on the board:

If I study, I will pass the examinations

The teacher emphasised the correct usage of commas and tenses and told the learners to work out questions 2 to 7.

As the learners were doing the exercise, the teacher was going around the class clarifying individual questions and marking.

Lesson conclusion: After finishing marking, the teacher concluded the lesson by defining the condition as what must be done for something to happen. She explained that there were three types of conditions which are

1. The likely or probable
2. The improbable
3. Impossible conditions.

The teacher then explained that what they covered was only on the likely or probable condition.

SCHOOL B

Lesson Description 2 on Summary Writing

School B is an all-girls school, located in the central business area of the town. The teacher was male and holds a secondary school teacher's diploma. He was 54 years and had been teaching ESL for 30 years. There were 31 girls in the class. The teacher had a lesson plan on

writing a summary as required in Grade 11. The lesson duration was 80 minutes (double period)

Lesson Introduction: The teacher began with a recap of the previous lesson which was on the topic of probable or likely and impossible conditions. The teacher then introduced the topic of the day as being 'summary'. The teacher asked the learners to define summary. One girl explained that it was a short piece of writing. The teacher then wrote his definition on the board as a brief account of a story read or seen. The teacher further said that a summary is being economical with words or following the main points. He further explained that you can use a summary to narrate what happened at school or home.

Lesson development: The teacher started explaining the steps to be followed in summary writing. He stated that the first step was to read for general understanding. The second step he said was to read the question to know what is needed. The third step was to read the passage the second time to find relevant points to the question. The teacher emphasised that in the examination learners must underline the important point's right in the question paper. He urged the learners to be time conscious when writing. The fourth step was to write a passage in a paraphrased manner. The teacher advised the learners to blend the main points with their own words. The teacher explained that the next step was to ensure the use of good words like conjunctions. The teacher then warned the learners to be mindful of correct spelling and punctuation.

The teacher repeated the steps for writing a summary which was;

1. Read passage
2. Read question
3. Identify points

4. Paraphrase main points
5. Ensuring correct spelling, punctuation and good handwriting

Thereafter, the teacher got textbooks and distributed them to all the learners. He told them to open on page 72 of the grade 11 textbook where there was a story entitled 'What employers look for in a job interview'. The teacher told learners to read the passage and come up with the main points. The learners gave different responses.

Lesson conclusion: the teacher ended the lesson by giving the class a summary writing exercise. He took some time to explain the question requirements and left the classroom.

SCHOOL F

Lesson Description 6 on Summary

This is a co-education school located in a high-density area. The teacher is 25 years old. He has been teaching English for 1 and a half years. He holds a BA. ED degree in the English Language. The class is Grade 11 and has a total number of 39 pupils. The teacher has a lesson plan for summary writing.

Lesson Introduction: The teacher begins with a recap of the previous lesson on 'indirect' and 'direct speech. The teacher explained the difference between the two and explained the necessary tense changes to be taken care of. After that, the teacher switched to introducing the topic for the day which was summary writing. The teacher asked learners to explain what a summary was. He trans-linguaged frequently into a local language to emphasise his question: ' Bushe summary ninshi?' (What is a summary?). One of the learners responded that it was a process of picking up the main ideas of a story. The teacher agreed with the definition and amplified it saying that it was a brief account of something or being economical with words.

Lesson Development: the teacher explained to the learners that there are different types of summaries and asked the learners to mention them. The learners responded in a choral way

'Note summary' and 'prose summary. The teacher again translanguaged *finshi ifisa mumutwe nga waumfwa ati noti sumari?* (What comes to your mind when you hear the word note summary?). The learners responded that it is written in point form. The teacher also explained prose summary as that kind of summary written in paragraph form. The teacher began to explain the steps to writing a summary. He told the learners that you begin with reading the passage and understanding the question. Then identify which points relate to the question. The teacher continued with his translanguaging technique while emphasising that learners must follow the instructions given. At this point, the teacher put the learners in groups and distributed textbooks to each. The teacher told the groups to open on page 14 where there was a story entitled 'How the World will end. He randomly picked 8 learners to read a paragraph each as the others listened. As they read, the teacher was correcting their pronunciation

Lesson conclusion: the teacher concluded the lesson by telling the pupils to individually write a prose summary exercise.

SCHOOL G

Lesson Description 7 on composition

It is a co-school located on the outskirts of town. The teacher is male and 37 years of age. He holds a degree in the English language. He had been teaching the English Language for about 9 years. It was a grade 12 class and they were about 26 pupils. He had no lesson plan.

Lesson introduction: the teacher began by moving around the class asking learners whether they did the previous work he gave them. He began checking their books and moved desk by desk. He reprimanded those who did not do the work. He frequently used trans-languaging as

he was conducting his exercise. Finally, he went to the board and wrote the topic which was 'Discursive Composition'. Then he asked the class how a discursive composition should be written.

Lesson Development: As there was no response from the learners to the above question the teacher explained that you begin by explaining the meaning of keywords in a given question in the introduction. The teacher explained the next step as presenting the arguments for or against the statement given while providing valid evidence. The teacher emphasised that the arguments should be detailed. The teacher warned the learners that such a type of composition needed research. Furthermore, the teacher explained to the learners that in the conclusion one must choose the side he or she supported. After the explanation of the steps the teacher wrote two questions on the board:

1. Marriage has become a source of income. Discuss
2. Growing up with a single parent is hard. Discuss

Following the earlier outlined steps the teacher together with the pupils tried to answer the above questions.

Lesson conclusion: The teacher concluded the lesson by going through the steps of discursive composition writing. The teacher then asked the learners if they had any questions. Since there was no question, the teacher ended the lesson.

SCHOOL H

Lesson Description 8 on Comprehension

This is a co- school, located in town in an area called second class. The class description was given in the colonial days as that is a place where blacks and Indians were confined to trade

from. Besides secondary education, this school also offers trade skills such as bricklaying catering and tailoring. The teacher was about 35 years old. She had been teaching English for 7 years. She had a diploma in English and Library studies. It was a grade twelve class with 8 girls and 7 boys. The teacher had a lesson plan and was going to teach comprehension.

Lesson Introduction: The teacher began the lesson by asking the learners what they thought comprehension meant. In response, the learners answered in a choral way that meant understanding. The teacher agreed with the learner's answer. She then wrote the topic of focus on the board 'Quality of Education. The teacher explained to the learners that it was important to understand the title of the passage before reading. The teacher then asked the learners what education meant. The learners gave various responses such as weapons for prosperity or success. The teacher later explained that it meant the transfer of knowledge from one person to another.

Lesson Development: the teacher distributed the textbooks to the learners and told them to open on page number 4 where there was a passage entitled 'Quality of Education. Next, she chose seven pupils randomly according to the 7 paragraphs of the passage and instructed the learners to read a paragraph each, aloud one after the other. Some learners read fluently while others read with the teacher correcting them. After the learners had finished reading the passage, the teacher then told the whole class to read the passage silently and individually. As the learners were reading the teacher was going around the class taking note of their reading habits. After the learners had read silently the teacher told them to point out any challenging words they came across. The learners gave the following words, 'vigorous', 'cardinal', 'tertiary', 'eliminated' and 'deficient'. The teacher discussed the meanings of the words together with the learners. Thereafter the teacher directed the learners to the comprehension

questions where they answered the first two questions together. Afterwards, the teacher told the learners to answer the remainder of the questions individually.

Lesson Conclusion: the teacher concluded the lesson by going around the classroom while marking some comprehension questions the learners had finished answering.

4.5.2 My classroom observation analysis

During classroom observations, the following is what I noted; the lessons followed similar patterns with some slight variations. Most of the teachers began with a recap of the previous lesson before introducing a new topic. They could also define some concepts which they felt were integral to the lesson. As they developed their lessons they would start with expositions followed by questions and answers. They also emphasised so much on correct tenses, punctuation and spelling. Thereafter, they would integrate their lessons with textbooks. When concluding their lessons they could do a recap of the main points and give an exercise and mark while in class. Some instructions were given in English whereas others were given in a regional local language called Bemba. Furthermore, other teachers would just go straight into introducing a lesson without a recap of the previous lesson. Others would employ translanguaging as they gave learning instructions. Others would not mark while in class. Lastly, some teachers did not even have lesson plans.

4.5.2.1 The teacher emphasis on correct pronunciation and punctuation

For example, Teacher 2, Teacher 4 and Teacher 5 had explained during the interviews before classroom observation that when they were teaching, they emphasised so much on strict punctuation and pronunciation because of the experiences they went through when they were learners of ESL (cf 4.2.2). During observations, I noticed that what Teacher 2, Teacher 4 and Teacher 5 had earlier confessed is what they were practically doing. I could see them emphasising that their learners pronounce words and punctuate them correctly. From this state of affairs, it is clear to see that what the teachers acquired from their past teachers was

the transformational generative experience of teaching ESL (Chomsky, 1957). Such a phenomenon emphasises the use of language rules to generate an infinite number of sentences or utterances. It stipulated the parameters within which what were construed to be grammatically correct sentences were to be generated – Linguistic competence. This explains why Teacher 4 and Teacher 5 could not go beyond their past lived experience of rules to provide meaningful context for what they were teaching. Hymes (1972) also added that Chomsky's notion of linguistic competence just focused on the potential of learners to construct sentences in a target language; knowledge of parts of speech, tenses, phrases, clauses, sentence patterns and how they are formed; using the sentence only for practice and analysis, and accuracy is the main goal to achieve when learning a language. Appropriateness of what we say or write in a given social context was ignored. Contrary to Chomsky's notion of linguistic competence, Hymes introduced communicative competence which suggested that language learners must use the language for a range of different purposes and functions; vary the use of language according to setting and participants; produce and understand different types of texts such as narratives, interview reports and conversations; maintain communication despite having limitations in one's language knowledge, and achieve fluency as well as accuracy. The Zambian ESL senior secondary syllabus also stresses the teaching forms of language together with corresponding appropriate functions in a real social context (C.D.C. 2013). While grammar is still important in communicative language teaching classrooms, the emphasis is on teaching the ability to communicate the message which Teacher 4 and teacher 5 did not do in their classes. When teachers use the communicative teaching method, grammatical errors are sometimes ignored especially if they do not interfere with the message being communicated (Richards & Rodgers 2006). If meaningful teaching is to take place in senior secondary schools, teachers must confront their past experiences such

as emphasising so much on rules and punctuations in ESL classrooms and question the theories which underlie them (past experiences).

The findings in this section can also be premised within the narrative theory upon which this study was anchored. Among the tenets of this theory are the interconnectedness and predictability of narratives (Fisher, 1985). Interconnectedness was visible as there was a connection between what the teachers said about placing much emphasis on correct punctuation and pronunciation and what they practised in their classrooms. Predictability was also tangible because what the teachers narrated to have experienced as learners concerning punctuation and pronunciation was what I expected to see in their classrooms.

4.5.2.2 Error correction practices

Furthermore, I noticed Teacher 2, Teacher 4 and Teacher 5 were sensitive to the errors of learners as the lessons progressed just like they confessed before the classroom observation. They had earlier explained that their past teachers did not tolerate grammatical errors from the learners and as a result, they also did not entertain them when in the classroom. However, I observed that these teachers failed to distinguish the difference between learner errors and learner mistakes. They could use these terms interchangeably referring to the wrongs of pupils' work. Khansir (2010) explained mistakes as wrongs which learners display as a result of being fast, anxious, and stressed and can be corrected by the learners themselves. Whereas, errors are the wrongs learners make due to an inadequate understanding of language concepts and can only be corrected with the help of the teacher. Furthermore, teachers held an audio-linguistic perception of viewing learner errors as 'sins' which were to be avoided at all costs (Richards & Rodgers 2006). Such a view may discourage learner use of ESL thereby affecting their communicative competence. Instead of criticising and punishing learners, teachers should therefore view error correction as an opportunity of giving learners more

information thereby helping them to become more accurate in the use of language (Murphy, 1989).

4.5.2.3 Translanguaging practices

In addition, before classroom observation, Teacher 2 and Teacher 6 had mentioned combining English and a local language as being an effective way of teaching. They reported that they regularly used this strategy. Their reason for taking such a position was because of the exposure they were subjected to during their childhood days of learning ESL (cf 4.3.1). This kind of reasoning that Teacher 2 and Teacher 6 exhibited resonates with one of the tenets of the narrative theory called narrative sense-making. This is because for these teachers the rationality of the decision they took to use both local languages and English when teaching was determined by their past experiences/stories with their teachers of English (Fisher, 1985). My classroom observations of the lessons of the aforementioned teachers confirmed their claims. Teacher 2 and Teacher 6 integrated English with a regional local language called Bemba. Such a classroom practice is called translanguaging. Gwyn et al., (2012) defined translanguaging as a pedagogical practice which allows the use of two languages in the same lesson. Teacher 2 and Teacher 6, during the lesson delivery, used English Language and Bemba, a zonal language as they explained their teaching concepts in structure and summary respectively. However, the Zambian secondary school English language syllabus does not support translanguaging as a pedagogical practice in Zambian ESL classrooms. It recommends that all teaching instructions be given in the language of classroom instruction which is solely English. Before classroom observations, I asked Teacher 2 and Teacher 6 whether or not they were aware that their application of translanguaging was not supported by the Ministry of Education policy, and they responded that they were very much aware. Their reason for going against the policy was that they saw their past teachers apply it to them and helped them. Therefore, they adopted translanguaging

as they viewed it as the only way which could help their learners understand what they were taught. From These discussions, it is clear to see that what gives strength to the influence of lived experiences on ESL classrooms is its ability to produce desired results. Teachers are aware of what the syllabus stipulates, however they are ready to disregard policy directives by adopting pedagogical practices like translanguaging that practically work in a classroom situation whether they are communicative in nature as recommended by the syllabus or not.

4.5.2.4 Monolingual pedagogical practices

However, there were some teachers like Teacher 3, Teacher 4, and Teacher 5 who used English exclusively in all their teaching transactions. Before the classroom observation, I asked these teachers what they thought was the best way of teaching ESL. They responded that learners must by all means be taught in English. The reasons for this response were that firstly, they were adhering to the recommendations of the Ministry of Education syllabus. Secondly, they said that during their learning days their teachers were very strict with the use of English and could not tolerate any vernacular speaking in class. Such a situation explains why few learners participated in Teacher 3, Teacher 4 and Teacher 5's lesson proceedings. However, such mono-linguistic pedagogical practices even though supported by the policy are a hindrance to the exploration of the rich linguistic repertoire that the learners bring to a classroom given that Zambia is a multilingual country (Mwanza, 2016).

The above findings are in line with research which has shown that lived experiences strongly influence a teacher's classroom decisions during lesson delivery (Islam, 2017; Biesta, 2015; Tudor, 2001). Lived experiences are not to be viewed as being part of the teachers' lives but as who teachers are and who they continue to be in the teaching fraternity (Clandinin & Connelly, 2000). The findings from classroom observations further, confirm what Lortie (1975) in Borg (2004) call the apprenticeship of observation. This means that teachers form personal knowledge of what teaching is based on the long hours they spent listening to and

observing their past teachers. Despite teacher education training that teachers go through, this kind of knowledge provides them with default options when faced with indecision and uncertainty (Tomlinson, 1999). Borg (2015) added that teachers find it hard to discard this kind of knowledge even when current research highlights contradictory evidence.

4.5.2.5 Anti-apprenticeship of observation practices

In addition, the findings in this study had also shown that past negative experiences may influence teachers positively. For example, during pre-observation interviews, Teacher 8 explained how her past teachers never gave her enough exposure to the English language. In line with her claims, while observing her class, I saw Teacher 8 trying, by all means, to attend to the needs of her learners. Because of the experience she had with the previous teachers, she said that she always tried to give her learners enough ESL exposure (cf 4.2.3) These findings are in line with Moodie (2006)'s findings in which the negative experiences of pre-service teachers acted as anti -apprenticeship of observation meaning that their past teachers were a typical prototype of what not to do in a classroom situation. However, while Teacher 8 perceived most of her past teachers' classroom activities as negative, as a learner she had little or no understanding of the professional and personal reasoning behind them (Botha, 2020). Furthermore, she was not aware of her teachers' pedagogical and methodological considerations (Bullock, 2011). The aforementioned limitations may not only apply to Teacher 8 alone but to all the ESL teachers in this study as well regardless of their experiences.

4.5.2.6 Teacher learner relationship

With regards to pupil-teacher relations, during the pre-observation interviews, some teachers like Teacher 4 and Teacher 5 mentioned having a good relationship with previous teachers. Teacher 4 said that she had a very good teacher at the preschool, a white nun who loved her and was kind. She could even take her home with friends to bake some scones. Teacher 5

also explained that she had a very good relationship with her preschool teacher who was of Indian descent. This teacher said that from their past teachers they learnt how to relate well with their learners (cf 4.3.2). After the interviews, I observed their classes. There were no challenges in terms of misunderstandings and unruly behaviour. They were patient with the learners and the learners also respected their teachers. However, they were some teachers who did not relate well with past teachers. For example, T2 explained that his grade 10 teacher of English mistreated them. He said she handled them like she was handling soldiers. This past teacher made Teacher 2 write 10 pages just saying, “I am sorry for tearing your comments.” Teacher 2 said he felt hurt and embarrassed to the extent that he kept the 10-paged apology for over 25 years (cf. 4.3.4.) However, that experience influenced him positively in his current practice.

4.5.2.7 Eclectic practices

Before classroom observations, all the teachers had mentioned combining methods while teaching and this helped them when teaching ESL.

During classroom observations of the lessons presented in section 4.5.1, Teacher 2 was teaching summary. He used the cognitive code approach only. He engaged in the question-and-answer technique. His lesson was mostly teacher-centred. Teacher 5 taught comprehension while employing the cognitive code approach, audio-lingual method and text-based integrated approach. She adopted a question and answer as well as chorusing technique. Her lesson was mostly learner centred. Teacher 1 used the cognitive code approach and the audio-lingual method. She used the question and answer and chorusing techniques while emphasising mastery of the rules governing the construction of likely or probable condition sentences. Teacher 6 taught summary using the cognitive code approach, audio-lingual method and communicative language teaching method. He used chorusing, group discussions and question-and-answer techniques. Teacher 7 used the cognitive code

approach and communicative language teaching method as he was teaching discursive composition. He employed group discussions and question-and-answer techniques. Just like they had narrated before the classroom observations Teacher 1, Teacher 5, Teacher 6 and Teacher 7 were combining different methods except teacher 2. This practice of combining approaches, methods and techniques is referred to as eclecticism (Kurma, 2013). The findings are in line with Mwanza (2016) who reported some ESL teachers in Central Province being eclectic as they were teaching ESL grammar. Furthermore, eclecticism can be broken down into simple, complex, unprincipled and principled. Simple eclecticism engages two methods only. Complex eclecticism involves more than two methods or approaches. Unprincipled eclecticism engages theoretically unrelated methods. Principled eclecticism combines methods or approaches with a similar theoretical basis (Mwanza 2016). From my classroom observations, Teacher 1 and Teacher 5 applied simple but unprincipled eclecticism. This is because they both used the cognitive code approach and audiolingual method. These two are not related. The former is based on cognitive psychology and the latter is based on behaviourism. Teacher 6 used complex but unprincipled eclecticism. He used the cognitive code approach and the communicative language teaching method which have a similar theoretical basis. However, he added the audiolingual method which has a theoretical basis that is different from the cognitive code approach and the communicative language teaching method. Teacher 7 used simple but principled eclecticism. He used the cognitive code approach and the communicative language teaching approach which are theoretically related. Teacher 2's lesson was not eclectic contrary to what he had stated before the classroom observation. He applied the cognitive code approach throughout his lesson. What can help explain Teacher 2's decision to use one method only is what Burns and Knox (2011) call the dynamism and complexity of a classroom setup. These scholars explained that the classroom is made up of institution, pedagogical, personal and physical systems which interact over

time. The interaction of these factors makes teachers' classroom decisions and choices to be fluid and unpredictable. The teachers in this study can be commended for trying to be eclectic in their teaching of ESL because this eclectic teaching is what the Zambian senior secondary English language syllabus recommends (M.O.E., 2013). However, the Ministry of Education prefers a combination of the communicative language teaching method and the text-based integrated approach to be the starting point of Eclecticism. Of all the narrated observations no teacher followed the preferred eclectic starting point. The failure of the teachers to implement the Ministry of Education's recommended eclectic starting point may be explained in two ways. The first one is that the teachers in this study may have been ignorant of the Zambian Senior Secondary English Language syllabus recommendations. The second explanation is that they may have been knowledgeable about the syllabus recommendations but was still overpowered by their lived experiences. Teachers should therefore make efforts to be conversant with the syllabus requirements and synergise them with their past language learning experiences for effective ESL teaching. The Ministry of Education should also be aware of the teachers' lived experiences and consider them when designing policy documents if an effective implementation is to be achieved.

4.5.2.8 Language material integration practices

In this study some teachers like teacher 7 and teacher 8 had highlighted the importance of integrating language materials when teaching (cf.4.2.3). While conducting classroom observations I noticed most of the teachers including teachers 7 and 8 at some point in their lessons integrated textbooks with varying length of reading passages. These findings are in line with the C.D.C (2013) and M.O.E (2013) who recommended the use of intensive passages as being one way of stimulating the integrated text-based approach. However, their integration of texts was just limited to the learners' textbooks. This situation may imply that teachers had a limited understanding of how to integrate and expose learners to language

learning materials. Such a perception may be passed on to the learners as they are influenced more by what a teacher does than what he or she says (Biesta, 2015). Teachers are expected to be resourceful, innovative and creative (M.O.E., 2013). In short, they should practice multimodality, meaning they should go beyond textbooks and include picture books, graphic novels, comics and posters in their teaching (Kress 2010). In addition, in some schools, the textbooks which the teachers were using were of low quality and far below grade level. These findings correspond with Mumba (2020) whose study indicated that secondary school teachers used texts with poor quality in trying to stimulate the text-based approach. Poor quality of texts meant that learners were denied an opportunity of engaging in thought-provoking material which would help improve their vocabulary and comprehension skills.

The findings on the influence of lived experience on ESL teachers' classroom practice were discussed using the narrative theory which explained that humans are storytellers; decision-making and communication are determined in history, and rationality is based on people's awareness of internal consistency and resemblance to lived experience. In this study, the findings were in line with what this theory espouses (Fisher, 1985). For example, all teachers seemed to enjoy narrating their stories on how past teachers influenced their current practice. Furthermore, the decisions and choices of the teachers during classroom practice depended on the past positive or negative experiences that teachers had with their past teachers. Teachers deemed their decisions and choices as rational because they worked for their past models as well as themselves. This implies that for these teachers what is deemed as rational during classroom lesson delivery must be consistent with their past experiences, and anything that deviates from their past experiences is considered irrational and should be discarded. Such a view makes it difficult for teachers to accept relevant but contradictory research-based information (Borg, 2003).

4.6. Summary of the chapter

To this end, it can be concluded that ESL teachers lived experiences and ESL teaching exist in what can be termed a symbiotic relationship. They are always interacting and sometimes conflicting. However, lived experience always emerges as a powerful influence over ESL teaching (Foss & Klainsarsler, 1996 in Borg, 2003). In the next chapter I presented the conclusions and the recommendations based on the research questions.

Chapter 5

Conclusions and Recommendations of the Study

5.0 Overview

In the previous chapter, I presented the analysis of the findings. In the current chapter, I presented the conclusions and recommendations. The purpose of this study was to establish how lived experiences of ESL teachers could be used to enhance pedagogy in ESL in Zambian secondary schools. The main research question was; how can the lived experiences of teachers be used to enhance pedagogy in ESL in Zambian secondary schools? The Sub-research questions were;

- (I) How do secondary school teachers conceptualise ESL teaching using their lived experiences within the Zambian context?
- (II) How do teachers express their memories of learning ESL in the Zambian context?
- (III) How do teachers describe their in-service experiences of teaching ESL in the Zambian context?
- (IV) How do teachers lived- experiences influence teaching in ESL classrooms in the Zambian context?
- (V) What are the Recommendations/proposals concerning policy and practice?

I arrived at the answers to the above questions using narrative face-to-face interviews and classroom observations. I engaged 8 participants who were ESL teachers from 8 different secondary schools in the Copperbelt Province of Zambia. I analysed my data using the thematic analysis which was proposed by Kiger and Vipior (2020). I interpreted this study using Fisher (1965)'s narrative theory as I depended on participants' narrations to gain information on lived experiences.

5.1 Main findings, Conclusions and Recommendations

In this section, I highlighted the main findings coupled with conclusions and recommendations of the study.

5.1.1 Objective 1 conceptualisation of ESL based on lived experiences

5.1.1.1 Main findings for objective number 1

To begin with, the conceptualisation of ESL can be encapsulated as a specialised understanding of subject content knowledge and pedagogical content knowledge of ESL teaching and learning (Grossman & Richert, 1988). This implies that ESL teachers must display competence in the concepts they teach and how they teach them. The findings in this study showed that ESL teachers of secondary schools in Zambia conceptualised ESL teaching in various ways such as being cognitively oriented, rule explanation dominated, increased exposure to ESL material, eclectic oriented and rule dominated (cf 4.2). The teachers had confirmed through interviews that their conceptualisations of ESL were shaped by their prior language experiences with their past ESL teachers. This confirms what Borg (2003) surmised that ESL knowledge emerges from so many sources and prior language experiences are one of them. Therefore, it is the conceptualisation of ESL that teachers had which in turn influenced their classroom choices and decisions (cf 4.5.2). These findings conform to my narrative theory which underpinned this study. This theory espouses the creation of individual meanings through individual experiences (Fisher 1985; Lieblich et al., 1998; Clandinin & Connelly, 2000; Bleakley, 2005). In this study, I dealt with 8 ESL teachers. These teachers were born and brought up in different places and went to different schools where they were handled by different teachers. This variation in experiences is what explains the variations in their conceptualisation of ESL. This knowledge is built over a long period. Therefore, teachers may find it difficult to discard such knowledge when faced with new but contradictory knowledge based on empirical evidence (Borg, 2003).

5.1.1.2 Conclusion for objective number 1

The conclusion on this matter is that all participant teachers in this study had divergent conceptualisations of what ESL teaching was all about. Furthermore, their conceptualisations were purely pedagogical. None inclined subject content knowledge. The source of ESL conceptualisation that all the teachers had was their lived experiences i.e., their prior language learning experiences with parents, past teachers and lecturers in homes, pre-school, primary schools, secondary schools, colleges and universities.

5.1.1.3 Recommendations based on objective number 1

Below are the recommendations based on the findings on objective 1

a) Conceptualisation of ESL

All the teachers in this study viewed ESL teaching in various ways due to their lived experiences. These views were purely pedagogical. However, ESL teaching is not just about pedagogical knowledge. It also encompasses knowledge of content, knowledge of learning, knowledge of classroom management, knowledge of students, knowledge of culture and knowledge of the context (Dadvand & Behzadpoor, 2020). I, therefore, recommend that teachers should always take an integrated approach when dealing with ESL knowledge. Furthermore, some teachers' view of ESL was rule dominated, a notion which is framed within transformational generative grammar (Brown 1994; Chomsky, 1957). The aforementioned view neglects a critical aspect of language which is context. I, therefore, recommend that teachers of ESL must go beyond rule explanations and encompass meaningful social contexts (Tolulope, 2021).

5.1.2 Objective 2 Teacher memories of learning ESL

5.2.2.1 Main findings on objective number 2

In this study, I viewed memories of learning as all the learning activities of ESL that my respondents were exposed to from childhood up to the tertiary level. The findings showed that teachers of ESL in Zambia had memories of how they were exposed to ESL in their homes, at preschool level, in primary schools, in secondary schools, colleges and universities.

The home memories showed that in their childhood, teachers were not only exposed to ESL alone but other languages such as Bemba, Nyanja, and Tonga. Such backgrounds may give teachers an advantage as they handle multilingual learners in a multilingual nation like Zambia (Chishimba & Manchishi, 2016; Mwanza, 2016; Banda, 2012). Home ESL exposure may be a good starting point for learning ESL. However, it may also be an initial breeding point of ESL misconceptions due to challenges such as an unstructured curriculum, disruptions and lack of resources (Michael, 2001). The teachers had also what they termed as negative and positive memories of ESL. For example, at primary and secondary levels, they were mocked by fellow pupils as well as teachers for failing some ESL tasks. On the other hand, they enjoyed their lessons and some had caring teachers. In colleges and universities, the situation was the same. Such Binary experiences can create either a positive or negative disposition in a potential teacher towards ESL teaching and learning (2017). Memories of conflicts in Knowledge were also a common phenomenon as teachers progressed from a lower to a higher level of learning. Such conflicts were resolved by teachers and individual research.

5.1.2.2 Conclusions based on objective number 2

All the teachers shared memories of being brought up in multilingual homes where Tonga, Nyanja, Bemba, Tumbuka and English were spoken. Furthermore, five teachers narrated preschool memories. The rest started formal schooling in grade 1. The memories of formal schooling years were characterised by inspiration from parents, teachers and peers. Negative or bad memories such as mockery from fellow pupils and corporal punishment from past teachers were also common. All the teachers faced knowledge conflicts as they progressed from one level of ESL learning level to another. Most of the teachers were influenced by these memories to take up teaching as a profession. To the teachers, these memories defined what ESL teaching was all about.

5.1.2.3 Recommendations based on objective number 2

Below are recommendations based on the findings of objective number 2

a). Pre-school language learning experiences

The findings in this study had shown that preschool language learning experiences in government early childhood learning centres were different from private institutions. In the former, the language of instruction is a regional familiar language whereas in the latter government policy is ignored and English is adopted. Being the foundation of ESL learning and other regional local languages, from pre-school to grade 4, I recommend that all Zambian learners both in government and private schools be subjected to the same experiences of being taught in English and a regional local language because of being in a multilingual context.

b). Positive ESL learning and teaching experiences

In this study, the findings had shown that all the teachers were subjected to experiences which were both positive and negative. It is therefore recommended that in all circumstances, ESL teachers in secondary schools must strive to give their learners positive learning experiences to help learners develop a positive attitude towards ESL as a subject and the ESL teaching profession.

c). Conflicting knowledge experiences

The findings indicated ESL knowledge conflicts at preschool, primary, secondary, college and in-service levels. These conflicts were caused by insufficient explanations of ESL subject content and pedagogical content. It is therefore recommended that teachers of ESL must deliberately look out for their own as well as their pupils' knowledge conflicts at all levels of learning ESL and quickly resolve them using consultations with fellow experts or researchers.

5.1.3 Objective number 3 in-service experiences of ESL teachers

5.1.3.1 Main findings on objective number 3

Besides memories about how they were exposed to ESL, teachers also had experiences with the current or in-service practice. In this study, the findings showed that these experiences were in terms of teaching experiences in years, teaching routines, negative and positive experiences, conflicts in knowledge and day-to-day challenges. The teachers had various experiences in terms of years ranging from 1 and a half to 30. Years of experience are usually related to effective teaching. This was true in the case of some teachers but not some thereby confirming what Kin and Podolsky (2016) stated (cf 4.4.1). The teaching routines of ESL teachers were characterised by planning and classroom delivery. The aforementioned are vital as they sustain and guarantee the future of ESL teaching (Curriculum Framework, 2012). Teachers also had some positive and negative moments in their in-service experiences. However, if the negative outweighs the positive, this may result in teachers being depressed and dissatisfied (Fellissa et al., 2022). However, in this study, the positive experiences seemed to be more than the negatives (cf 4.4). Knowledge conflicts were also reported by teachers. What they learnt from college was different from the things they were teaching in secondary schools. Such a situation can be technically referred to as cognitive conflict (cf 4.4.4). Teachers should therefore be aware of it to avoid becoming frustrated and anxious. Some everyday challenges such as a lack of teaching materials, low reading proficiency levels and overcrowded classrooms were also reported by the teachers. The aforementioned challenges if left unattended may compromise the quality of ESL teaching.

5.1.3.2 Conclusions based on objective number 3

All the teachers had similar in-service experiences. They shared the same work routines such as scheming, lesson planning, material organisation and lesson delivery. They reported teaching the same things week in and week out such as summary, composition, comprehension and structure. All teachers found a mismatch between what they learnt at

college and what they taught in school. Furthermore, all the teachers shared the same challenges which were a lack of teaching materials, low reading proficiency levels and overcrowded classrooms.

5.1.3.3 Recommendations based on objective number 3

Below are recommendations based on the main findings of objective number 3

a). College and Secondary school subject and pedagogical content

A miss-match was observed between what the teachers learnt in college (subject and pedagogical content) and what was to be taught in secondary schools. This simply means that the ESL training courses were not responding to the needs of the Zambian secondary schools (Masaiti & Manchishi, 2011; Mulenga, 2015). I, therefore, recommend that the ESL training courses be reviewed in terms of subject content and pedagogical content to make them applicable within the secondary school context. This can be done with the help of ESL teachers' lived experiences. The lived experiences will supply the content designers with practical knowledge of what works and what does not work regarding the teaching of ESL in Zambian secondary schools.

b). Challenging Experiences

The in-service experiences had shown that on daily basis ESL teachers were faced with challenging experiences such as a lack of teaching materials and overcrowded classrooms. Such experiences can compromise the effective teaching of ESL and learner performance in ESL examinations (Ng'ona, 2016; Mumba 2019; Mubita & Mwanza, 2020; Musonda & Mwanza, 2021). I, therefore, recommend that the government of the republic of Zambia through the Ministry of Education produce and supply enough teaching materials in secondary schools so that teachers can give their learners quality teaching and learning experiences needed for improved performance. For overcrowded classrooms, I recommend that the government supply enough teachers in secondary schools and expand available space so that the classroom ratio can revert to the normal 1 teacher to 35 pupils per class. This is

because normal classroom experiences may help teachers to become more efficient and effective in teaching and assessing learners.

5.1.4 Objective number 4- influence of teachers lived experiences on classroom practice

5.1.4.1 Main findings on objective number 4

Lived experiences can be interpreted as the understanding that we have about the world as a result of the activities that we engage in daily whether directly or indirectly (Oxford reference, 2021). Influenced by their lived experiences, ESL teachers were observed engaging in pedagogical practices such as correcting punctuations and pronunciations, translanguaging, monolingualism, anti-apprenticeship of observation, teacher-learner corroborations, eclecticism and language material integration. These findings affirmed the narrative theory's tenets of predictability and consistency in the narration of human beings (Fisher, 1985). What the teachers stated during interviews was what was observed during their lesson deliveries. However, Burns and Knox (2011) contended that it is not always that the tenets of predictability and consistency may be achieved due to what they called the dynamism and complexity of classroom environments. These scholars further argued that sometimes pedagogical practices may interact with physical and personal factors over time making classroom decisions fluid and unpredictable.

5.1.4.2 Conclusions based on the main findings of objective number 4

Except for one, all the teachers' pedagogical practices in their classrooms were influenced by their lived experiences. The structures of the lessons were similar. The most commonly engaged practices were eclecticism, error correction and emphasis on punctuations and pronunciations and monolingualism. The least applied was translanguaging. Of all the practices, translanguaging was the only one not supported by policy.

5.1.4.3 Recommendations based on the main findings of objective number 4

Below are the recommendations based on the main findings of objective number 4

a). Monolingualistic and Translanguaging practices

Because of their language experiences with their past teachers some ESL teachers in this study were inclined to monolingualistic practices. This practice affected learner participation during ESL classroom transactions. Therefore, I recommend that the teachers of ESL in Zambia be encouraged to drop monolingualistic pedagogical practices of using English as the sole language of classroom instruction. Instead, they should adopt translanguaging pedagogical practices where they can use English together with any regional local language which pupils may be familiar with due to the multilingual backgrounds which both the Zambian teachers and their learners share (Mwanza, 2016).

b) Conservatism

The findings also indicated through classroom observations that ESL secondary school teachers in Zambia were conservative as they held on to the knowledge from their past teachers despite undergoing pre-service training. Furthermore, they were not privy to the knowledge which guided their past language teachers' classroom practice. Due to the aforementioned, I recommend that before they implement what they saw their prior language teachers do, teachers must be encouraged to evaluate their past ESL learning experiences in the light of current ESL research and practice. This may help their knowledge to remain relevant and dynamic.

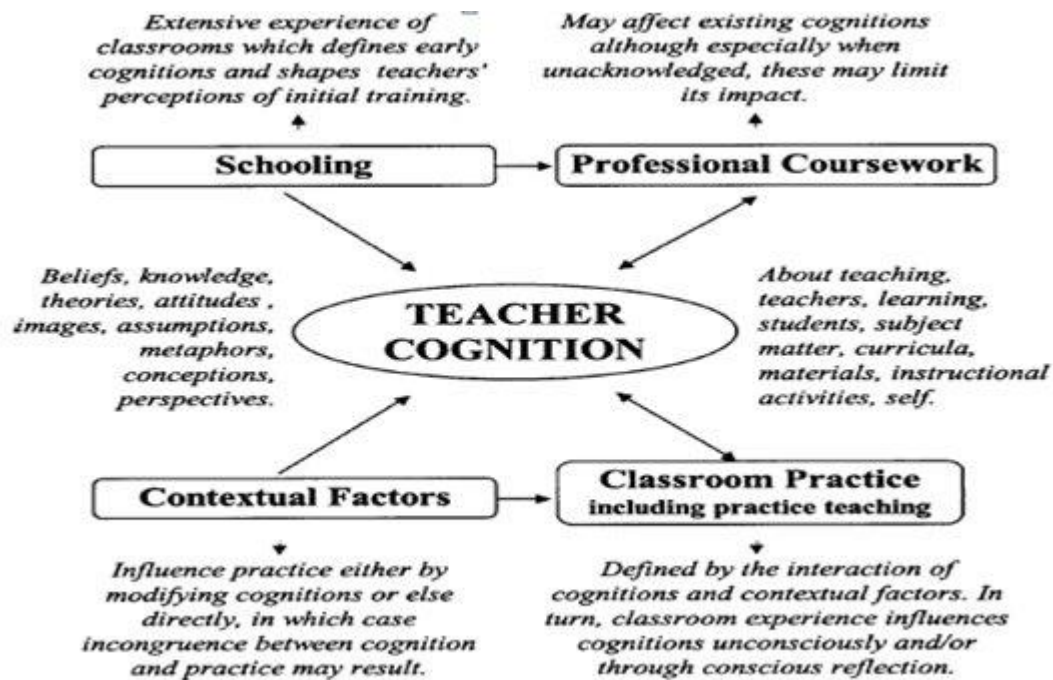
5.2 New knowledge produced by the Thesis

5.2.1 The DK Model-Key influences of the model

This section is simply an extension of my findings. I began by explaining the frameworks and the models that influenced the building of the Dickson Kangombe Model (The DK Model). Thereafter, I explained the method I engaged and the steps I followed to arrive at the proposed model. I was inspired by Borg (2003)'s framework on teacher cognition (understanding) which explains how it is shaped and influenced by several other experiences such as early years of school, teacher training/ professional schooling, classroom practice and context (such as parents and teacher requirements, curriculum demands, School policies,

school layout, and exams). This framework raises awareness of the key dimensions of experiences, their nature and how they relate to each other in a non-linear way as shown in the diagram below:

Figure 5.1 : Teacher Cognition framework



(Source Borg 2003 P, 1)

The second influence was from the relational model which was proposed by Burns and Knox (2011). This model focuses on classroom practices and the experiences that influence them which are institutional, pedagogical, personal and physical as shown in the diagram below.

Table 3: Typology of Factors Influencing Classroom Practices

Institutional	Pedagogical	Personal	Physical
<ul style="list-style-type: none"> ▪ Exam pressures ▪ Time tabling & time pressures ▪ Course aims and syllabus requirements ▪ Required materials 	<ul style="list-style-type: none"> ▪ Previous lessons ▪ Student needs ▪ Student skills/ language ability ▪ Newness of student experience of tertiary study 	<ul style="list-style-type: none"> ▪ Language learning experiences ▪ Previous training as language teachers ▪ Previous teaching experience 	<ul style="list-style-type: none"> ▪ Heat ▪ Physical size and layout of classroom ▪ Changes of rooms

<ul style="list-style-type: none"> ▪ Course focus on tertiary entry/ study ▪ Time available for preparation 	<ul style="list-style-type: none"> ▪ Online classroom decision making ▪ Teacher-student relationships ▪ Focus on the research project 	<ul style="list-style-type: none"> ▪ Existing practices ▪ Theories of learning ▪ Theories of learning ▪ Recent study/ current study ▪ Personal lives and relationships 	<ul style="list-style-type: none"> ▪ Student movement in and out of class ▪ Presence of researcher in the classroom
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(source: Burns and Knox, 2011 p.4) TESL-EJ 15.1 June 2011)

In the above model the classroom is not defined as space or activity but as a merging of a number of fundamental elements which conglomerate in various, dynamic and context specific relationships. For Burns and Knox (2011), teacher experiences are interrelated fluid and unpredictable as a result they cannot be studied and understood in isolation.

The framework by Borg (2003) and the model by Knox and Burns (2011) were crucial to the enhancement of my understanding of the parameters within which the DK Model would be constituted.

The steps I suggested which could be taken to build this model were influenced by an intervention model by Daniel et al., (2016). I had to interact with my participants (with lived experience) who in this case were ESL teachers. These interactions went on from the time I started my research to the time the model was built. At every stage of the process we maintained active engagements and communication (Kimberly et al., 2021). In their model Daniel et al., (2016) explained the six steps to be followed. These are: “(1) defining and understanding the problem and its causes; (2) identifying which causal or contextual factors are modifiable: which have the greatest scope for change and who would benefit most; (3) deciding on the mechanisms of change; (4) clarifying how these will be delivered; (5) testing and adapting the intervention; and (6) collecting sufficient evidence of effectiveness to proceed to a rigorous evaluation”.

5.2.2 Steps to the DK model

Based on my findings from the participants and the literature above I suggested the following steps to be taken in order to build the proposed model.

5.2.2.1 Step 1- group

I suggested that ESL teachers form a group. The purpose of this group is to come up with proposals or suggestion using their lived experiences to help enhance ESL teaching in Zambian secondary schools. They can also engage modern technology like WhatsApp in order to create a forum for consultations, discussions and sharing of information. The idea is to create a sense of ownership of the process among the members (Atenas et al., 2020)

5.2.2.2 Step 2- Agenda Setting

After forming a group and a forum, the next step I suggested is agenda setting. Teachers should meet as a group and discuss how ESL teaching can be enhanced based on their lived experiences. Before arriving at the agenda, they must agree when they would hold open meetings and how many times. Furthermore, background information should be shared to every member concerning proposals to be made. Problems must be identified and discussed in the manner shown below:

Identified problems	<ul style="list-style-type: none">• Poor learner performance in secondary school leaving exams• Failure by school leavers to transfer ESL skills in real life situations• Failure by some ESL secondary school teachers to translate theory into practice.• Unresponsive ESL teacher training programmes to the needs of secondary school.
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Nature and extent of the problems	<ul style="list-style-type: none"> • 26 to 37% failure in ESL at grade 12(2013-2021) • 2 out of 4 teachers could not successfully deliver lessons • All the teachers indicated mismatch between training and classroom material
For whom and at what levels does this problem exist	<p>For teachers and learners</p> <p>Learners-secondary school and community</p> <p>Teachers- college and secondary school</p>
The history of the problem	Has been imbedded in institutions for a long time
Causes	Teachers' lack of effective teaching skills, inadequate teacher preparations for lessons and under-stocked libraries. Shortage of well trained teachers, large and overcrowded classrooms.
What has been effective in addressing the problem	<ul style="list-style-type: none"> - Continuous professional development programmes for teacher - Taking learners to the basics of ESL reading and writing - Increasing contact hours - mentorship - Deliberate production of materials by institutions - Research - Induction
Consequences for those directly affected	<ul style="list-style-type: none"> • Learners <p>Immediate- low enthusiasm to learn, lack of motivation for learning, lack of interest in learning</p> <p>Long term- poor learning mentality low self-</p>

	<p>esteem, teacher and parental stress.</p> <ul style="list-style-type: none"> • Teachers <p>Immediate- poor lesson planning, poor learner performance, lack of interest to teach, not motivated to teach, affect collective institutional performance</p> <p>Long term- low self-esteem, non-career progression, life dissatisfactions</p>
Consequences for those indirectly affected	<p>Learners- Burden to the family, community and the nation</p> <p>Teachers- discourages would be ESL teachers</p> <p>Brings down the image of the teaching profession.</p>

5.2.2.3 Step 3 – identifying experiences which are malleable and have a greatest scope for classroom practices changes

After identification of problems and consequences above, I suggested grouping the ESL teachers' experiences as indicated below:

Home-experiences	<ul style="list-style-type: none"> • Learning experiences • Institutional experience • Inspirational experiences
Pre-school experiences	<ul style="list-style-type: none"> • Learning experiences • Institutional experiences • Inspirational experiences • Knowledge conflict experience • Positive experience • Negative experiences

Primary school experiences	<ul style="list-style-type: none"> • Learning experiences • Institutional experiences • Inspirational experiences • Knowledge conflict experiences • Positive experience • Negative experience
Secondary school experiences	<ul style="list-style-type: none"> • Learning experiences • Inspiration experience • Knowledge conflict experiences • Positive experience • Negative experiences
Pre-service experiences	<ul style="list-style-type: none"> • Motivational experiences • Inspirational experiences • Learning experiences • Conflicting knowledge experiences • Teaching practice experiences • Positive experiences • Negative experiences • Institutional experiences
In service experiences	<ul style="list-style-type: none"> • Years in service experiences • Inspirational experiences • Daily teaching routine experiences • Knowledge conflict experiences

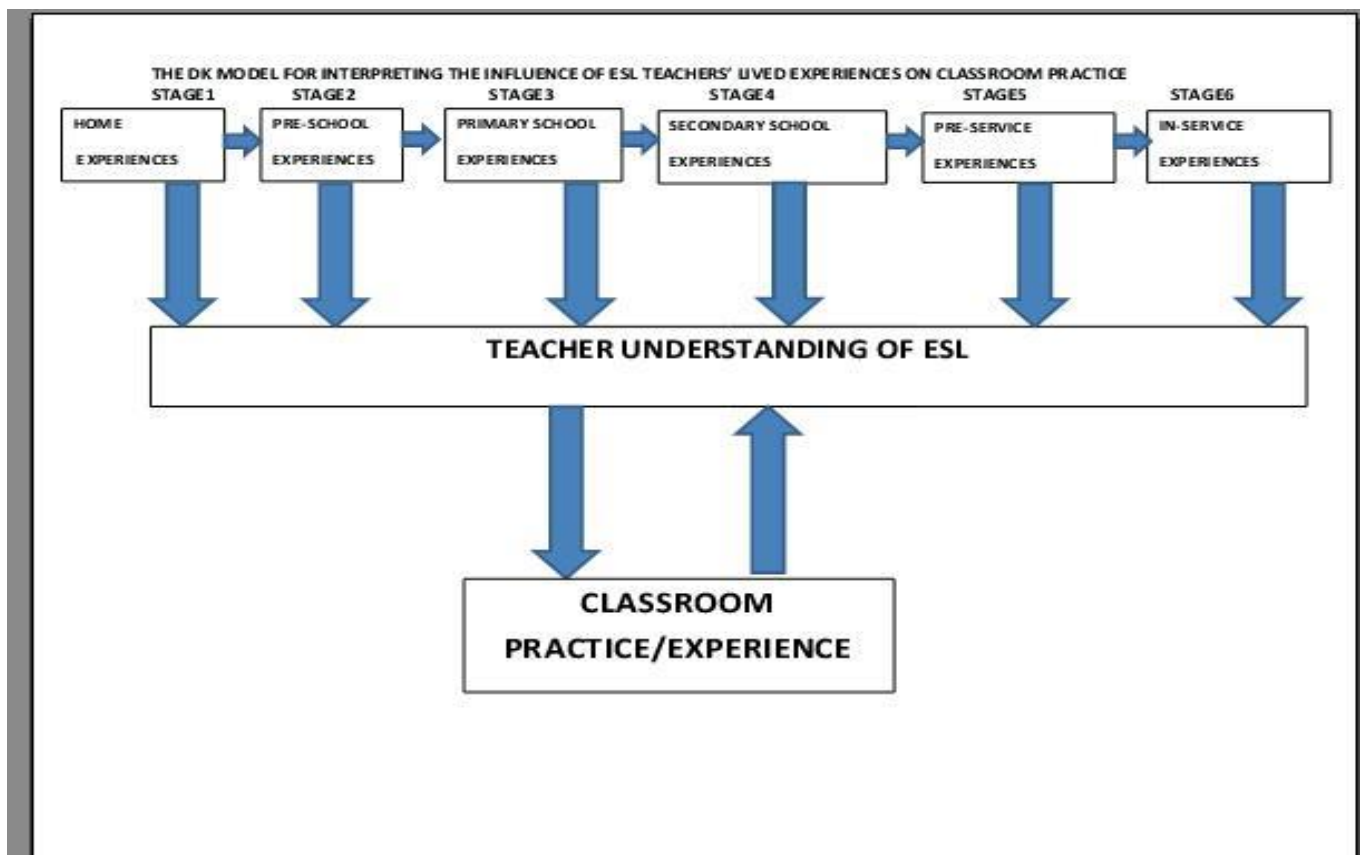
	<ul style="list-style-type: none">• Positive experiences• Negative experiences• Policy changes experiences• Experiences of every day challenges• Institutional experiences
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5.2.2.4 Step 4-Model development

After going through the above steps, the last step I suggested was formulation of the draft model. Thereafter, the draft must be assessed against the lived experiences of the teachers. Finally a finished version can be done as shown below. This model must include all the data from the interviews as well as classroom observation of teachers.

5.2.2.5 Finalised Version of the DK Model

Figure 5.2 The DK model



The above proposed DK model is a product of the findings from all my research objectives. It is used to interpret the influence of ESL teachers' lived experiences on classroom practice. This model has six stages. These stages run from childhood home experiences to in-service experiences. The experiences are progressional in nature and increase in complexity from one level to another. These experiences are made up of ESL knowledge taught from past nursery, primary and secondary school teachers. They can also come from inspirations from teachers, friends and relatives. College content and pedagogical courses, lecturers and teaching practice are also sources of these experiences. The positive as well as negative treatment from lecturers, teachers, parents, friends and relatives while learning ESL are also part and parcel of the experiences. ESL Knowledge conflicts and resolutions are also common experiences during progression from one stage to another. In this model, all these outlined experiences

constitute what is referred to as teacher understanding of ESL teaching. It is this understanding which influences the decisions and choices teachers make during ESL teaching. The classroom practice also provides an experience which in return may shape the teacher's understanding of ESL. This model provides the understanding that the experiences of ESL teachers are relative. The interaction between teacher understanding and classroom practice is continuous and dynamic. The classroom itself is also dynamic. It is the aforementioned which makes the teaching of ESL to be dynamic. This model may help teachers of ESL to understand the nature of their lived experiences and how they can take advantage of them to enhance classroom practice.

One of my recommendations in section 5.1.3 was that ESL teacher training courses should be re-designed in order to make them more responsive to secondary school needs. This model may help ESL course designers to understand the experiences that obtain in both secondary schools and tertiary institutions and the relationships that exist between them. Such insights about the aforementioned are what may offer a correct road map for redesigning of the training programmes. The other recommendation was that teachers of ESL should endeavor to go beyond rule- explanations and provide meaningful context of ESL concepts while teaching. My proposed model may help teachers to achieve the aforesaid by giving an understanding that the experiences that ESL teachers have had at each stage of learning provides the context within which ESL must be taught in Zambian secondary schools. I further recommend that teachers move from conservatism to dynamism in ESL knowledge. My model may help teachers achieve this as it clearly shows the dynamism that surrounds teacher experiences in relations to classroom practice. I had also recommended that some teachers of ESL drop the Monolingual practices and adopt translanguaging pedagogical practice. This model may help the teachers to achieve this as it also explores the childhood

language experiences which expose the multilingual nature of the Zambian learners hence the proposition for adoption of translanguaging pedagogical practices.

To the scholars, this model may be of use in so many ways. To begin with, they may use this model as a descriptive or a clarifying tool to clarify to learners or fellow scholars matters surrounding ESL teachers lived experiences and how they relate to classroom practice. Secondly, scholars can use this model to test ideas, make predictions and formulate hypotheses about lived experiences and ESL teaching (Treagust, Chittleborough & Mamiala, 2009). Thirdly, this model can be used by scholars to generate discussions and provide visual representations of the concepts surrounding lived experiences and ESL teaching (Treagust, Chittleborough & Mamiala, 2003). Lastly, the scholars may use this model for innovation and creation of new knowledge about ESL teaching and teachers lived experiences.

5.3 Contributions of this study to the body of knowledge

The aim of this study was to establish how pedagogy in ESL in Zambian secondary schools can be enhanced using teachers' lived experiences. The findings of this study added to the understanding of ESL teaching in general and in particular, how teachers lived experiences can be used to enhance the teaching of ESL.

Furthermore, to my knowledge no study has been conducted in Zambia focusing on how teachers' lived experiences can be used to enhance ESL pedagogy. Being ground breaking, the findings in this study may be significant to the Ministry of Education policy makers as they may be given an up to date understanding on how teachers lived experiences may be used to enhance pedagogy in ESL teaching. This may give them a firm foundation upon which future policies concerning ESL teaching may be designed. For teacher educators, the findings of this study may influence designing of teacher training programmes which takes into consideration ESL teachers past language experiences and be put in line with the needs

of secondary schools. Earlier studies on teacher education had indicated a mismatch between teacher training courses and secondary school needs (Masaiti & Manchishi, 2011; Mulenga, 2015). My findings in this study may also help ESL teachers to become aware of how their lived experiences may positively or negatively influence their understanding of ESL and classroom choices and decisions.

The findings of this study may also influence redesigning of the Zambia Secondary English language syllabi at both junior and senior level so as to incorporate the prior language learning experiences of ESL teachers.

The other contribution to the body of knowledge is the proposed DK Model, a product of the findings from all the research objectives. The purpose of this model as explained in the previous section is to help interpret the influence of teachers lived experiences on ESL understanding and classroom practice (cf.5.2). This model may help policy makers, language educators and language teachers to understand in detail how teachers lived experience influence classroom practice so as to enhance ESL policy and pedagogy.

The results of this study also add new knowledge to the scholarly debates on lived experiences and ESL teaching within the Zambian, African and international context. It is also hoped that this study may stimulate further research into the topic under study.

5.4 Auto-biographical Reflections

My study was not challenge free. I faced a number of them such as finding participants who were willing to participate in the study, negotiating entry into secondary schools and limited finances. However, I had to find means and ways of getting by so as to complete my studies.

To begin with, I was conducting my study at the time when as a country we were experiencing the fourth wave of the covid-19. This situation made the process a bit challenging. Despite assuring the participants that I had put in place all the Covid- 19

guidelines and signing a consent form, others still felt that the idea of coming into contact with a 'stranger' (researcher) and having face to face interviews was a risky affair. So, I had to respect the opinion of potential participants. I had to be patient until I found someone who was willing to participate.

Negotiating entry into secondary schools was also a challenge. Some school managers were hostile and could not even allow me to conduct research in their schools despite showing them my letter of permission to access their stations for research from higher authorities. In such instances I had to leave the station and go to another school where the station managers were willing to allow me to proceed with my research.

Financing my study was also a challenge. The University of The Free State had awarded me a tuition fee bursary. However, this financial aid did not cover certain things like registration, international administration, and travel to research sites, laptops and internet connectivity. So I had to cover this short fall with my little savings. This became constraining particularly on my family budget.

5.5 Limitations and Suggestions for future research

This study was conducted on the Copperbelt province in Luanshya District. Therefore, it focused on the lived experiences of the ESL teachers of Luanshya District only. It would therefore be interesting to conduct a comparative study of the teachers of Luanshya District with teachers from another province and district. A comparative research may bring out the differences and similarities in teachers lived experiences and classroom practice across different secondary schools. This may lead to detailed understanding of the phenomenon under study.

Secondly, this study was purely qualitative. Because of the nature of a qualitative study, I engaged 8 teachers from 8 different schools. My interest was not in numbers but rich

information from participants. To my knowledge the participants of this study gave me the detailed information I needed to understand the problem I was dealing with. However, it would be interesting to conduct a similar research which would adopt a mixed method approach. Questionnaires would help extend the number of participants in the study. Data from questionnaires would complement the data from narrative interviews there by deepening the understanding of the influence of ESL teachers lived experiences on pedagogy.

In this study in order to determine the influence of teachers lived experiences on ESL practice, I observed each teacher once in a given lesson of his or her choice. Therefore, it would also be interesting to conduct a study which would engage individual teachers in multiple observations so as to ascertain consistence in the influence of teachers lived experiences on pedagogy.

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Appendix A Ethical Clearance



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

12-Jan-2022

Dear Mr Dickson Kangombe

Application Approved

Research Project Title:

Exploring English Second Language teachers' lived experiences in strengthening initial teacher education in Zambia

Ethical Clearance number:

UFS-HSD2021/1552/21

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

**Dr Adri
du
Plessis** Digitally signed
by Dr Adri du
Plessis
Date:
2022.01.17
09:05:28 +02'00'

201 Nelson Mandela
Drive
Park West
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South Africa

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Bloemfontein 9300
Tel: +27 (0)51 401
9337
aduplessis@ufs.ac.za
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Appendix B Narrative interview schedule

NARRATIVE INTERVIEW SCHEDULE ON ESL TEACHERS' LIVED EXPERIENCES

1. Family background
 - i. When were you born? and where?
 - ii. What languages are you able to speak and communicate in fluently?
 - iii. Were your parents able to speak English at the time you were born?
 - iv. At what age were you introduced to any form of English language?
 - v. What kind of activities did you engage in that involved use of English language when you were a child in your home?
 - vi. How were your home experiences of learning English?

2. Pre-school experiences
 - i. Where were you enrolled in pre-school when you were young?
 - ii. How old were you at the time of enrollment?
 - iii. Was it a government or private pre-school you went to?
 - iv. What kind of English language learning activities were you exposed to?
 - v. How would you describe your learning of English at pre-school? Any negative or positive situations?
 - vi. Is there any friend or teacher whom you can say really influenced your English learning and in what way?
 - vii. Were there any conflicts in terms of what you were exposed to at home with information from school regarding English?
 - viii. How were the above conflicts resolved?
 - ix. Is there anything about English language learning experience in pre-school that you would want to say that you have not shared?

3. Primary school experiences
 - i. How would you describe your experience of learning English at primary school? Any negative or positive situations?
 - ii. What kind of formal and informal activities of English language learning were you exposed to at primary school?
 - iii. Were there any differences as compared to pre-school activities?
 - iv. Did you experience any conflicts in knowledge between what you learnt at pre-school and what you learnt at primary school regarding English language?
 - v. Was there a teacher or a friend who influenced your perception of English learning at primary school?
 - vi. Tell us about your performance in assessments local and national of English language.
 - vii. Is there any experience you would like to share which you didn't mention concerning your learning of English language at primary school?

4. Secondary school experiences
 - i. Can you describe your experiences of learning English at secondary school?
 - ii. What were the most exciting experiences of learning English?
 - iii. What about the most depressing/ negative experiences of learning English?
 - iv. What types of learning activities were you exposed to whether formal or informal regarding English language?
 - v. Any conflicts in terms of material learnt at primary and secondary levels?
 - vi. How did you resolve the conflicts?
 - vii. Is there anything you feel would have been done better?
5. Experiences at college
 - i. What influenced your choice of studying English language?
 - ii. What were your expectations before entering into college?
 - iii. What were your experiences in terms of the courses you learnt and your interactions with your lecturers and friends?
 - iv. Tell me about your teaching practice experience
 - v. Any conflicts in experiences of English language learning at college compared to the previous levels?
 - vi. Where your experiences of English language at previous levels considered in your college course?
 - vii. Where the lecturers concerned about your fears feelings, emotions, anxieties concerning your studies?
6. Experiences as a serving teacher of English language
 - i. How long have you been teaching English as a trained teacher?
 - ii. How has been your experience of teaching English
 - iii. What type of teaching activities do you engage in on daily, termly and yearly basis?
 - iv. Describe to me the most exciting experiences you have had
 - v. What about the worst moments?
 - vi. Can you say that college experience prepared you adequately for teaching?
 - vii. Are there any conflicts between what you experienced at college and what obtains in schools?
 - viii. How do you resolve the conflicts of experiences formal and non- formal?
 - ix. Is there anything that you have observed in your teaching of English which you feel must be addressed by college education
 - x. How do you accommodate changes in practice e.g . policy

Appendix C Lesson Observation Guide

CONTENT	OBSERVED ACTIVITIES	COMMENTS	
SCHOOL PSEUDO NAME			
TEACHER PSEUDO NAME			
CLASS			
TOPIC			
DATE			
NUMBER OF PUPILS			
LESSON DELIVERLY			
I. Introduction of lesson			
II. Development			
III. Consolidation			
IV. practice			
V. conclusion			
VI. Overall impression			

Appendix d: Informed Consent Form For Secondary School Teachers

DATE

17/10/2021

TITLE

Using teachers' lived experiences to enhance pedagogy in 2nd language in Zambian secondary schools

PRINCIPLE INVESTIGATOR AND CONTACT NUMBER:

Dickson Kangombe contact 0977199380

FACULTY AND DEPARTMENT:

*Education
Curriculum Studies*

SUPERVISOR

Dr Ntsala Sekanse contact 0514019683

THE AIM / PURPOSE OF THE STUDY

The aim of this study is to ascertain how teachers lived experiences can be used to enhance pedagogy in 2nd language in Zambian secondary schools

ABOUT THE RESEARCHER

I am a PhD student at the University of Free State attached to the department of Curriculum Studies. I am doing this research as part of partial fulfillment of the requirements for the award of a Doctor of Philosophy Degree.

WHY YOU ARE INVITED TO TAKE PART IN THIS STUDY

With the help of your head of department, I have chosen you to participate in this research because of your expert knowledge in English as a Second Language. There are 8 of you participating in this study from different schools.

NATURE OF PARTICIPATION IN THIS STUDY

As a participant you will be involved in three separate interviews lasting 30 minutes each. The interview questions will be on your experiences of English as a Second language during childhood, pre-school, primary school, secondary school, college and in-service. Thereafter, I will observe your lesson for 40 minutes and have a post lesson interview for 15 minutes.

PARTICIPANT WITHDRAW FROM THIS STUDY

Participation in this study is voluntary. You will not suffer any loss or penalty for non-participation. You are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY

Your views may help in understanding the role of lived experiences in English teaching. The government may also be helped in drafting policy changes to strengthen initial teacher education in Zambia.

ANTICIPATED PARTICIPANT INCONVENIENCES

Participants in this research will not be subjected to any kind of inconveniencing activities.

CONFIDENTIALITY

Confidentiality will be ensured by not disclosing the names of participants and the places/ institutions which will be involved in this study. Reports may be published and be brought to ethics committees and other academic platforms. However anonymity of names of participants and institutions will be maintained. There will be no way in which responses would be traced to particular participants.

STORAGE AND ULTIMATE DESTRUCTION OF INFORMATION

Hard copies of answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in a personal study room at home. For future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After the stipulated period, the hard copies will be shredded. The soft copies containing the responses will be deleted permanently..

PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY

Please note that by participating in this research you will not be paid anything, you will also not be rewarded with anything or be asked to pay anything.

INFORMING THE PARTICIPANTS ABOUT THE FINDINGS/ RESULTS OF THE STUDY

If you would like to be informed of the final research findings or enquire about anything, please contact Dickson Kangombe on + 260977199380 or email: dicksonkangombe@gmail.com. Should you have concerns about the way in which the research will be conducted, you may contact my supervisor Dr Ntsala Sekanse email: NtsalaSA@ufs.ac.za

Thank you for taking the time to read this information sheet and for participating in this study.

CONSENT TO PARTICIPATE IN THIS STUDY

I, the undersigned,

_____ (*participant's full names to be included*), (the "**Participant**")

confirm that I voluntarily agree to participate in the research study referred to as the

_____ (the "**Study**") in relation to

and which Study is being conducted by

(*insert the name of the researcher*), (the "**Researcher**").

I, the undersigned Participant, further confirm that–

1. the Researcher has explained the nature, procedure, potential benefits and anticipated inconvenience of my participation in the Study;
2. I have read (or had explained to me) and understood the Study as explained in the attached information sheet;
3. I have had sufficient opportunity to ask questions and am prepared to participate in the Study;
4. I understand that my participation in the Study is entirely voluntary and that I am free to withdraw at any time without penalty (if applicable);
5. I voluntarily provide the UFS and the Researcher with my personal information and consent to the UFS and the Researcher collecting, disclosing and processing my personal information in order to conduct the Study and any related activities in relation thereto;
6. I hereby acknowledge and confirm that I understand the purpose for which the UFS and the Researcher may collect, store, use, delete, destroy, outsource, transfer or otherwise process, as the context and circumstances may require and as contemplated in terms of POPIA, my personal information as set out herein;
7. I am aware that the findings of the Study will be anonymously processed into a research report, journal publications and/or conference proceedings and that my personal information will be aggregated and deidentified at such stage;
8. I also give the UFS permission to share, without notification, the collected data with other researchers at the UFS or other Higher Education Institutions. This permission is dependent on the same principles of ethical research practices, anonymity/confidentiality, safekeeping of information, and other issues listed above applying.

I, the Participant, agree to the recording of the insert specific data collection method.	
Full Name of Participant: _____	
Signature of Participant: _____	Date: _____
Full Name(s) of Researcher(s): _____	
Signature of Researcher: _____	Date: _____

Appendix E Permission to conduct research

All communication should be addressed to
Quote
Luanshya District Education Board Secretary
P. O. Box 90032 LUANSHYA

Telephone: 0212 - 511090



REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION
LUANSHYA DISTRICT EDUCATION BOARD

In Reply Please

NO:.....

OFFICE OF THE D.E.B.S
P.O. Box 90032
LUANSHYA

21st December, 2021

To: All Head teachers
Secondary Schools
LUANSHYA

INTRODUCTORY LETTER – MR KANGOMBE DICKSON: TS NO 807038

Refer to the above subject matter.

This serves to introduce to you Mr. Dickson Kangombe a PhD student attached to the Department of Curriculum Studies at the University of Free State in South Africa.

He is visiting schools in order to conduct research in 8 (eight) selected Secondary Schools of Luanshya District under the topic, **'Exploring English Second Language Teachers' lived experiences in strengthening initial teacher education in Zambia'**. The study will be done in term 1 of 2022 and will involve classroom observations and interviews.

Kindly give him the needed support.


Kabwe Chilombo
District Education Board Secretary
LUANSHYA

/acf

Appendix F Letter of language editing



MULUNGUSHI UNIVERSITY SCHOOL OF EDUCATION

Great North Road Campus
P.O.Box 80415
KABWE

14th November, 2022

TO WHOM IT MAY CONCERN

This is to confirm that Dickson Kangombe's (2020157737), PhD thesis titled: Using teachers' lived Experiences to Enhance Pedagogy in English Second language in Zambian Secondary Schools, has undergone language editing.

In addition to the observations made in the document, I generally note the following which I propose need to be attended to before the thesis is submitted for examination:

1. Correct use of the passive voice
2. consistency in the use of British/ American English,
3. subject verb agreement,
4. correct use of compound and complex sentences,
5. coherence and cohesion of paragraphs,
6. Text formatting,
7. consistency in referencing style (in-text and reference list)

It is my belief that once the above issues are attended to the paper will rise to the acceptable grammatical standards at PhD level.

Edited By: Dr. Mwaka Siluonde(PhD,MA,BA)

Designation: Lecturer, English

Signature: M.Siluonde

Date: 14/11/2022

Appendix G lesson plan on summary

SUBJECT: ENGLISH TOPIC: SUMMARY
 SUB TOPIC: DATE: 11.02.2022
 TIME: 10:10-11:30 hrs
 GRADE: 11 D DURATION: 80 minutes
 NO OF PUPILS:

RATIONALE: Pupils to read and understand the passage.

SPECIFIC OBJECTIVE: locate details and answer factual questions.

TEACHING AND LEARNING MATERIALS: PPR II
 Chalkboard.

REFERENCE: MK Grade 11

LESSON PROCESSES:

STEP	CONTENT/TEACHING POINTS	METHOD/ACTIVITY	PUPILS ACTIVITY
1	<p>INTRODUCTION</p> <p>A Summary is a brief account of a story or Speech heard, read, or seen. In a nutshell Summary is about being economic with words and supply the sought for information.</p>	<p>Lecture. Discussion</p>	<p>listening and taking part in discussion</p>
2	<p>DEVELOPMENT</p> <p>Discuss the main steps to follow</p> <p>(a) Read the passage for the general gist.</p> <p>(b) Read the question break it down to find the point of</p>		

interest
 (C) Read the passage again now to identify relevant points asked by the question.
 Please take short notes especially the main points that you have identified, be fast, efficient.

(D) Paraphrase - use some of your own words together with the identified points from the passage.

(E) Notwithstanding my good writing pieces make sure you use conjunction (joining words) like but, however, as a result, therefore etc.
 (F) Also write your Summary
 (G) Mind your Spellings and punctuation marks, such as Comma, Semi colon, full stop etc.

ACTIVITY
 Pupils to do work in MK mode
CONCLUSION: Teacher goes around helping slow learners

Lecture, Listening
 Discussion and taking part in discussion

Appendix H lesson plan on comprehension

SCHOOL FOR CONTINUING EDUCATION

LESSON PLAN

TEACHER: DATE: 25/03/22 NO OF LEARNERS:

SUBJECT: English CLASS: 12 DURATION: 30min

TOPIC: Comprehension

SUBTOPIC: Quality Of Education

REFERENCE AIDS: File, A advance in English, Chalk, chalk board, flip chart

RATIONALE: The value of the lesson is for learners to read and understand the text and discuss the difficult words. Reading discussion, teacher exposition and written work methods to be used.


SPECIFIC OUTCOMES:

Learners to read the given passage with understanding and learn new words.

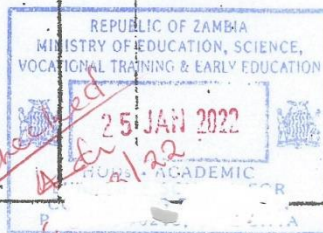
Answer the oral and written questions without difficulty.

PRE-REQUISITE: Learners already have an idea of what comprehension is.

INTRODUCTION: Ask learners what comprehension is.

LESSON CONTENT	LEARNING ACTIVITIES	METHODOLOGY
<p>Explain that comprehension is the ability to understand completely and be familiar with a situation, facts etc.</p>	<p>Learners listen carefully</p>	
<p>Explain to the learners the importance of listening. listen means giving attention to a sound.</p>		
<p>Distribute text books and ask learners to look at the picture in the story and say what it about.</p>	<p>learners respond</p>	
<p>Select seven learners to read the passage loudly while the others listen.</p>	<p>Learner Read loudly</p>	
<p>Ask learners to identify any difficult words.</p>		
<p>Having discussed the difficult words the teacher ask learners to read through silently.</p>		
<p>There after discuss the first two questions with the learners.</p>		

<p>Make emphasis on the importance of making reference to the passage when answering the questions.</p> <p>APPLICATION</p> <p>ASK learners to answer the comprehension questions on page 6.</p> <p>Expected answers</p> <ol style="list-style-type: none"> 1. C 2. A 3. A 4. A 5. C 	<p>listen</p> <p>learners write down the work</p>	
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EVALUATION:.....

.....

.....

.....

Appendix H lesson plan structure

SECONDARY SCHOOL
LANGUAGES DEPARTMENT

23/02/2022
H.O.D.
checked
for

LESSON PLAN

TEACHER'S NAME: (1100)

DATE	CLASS	SUBJECT	TIME	NO. OF LEARNERS	MALE	FEMALE	TOTAL
23.2.22	10B	English	80 mins				

TOPIC: CONTRAST: 'BUT', 'YET', 'HOWEVER', 'NEVERTHELESS', 'EVEN SO'

SKILLS: Reading, writing, listening, speaking

COMPETENCIES: LEARNERS TO:

- A) Use 'yet', 'but' without difficulties
- B) Use 'Nevertheless', 'however', 'even so' without difficulties
- C) Distinguish the different ideas in the sentence

PEDAGOGICAL APPROACHES: Brainstorming, Question and answer, ex. exposition

LIFE SKILLS AND VALUES: Ability to use the learnt expressions of contrast in real life situations

REF: ENG OUR STUDY KIT PAGE 73 - 74, 76 - 77

TIME	STEP	TEACHER ACTIVITY	LEARNER ACTIVITY
10 mins	<u>INTRODUCTION</u> Intro. of Today's Lesson.	<ul style="list-style-type: none"> - Tr. introduces today's lesson - tells pupils what contrast is - Gives a sentence example. - An highlights the two contrasting ideas. 	<ul style="list-style-type: none"> - pupils listen attentively - pupils listen and copy example in their books. - pupils listen attentively

40 mins	<p><u>PRESENTATION</u></p> <p>Detailed explanation on the use of 'but', 'yet', 'however', 'Even so', and 'nevertheless'.</p>	<p>- Tr. explains the use of 'but' and 'yet' and gives two examples and explains the sentence structure.</p> <p>- Tr. tells pupils to give note examples or ask were not clear.</p> <p>- Tr. explains the use of 'nevertheless', 'however' and 'even so'. Tr. gives examples.</p> <p>- Tr. tells pupils to give note examples and ask were unclear.</p>	<p>- pupils listen attentively.</p> <p>- pupils do as told.</p> <p>- pupils listen attentively.</p> <p>- pupils do as told.</p>
30 mins	<p><u>PRACTICE</u></p> <p>Class exercise</p>	<p>- Tr. writes the exercise on the board.</p> <p>- Tr. collects books for marking.</p> <p>- Tr. gives pupils books back to them.</p> <p>- Tr. makes corrections for work learnt today.</p>	<p>- pupils answer the exercise.</p> <p>- pupils submit books for marking.</p> <p>- Pupils collect their exercise books and corrections are made.</p>
EVALUATION			

Expected Answers

- ① B - she had a disadvantaged background, yet she became a prominent person in society.
- ② B. - Patrick is a very efficient prefect, nevertheless, he is disliked by every pupil.
- Patrick is a very efficient prefect. Nevertheless, he is disliked by every pupil.

Appendix I lesson plan on summary

Checked
03/03/2022

SECONDARY SCHOOL

DEPARTMENT OF LITERATURE AND LANGUAGES

LESSON PLAN

TEACHER: TS NUMBER

CLASS 11A No of Pupils : boys 23 girls 21 Total 44 No of Pupils Present Boys Girls Total

SUBJECT: ENGLISH DATE 03/03/2022 DURATION 80 mins

TOPIC: SUMMARY SUB-TOPIC: PROSE SUMMARY

TEACHING/LEARNING AIDS/REFERENCE: M.K. 11 pps bk pg 72

: Write a prose summary

: This is a summary lesson, this lesson will help learners improve their summary skills. Q&A, or exposition and class discussion method will be used to teach.

PREREQUISITE: learners have prior knowledge of the lesson

INTRODUCTION: Teacher to do a recap of the previous lesson.

LESSON DEVELOPMENT

STEP	CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Step 1	<p style="text-align: center;">PROSE SUMMARY</p> <p>A summary is a brief account of a story or a speech heard, read or seen.</p> <p>A summary is about being economic with words supplying only the words heard read or seen.</p>	<p>Teacher to ask question on what a summary is</p>	<p>- learners to participate and give answers.</p>
Step 2	<p style="text-align: center;">KEY POINTS FOR WRITING A PROSE SUMMARY</p> <p>- Read through the text you need to summarise.</p> <p>- Identify the most important content.</p>	<p>Teacher to discuss and explain the point to the learners.</p>	<p>- The learners to participate and pay attention.</p>

<p>Step 3.</p>	<ul style="list-style-type: none"> - Try to interpret the tone of the written work. Ask yourself what the desired effect of the text is. - Re-read the text and mark important points, number them if required. - Draft the summary based on points 2 and 3 above. - Check your summary against the original text. Is there anything missing? Then make necessary corrections. - Write the final draft. <p>Write a prose summary: Progress Book 1 grade 11 page 14-21</p>	<ul style="list-style-type: none"> - Teacher to give learners a passage to read then ask them to summarize. 	<ul style="list-style-type: none"> - Pupils to write a prose summary and hand in the books for marking.
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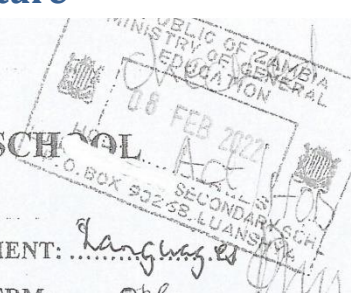
CONCLUSION Teacher to ask learners to give the main points of the lesson and go through the exercise with the learners.

SELFEVALUATION _____

EVALUATION _____

HOMEWORK _____

Appendix J lesson plan on structure



SECONDARY SCHOOL

LESSON PLAN

NAME OF THE TEACHER: DEPARTMENT: Language
 DATE: 08/02/22 GRADE: 11T TERM: one
 SUBJECT: ENGLISH GENDER: male NO OF PUPILS: 34
 TOPIC: STRUCTURE
 SUBTOPIC: PROBABLE CONDITION
 REFERENCES: English 11 pg. 38-39
 T/L AIDS: Books English 11
 DURATION: 80 minutes

RATIONALE: The lesson discusses probable condition
 In this lesson learners will learn to use the probable condition well. Method: Exposition, Question and Answer
 Series 1, 3

LESSON OUT COMES

By the end of the lesson, LEARNERS (L) will
 Define condition (I) identify the different types of condition (III) discuss the

INTRODUCTION: Conditional sentences are used to refer to a possible condition and its probable result.
* It is likely that this condition given in the if clause or the if clause will be fulfilled.

LESSON DEVELOPMENT: STEP 1
 To explain that there are three types of condition namely likely or probable condition, unlikely or improbable condition and the impossible condition.
STEP 2
likely / Probable Condition
The sentence has two parts
if clause and the main clause
Examples
@ if he asks her, she will help him.

- ✓ She will help him if he asks her.
- ✓ If I study hard, I will pass the exams.
- ✓ If I will pass the exams if I study hard.

EXERCISE

Use the verbs correctly in the gaps to express probable conditions.

- ① If I _____ to study, I _____ to pass the exams.
 - ② If the sun _____ to shine, we _____ (to walk) to the town.
 - ③ If he _____ (to have) malaria, he _____ (to see) the doctor.
 - ④ If my friends _____ (to come), I _____ (to be) happy.
 - ⑤ If Thelma _____ to earn a lot of money, she _____ (to fly) to New York.
 - ⑥ If we _____ (to travel) to Luauka, we _____ (to visit) the museum.
 - ⑦ If someone _____ (to forget) his homework, the teacher _____ (to give) him a low mark.
 - ⑧ If they _____ (to go) to the disco, they _____ to listen to loud music.
 - ⑨ If you _____ to wait a minute, I _____ (to ask) my parents for permission.
- Conclusion - A recap of the main points is the previous lesson on probable condition.

LESSON EVALUATION:

The lesson was taught so effectively that 90% of the learners defined condition, identified the different types of condition and explained the likely or unlikely conditions. Those with difficulties to be given more work.