INFLUENCE OF ENGLISH LANGUAGE TEACHERS' INSTRUCTIONAL PRACTICES ON STUDENTS' ACHIEVEMENT IN ENGLISH GRAMMAR IN SELECTED PUBLIC SECONDARY SCHOOLS IN KENYA

BY

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A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION, DEPARTMENT OF CURRICULUM, INSTRUCTION AND EDUCATIONAL MEDIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF DOCTOR OF PHILOSOPHY IN ENGLISH LANGUAGE EDUCATION

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DECLARATION

Declaration by the Candidate

I declare that this thesis is my original piece of work and has never been presented to any other institution for examination purposes. No part of this thesis may be reproduced without prior written permission of the author and/or Moi University.

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ABSTRACT

Performance of English in most Kenyan secondary schools has been wanting over the years (2015-2019) as depicted by poor Kenya Certificate of Secondary Education examination results. Education stakeholders are worried about this deplorable situation. Effective teachers' instructional practices is one strategy that should be employed to achieve the desired results. However, its impact on students' achievement in grammar has not been extensively investigated in Kenya. Therefore, this study investigated the influence of English language teachers' instructional practices on students' achievement in grammar in secondary schools in Kenya. The objectives were to: examine the influence of planning for instruction, instructional approaches, instructional resources, learning activities and assessment methods on students' achievement in grammar. This study was guided by Vygotsky's Sociocultural Theory. It was anchored on pragmatic philosophical paradigm adopting exploratory sequential mixed methods utilizing quasi-experimental design of non-randomized control group. Target population consisted of 84 teachers of English and 3399 Form 2 students from 31 public secondary schools in Teso North Sub-County. Sample size comprised 10 teachers and 509 students. Stratified and simple random sampling were used to select 10 schools. Simple random sampling was used to select 509 students while 10 teachers were selected through purposive sampling. Data was generated using English Grammar Achievement Tests, questionnaire, interview schedule, document analysis and observation schedule. Validity was determined by expert judgment and piloting. Reliability was established through test re-test method. A coefficient of 0.85 was obtained for the questionnaire while the pre-test and post-test yielded a coefficient of 0.94 and 0.76 respectively. The findings revealed that most teachers rarely planned for instruction. Grammar was mostly taught through deductive approach; students taught through grammar in context approach performed better (M=16.02; SD=3.51) than students taught through deductive approach (M=14.12; SD=3.33). Course book was the main instructional resource, students learning grammar through passages performed better (M=12.88) than those not using them (M=12.17). Individual work was the main learning activity, students learning grammar through language games and group work performed better (M=12.37) than those not using them (M=12.29). Assessment was mostly done through gap filling, teachers rarely conducted grammar assessment, assessment records were poorly maintained, assessing grammar through cloze tests and compositions yielded better results (M=12.57) than where these methods were not used (M=12.25). There existed statistically significant positive relationship between approaches (r = .123, n =509, p = .005), resources (r = .350, n =509, p = .001), activities (r = .723, n =509, p = .001), assessment (r = .643, n =509, p = .006) and students' achievement in grammar. The study concluded that teachers' instructional practices influenced students' achievement in grammar. This study recommends that grammar should be taught in context using passages, language games, group work, cloze tests, compositions and plan for instruction. This study should be able to contribute substantial knowledge in English grammar instruction and add to existing body of knowledge.

DEDICATION

This work is dedicated to my parents whose sacrifice for my education inculcated in me a spirit of determination and quest for knowledge. To my unfailing wife Peris Makiya Matundura whose encouragement and support has been my greatest source of inspiration and strength and my esteemed son Hillary Wesley Inyait for giving me a humble time to work on this document. Thank you very much for your encouragement.

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ABBREVIATIONS AND ACRONYMS

CDE	County Director of Education
CIEM	Curriculum Instruction and Educational Media
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
EGAT	English Grammar Achievement Test
EL	English Learners
ELL	English Language Learners
ESL	English as a Second Language
JRC	Joint Research Centre
KCSE	Kenya Certificate of Secondary Examination
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
L2	Second Language
MKO	More Knowledgeable Other
NACOSTI	National Commission for Science, Technology & Innovation
NCEE	National Commission on Excellence in Education
OECD	Organization for Economic Co-operation and Development
SCDE	Sub-County Director of Education
SPSS	Statistical Package for Sciences
USA	United States of America
ZPD	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter discusses the background to the study, statement of the problem, the purpose of the study, research objectives, research questions, scope and limitations of the study, justification for the study, significance of the study, assumptions of the study, theoretical and conceptual framework, operational definition of terms and chapter summary.

1.2 Background to the Study

Studies in the field of education reveal that the quality of instruction greatly influences academic achievement. For instance, Scheerens and Bosker (1997) as cited in Organisation for Economic Co-operation and Development (OECD, 2009) established that characteristics of instruction have a greater effect on academic performance than those of the school environment. Similarly, other researchers have also established that instructional practices have a strong relationship with achievement gains in reading and maths (Jones & Johnston, 2004; Palardy & Rumberger, 2008). This is a clear indication that among other factors, teachers' instructional practices determine students' performance in a particular subject.

In support of this, Kane, Taylor, Tyler and Wooten (2011); Stronge, Ward, and Grant (2011) and Ritter and Shuls (2012) submit that teachers' actions in the classroom to a larger extent impact on educational outcomes. Hence, in the event that learners post dismal academic results, the teachers should be held to account (Marshall, 2012; Weisberg, Sexton, Mulhern & Keeling, 2009; Stronge, 2018).

Furthermore, Ekua and Kofi (2015) pointed out that, "students learn more and are more likely to participate in school tasks when their teachers employ quality instruction assessed by three indices of instructional practice namely: active teaching strategies, making connections and extensions, and student-to-student interactions" (p. 31). This is a clear affirmation that teachers' instructional practices have a bearing on students' academic performance.

In the United States of America (USA), the poor levels of education was linked to the use of inappropriate instructional practices like inadequate instructional resources, inappropriate teaching methods and assessment strategies. Dismal performance in English was identified as one of the major causes of poor standards of education (The National Commission on Excellence in Education (NCEE), 1983).

In Kenya, good performance in English language at the secondary school level is very important for it is the means through which instruction is carried out besides being the language used in examinations. More so, it is the official language and the language of regional communication. Moreover, English is one of the leading media for communication in international meetings (Okwara & Shiundu, 2009). Also, English language is an avenue for gaining admission into careers which offer employment (Rao, 2016; Durga, 2018). Consequently, it is noteworthy that English language educators use appropriate instructional practices.

Therefore, this being the case, this study investigated the influence of English language teachers' instructional practices on students' achievement in English grammar. This was necessitated by the fact that data available shows that students' performance in the English subject at KCSE has been poor (Kenya National

Examination Council, 2015, 2016, 2017, 2018 & 2019). The national trend in performance in English at KCSE is presented on Table 1.1.

Table 1.1 National Trends in Performance in English at KCSE (2015-2019)

Year	Maximum Score	Mean Score	Percentage	Standard Deviation
2015	200	80.58	40.29%	24.40
2016	200	68.06	34.03%	22.03
2017	200	73.55	36.77%	22.57
2018	200	72.78	36.39%	22.27
2019	200	82.00	41.00%	24.78

Source: KNEC Reports (2015 - 2019)

Data presented in Table 1.1 shows that performance in English language at KCSE nationally has been below the average mark of 50% between 2015 and 2019. The highest overall mean score was 82 (41 %) in the year 2019, while the lowest overall mean score was 68.06 (34.03%) in the year 2016.

In order to improve students' overall performance in the English subject, KNEC has been recommending in its annual reports that teachers should prepare their students well in all areas of English language including grammar. Particularly, KNEC Report (2017) points out that poor performance in English language was as a result of students' ignorance of English grammar. Given this deplorable situation, it is important that ESL teachers review their current instructional practices and adopt those that will enhance students' achievement in English grammar.

In Teso North Sub-County which was the area of this study, students' achievement in English language at secondary level remains poor just like that witnessed nationally. This is a cause of concern among language educators and stakeholders in education.

The performance of English subject at KCSE examinations for all the seven sub-counties in Busia County between 2015 -2019 is presented in Table 1.2.

Table 1.2: English Mean Scores for Sub-Counties in Busia County 2015 - 2019

			Sub-Counties of Busia County				
Year	**Teso North**	**Butula**	**Nambale**	**Bunyala**	**Samia**	**Busia**	**Teso South**
2015	4.09	4.46	4.42	4.39	4.58	4.26	4.19
2016	3.95	4.36	4.63	4.53	4.96	3.44	3.97
2017	3.22	3.97	3.78	3.31	3.27	3.69	3.47
2018	3.66	4.08	4.36	3.25	3.65	4.02	3.59
2019	3.87	4.36	5.22	3.61	5.24	4.52	4.11
Average	**3.76**	**4.25**	**4.48**	**3.82**	**4.34**	**3.98**	**3.87**

Source: County Director of Education (CDE) Office, Busia County (2019)

The data presented in Table 1.2 shows that students' achievement in English in Teso North Sub-County was ranked lower than all other sub-counties in Busia County in the period between 2015-2019. Within this time, the average mean performance in English in Teso North was 3.76 out of the possible 12 points. This poor performance revealed that Teso North Sub-County was far from attaining an average mean score of 50% in English language.

Hence, if nothing was done to rectify this pathetic situation, then students will continue performing poorly in English. Grasha (2001) contends that teachers could influence students' achievement by either assisting or hindering their ability to acquire new knowledge. Studies examining the link between instructional practices and students' learning outcomes conclude that: what teachers do in the classroom is a good predictor of their students' achievement (Seidel & Shavelson, 2007; Hattie, 2009; Creemers & Kyriakides, 2006; as cited in the Joint Research Centre (JRC,

2015). Stressing further on this point, Nye, Konstanopoulos and Hedges (2004) aver that instructional practices consistently predict students' learning outcomes and their effects are larger than teachers' background qualifications or their beliefs.

The type of instructional practices teachers use affect how students learn in many ways. For instance, Ritter and Shuls (2012) observed that effective instructional practices promote long-life learning. Instructional practices involves what teachers actually do in their classroom with their students, including instructional time, instructional strategies, instructional resources, teachers' classroom management techniques, subject-specific instructional activities, tasks, assessment procedures, grouping arrangements and rewards (Anderman, Sinatra & Gray 2012; Boonen, Van Damme & Onghena, 2014).

Instructional practices are classified into two: teacher centred or learner centred (JRC, 2015). In this regard, Creemers, Kyriakides and Antoniou (2013) point out that a good balance of student and teacher directed instructional practices are more effective in achieving the desired learning outcomes. Nevertheless, research also suggests that certain teaching practices are more effective than others for particular learning domains and specific student categories (Seidel and Shavelson, 2007).

Planning for instruction is necessary for efficient teaching and learning process (Indimuli, Mushira, Kuria, Ndungu and Waichanguru, 2009). This is because, "planning provides structure and context for both the teacher and students, as well as a framework for evaluation" (Spencer, 2003, p. 591). As stated by Otunga, Odeo and Barasa (2011), planning for instruction leads to logical lesson presentation, efficient time management, mastery of content and ability to vary teaching methods.

In concurrence, El Kemma (2019) avers that "if the teacher's instructions are unplanned, the whole activity will be ultimately unsuccessful" (p. 74).

On their part, Stronge and Xu (2013) ascertained that planning for instruction is among the factors that determines students' academic achievement. These thoughts are supported by Scrivener (2005) who argued that unplanned instruction sounds "like a joke" as teachers "are often unaware that they are talking in this way" (p. 90). Thus, this being the case, ESL teachers need to plan their instructions well to enhance students' achievement in English grammar. In this regard, planning to teach a second language demands that the teacher considers a number of related instructional activities. Yet, contrary to expectation, research shows that most teachers in Kenyan secondary schools do not plan for instruction because they have heavy workloads (Imonje, 2011; Gachahi, 2014).

Basically, good instruction requires that the teachers use appropriate instructional approaches. According to Hoque (2016) "an instructional approach is a set of principles, beliefs or ideas about the nature of leaning which is translated into the classroom. An approach is a way of looking at teaching and learning." While commenting on this issue, Richards (2012) observed that the demand for use of appropriate instructional approaches is as strong as ever.

He further notes that an appropriate approach should not only help students speak and write accurate grammar, but also help them to speak fluent unrehearsed English. Egbe (2015) represents a similar position when he noted that an approach guides and sustains language teaching.

It synchronises objectives with methods and provides the basis for choosing what should be included in the language lesson. An approach also guides in the selection of tasks and instructional resources for a given lesson.

It is, therefore, vital that ESL teachers select wisely approaches that will enable them deliver the English grammar content with success. The selection of the approach to be used should be decided when planning for instruction. The current study examined the effect of instructional approaches on students' performance in English grammar. Instructional resources have been observed as a powerful strategy to bring about effective teaching and learning of a language. Ajayi and Ogunyemi (1990) cited in Tety (2016) emphasize that when instructional materials are provided to meet relative needs of a teaching process, the overall result is that students will perform better.

Hence, the provision of appropriate instructional materials and their effective utilization in the teaching of English is essential. However, in Kenya and many other developing countries, experience shows that ESL teachers face various challenges. Such challenges include but not limited to lack of enough time for every lesson, various academic levels on the same class and lack of instructional resources that hamper their day to day instructional duties (Gándara, Maxwell-Jolly & Driscoll, 2005). The current research looked at the impact of instructional resources used on learners' performance in English grammar.

Appropriate teaching/learning activities to a larger extent facilitate active learning. To corroborate this argument, Chickering and Gamson (1987) contend that students cannot learn if they remained passive in the classroom. However, they learn better if they actively participate through discussion. For this reason, it is imperative that

teachers of English language enhance interaction between them, students and the teaching activities (Syomwene, 2016).

Most research findings recommend an active learning environment. This is because in active learning environments, students, in place of listening purely, develop abilities for learned concepts, make analysis and synthesis, and evaluate knowledge within discussions with other students (Bakir, 2011). Similarly, Chiu and Cheng (2017) intimate that active learning environments were more inspirational than traditional classrooms and more conducive to students' critical thinking. In an active learning environment, the students are responsible for discovering, constructing and creating new knowledge while the teacher remains the facilitator (Demirci, 2017).

There are some of the teaching activities that can facilitate active learning environments in the teaching of English language. These include but not limited to group discussions, speeches, storytelling, drama, debate, poem recitation, songs, and tongue-twisters (Gathumbi & Masembe, 2005; Okech, 2005). Thus, the ESL teachers should select the most productive teaching activities for English grammar lessons.

Assessment is another essential component of the instructional process and is used to achieve different purposes. They include but not limited to: (a) checking whether the objectives of teaching and learning have been attained, (b) establishing whether the instructional resources are suitable for certain group of students, (c) determining whether the teaching methods are relevant for the students, and (d) checking whether the learning experience provided stimulate learning (Muth'im, 2016).

It can, therefore, be deduced that assessment is quite significant in the teaching and learning of English grammar. Furthermore, fruitful learning occurs when correspondence exists between teaching and evaluation (Goodrum, Hackling &

Rennie, 2001). Thus, given the central role of assessment in the instructional process, ESL teachers should embrace effective assessment practices that can enhance students' achievement in grammar. As claimed by Phongsirikul (2018), "alternative types of assessment should be integrated into English courses in conjunction with traditional types of assessment to assess students' grammatical ability" (p. 62).

Moreover, to enhance the quality of instruction, assessment tools methods are expected to help learners to learn actively, not simply studying for examinations. However, research has shown that ESL teachers often lack adequate understanding of the nature of language assessment and are not familiar with the relevant assessment methods to further the language learning experiences (Tsagari and Vogt, 2017).

Some of the assessment methods that can be used to assess English grammar include but not limited to gap filling, writing compositions, joining sentences, cloze tests, rewriting exercises, question and answer, completion exercises, objective questions, sorting mixed up sentences and transformational exercises (Kenya Institute of Curriculum Development, KICD, 2002). These assessment methods are most effective when ESL teachers and learners decide together which method will be used and when learners are responsible for choosing their work to be assessed (Vogt and Froehlich, 2017). This suggests that ESL teachers should engage their learners when deciding on the kind of assessment methods that will be adopted to assess grammar.

Vygotsky's (1978) sociocultural theory emphasises on the importance of teachers helping children reach their full potential. To achieve this, teachers of English language should use effective instructional practices. Therefore, there was need to investigate the extent to which English language teachers' instructional practices influence students' achievement in English grammar.

1.3 Statement of the Problem

Good performance in English is significant in determining students' overall academic achievement because it is a means of instruction and communication (Nyaswabu, 2013; Kisaka, 2015; Kotut, 2016; Ezeokoli, Amore & Orisadare, 2019). Furthermore, good knowledge of English is a requirement for academic advancement and job placements (Pandey & Pandey, 2014; Rao, 2016; Durga, 2018). Hence, learners are expected to be well-versed in English.

In spite of English language being important, its performance in Kenyan schools has remained poor for many years (Okwara, Shiundu & Indoshi, 2009). For example, KNEC reports reveal that in 2015, the overall performance in English in Kenyan secondary schools dropped from 40.29 % to 34.03 % in 2016. However, it slightly improved to 36.77 % in 2017 before dropping again to 36.39 % in 2018. Generally, performance in English in Kenyan secondary schools has consistently been below 50% (KNEC Report, 2017, 2018 & 2019).

At the time of this study, performance in English language in Teso North Sub-County in Busia County in Kenya had shown a downward trend. For example, the mean scores for English language in the year 2015 to 2019 were 4.09, 3.95, 3.23, 3.66 and 3.87 respectively (Teso North Sub-County Education Office, 2019). Most importantly, Teso North Sub-County KCSE English results analysis revealed that in the 2017 KCSE examination, the best school obtained a mean score of 4.98 out of the 12 possible points while in the 2018 KCSE examination the best school obtained a mean score of 6.41 out of the 12 possible points.

KNEC reports indicate that one of the reasons for the poor performance in English was that candidates have difficulties in grammar, a fact that has not changed over the years. For instance, serious errors of subject-verb agreement, verb tense, sentence construction and proper usage of prepositions made the candidates score poorly (KNEC Report, 2017, 2018 & 2019). Owing to this deplorable situation, it is crucial that ESL teachers review their current instructional practices and embrace those that will enhance students' achievement.

KNEC has been recommending in its annual reports that teachers should prepare their students well in all areas of English language including its grammar. Despite the numerous recommendations, students' achievement in English in KCSE examinations has remained poor. This could partially be attributed to ESL teachers' ineffective instructional practices in the form of instructional approaches, instructional resources, assessment methods, teaching/learning activities and planning for instruction.

Research findings indicate that teachers' instructional practices greatly influence students' academic achievement (Hoge, 2016; Gichuru & Ongus, 2016; El Kemma, 2019; Yalley, Amartey & Adom-Fynn; 2020). Sa'ad and Usman (2014) attributed performance in English language among secondary school students to improper use of methods and inadequate instructional resources. According to Gathumbi, Vikiru and Bwire, (2009) most teachers of English language in Kenya use teacher-centered methods which are not stimulating to the learners thus leading to poor achievement in English. On their part, Ombati, Nyanchama, Ogendo, Ondima and Otieno (2013) established that poor performance by Kenyan secondary school students in English grammar was as a result of inadequate resources for teaching English grammar.

Given the persistent dismal performance of students in English at KCSE examination, it is important for the current English language teachers' instructional practices to be investigated. Since instruction goes beyond just giving learners information, it is important that it is established how ESL teachers plan for instruction, develop instructional resources, present teaching/learning activities, evaluate learners' mastery of English grammar and the instructional approaches used to teach grammar.

1.4 Research Purpose

This study investigated the influence of English language teachers' instructional practices on students' achievement in English grammar.

1.5 Research Objectives

This study sought to:

i. Establish how planning for instruction influence students' achievement in English grammar in secondary schools in Kenya.

ii. Examine the influence of the instructional approaches used on students' achievement in English grammar in secondary schools in Kenya.

iii. Assess the influence of instructional resources used on students' achievement in English grammar in secondary schools in Kenya.

iv. Evaluate the influence of teaching/learning activities used on students' achievement in English grammar in secondary schools in Kenya

v. Determine the influence of assessment methods used in internal evaluation on students' achievement in English grammar in secondary schools in Kenya.

1.6 Research Questions

The research questions were:

i. How does planning for instruction influence students' achievement in English grammar in secondary schools in Kenya?

ii. What is the influence of instructional approaches used on students' achievement in English grammar in secondary schools in Kenya?

iii. How do instructional resources influence students' achievement in English grammar in secondary schools in Kenya?

iv. How do teaching/learning activities influence students' achievement in English grammar in secondary schools in Kenya?

v. How do assessment methods used in internal evaluation influence students' achievement in English grammar in secondary schools in Kenya?

1.7 Research Hypotheses

The following hypotheses were tested:

HO$_1$: There is no statistically significant relationship between instructional approaches used and students' achievement in English grammar in secondary schools in Kenya.

HO$_2$: There is no statistically significant relationship between instructional resources used and students' achievement in English grammar in secondary schools in Kenya.

HO$_3$: There is no statistically significant relationship between teaching/learning activities used and students' achievement in English grammar in secondary schools in Kenya.

HO$_4$: There is no statistically significant relationship between assessment

methods used in internal evaluation and students' achievement in English grammar in secondary schools in Kenya.

1.8 Scope of the Study

The scope was considered in terms of content, geographical area of the study and the methodology that was used to collect the data (Oso & Owen, 2009). This study was confined to the study of English grammar. It focused on ESL teachers' overt behaviour prior, during and after the English grammar instruction. Only ESL teachers' instructional practices such as instructional approaches, resources, activities, assessment methods and planning for grammar instruction were investigated.

This study was conducted in Teso North Sub-County since it had been registering poor mean scores in English at KCSE examinations (Teso North Sub-County KCSE Subject Analysis Reports, 2015, 2016, 2017, 2018 & 2019). The Sub-county had 31 public secondary schools by the time of study; however, the sampled population consisted 10 public mixed secondary schools.

1.9 Limitations of the Study

This study experienced some limitations namely: Firstly, a sample size of only 10 public mixed secondary schools in Teso North Sub-county was used. Since the sample was small, the findings may not be generalised as being representative of all secondary schools in Kenya (Jwan & Ong'ondo, 2011). This limitation was mitigated by using a simple random sampling procedure which ensured a fair representation of the study units. Additionally, methodological data triangulation was conducted. Hence, qualitative and quantitative approaches were used to obtain the data. Data sources were triangulated by collecting data from ESL teachers and Form 2 students.

Secondly, some ESL teachers felt insecure because of the notion that their performance was being questioned through the research. The researcher countered the possible effects of this limitation by assuring the participants that the objective of the study was purely academic and not a quality and standard assessment activity by the Ministry of Education. Thirdly, some ESL teachers were apprehensive about the English Grammar Achievement Tests being administered to their students. The researcher overcame this limitation by assuring the participants that the results obtained from the achievement tests would strictly be used for the research purposes.

1.10 Justification for the Study

Mugenda and Mugenda (2009) point out that justification is the researcher's reason for conducting a study as well as the importance of carrying it out. This study investigated the influence of English language teachers' instructional practices on students' achievement in English grammar in secondary schools in Kenya. The underlying reason for conducting this study was the fact that the general performance in English in Kenya has been worrying (KNEC, 2015-2019).

More specifically, Teso North Sub-County has been registering a dismal performance in English at KCSE level as witnessed in the negative decline in the mean scores from 4.09 in the year 2015 to 3.87 in 2019 (Teso North Sub-County KCSE Report, 2015, 2016, 2017, 2018 & 2019). The KNEC reports revealed that one of the reasons for poor performance in English was that candidates made many errors in grammatical aspects. For instance, serious errors of subject-verb agreement, verb tense, sentence construction and proper usage of prepositions made the candidates to score poorly (KNEC, 2015 - 2019).

In addition, KNEC (2016) pointed out that the overall attainment in English in Kenya was below the average mean of 50%. Furthermore, the report revealed that the consistent poor performance in English was due to perennial problems of grammatical incompetency. Hence, this pathetic situation demands that ESL teachers rethink their instructional practices in the teaching of English grammar.

In view of the foregoing, it is clear that teachers' instructional practices are essential to student learning (Seidel and Shavelson, 2007).This is because teachers' instructional practices have a correlation with students' academic attainment (Palardy & Rumberger, 2008; Kyriakides & Creemers, 2008; Muijs & Reynolds, 2002). In a related study, Jones and Johnston (2004) found that there is a correlation between instructional practices and achievement gains.

Hence, ESL teachers should ensure that effective instructional practices are used when teaching English grammar. Therefore, this being the case, there was a need to carry out a study into the actual teachers' instructional practices in the ESL classroom to ascertain how English grammar was being taught.

1.11 Significance of the Study

This study is beneficial in many ways. Firstly, it should help teachers of English language to improve their instructional approaches when teaching English grammar. Also, teacher trainers may learn how best to prepare teachers of English language to teach grammar. Consequently, this should go a long way in enhancing learners' attainment in English in secondary schools in Kenya.

Secondly, the findings of this study should inform authors of English language course books, the need for incorporating in their subsequent publications, more passages and activities for teaching grammar-in-context so as to improve its performance. Finally, the findings of this study should be able to contribute substantial knowledge in the area of English grammar instruction and add to the existing body of knowledge.

1.12 Assumptions of the Study

An assumption is what a researcher takes for granted. It is what the researcher takes to be true without actually verifying it (Mugenda & Mugenda, 2009). This study was carried out on the assumptions that:

   i.   The participants would co-operate and provide honest and accurate information.

   ii. ESL teachers were aware of the importance of English grammar in language learning.

   iii. All ESL teachers knew what was expected of them while they were preparing to teach and assess students in grammar.

   iv. ESL teachers involved in this study were trained, therefore; understood the procedures and requirements of teaching grammar.

1.13 Theoretical Framework

A theoretical framework brings order, unity and simplicity to what is being investigated." On his part, Bryman (2012) observes that a theoretical framework provides a framework within which social phenomena can be interpreted.

This study was underpinned by the sociocultural theory propagated by Vygotsky (1978). This theory asserts that learning is a consequence of social interaction with the surrounding culture.

During the interaction, students learn by the assistance of adults, teachers or more competent peers in a collaborative environment. According to Vygotsky, cognitive development is a consequence of social interaction. Learners negotiate meanings with people in the environment and they achieve goals through social interaction.

Primarily, the More Knowledgeable Other (MKO) while interacting with the learner, shoulders much of the responsibility but transfers this responsibility to the learner progressively. Key principles of the sociocultural theory include: mediation, the Zone of Proximal Development (ZPD), scaffolding and the MKO. In relation to social interaction, Vygotsky postulates that children are curious learners, and hence get actively involved in their own learning. Applied to the classroom setting, students learn when they interact with teachers or peers with different levels of knowledge.

According to Vygotsky (1978), children acquire knowledge because they engage with people, objects, and events at a social level in a collaborative environment. Then later, what has been acquired through collaboration becomes assimilated and internalized at an individual level. This is because learners transform what has been learnt with help through interaction and become able to use that knowledge on their own. At school, the sociocultural perspective on learning leads teachers to mediate learning by interacting with learners and helping them transform what they teach. Interaction is relevant for this study because of its learning facility role in the processes of knowledge acquisition and appropriation.

The ZPD is the variance between what a student can do alone and what he/she can do with help of the MKO. Learners who are at the ZPD for a particular activity can almost do the activity independently, although not perfectly. Yet with relevant help, learners can accomplish the task well.

The lower limit of a learner's ZPD is the level of analysis and problem solving reached by that child without any help from the teachers or more capable peers. On the other hand, the upper limit is the level where the child is capable of doing what he was not able to do without help, but this time round the child receives support from the teacher, adult or more capable peers. The actual development level refers to all the functions and activities that a child can perform independently and without the assistance of other people. Full development of ZPD depends on full social interaction (Vygotsky, 1978). In the classroom set up, learning occurs when learners collaborate with the teacher to achieve the ZPD than if the learners were working on their own.

Scaffolding is the assistance the teacher gives a learner when undertaking an activity until when the learner can work independently. The significance of scaffolding in this study is apparent when teachers utilize appropriate instructional practices to assist students learn English grammar. According to Vygotsky, the teacher should guide the learner in such a way that the gap is bridged between the learner's current skill levels and the desired skill levels. As the learners become more skilled and able to complete tasks on their own, the instructors may then provide less guidance. Scaffolding and effective teaching are effective strategies to access the ZPD.

One way to scaffold instruction for English language learners is to provide learning activities, instructional resources and a variety of academic support, both from the teacher and more competent peers so that learners are able to meaningfully engage in content and acquire the necessary language and skills necessary for independent learning. This theory visualizes that any person who possesses a higher skill level than the learner with regard to a particular task or concept is called the MKO.

In the school context, the MKO is a more advanced 'expert' in relation to a less experienced learner. The teacher of English is supposed to have a higher level of skills in doing a particular task or comprehending concepts than the learner does. The MKO mediates new knowledge by helping the less experienced learners to replicate that knowledge alone at some point in the future. According Vygotsky (1978), children are entrenched in a social cultural backdrop for example at home or school, in which social interaction with the parents, teachers or competent peers, plays a crucial factor that affects their learning.

The MKO needs to direct and organize the learning experiences to ensure that the children can master and internalize the learning. In the classroom for instance, the teacher is the MKO in front of the learners. During a group discussion, one learner (or more learners depending on the task) plays the role of the MKO in the group. In a nutshell, the MKO plays a significant role in learning. The sociocultural theory serves as a lens to see how teachers set the instructional practices and which processes they go through in order to promote the learners' cognitive development.

Mediation has been regarded as a central concept of sociocultural theory (Lantolf, 2000). It refers to 'the means through which teachers, parents, peers, and other mentors help students to gradually acquire knowledge' (Donald, Lazarus & Lolwana, 2006), and Vygotsky (1978) views it as the 'engine' which moves the learner's development. He also characterizes it as the teaching process through which educators help their students learn how to think, the tool that teachers show learners how to learn (Kao, 2010).

The process of 'mediation' is monitored by the teacher, also known as the 'mediator', because of his/her role of assisting the learners by filtering the information and guiding them through exercises, or showing them specific methods for interpreting information and problem-solving (Feuerstein, 1990). In the course of learning and cognitive development, the social and cultural engagement of the learner is mediated by what Vygotsky (1978) calls 'cultural tools', which can either be physical such as books, pens, library, video and audio sets, pencils, maps, posters, or symbolic/psychological tools such as language, and which he sees as playing a fundamental role in the creation of knowledge (Kao, 2010).

In this study, instructional resources play an important part of mediation, which needs to be analyzed as a cultural tool in the social interaction between learners and other people with different levels of knowledge. In the course of the analysis, it is assumed that instructional resources as a mediator contributes to enabling learners to move from one level to the next level of understanding and knowledge.

The key concepts of the Vygotsky's theory are interconnected features that facilitate the learning of a language. In the classroom set up, teachers of English language are needed to scaffold and mediate learning, and this is performed in the ZPD, which provides learners with the capacity to work on their own after guidance. The implication of Vygotsky's theory to the instructional process is that since children learn through social interaction, the English language curriculum should be designed to allow interaction between learners and the MKO.

Based on Vygotsky's theory, the traditional roles where the teachers transmitted information to their students is irrelevant. Instead of a teacher dictating his/her meaning to students for future recitation, a teacher should collaborate with his/her

students to create meaning in ways through which students can understand on their own. Learning should be a reciprocal experience for the students and the teacher. On the other hand, instruction should be designed to reach a developmental level that is just above the students' current development level.

Vygotsky's sociocultural theory is relevant to this study because MKO are the ones who assist and guide the learners. In the context of this study, teachers of English language are deemed as the MKO who are competent to teach English grammar using effective instructional practices that can enhance students' achievement in English.

1.14 Conceptual Framework

According to Orodho (2017), a conceptual framework is a model which employs diagrams to explain the interrelationships between variables. The study conceptualized teachers' instructional practices as the independent variable. The students' achievement in English grammar was considered as the dependent variable. The study variables are presented in Figure 1. 1.

Independent Variables

```
┌─────────────────────────────┐
│ Planning for instruction    │
│   • Schemes of Work         │
│   • Lesson Plan             │
│   • Progress records        │
│   • Lesson notes            │
└─────────────────────────────┘

┌─────────────────────────────┐
│ Instructional Approaches    │
│   • Deductive Approach      │
│   • Inductive Approach      │
└─────────────────────────────┘

┌─────────────────────────────┐
│ Instructional resources     │
│   • Course books            │
│   • Newspapers/Magazines    │
│   • Library books           │
│   • Internet articles       │
│   • Poems                   │
└─────────────────────────────┘

┌─────────────────────────────┐
│ Teaching/Learning Activities│
│   • Language games          │
│   • Songs                   │
│   • Group discussion        │
│   • Role play               │
│   • Dialogues               │
└─────────────────────────────┘

┌─────────────────────────────┐
│ Assessment Methods          │
│   • Gap filling exercises   │
│   • Composition writing     │
│   • Joining sentences       │
│   • Cloze tests             │
│   • Rewriting exercises     │
│   • Question and answer     │
└─────────────────────────────┘
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Dependent Variable

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┌──────────────────────┐
│ Students'            │
│ achievement in       │
│ English grammar      │
└──────────────────────┘
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┌────────────────────────────────┐
│   • Teacher Characteristics    │
│        -Training               │
│        -Experience             │
│   • Learner Characteristics    │
│        -Age                    │
│        - Academic ability      │
│   • School Type                │
└────────────────────────────────┘
```

Intervening Variables

Figure 1.1: Conceptual Framework

Source: (Omuna, 2019)

The conceptual framework presented in Figure 1.1 shows the relationship between the independent, dependent and the intervening variables. Students' achievement in English grammar is the outcome of teachers' instructional practices, namely: planning for instruction, instructional approaches, instructional resources, teaching/learning activities and assessment methods. The reasoning behind this framework was that ESL teachers' instructional practice which was the independent variable influences students' achievement in English grammar which was the dependent variable.

Alfassi (2004) points out that inability of the students to learn English grammar is as a result of poor instructional practices. Therefore, this would mean that teachers' instructional practices influence students' achievement in English grammar. The intervening variables in this study were the teacher characteristics, learner characteristics and school type. These intervening variables have some impact on the independent and the dependent variables.

The teacher characteristics were controlled by involving teachers trained to teach English language at secondary school. The learner characteristics were controlled by involving Form Two students who had comparable academic ability and age. The variable school type was controlled by randomly sampling only public mixed sub-county secondary schools with almost a similar academic performance at KCSE examinations.

1.15 Operational Definition of Key Terms

This section presents definition of key terms defined in the context of this study.

Assessment Method:	A way of establishing whether lesson objectives have been achieved during and at the end of the English grammar lesson.
Contextual Approach:	A way of teaching English grammar using passages, newspaper articles, poems and stories where the target grammar items are used.
Deductive Approach:	A way of teaching English grammar first by presenting the grammatical rules followed by examples showing how the rules are applied.
Effective Instruction:	Teacher's ability to improve students' performance in English by planning to teach and using suitable teaching methods, materials and assessment methods.
English Language:	The official language of communication in Kenya which is taught at primary, secondary schools and in higher institutions of learning.
English a Second Language:	A situation where English is not the first language of the speakers, however, it is the medium of instruction in the education system. In this study English is used as the medium of instruction.

Good Performance   Attainment of positive results in the English subject as a result of teachers planning for instruction, using appropriate teaching methods and resources.

Grammar: The manner words in English language are ordered to make correct sentence structures.

Inductive Approach: A way of teaching English grammar by first giving examples form where grammar rules are derived.

Influence: The effect that teachers' ways of teaching have on learners' performance in grammar.

Instruction: Involves planning and presenting learning experiences in teaching grammar

Instructional Approaches: The manner which teachers present English grammar content in the classroom.

Instructional Practices: This is what teachers do during instruction. It includes how they employ the teaching approaches, resources, teaching activities, assessment methods used and how teachers plan to teach.

Instructional Resources: Teaching/learning materials used to make clear the English grammar content being taught.

Learner characteristics: A learner's uniqueness and intellectual ability to learn English language.

School type: Categories of secondary schools, that is: National, Extra-County, County and Sub-County schools.

Sub-County Schools:	These are generally day schools attracting students from the surrounding local primary schools.
Student Achievement:	They are better scores obtained by students in English grammar when teachers use appropriate instructional approaches, resources, activities, assessment methods and plan for instruction.
Teacher Characteristics:	A teacher's uniqueness, mannerisms and style of teaching English.
Teaching Activities:	Tasks performed by teachers and learners during the lesson in order to facilitate learning.
Planning for Instruction:	Necessary preparations teachers put in place before teaching grammar. It entails writing schemes of work, lesson plans and lesson notes.

1.16 Chapter Summary

This chapter presented the general overview of the study. This chapter mainly focused on the background to the study, statement of the problem, the purpose of the study, research objectives, research questions, research hypotheses, scope and limitations of the study, justification for the study, significance of the study, assumptions of the study, theoretical and conceptual framework, operational definition of terms and chapter summary. The next chapter focused on literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter offers a review of the literature relevant to this study under the following subheadings: teachers' instructional practices and students' achievement, the English grammar, students' achievement in English, planning for instruction and its influence on students' achievement in grammar, influence of instructional approaches on students' achievement in English grammar, teaching English grammar through the deductive, inductive and grammar in context approach, influence of instructional resources on students' achievement in grammar, influence of assessment methods, teaching activities on students' achievement in grammar and related studies have also been reviewed.

2.2 Teachers' Instructional Practices and Students Achievement

Carol (2007) and Adhikari (2017) observe that instructional practices entail what teachers do in the classroom when teaching. The practices include how teachers employ instructional strategies, resources, learning activities, assessment procedures and classroom management. The Council of Chief State School Officers (2013) notes:

> Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives (p. 9).

Research has revealed that high quality teaching determines attainment of learning outcomes. Hattie (2009) posits that teachers should be proficient in instructional practice so as to create a climate that maximizes learning and induces a positive mood and tone.

The importance of this is that all ESL teachers should focus on those instructional practices that provide all learners with knowledge and skills necessary to enhance their achievement in English grammar. The information that is lacking is the influence of instructional practices used by ESL teachers on learners' attainment in English grammar in Teso North Sub-County secondary schools.

Many studies concur that effective instructional practices by the teachers have a positive effect on students' academic achievement even though other practices and skills such as spending more time with students, knowledge of students is responsible for the higher achievement as well (Yalley, Amartey & Adom-Fynn, 2020; Gichuru & Ongus, 2016; Blazar, 2016; Knight, 2012). Effective planning for instruction, teaching methods and classroom management are some of the components of "effective instruction" which have generally been proved to have a positive impact on student academic achievement (Danielson, 2013). Therefore, there is need for all ESL teachers to employ effective instructional practices that can positively influence students' achievement in English grammar.

According to Birman, Desimone, Porter and Garet (2000), the best way to raise students' academic achievement is through use of effective instructional practices. To this end, Porter and Brophy (1988) maintain that students' learning can be improved if teachers employ efficient instructional practices. However, they contend that many teachers are not prepared to implement instructional practices that reflect high standards. What is not known is whether the ESL teachers employ effective teaching practices when teaching English grammar. Likewise, Ryuichi and Kazumi (2017) postulate that, "the types of language teaching practices matter for students' academic achievement and the effectiveness may depend on the learning environment" (p. 2).

Thus, the focus of this study was to establish instructional practices used by ESL teachers and their influence on learners' acquirement of English grammar.

Kosgei, Mise, Odera and Ayugi (2013) recommend that teachers should apply specific abilities without which their influence may not be reflected in their students' performance in the subject. Furthermore, they posit that teachers should employ effective instructional practices that will enable students to make connection between what is taught in school and its application in problem solving in real life. Hence, this study sought to investigate the effectiveness of instructional practices employed by ESL teachers on students' achievement in English grammar.

Expressing the same point of view, Coe, Aloisi, Higgins and Major (2014) assert that effective teaching should lead to improved student achievement. They further argue that high quality instruction entails specific practices such as use of appropriate approaches, effective questioning, and assessment by teachers, reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning. For instance, while commenting on this matter, Yolageldili and Arikan (2011) emphasise the fact that, "games are effective in teaching and practising grammar. They stated that grammar learning becomes enjoyable and permanent as a result of games' providing learners with a meaningful context for practising grammar communicatively" (p. 225). Neri, Lozano, Chang and Herman (2016) highlight that:

> Effective instruction for English learners (EL) students requires strategically designed learning and language opportunities that incorporate elements of many, and at times, all of these principles addressing language demands, building on students' background knowledge, scaffolding learning opportunities that integrate all language modalities, and structured collaboration (p. 20).

Despite this recognition, it is not clear why ESL teachers do not use effective instructional practices in their English grammar classrooms as expected of them. In relation to this study, this means that use of high quality instructional practices enhances students' achievement in English grammar. This assertion is well supported by Croninger and Valli (2009) who affirmed that good teaching promotes deep, principled learning of content; encourages the development of cognitive and metacognitive skills; motivates students to engage deeply in subject matter; addresses individual and developmental differences among students; and creates inclusive, affirming, and successful learning environments.

However, as already pointed out, this can only be realised when ESL teachers use effective instructional practices in the English grammar classrooms. This is reinforced by Krista and Merili (2015) who posit that "by using the effective teaching strategies, teachers are able to better support students' language development and individual peculiarities" (p. 58). Studies conducted on teachers' instructional practices have supported the use of appropriate instructional approaches, instructional resources and activities. This point of view is held by Vyn, Wesley and Neubauer (2019) who contend that instructional practices adopted by the teachers have a discernible influence on student outcomes. Their views are supported by Wenglinsky (2002) and Kane, Taylor, Tyler, & Wooten (2011) who assert that there is strong evidence between teachers' observed classroom practices and achievement gains.

Moreover, Al-Jarrah, Waari, Talafhah, & Al-Jarrah, (2019) in a study conducted in East Jerusalem point out that Students' achievement in English grammar can be enhanced by improving instructional methods.

Regarding to this study, this means that there is need for ESL teachers to ensure that effective instructional methods are always used in the English grammar classrooms. Warsi (2004) established that the reasons for poor performance in English were because the practice of teaching English at government schools and colleges was not satisfactory at all. He reported that English was taught through the Grammar Translation Method. This clearly proves that the practice of teaching English through this traditional method is counterproductive.

According to Usman (2014), poor performance in English language among senior secondary school student in Nigeria, was caused by teachers' failure to take into account the dynamic nature of English curriculum. He established that teachers used improper teaching methods and materials that do not promote learning of English language. This implies that students' achievement in English grammar is determined by the kind of teaching methods and materials used.

McGah (2019) suggests that teachers can implement best instructional practices by creating student-centred learning opportunities and creating an environment where students are engaged by using effective instructional approaches. In support of this point of view, Hattie (2009) contend that:

> The act of teaching requires deliberate interventions to ensure that there is cognitive change in the student: thus the key ingredients are awareness of the learning intentions, knowing when a student is successful in attaining those intentions, having sufficient understanding of the student's understanding as he or she comes to the task, and knowing enough about the content to provide meaningful and challenging experiences in some sort of progressive development. It involves an experienced teacher who knows a range of learning strategies to provide the student when they seem *not* to understand, to provide direction and re-direction in terms of the content being understood and thus maximize the power of feedback, and having the skill to "get out the way" when learning is progressing towards the success criteria (p. 23).

It is therefore important that teachers design their instructional activities properly to enable effective learning to take place. Despite research findings confirming that use of effective instructional practices is the most significant factor in students' academic achievement, research on ESL teachers' instructional practices in Kenya is lacking. Studies which have been carried out on the teaching of English have been on other causes of poor performance in English and have not focused on teachers' instructional practices in English grammar. Hence, it is necessary to investigate the influence of teachers' instructional practices such as instructional approaches, resources, teaching activities, assessment methods and planning for instruction on students' achievement on English grammar.

2.3 The English Grammar

Grammar which is a key element in a language system, has been defined differently by different scholars and linguists. For instance, grammar is defined as a set of rules that determine how language sentences or correct grammatical structures are formed (Thornbury, 1999; Nunan, 2003; Brown, 2007; Cowan, 2008; Obaid, 2010; Nassaji & Fotos, 2011; Mart, 2013). Grammar has also been defined as the rules by which words change form and are combined to form acceptable units of meaning within a language (Ur, 1996; Mclaughlin, 2003; Ahmad, 2016).

According to Crystal (2004), grammar is the structural foundation of our ability to express ourselves. The more we become aware of how grammar functions, the more we can monitor language use. Based on the various definition of grammar, it can be deduced that grammar is concerned with rules of how words and their component parts are combined to form meaningful language structures.

According to the Kenya Secondary Schools English Syllabus volume 1 (KICD, 2002), the main objective of teaching English grammar in is to help learners understand how language works and use it correctly and appropriately in different contexts. The syllabus also proposes that in order to help learners gain a thorough mastery of language as a whole, grammatical structures should be presented in context. This implies that a grammar item should be presented within its context. This is aimed at getting learners perceive structures in their form and meaning.

Other objectives of teaching English grammar include but not limited to enable learners use a variety of sentence structures, use vocabulary correctly, use correct grammatical and idiomatic forms of English. To achieve these objectives, ESL teachers ought to employ effective instructional practices.

Knowledge of grammar is important for it for it is the basis for proficiency in speaking, listening, reading and writing (KICD, 2006; Brown, 2009; Savage, Bitterlin, & Price, 2010; Saaristo, 2015; Nasmilah & Rahman, 2017; Yusob, 2018). Richards and Reppen (2014) state that grammar is, "the 'glue' that holds words and sentences together to create written and spoken texts and that serves as one of the means we make use to understand conversations" (p. 19).

In support of this point of view, Ezeokoli, Amore and Orisadare (2019) affirm that grammar of a language is very crucial for using the language accurately. It has also been argued that teaching grammar means teaching the system of a given language, and learning it means 'knowing' the system, (Widdowson, 1988; Kumar, 2018). According to Ellis (2006), teaching grammar entails using instructional techniques that draw learners' attention to specific grammatical form in such a way that it helps learners to understand it either meta-linguistically and/or process it in comprehension.

This implies that if students are taught grammar well, they can know and use the language well (Saaristo, 2015). Therefore, evidence shows that grammar cannot be ruled out in our schools, hence the need to teach it well to enable students to grasp all the grammatical skills.

Furthermore, "knowledge of grammar is important to a substantial level of proficiency in language and learners who possess the knowledge of grammar can utilize the target language more effectively when compared to those who lack it" (Toprak, 2019, p. 216). While advancing the same thought, Afroogh (2019) posits that grammar improves the development of learners' fluency. When ESL teachers teach their learners good grammar, they will be able to speak, read and write in the English language more fluently (Saaristo, 2015). This implies that if students learn grammar correctly, they may become proficient in the English language.

Alamdar (2016) affirms that grammar helps human beings to analyse and describe their language. In supporting this point of view, Mart (2013) observes that:

> To be an effective language user, learners should study grammar because it will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages (p. 124).

Brown (2007) indicates that grammar gives learners the tool to talk about language by providing a terminology, a system of classification, and by making them aware of the basic pattern of English sentences. Grammar, as Brown (2007) asserts, can help the learner develop a varied style in speaking and writing. Supporting Brown's view, Cotter (2005) indicates that grammatical knowledge is necessary for individuals to be able to speak a language to some degree of proficiency and say what they want to say.

Thus, to make learners efficient communicators in English language, ESL teachers should teach its grammar well using effective instructional practices.

In the teaching and learning of ESL, teachers should aim at ensuring their learners acquire adequate competence in grammar because it enhances the command of language skills (KICD, 2002; Effendy, Rokhyati, Rahman, Rakhmawati, & Pertiwi, 2017). In support of this point of view, Ogalo (2011) pointed out that grammar is a central element in the language system as learners need it for the development of their language skill and vocabulary since these skills relate to each other through grammar.

Furthermore, Azar (2007) affirms that teaching grammar helps learners discover the nature of language which consists of predictable patterns that make what we communicate intelligibly. Widodo (2006) went further and expressed the idea that grammar plays an important role in the teaching and learning of ESL because without good knowledge of grammar, development of learners' language will not be possible. In addition, grammatical rules facilitate learners to express their spoken and written thoughts correctly (Ur, 1996).

To this end, Upadhya (2012) asserts that it is necessary to teach grammar of a language because it enables the learners see the structure of the language, its beauty and intricacy and helps learners learn the language correctly and efficiently. Hence, it is now acceptable that formal instruction of grammar may facilitate in some way the process of learning ESL (Azar, 2007; Kacar & Zengin, 2013). Extensive studies conducted in the teaching of grammar suggest that grammar instruction is essential in language learning and teaching because knowledge of grammar is the base of English language (Ellis, 2006; Zhang, 2009).

Scholars and linguists who are in support of formal grammar instruction claim that grammar instruction can be helpful because it enables ESL learners to become conscious of the rules of the grammar forms and eventually acquire the intended language (Widdowson, 1988; Ellis, 2006; Celce-Murcia & Larsen Freeman, 2009; Zhang, 2009). Hence, the reason why ESL teachers should teach it well using effective instructional practices.

However, on the other hand, some scholars have argued that grammar instruction is not necessary for learning a language which is supposed to lead to its use (Newmark, 1979; Brindley, 1996; Krashen, 2004; Gray, 2004). Those opposed to grammar instruction have argued that it is not effective since majority of ESL learners cannot apply the rules of grammar even after many years of learning it (Leki, 1992; Hudson, 2001). Hence, this study sought to investigate the influence of English language teachers' instructional practices on students' achievement in English grammar.

2.3.1 Students' Achievement in English Language

Achievement in academic refers to performance outcomes that indicate the extent to which a student has accomplished specific goals that were the focus of activities in the instructional process (Hattie, 2009). Thus, students' academic achievement can be explained in terms of scores obtained from examinations on subjects taken. Sönmez and Alacapınar, (2013) refer to achievement tests as the assessment tools that are used for determination of the students' gains relating to the cognitive domain within the quantitative researches of education. The learning of English language is influenced by many factors.

According to Uwadiae (2008), factors such as lack of adequate preparation of the students, shortage of qualified teachers, inadequate teaching resources and poor school environment may lead to poor achievement in English. Annita (2006) established that individual variations like attitudes, gender, socioeconomic background and discipline were among the factors that affected students' achievement in English language. This is enough evidence that students' achievement in English is influenced by a host of factors.

Students' performance in English in Kenyan secondary schools has been poor and specifically in English grammar. For instance, KNEC report (2017) shows that candidates' weakness in grammar is one of the major causes of students' failure at KCSE examination in the English language. KNEC report (2015) points out that the candidates' performance was dismal because they were not conversant with the rules of grammar. Furthermore, the KNEC (2016) revealed that candidates exposed their ignorance of the rudiments of the English language.

Most of the students, according to the report, lost marks in all the sections of the English paper 2, for breach of the rules of spelling, punctuation, grammar and sequence of tenses. The errors of grammar committed included errors of concord, wrong verb form, and omission of the apostrophe and wrong use of the verb after the infinitive. That the ESL teachers should cover all the grammar topics in the English syllabus and encourage learners to pay attention to punctuation and spelling and to avoid losing marks needlessly. This is proof enough that there is need for ESL teachers to improve their instructional practices if they hope to improve students' achievement in English grammar. Thus, it can be deduced from the foregoing that students' achievement in English language has not been encouraging.

Many factors have been held responsible for this. But, specifically, incorrect grammar has been implicated as one of the factors.

2.4 Planning for Instruction and Students' Achievement in English Grammar

Planning for instruction entails the way a lesson content is prepared and presented to the learners (Kimosop, 2015). According to the Council of Chief State School Officers (2013), planning for instruction "supports every student in meeting learning objectives by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context" (p. 9).

Ayot and Patel (1992) claimed that for teachers to teach using a certain strategy effectively, they have to plan for their instruction beforehand. This is because teachers who plan for their instruction communicate effectively, logically and present the right content and ends teaching in good time (Aseey & Ayot, 2013). Moreover, Rosenshine (2009) points out that planning for instruction is the surest way of achieving learning outcomes. Thus, this implies that ESL teachers who fail to plan for their instruction cannot present their lesson content systematically. Consequently, such teachers may not achieve the intended lesson objectives.

On their part, Indimuli, Mushira, Kuria, Ndung'u and Waichanguru, (2009) claimed that planning for instruction is crucial for effective teaching and learning process. In this case effective instruction includes but not limited to preparation, implementation, and evaluation. In preparation, they noted that teachers refer to the syllabus so as to make the scheme of work and lesson plans.

In implementation, entails content delivery, class management and use of instructional resources to achieve the specified lesson objectives. In this sense, implementation and evaluation stages can be hampered seriously if teachers ignore the preparation stage. Therefore, this implies that planning is crucial for any instructional process which should not be ignored. While supporting this point of view, Stern (1983), Spencer (2003) and Gathumbi and Masembe (2005) assert that planning for instruction is one of the teacher's basic pedagogical competencies especially planning beforehand.

This is because planning for instruction provides both students and teachers a structure, content and a framework for reflecting on the evaluation of the instructional process. Stern (1983), further notes that planning for instruction includes but not limited to teacher's professional knowledge, an analysis of the content areas to be taught, setting learning objectives, designing instructional procedures, identifying and developing instructional resources and learning activities. While commenting on the significance of planning for instruction, Stronge and Xu (2013) pointed out that:

> A solid planning process is integral to a teacher's efforts in identifying appropriate curriculum, instructional strategies, and resources to address the needs of all students. Good teachers simply don't walk into the classroom with a blank slate in terms of what to do, how to do it, and when to do it. Furthermore, teachers' instructional planning influences the content of instruction, the sequence and cognitive demands of subject topics, learning activities and students' opportunities to learn, and the pacing and allocation of instructional time (p. 7).

According to Rosenshine (2009), planning for instruction entails but not limited to preparation of professional documents. Otunga, Odea and Barasa (2011) contend that professional documents are essential tools of instruction because they aid teachers in planning effectively for instruction.

Hence, professional documents which aid effective instruction include the syllabus, scheme of work, lesson plan, lesson notes, records of work covered and progress records (Otunga et al., 2011; Lagat, Kipkosgei & Rotumoi, 2017; KICD. 2017). Additionally, planning for instruction includes content preparation and selection of instructional resources, approaches, methods, strategies, teaching activities and assessment methods among others (Rosenshine, 2009; Kimosop, 2015). Gathumbi and Masembe (2005) further emphasize that planning for teaching a second language is a particularly essential requirement for a teacher, since, students' competence in second language can only be acquired if it is taught by competent teachers.

Vygotsky's (1978) sociocultural theory recognizes the importance of planning for instruction. Through applying the concept of ZDP, the teacher identifies what the learners already know and plans to teacher only some new concepts to add to it. Knowing both levels of Vygotsky's ZPD is useful to teachers, because they indicate where the child is at a given moment as well as where the child is going. This theory suggests that teachers should only plan for instruction that fall within ZPD.

Thus, from the foregoing discussion, it is deducible that planning for instruction is the only surest way of ensuring that specified learning objectives are achieved during the instructional process (Rosenshine, 2009; Mwaka, Musamas & Kafwa, 2014).

2.4.1 Scheme of Work

A scheme of work is an important component of instructional planning that every teacher should embrace. A scheme of work is a professional document that teachers prepare from the curriculum design and indicates how the planned curriculum content shall be distributed within the time allocated for the subject (KICD, 2017).

Mukwa and Too (2002) posit that a scheme of work is a systematic arrangement of planned subject content in an outline form bearing components such as: month, week, number of periods, objectives, content, teaching/learning activities and resources for a particular subject to be covered within a specific period of time.

Thus, a scheme of work is a very essential document since it directs teachers during the instructional process. According to Sahu (2014), a well prepared scheme of work directs teachers appropriately during the instructional process. According to him, a well prepared scheme of work presents a clear picture of the activities to be carried out by teachers, thus making them conscious of their instructional practices.

Moreover, a scheme of work is a crucial document which ensures timely completion of academic work. More so, it makes teaching systematic and orderly because it ensures that content in the syllabus is taught sequentially (Nasibi, 2003). Also, schemes of work ensures that teachers cover courses they are teaching within the time scheduled and aids supervisors assess progress made by teachers at any point in time. Hence, a well prepared scheme of work should ensure that the teaching of English grammar is done effectively. This would enable the syllabus to be covered in good time leading to enhanced students' achievement in English grammar.

Additionally, the scheme of work is essential when planning for instruction because it necessitates the preparation of a lesson plan (Musingafi, Mhute, Zebron & Kaseke, 2015). The implication is that ESL teachers cannot prepare lesson plans in the absence of a scheme of work (Sahu, 2014; Mwaka et al., 2014). On their part, Joyce and Showers (2006) claim that an effective scheme of work aids teachers design assessment methods. Thus, this implies that enhanced students' achievement in English grammar can be realized by implementing a well prepared scheme of work.

2.4.2 Lesson Planning

Musingafi, Mhute, Zebron and Kaseke (2015) describe a lesson plan as a planned, organised amount of subject-matter and learning experiences that teachers will communicate to learners with details of how instruction will take place within a specified lesson period. Egunza (2014), in defining a lesson plan, says it well:

> A lesson plan may be defined as a set of learning/teaching activities for the pupils to be carried out within a defined time. A lesson plan usually covers a single or double lesson (upper primary) and the learning activities are arranged in a chronological pattern and defined by steps. A lesson plan should emphasize the importance of learning by doing and collaborative learning through talk. These are: lesson objectives, teaching/learning resources and teaching aids, methodology (teaching methods and skills), the teaching/learning activities presentation and lesson assessment and evaluation. (p. 374)

Therefore, this implies that a lesson plan is an essential document for effective instruction. This is because a well prepared lesson plan helps teachers to plan and assemble instructional resources, deliver the subject matter logical using appropriate strategies to achieve lesson objectives and design appropriate assessment methods to evaluate the instructional process (Choy, Wong, Lin & Chong, 2013; KICD, 2017).

Furthermore, it is during the lesson planning stage that the teacher identifies the learner needs and develops a strategy of addressing those needs (Olusanjo, 2011; Muitungu & Njeng'ere, 2010; Aggarwal, 2007). In support of this point of view, Kiruhi, Githua, and Mboroki (2009) posit that lesson planning entails organising and structuring learning experiences in a way that makes teaching more effective.

Therefore, lesson planning should be done carefully and with a lot of care because it is at this stage that teachers make important decisions on the instructional practices to be implemented in the ESL classroom. Santagata, Zannoni and Stigler (2007) posit that lesson planning comprises a range of forms of knowledge for teaching.

These include but not limited to "goals for students' learning, instructional activities, instructional resources, strategies for monitoring students' thinking and assessing their learning, curriculum and pedagogy" (p. 127). This implies that if poor choices are made at the lesson planning stage, the instructional process will be impacted negatively and students' achievement in English grammar will seriously be hampered.

Thus, effectively prepared lessons not only boost teachers' pedagogical content knowledge and confidence levels but also enables them use efficient instructional resources leading to desire learning outcomes (Yalley, Amartey & Adom-Fynn**,** 2020; Kafu, 2003; Twoli, 2006). Thus, quality teaching begins with planning for instruction because planning allows the teacher to organise material in a way that interests learners by providing a variety of learning activities that take into consideration various learner needs (Aggarwal, 2007; Muitungu & Njeng'ere, 2010; Duncan & Met, 2010; Otunga et al., 2011).

Otunga et al (2011) further asserts that planning for instruction leads to systematic lesson presentation, efficient time management, mastery of content, and ability to use a variety of teaching techniques. They further argued that good lesson planning leads to effective instruction which in turn results to a sound relationship between the teacher and learners; consequently, leading to high level of classroom discipline.

During the lesson planning stage, teachers identify relevant content to be taught and organize it in a functional way to achieve specified lesson objectives (Kafu, 2003; Twoli, 2006). According to Olunga (2012) "a teacher who plans well ahead of time ends up communicating effectively to his pupils" (p. 143). Duncan and Met (2010) are of the view that well prepared lessons give teachers confidence as they teach.

Additionally, lesson plans aid teachers in determining and designing instructional resources, methods and activities beforehand besides serving as teachers' future instructional record (Kimamo, 2012; Mukwa & Too, 2002). Mungai (2013) posits that teachers should organise learning through careful lesson planning based on the curriculum and the syllabus in place. The import of this is that effective instruction can only be achieved if teachers plan their lessons thoroughly while adhering to the syllabus in use. Consequently, Olusanjo (2011) suggests that teachers should consider a host of factors when developing a good lesson plan.

These include but not limited to the subject content, lesson objectives, instructional resources, approaches teaching/learning activities, assessment methods to be adopted. Owing to this, teachers of English language should be able to design effective lesson plans that should go a long way to enhance students' achievement in grammar. Although, a lesson plan is a very important professional document in the instructional process, studies indicate that teachers still conduct teaching without using well prepared lesson plans.

2.4.3 Record Keeping

According to Osakwe (2011), school records are official documents, books and files containing essential and crucial information of actions and events which are kept and preserved in the school office for utilization and retrieval as needed. Such records are kept by principals, teachers and administrative staff. Record keeping ensures that accurate and proper information is kept; for example, student achievement, school activities and matters that will promote school efficiency and effectiveness are well stored (Akanbi, 1999). Such records are very important as they aid teachers in their future decision making processes.

Record keeping otherwise known as storage of information is important functions of both the administration and teaching staff of a school. Additionally, school records include record of work covered and learners' academic progress records. Record of work covered helps teachers maintain vivid accounts of the areas of the syllabus that have been accomplished thereby informing supervisors, parents and education stakeholders learners' progress (Otunga et al., 2011; KICD, 2017).

This practice enables the ESL teachers teach all the grammar content as per the schemes of work without any omission. Academic progress records helps the teachers monitor learners' academic performance. Maintaining learners' academic records is crucial because it enables teachers to conduct quality assessment which will enable them provide individualized learning necessary for achieving learning outcomes. Learners' progress records also inform parents and stakeholders on how students perform academically (Ololube, 2013; KICD, 2017). Thus, in the absence of these records, it would be very difficult for all the stakeholders to tell whether learners are on the right track or not. Simply put, lack of learners' academic progress records greatly hampers academic decision making.

Maxim and Lee (1997) posit that effective, continuous record keeping lies at the heart of our best teaching and learning process. This is because available records enable us to plan, organize, and create the best learning environment for each learner. Hence, record keeping is regarded as an effective tool for tracking contributions made by each individual student. The academic records are vital as they can be used for assessing students, informing them and parents about learner growth over time. Most importantly, records also aid the teachers to plan for appropriate instruction.

(Danielson, 2013). Hence, ESL teachers ought to maintain proper learners' academic records to help them address shortcomings in grammar.

2.4.4 The Syllabus

Mohsen (2008) contends that a syllabus is a summary of the subject content to be taught or learnt and how it should be taught. While Okai (2010) defines a syllabus as a list of topics students are supposed to study in a specified period of learning. In the Kenyan context, a syllabus contains national goals of education, objectives of education, general and specific objectives, a list of teaching topics, teaching methods/learning activities, suggested resources and suggested assessment methods (KICD, 2002; Kimosop, 2015).

Therefore, a syllabus is an essential component of the instructional process as it guides teachers plan for effective instruction, where they should use it to identify lesson objectives, draw schemes of work and lesson plans (Gathumbi & Masembe, 2005; Kimosop, 2015). Owing to this, it is advisable that ESL teachers closely make use of the English language syllabus when drawing schemes of work from which lesson plans can be prepared for effective instruction of English grammar.

2.5 Influence of Approaches on Students' Achievement in English Grammar

The term approach has been defined by Richards and Rodgers (2009) as a set of correlative assumptions dealing with the nature of language teaching and language learning. Whereas, Anthony (1963) as cited in Kabir (2011) defines an approach as theories related to the nature of language and language learning that serves as the source of practices and principles in language teaching. He says that an approach is the level at which assumptions and beliefs about language and language learning are

specified. He explains that a theory of the nature of language gives an account of the nature of language proficiency as well as the basic units of language structure.

A language teaching approach is a detailed account of the features and components of language to be taught as well as an account of the learners. Thus, language teaching approach helps language teachers to act correctly inside the ESL classroom because without an approach, it leads to a random way of teaching resulting in low outcomes of the teaching process (Richards & Theodore, 2009).

The way grammar is taught has been influenced by the numerous approaches held by teachers of English language. Woods (1995) derived three views of grammar based on the different approaches held by teachers of English. These are: grammar as rules, grammar as forms and grammar as a resource. These views of grammar, inform teachers about their approaches to teaching grammar in ESL classroom.

Different approaches to language teaching have been developed. These approaches address the issue of grammar teaching differently. In addition grammar teaching approaches developed in language teaching methods, teachers have been developing their own approaches. The reason for teacher made approaches to teaching grammar are the disagreement on the concept and teaching of grammar among language teaching methods, absence of clear guidelines and educational and professional experiences (Borg, 1999).

There are many teaching approaches that can be used in teaching English grammar. The teacher is advised to choose an approach to use depending on: objectives, content, resources available, learners' abilities and interests as well as class size. Thus an instructional approach a teacher of English adopts to teach grammar may influence students to learn and therefore affect their achievement in grammar.

The sociocultural theory suggests that teachers should provide a socially interactive, safe and comfortable learning environment for successful knowledge acquisition and learning. Thus, teachers of English language have to create appropriate environment for learning grammar by using effective instructional approaches that will enable the learners to achieve desired learning outcomes.

This is why Richards (2012) opines that the demand for an appropriate instructional approach is as strong as ever. The appropriate approach should not only be able to help students speak and write accurate grammar but also help them to speak fluent unrehearsed English. Ellis (2006) suggests that there is no evidence of a best way of teaching grammar, but that there are different instructional options available to ESL teachers; for example, grammar work may be segregated or integrated, deductive or inductive, proactive or incidental and it may focus on form or forms.

However, the challenges experienced in teaching of grammar at secondary school level may be linked to experiences of selecting an approach/method suitable to teach particular grammar aspects. As grammar is considered as one of the most important elements in learning English, an effective and suitable teaching approach should be chosen by the teacher in order to answer students' needs.

Therefore, it is expected that ESL teachers would be able to adopt appropriate and effective instructional practices to teach grammar in the ESL classroom. The researcher believes it is proper for teachers of English to consider suitable instructional approaches for teaching grammar because approaches teachers adopt to teach their students really matter.

According to Sackeyfio (1996) cited in Gifty (2017), rotten teaching methods play significant part in affecting the learner of English adversely. This is because, teachers may sometimes dole out awful lessons without realizing just how lousy it is.

From the aforementioned, it can be concluded that the instructional approaches teachers adopt in the teaching of grammar have great impact on students' learning.

The implications of the current instructional approaches used by ESL teachers to teach grammar in Kenyan Secondary schools are not known. Therefore, the present study aims to fill this gap in the related literature by investigating the implications of the current instructional approaches used by teachers of English language to teach grammar in Teso North Sub-County, in Busia County, Kenya.

2.5.1 Teaching English Grammar through the Deductive Approach

Scholars have described the deductive approach to English grammar teaching as 'rule-driven learning.' As Alzu'bi (2015) so aptly puts it, "the deductive method is 'rule-driven,' 'top-down' one" (p. 187-188). Gifty (2017) asserts that:

> A deductive approach is based on the top-down theory in which the presentation and explanation of grammar rules take precedence over teaching. The language is taught from the whole to parts so learners understand the grammar rules and structures first. Next, they see the examples provided by their teacher and finally they begin to produce their own example. (p. 52)

In the deductive approach, students are first given a grammatical rule by the teacher and explanation and after understanding and learning the rule they start practicing or applying it by constructing various examples of sentences (Johnson, 2013; Kübra, 2014; Nunan, 1999). Widodo (2006) observes that "when the rules are presented in the deductive approach, the presentation should be illustrated with examples, be short, involve students' comprehension and allow learners to have a chance to personalize the rule" (p. 127).

The deductive approach to teaching grammar has greatly been criticised as a poor approach for teaching a language. First, this approach is considered to be mostly teacher centred and thus not capable of bringing out the desired results. As Norland (2006) observed, "deductive teaching begins by giving students the rules and working with them to produce language. This is a more teacher-cantered approach to teaching grammar" (p. 20). Furthermore, Morrison (2009) observes that learners cannot discover the rules and meaning themselves when the deductive approach is used.

Furthermore, learner's ability to infer the new structures will not be developed. This implies that teaching grammar through the deductive approach affects students' achievement. Al-Mekhlafi and Nagaratnam (2013) claimed that grammar teaching is not just transfer of rules to the students but a way to let them understand by themselves how the language is formed. Thus that ESL teachers should employ learner-centred approaches when teaching grammar. This is because the deductive approach to grammar teaching is not in agreement with the discovery learning theory which emphasises the importance of discovery in learning Bruner (1961).

Concerning this model's ideas, students should discover the grammar rules and construct knowledge through active learning strategies. Chalipa (2013) summarizes the advantages of the deductive approach as follows:

> It gets straight to the point, and can therefore be time-saving. Many rules especially rules of form can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application. It respects the intelligence and maturity of many - especially adult - students, and acknowledges the role of cognitive processes in language acquisition. It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style. It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance. (p. 33)

Nonetheless, some researchers often criticize the deductive approach. According to Widodo (2006), disadvantages of the deductive approach are as follows:

> Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones. Younger learners may not be able to understand the concepts or encounter grammar terminology given. Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately. The explanation is seldom as memorable as other forms of presentation (for example, demonstration). The deductive approach encourages the belief that learning a language is simply a case of knowing the rule. It teaches grammar in an isolated way. (p. 127)

In spite of the disadvantages mentioned, the deductive approach is still an applicable option in certain situations. In particular, Thornbury (1999) notes that:

> The deductive approach is particularly appropriate for adult learners whose learning style and expectations predispose them to a more analytical and reflective approach to language learning. This of course means that it will not be suitable for learners who would rather learn through the experience of communicating. And it is particularly inappropriate for very young learners: abstract grammatical concepts such as subject, object and even verb, are beyond their grasp. Finally, whatever the style of the learners, over-prolonged 'chalk-and talk' presentations will soon tire the most attentive students. As a rule of thumb: the shorter the better. (p. 38)

The implication is that the deductive approach is suitable for teaching adult learners. However, most of the learners in the Kenyan secondary schools are still young and thus teaching them English grammar through the deductive approach may hinder their achievement in grammar. Thus, it can be concluded that the deductive approach to teaching grammar is a rule driven approach and teacher-centred.

Despite its drawbacks this approach is still used worldwide in the teaching of grammar. Based on Vygotsky's (1978) sociocultural theory, the traditional model where the teachers transfer information to their students is irrelevant. This theory suggests that the learner must have an active role in the grammar learning process.

Therefore, the present study sought to fill the gap in the related literature by investigating the implications teaching grammar through the deductive approach.

2.5.2 Teaching English Grammar through the Inductive Approach

According to Alzu'bi, (2015) the inductive 'method' is a 'rule-discovery,' 'bottom-up' one" (p. 187- 188). This implies that learners discover grammar rules while working through exercises. In the inductive approach, example sentences are the starting point of teaching and students are expected to notice the grammatical structure. In this approach, the students are asked to drive the grammatical rules that govern it from meaningful examples by themselves (Littlejohn & Hicks, 2009). Hence in this approach, the teacher's role is to provide the language examples from where learners need to discover the grammar rules and then to provide more opportunities to practise (Thornbury, 1999; British Council, 2015). Widodo (2006) contends that:

> In the case of pedagogical grammar, most experts argue that the inductive approach can also be called rule-discovery learning. It suggests that teachers teach grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples. (p. 127)

According to Vygotsky's sociocultural theory, the role of the teacher for the learner's self-regulation is important, since they have to mediate new knowledge by leading learners to becoming independent in their ZPD. Thus, the ESL teacher should respect learners' current skills and knowledge by providing a reference to knowledge the learners should already possess.

When this is done, the instructor can then present new content. When students obtain the grammar rules, they will practice using it by creating their own examples. Indeed, Azar (2007) commented that:

> Students learn from understanding what is happening in examples of usage, not from knowing rules. The teacher's job as well as the text's job is to clarify the grammar information students can discover from examples. Simple form-and-meaning exercises are essentially examples for the students to explore as their cognitive awareness of a structure increases. (p. 8)

In an inductive approach, it is also possible to use a context for grammar rules. That is to say, learners explore the grammar rules in a text rather than isolated sentences. Inductive approach is generally more stimulating and requires greater student participation. Since the students get more actively involved in acquiring knowledge and in the end, they end up learning with deeper understanding. Anani (2017) identifies the importance of using the inductive teaching approach as follows:

> Inductive teaching is learner-centered and helps promote effective learning. It helps learners fish out information themselves. Students hardly forget grammar structures that they learn. It has the guarantee to motivate students to learn the structures they are introduced to. It helps students to learn from the known to the unknown and this really helps students to understand structures by blending the old and the new knowledge. The grammar structures are learnt in real life situations and this situational learning encourages students to use the language in a real life situation. It also encourages teachers to give correct input when the need arises. It helps teachers to avoid long definitions they make students memorize. (p. 60)

Thornbury (1999) stresses that the inductive approach is based on the learner activity and there is more opportunity for language practice, nevertheless, this approach is time-consuming and pupils may work on the wrong grammar rule or the wrong grammar hypothesis and they can think that the main goal of language learning is the rule they are looking for.

The principles of the inductive approach to teaching grammar are in line with the requirements of the discovery learning approach which advances the fact that ESL teachers have to create opportunities for the learners to learn grammar when they figure out the rules on their own.

However, not all rules may lend themselves to induction easily. For instance, participants in studies by DeKeyser (1995) and Robinson (1996) as cited in Larsen-Freeman (2015) showed that students learned simple morph syntactic rules better under conditions of explicit-deductive learning and more complex rules better under implicit-inductive conditions, presumably because the latter were difficult to articulate. The deductive approach has several disadvantages. Chalipa, (2013) identifies the following disadvantages:

> The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means. The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice. Students may hypothesis the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule. It can place heavy demands on teachers in planning a lesson. They need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible. However, carefully organized the data is, many language areas such as aspect and modality resist easy rule formulation. An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule. (p. 82)

Despite these drawbacks, Al-Mekhlafi and Nagaratnam (2013) note that most teachers were in favour of teaching grammar implicitly rather than explicitly, yet they believe that some explicit instruction of the rules is necessary. In this sense, this study sought to establish how ESL teachers apply the inductive approach when teaching grammar.

2.5.3 Teaching English Grammar through a Contextual Approach

The term context is defined in the Merriam-Webster online dictionary as the parts of a discourse that surround a word or passage and can throw light on its meaning.

Richards and Reppen (2014) postulate that, "Contextualized practice involves using grammar in the context of spoken or written communication" (p. 15).

This implies that teaching grammar in context should aim at enabling ESL learners to pay attention to meaning, form and language use (Larsen-Freeman, 2001). In order to help learners to master English language as a whole, teachers should present grammar items within their contexts (KICD, 2002; Makira, Kimemeia & Ondigi, 2018).

The use of the contextual approach will enable the ESL learners perceive the form and meaning of grammar items both in spoken and written form. While commenting on the significance of context in language teaching, Thornbury (1999) affirms that language is context-sensitive, which implies that the meaning of words become fully intelligible only when placed in their context.

Anderson (2005) clarifies that, "Context does not necessarily mean a lengthy text; it can be a paragraph or even a sentence" (p. 11). Krashen (2004) proposes that language acquisition goes beyond memorizing and completing closed exercises. To be functional, language needs to be taught through authentic context which include but not limited to newspapers, songs, literary texts and the internet, (Thornbury, 1999).

Brown (2007) says that "grammar should be part of the total curriculum so that students can relate grammar to other works in English. It is contextualized in meaningful language" (p. 423). Cowan (2008) concurs with Brown (2007) on the account that teaching grammar in context provides students with opportunities to use language that they have not been exposed to. Hence, contexts in form of passages are effective because they enable the learners to focus on the grammar structures to be learnt and helps them learn the meaning of words as well.

The grammar in context approach provides learners with the opportunity to do most of the work themselves and thus discover how the language works. In concurrence, Harmer (2001) posits that "contextual approach allows the students themselves to discover how language works" (p. 75).

Vygotsky says that all knowledge is socially and culturally constructed and what and how a student learns depends on the opportunity the teacher or parent provides. This theory emphasises on the full participation by learners as compared to direct instruction where the teachers dominate the learning process. In this theory, leaners are usually more motivated when they participate actively in the instructional process by interacting with the instructional resources. Concerning this theory, students in secondary schools in Kenya should be provided with appropriate contexts in terms of passages which will enable them to learn English grammar effectively.

Tabiri (2016) firmly asserts that grammar can be taught by using the Cognitive Code approach which stresses teaching and learning grammar rules by guiding learners to deduce meanings in context. In other words, teach grammar rules and regulations in context and not out of context. This assertion is supported by Myhill et al. (2012) who go on to explain that grammar is one aspect of language study which should be taught and assessed in context. They further point out that grammar should not be taught or assessed as a list of facts.

Hinkel and Fotos (2002) assert that, "the contextualized teaching of grammar can expose learners to ways in which language is used in real life and heighten their awareness of its conventions and complexities" (p. 195). Dendrinos (2015) contends that grammar should be taught through a context that shows what language means and how it is used. KICD (2006) states:

> The syllabus emphasizes the teaching of grammatical items using both the literary and non-literary materials, hence the teaching of grammar in context. This means that the learners should first experience the grammatical items in their context of use before they are taught the definitions and rules. (p. 37)

Therefore, suitable contexts in form of passages in the learners' English course books containing the intended grammar teaching points, newspaper articles and magazine articles among others can be utilized by ESL teachers to teach grammar. The United Kingdom Literary Association (UKLA) Statement on Teaching Grammar (2013) supports the teaching of grammar in context with the following:

> Language study is a vitally important aspect of learning in English, and grammar is an important strand of language study, for its own intrinsic interest and for its contribution to communication and the making of meaning. However, if grammatical knowledge, spelling and punctuation are to make positive contributions to children's writing, they need to be taught and assessed in the context of writing meaningful texts, not as sets of 'facts' or 'rules. (p. 1)

For this reason, teaching English grammar in context gives students an opportunity to discover the peculiarities and thus learn the correct language structures. In concurrence, the sociocultural theory guides teachers in improving instruction. Grammar in context approach student-focused and urges them to discover language on their own. Vygotsky suggests that the teacher should instruct learners on how to become aware and take responsibility of their own learning. Bax (2003) puts it:

> Language teaching everywhere will benefit from fuller attention to the contexts in which it operates, and teachers will benefit from fuller attention to contexts in which it operates, and teachers will only devote this attention when they are explicitly empowered, educated, and encouraged to do so. (p. 2584)

In criticizing the teaching of grammar through isolated sentences, Sari (2017) and Nunan (1998) affirm that often in textbooks, grammar is presented out of context where learners are given isolated sentences which they are expected to internalize. Furthermore, such exercises only provide ESL learners with formal mastery of rules.

Consequently, ESL learners will not be able to see the relationship between form, meaning and language use which can only be achieved if they were given opportunities to explore grammar in context. While supporting this point of view, Mart (2003) notes that "presenting grammar in isolated sentences will not allow learners to see how grammatical structures function in sentences" (p. 126) thereby leading to ineffective communication.

Nonetheless, many research findings reveal that ESL teachers do not teach English grammar using the contextual approach. For instance, a study by Al-Seghayer (2015) established that Saudi Arabia instructors teach grammatical concepts by using many separate examples that are not contextualized. This study found that grammar is taught in isolation and instruction focuses on rote rules and memorization, as well as adhering to explicit formal grammar instruction.

In concurrence, Dutta and Bala (2012) ascertained that almost all the teachers in India taught English grammar by making students memorize the rules and work on exercises. It was observed that during the study, none of the teachers said that contextualising grammar teaching was the best method. The study recommended that attempts should be made to contextualise grammar teaching. In Kenya, scholars blame the introduction of the 8-4-4 system of education for interfering with the teaching of English language and as a result, encouraging traditional teaching methods due to overloaded English language curriculum consequently, learners are not given a chance to practice English language in context (Otunga et al. 2011; Barasa, 2005).

Vygotsky's (1978) sociocultural theory promotes a learning context in which students play an active role in learning. This theory suggests that the teacher should collaborate with his/her students in order to help facilitate meaning construction in students. Songs, writing assignments, pictures, language games, role-play, situational exercises, dialogues, filling gaps, puns, substitution tables, completion exercises and transformational exercises are some of the contexts that can be employed when teaching English (KICD, 2006). The present study sought to investigate the contexts used by the ESL teachers to teach grammar in Kenyan secondary schools.

2.6 Influence of Resources on Students' Achievement in English Grammar

Instructional resources are defined as natural and artificial materials which teachers use to facilitate instruction in a classroom setting (Chinyere & Akani, 2015). On their part Isola (2010), Rammapudi (2010) and Tety (2016) refer to instructional resources as devices that teachers can use to make learning more interesting, memorable and clearer to the leaners. In concurrence, Ezenwa (2018) notes that:

> Instructional materials are a wide range of objects and materials that the teacher can introduce into the learning situation, to facilitate learning by students. They are visual aids and include the objects such as maps, diagrams and pictures that the students can view and work with in the classroom; and they serve as visual stimuli for communicative interaction. They focus attention on a topic of communication, and direct questions and answers towards specific details. (p. 40)

From these definitions, it can be deduced that resources enhance instruction. In support of this point of view, Damayanti, Fauzi, and Inayati (2018) postulate that instructional materials play a significant role in a language classroom because they contain meaningful contents which enhance effective language learning.

They further observed that materials such as course book, authentic texts, audio, visual, and audio-visual materials and multimedia materials are powerful learning resources for language learning. This assertion is supported by Okwara, Shiundu and Indoshi (2009) who affirm that instructional resources are used by teachers to facilitate effective instruction.

Consequently, their absence or inadequacy may make teachers handle the subject content in an abstract manner, portraying it as dry and non-exciting (Eshiwani, 1984 cited in Tety, 2016). This implies that in the instruction of English grammar, teachers should not only focus on the content to be taught, but also on the instructional resources which will aid students' learning of the intended content.

The sociocultural theory postulates that instruction is most efficient when students engage in activities within a supportive learning environment and when they receive appropriate guidance that is mediated by psychological tools. These tools can be in the form of resources which can aid learners to make discoveries.

There are several types of instructional resources that ESL teachers can use to teach English grammar. Thus, care should be taken when selecting the most suitable resources that can aid effective instruction. For instance, Amuzu (2018) describes the different types of instructional resources as follows:

> Instructional resources may be grouped as visual, audio, audio-visual resources. Visual resources: These are resources that transmit information and could be coded and decoded by the sense of sight. They include; pictures, filmstrips, globes, maps, transparencies, charts, bulletin boards newspapers and magazines. Audio resources: These are those whose information can only be decoded by the sense of hearing they include the tape recorder, radio, sound broadcasting, language laboratory and gramophone these resources are useful in enriching the teaching and learning of social studies. Audio-visual resources: They are those resources which cater for both audio and visual reception. (p. 15)

To make the instruction of English grammar more effective, ESL teachers need to be very creative when using the various forms of instructional resources at their disposal. This is because there is no standard way of designing instructional resources (Eny, Djamiah, Haryanto & Baso, & 2013, p. 16). According to Okpechi and Chiaka, (2017), the main objective of using instructional resources should be to communicate an understandable message to learners. Thus, they postulate that teachers can achieve this by utilizing instructional resources adequately to enhance effective teaching.

Based on this argument, there is need for ESL teachers to utilise appropriate instructional resources when teaching English grammar. Commenting on the same issue, Adelodun and Asirum (2015) assert that, "teachers are encouraged to always use instructional resources like audio, visual and audio-visual materials while imparting knowledge in order to maximize learners' performance in English Language" (p. 195). In addition, Warsi (2004) explained that:

> Audio-visual aids help the learner understand the English language by bringing her or him in direct contact with objects and material artifacts, by bringing the distant things near, and by bringing the world into the classroom. They help the learner appreciate the subtle nuances of different linguistic systems and cultural values. Audio-visual aids promote remembering by involving the perceptual sense of the learners, by arousing the learner's curiosity, by making use of pictorial content, and by providing varieties in teaching. They make teaching effective by creating situations for presentation and practice of language items and by reducing dependence on the learner's native language. They help in formation of language habits by drills, repetition, and constant practice. They increase the learner's experience of language by providing a rich variety and better quality of instruction. (p. 52)

Tomlinson (2003) recommends the use of authentic resources; at the same time, he also sees the value in non-authentic tasks that aim at drawing student's attention to certain linguistic features of the input, which should be taken from an authentic source. In support of this point of view, Chinyere and Akani (2015) observed that:

> Using instructional resources assists the teacher and allows students' interaction with and makes students to achieve better and higher in lesson. It also helps students' intellectual ability to be higher during teaching and learning processes. Instructional resources encourage creativity and makes learning more concrete. (p. 63)

This practice is very important in the English grammar classrooms in Kenya; however, many teachers rarely use appropriate instructional resources and therefore do not provide the learners with appropriate contexts for learning English grammar. Instructional resources for teaching English grammar include but not limited to the course books, passages, newspapers articles, magazine articles, internet articles, poems, oral narratives, flash cards, real objects, dictionary, photographs/pictures, charts, video clips, audio-clips and class readers (Indangasi et al., 2018; KICD, 2006).

The ESL teachers can use newspaper articles to improve students' achievement in grammar. Rao (2019) asserts that newspapers provide latest information and the language used in them is different from that used in the textbooks.

According to Clandfield and Foord (2011), newspapers are current and contain of a lot of information written by experienced writers, they consist of different kinds of texts such as narrative, stories, letters, advertisements, reports, poetry among others. These texts help learners see practical applications of grammar. Deborah and Donald (2006) hold a similar view that:

> Newspapers provide variety and fresh material with which few book can compete. Even a discouraged reader may find an item of interest. This may be in the form of a classified advertisement, advice column, sports event, weather report, horoscope, movie review, fashion announcement, sensational occurrence, article involving teens, or news of local celebrities. Generally, at least one of the topics will interest most students. (p. 42)

For this reason, newspapers and magazine articles are of general educational value and importance to ESL learners. A study conducted by Jusoh (2013) established that

authentic materials namely: newspapers and magazines improve students' achievement in English grammar. For instance, Pendyala (2016) notes that reports from newspapers can be used to teach preposition, phrasal verbs and idiomatic expressions. Therefore, he advises ESL teachers to identify suitable reports and apply white-out on prepositions to block them before photocopying. The ESL learners may then be asked to fill in the missing prepositions. In this regard, the ESL teachers should make use of newspaper and magazine articles in order to provide variety, relevancy, and motivation which their course books cannot do.

Passages are other important instructional resources that can be used to teach English grammar. In this approach, the targeted grammar skills are taught within the context of passages. Collins and Norris (2017) established that teaching grammar in context yields improvements in written grammar. Thus, they concluded that parts of speech and punctuation can be taught in the context of a reading passage.

Short stories can also be used in the teaching and learning of English grammar. Since story stories are short in nature and aim at giving a 'single effect,' it is easy for ESL learners to follow the story line within one or two lessons (Collie & Slater, 1987). In this regard, short-stories can be used to develop students' language skills. Short-stories are ideal for teaching English because they are learner-centred and enables students to comprehending, practice and producing the language (King, 2001). Therefore, it is important that ESL teachers select the most ideal short-stories that can facilitate the learning of grammar.

Owiti, Onchera and Kulo (2014) highlight that oral literature is a powerful tool that can be utilized in the teaching of grammar because it provides learners with a genuine learning context which also improves their communicative competence.

Hence, they recommended that ESL teachers should carefully select and use oral literature genres such as oral narratives, songs, proverbs, riddles and tongue twisters as contexts for teaching English grammar. Video clips are instructional resources that can be used to teach English grammar in context. Research indicates that videos have the capacity to convey material through auditory and visual channels, creating a multisensory instructional context (Hibbert, 2014), which in turn can enhance contextualized instruction.

A study by Makira, Kimemeia and Ondigi (2018) established that videos enhance the learning of grammar. In addition, the study found out that teaching and learning English grammar within the context of videos was interesting, engaging, interactive and rewarding. Gelfgren (2012) posits that teaching grammar should be conducted using supportive instructional resources such as flashcards which can help ESL learners to easily understand the language.

From the foregoing, it can be inferred that the instructional resources used in the teaching of English grammar should be those that will help to develop higher learning abilities to the learners through guided learning. This implies that the instructional resources used to teach grammar should mainly comprise those that can 'eliciting performance' and 'providing feedback on performance correctness,' in addition to 'providing learning guidance' for guided discovery learning, (Gagne, et al., 2005).

Therefore, the importance of teaching English grammar using instructional resources in secondary schools in Kenya cannot be over emphasized considering their effects in promoting retention and clarifying language concepts.

2.7 Learning Activities and Students' Achievement in English Grammar

An activity is a behaviour that occurs when a person performs a task (Coughlan & Duff, 1994). Richards (n.d.) holds a similar view when he states that the term activity refers to any kind of purposeful classroom procedure that involves learners doing something that relates to the goals of the course.

Using a variety of teaching activities help learners to master new a language and thus become more proficient (Al-Jarrah, Waari, Talafhah & Al-Jarrah, 2019; Ur, 2004; Klancar, 2006). In addition, learner centred activities such as: pair work, group work, role play and discussion could enhance performance in English (Gathumbi & Masembe; Bednar, Cunningham, Duffy & Perry, 1992). For this reason, learning activities should be more challenging but not exert pressure on the learners. Hence, activities used should always lead to interaction between the learner and the assignment (Baker & Westrup, 2000; Tomlinson, 2012).

However, this does not necessarily mean that learners have to produce language with every activity, but at least they ought to do something mentally or physically as a reaction to the activity they get involved in. This argument implies that ESL teachers should have a repertoire of teaching activities suitable for every grammar topic they are teaching. However, what is not known is if the ESL teachers vary the teaching/learning activities when teaching grammar.

Previous studies reveal that teaching activities enable learners to remain active participants consequently exposing them to authentic use of language in context. This is because learning activities enhance interaction among learners as well as with the instructor (Achmad & Yusuf, 2014; Syomwene, Barasa & Kindiki, 2015). Tuckman and Monetti (2011) recommend that teachers must determine what new stimulus

information is required by an objective and how to present that new stimulus information so that students can perceive and retain it.

While commenting on this matter, Nunan (1991) contends that teachers should take into consideration students' opinions when selecting teaching activities and that a good selection of ESL classroom learning activities should engage students. These views are consistent with Jahan (2017) who observed that effective and successful learning consist an active participation and engagement of the learners. Therefore, there is need for ESL teachers to bringing their learners on board during lesson planning stage by involving them whenever selecting teaching/learning activities.

The learning of English grammar can be enhanced using songs, debates, pair work, group work, drama, role plays, language games and listening to clips (KICD, 2006). There are many advantages of employing group work activity in the teaching English language. For instance, it encourages innovativeness, participants learn from each other, provides greater variety and quality of learner talk, increases students' responsibility and freedom through roles, improves language practice opportunities, all students actively participate in the class assignments, timid students feel secure, increased communication skills and motivates students to learn (Argawati, 2014; Long & Porter, 1985; Doff, 1988; Harmer, 2001; Nasmilah & Rahman, 2017).

On the other hand, critics of group work argue that it is difficult to control the learners and encourages use of native language in the class (Brown, 2007; Doff, 1988). Study findings reveal that utilizing group work in the teaching and learning enhances students' attainment of English grammar (Khan, 2016; Nasmilah & Rahman, 2017). Due to the many benefits that accrue from using group work in teaching and learning, teachers are encouraged to utilize it when teaching grammar.

Pair work activity demands that learners are asked to solved given tasks in pairs. Hence, it entails two learners working together to perform communicative activities (Harmer, 2001; Scrivener, 2005). Additionally, working in pairs accords learners some degree of privacy. Finally, pair work is learner-centered (Harmer, 2001; McDonough, 2004).

On the other hand, using pair work may cause learners to deviate from the main activity and talk about something else, learner misbehavior and thus sidetracking effective learning, learners tend to use their first language and only one learner might benefit from pair work activity (Harmer, 2001; Phipps & Borg, 2009). However, Baleghizadeh (2010) and Zohary (2014) have established that students' overall performance significantly improved in grammar when they collaborated in pairs than when they did the activity on their own.

Language games are good for teaching grammar. Saricoban and Metin (2000) puts forth a formidable argument in favour of utilising language games to teach English grammar. Furthermore, Misirli (2007) observes that, "games make the language learning process closer to the acquisition process, which makes students learn language in a more natural way" (p. 3). Language games are communicative in nature hence motivate learners to learn a language. Studies reveal that language games could help students learn English grammar more effectively. More so, language games are learner-centred and thus promote communicative competence (Al-Jarrah, Waari, Talafhah, & Al-Jarrah (2019); Yolageldili & Arikan, 2011; Vernon, 2008).

Songs are such one such activity that can be used in the teaching of English grammar. Orlova (2003) contends that using songs as a teaching activity helps to develop students' speaking skills and promote their cultural competence. Saricoban & Metin (2000) cited in Roslim, Azizul and Zain (2011) explained that:

> Using songs in the teaching of grammar in language classrooms is said to have many advantages. For instance, they entertain and relax the learners while they are learning or practicing a structure, they often eliminate the students' negative attitude towards learning and through providing authenticity and context they make the grammar points more understandable and easy. (p. 118)

This is a clear testimony that songs "can also be used to teach a host of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs" Saricoban & Metin, 2000, p. 1). Thus, if selected and conducted with care, songs can be appropriate materials for learning a language.

Drama is another effective activity that teachers can employ to teaching grammar. Stinson (2009) and Baldwin (2012) demonstrated that drama made English instructions interesting and more motivating to students. Their findings showed that students were more attentive, interested and participated actively in their classes. Above all, drama provides learners an opportunity to repeat realistic dialogues that contain many grammatical rules (Boudreault, 2010; Chauhan, 2004). The implication is that drama activities positively impact on learners' performance in grammar.

There are many merits of using dialogue when teaching grammar (Madeja, 2003). Foremost, dialogues give learners a context for comprehending a language structure. In addition, it present language learners to a direct use of a language. Thirdly, dialogue provides a strong connection between a language and situation. Students are able to understand, exercise, and memorize a target structure of grammar.

McKay (1987) cited in El Tanan (2011) concur that using dialogues in the ESL classroom has several advantages. Furthermore, dialogue is an excellent device for introducing students to common idiomatic expressions of spoken language as it involves an exchange between speakers in a social context. Finally, dialogue expose learners to a great deal of appropriate language use.

Role-play is another teaching and learning activity that ESL teachers can use to teach English grammar. Studies reveal that role play is an efficient instructional activity for teaching and learning a new language (Akter, 2017). For instance, role play motivates learners hence making the classroom environment extremely lively (Huang, 2008). In the final analysis, role play enables learners to use language in the practical sense. It is for this reason that Gordon (2007) postulates that acting enables language learners to deeply internalize a language structure. This is because acting provides students the opportunity to internalize the meaning and language use. In the teaching of English grammar, role play can provide student with opportunities to 'act' and 'interact' with their peers while trying to use the English language.

Vygotsky's (1978) sociocultural theory recommends the use of the practice activities as part of scaffolding. According to Vygotsky, scaffolding requires that teachers provide learners a chance to further their present knowledge. Teachers of English language can employ drama, individual work, role play, language games, dialogue, songs, group work, pair work and debate to teach grammar. In this study, language games, pair work and group work were experimented in the teaching of the grammar topic active and the passive voice.

2.8 Influence of Assessment Methods on Students' Achievement in Grammar

Assessment in the instructional process has been defined differently by various scholars. For instance, The Council of Chief State School Officers (2013) states:

> Assessment is the productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. Assessment systems need to include both formative and summative assessment processes, aligned with instructional and curricular goals and objectives. (p. 48)

The Ministry of Education Singapore (2008) posits that assessment is a measurement of the developmental progress of pupils' language learning. Furthermore, Gipps (1994) asserts that assessment involves, "a wide range of methods for evaluating pupil performance including formal testing, oral assessment and classroom based assessment carried out by teachers. Having taken all these definitions into consideration, it seems that the purpose of assessment is to evaluate learners' performance and to indicate the support they may need for academic advancement.

Most importantly, assessment can effectively be used to enhance learning by providing corrective feedback to learners regarding their academic performance and outcomes as well as to the teachers on the effectiveness of their instructional practices (Nicol & Macfarlane-Dick, 2006). Cross with a similar point of view (1998), says:

> Classroom assessment informs teachers how effectively they are teaching and students how effectively they are learning. Through classroom assessment, teachers get continual feedback on whether and how well students are learning what teachers hope they are teaching. And students are required, through a variety of classroom assessment exercises, to monitor their learning, to reflect on it, and to take corrective action. (p. 6)

In line with the foregoing, Vahid and Hussin (2018) postulate that the purpose of assessment as follows:

> Language educators need to depend on assessment for several reasons. Most importantly, they should assess their learners to check their learning uptake and to revise their teaching methods or materials if necessary. Therefore, as an inseparable component of the teaching/learning process, assessment should help the learner and the teacher to ensure that learning is actually taking place. Assessment can also be used for placement purposes. At certain stages, educators may need to make decisions about students' language proficiency levels. Sometimes assessment is also necessary to diagnose students' particular difficulty areas of language learning. (p. 1- 2)

Assessment is an instructional practice that cannot be ignored by ESL teachers. According to Wagner, Lockheed, Mullis, Martin, Kanjee, Gove & and Dowd, (2012), assessment helps teachers to identify gaps in teaching and learning practices. Danielson (2013) contends that assessment should be designed as part of the planning process as both teachers and students may use it to monitor progress toward understanding the learning outcomes. Hence, assessment should be explored to ensure that it serves the purpose of supporting learners to improve their weaknesses and the teachers to their instructional practices.

The Ministry of Education Singapore (2008) suggests that for instruction to be effective, teachers should identify and monitor learners' changing needs, abilities and interests so that they can modify their teaching methods to help students improve their learning. Moreover, teachers should give timely and useful feedback to their students and provide them with opportunities to act on the feedback to improve their learning.

On that note therefore, it has been recognized for a number of decades that assessment has a profound impact on how students experience schooling and how they perceive themselves as language learners and as individuals (Shohamy, 2007).

Bukenya, Kioko, Njegere and Njue (2003) highlight the purpose of assessment as follows:

> To determine whether the set objectives have been achieved through the learning process. To find out whether the relevant principles and concepts have been mastered. To determine the level of mastery of each topic, thereby determining the appropriate remedial teaching. To ensure that learners revise the covered content. To facilitate selection into the next stage of learning. (p. x)

Therefore, this implies that assessment of English grammar skills is necessary since it enables the teachers know where their students are and how well they have acquired competence in grammar. The importance of assessment leads this study to explore teachers' understanding and experiences in implementing the assessment policy in the ESL classroom when teaching grammar. Bukenya et al. (2003) identify various kinds of assessment. For instance, when the teachers want to establish whether the learners have achieved the objectives of the lesson or topic, they are required to administer achievement assessment. An achievement assessment is done after a learning task.

A diagnostic assessment is done before the learning task mainly to establish the entry behaviour of the learner and hence facilitate structuring of the teaching and learning in order to meet the needs of the learner. Whereas a proficiency assessment measures the overall knowledge a student has achieved on a certain subject.

Thus, in this sense, proficiency is an assessment of an outcome as it sums up where a student stands at the moment. When correcting mistakes, it is important to make sure students understand what particular mistake they have done and avoid it in future. For that, cooperation and comparison with peers is suggested. (Cowan, 2008, p. 34) According to Larsen-Freeman (2009), in the traditional approach to assessing

grammar, grammatical knowledge is defined in terms of accurate production, comprehension and then assessed through the four skills.

Testing is typically done by means of decontextualized, discrete-point items such as sentence unscrambling, fill-in-the-blanks, error correction, sentence completion, sentence combining, and picture description, elicited imitation, judging grammatical correctness, and modified cloze passages. Such formats test grammar knowledge, but they do not assess whether test takers can use grammar correctly.

A significant contribution of the communicative or proficiency-based approach in the 1970s and 1980s was a shift from seeing language proficiency in terms of knowledge of structures, which could best be assessed using discrete-point items, to the ability to integrate and use the knowledge in performance, which could best be assessed through the production and comprehension of written texts and through face-to-face interaction under real-time processing conditions. (McNamara & Roever, 2006, p. 43-44). In the latter, more integrative, approach to grammar assessment, grammatical performance is typically assessed by raters using scales that gauge grammatical accuracy, complexity, and the range of grammatical structures used. The judgments are subjective, and because the assessment formats are more open-ended, they are subject to possible inconsistencies.

There are many types of grammar assessment methods at the disposal of the ESL teachers. These include oral questions, written questions, written exercises, gap filling exercises, composition writing, essay writing, objective questions, transformational exercises, joining sentences, cloze tests, jumbled exercises, rewriting exercises, question and answer exercises among other techniques (KICD, 2006). Thus, ESL teachers should select appropriate assessment methods that suit their learners' needs.

Cloze test can be used by the ESL teachers to assess students' learning in different areas of language, including grammar. Cloze test is a text, passage or story of appropriate length and difficulty with every nth word deleted (Farhady, 1996). In this method, the meaning and surrounding grammar help to replace the missing parts. Studies have established that cloze test practice had a positive effect on grammar achievement among ESL learners (Mashhadi & Bagheri, 2015).

Multiple choice have the advantage of being easy to grade and being able to cover many grammatical items quickly. Multiple choice may take many forms. For example, ESL learners may be given a sentence with a blank with several choices of a word or phrase which completes the sentence correctly. Another way of assessing ESL learners' grammar knowledge through multiple choice is by giving learners an utterance and have them decide the most appropriate response (Kitao & Kitao, 1996).

Completion items are items in which the ESL learners are asked to fill in blanks in sentences. The words which fit the blanks should be function words such as articles and prepositions. The advantage of completion items is that they are test production, not just recognition (Kitao & Kitao, 1996).

Transformational exercises makes use of transformation. In this method, the ESL learners are given a sentence and the first few words of another sentence to change the original sentence without changing the meaning. There are variations on the type of this method in which the word which starts the transformed sentence is underlined, or the learner is given one word to use in the new sentence (Kitao & Kitao, 1996).

In the word changing method, the ESL learners are given a sentence and a word which they need to fit into the sentence by changing the form of the word. This method is use to assess the learners' knowledge of different word forms and how they

are used in sentences (Kitao & Kitao, 1996). Sentence combining is an activity in which ESL learners are required to join short sentences in a number of ways following provided guidelines taking care not to alter the meaning (Cocklin, 1995; Kitao & Kitao, 1996; Chin, 2005).

Sentence combining exercises can be used to assess learners' written language needs and thereby plan for appropriate intervention measures (Scott & Nelson, 2009). Sentence combining involves teaching learners to use the generative combinatory nature of syntax to combine simple kernel sentences into more sophisticated ones (Saddler, 2012). Sentence combining provides controlled practice in re-writing "kernel" sentences into more complex forms (Chin, 2005).

For example, 1) My dog is short; 2) My dog is brown. These two kernel sentences may be transformed into a more syntactically complex and mature sentences, such as: "My dog is short and brown" or "The short brown dog is mine," depending on what part of the sentence should be emphasized (Saddler, 2012).Thus, sentence combining exercises play a significant role as part of an assessment tool for ESL learners with language learning difficulties (Scott and Nelson, 2009).

Jumbled words/sentences exercises is a strategy which the ESL learners are asked to rearrange a set of mixed up word/sentences provided by the teacher into coherent and cohesive sentences (Nurhayati, 2017). Studies have established that Jumbled sentence assessment improves ESL learners' grammatical mastery and also makes them active during the grammar learning process (Utami, Pabbajah, & Juhansar, 2018).

Question and answer involves the teacher asking questions orally and the learners provide the answers verbally (Partin, 2005). The purpose of question and answer strategy include but not limited to gauge learners' level of comprehension, stimulate

critical thinking, encourage creativity, stress an idea, develop students' interest and curiosity and engaging students in active and effective learning process (Paramartha, Ramawati & Suputra, 2018; Astrid, Amrina, Desvitasari, Fitriani & Shahab, 2019). According to Fries-Gather (2008), questioning enables the ESL teachers to identify what the learners know and what they do not know. Studies indicate that questioning strategies have positive effects in the ESL classroom (Sujariati, Rahman, & Mahmud, 2016). Thus, to enhance students' achievement in English grammar, ESL teachers should employ effective question and answer technique.

Gap filling is where ESL learners are asked to fill in blanks with missing words or phrase in most cases to reinforce grammar points as well as help learners understand and practice new words or grammar points (Knaeble, 2020). Gap fills can either be open or closed. In open type gap-fills, ESL learners write in the gaps, sometimes there may be a hint, such as the first letter of the word. Whereas in a closed gap-fill, words are equipped in the form of a list at the beginning of the task (Thornbury, 1999).

The foregoing discussion on assessment points to the fact that assessment is vital in the learning of grammar. This means that ESL teachers should assess their learners' performance in grammar and recommend appropriate measures for correcting the challenges identified in each learner. Vygotsky (1978) argued that knowing about the ZPD gives the teacher much more useful information when planning for instruction. In this study, cloze tests and composition writing were the only assessment methods that were experimented in the assessing learners understanding of the grammar.

2.9 Review of Related Studies

This section reviewed related studies in the area of English language teaching. It begins with the international studies and end with the related studies done in Kenya.

Benitez-Correa, Gonzalez-Torres, Ochoa-Cueva, Vargas-Saritama, (2019) carried out a study in Ecuador South America entitled, "A comparison between deductive and inductive approaches for teaching EFL Grammar to High School Students," whose aim was to investigated the use of the deductive and inductive approaches in terms of effectiveness and rapport in the teaching of English grammar. The study employed a quasi-experimental design. Data was generated using an observation sheet, and a pre-test and post-test. The sample comprised of 70 senior high school students.

The findings of the reviewed study revealed that there was a significant difference in the students' grammar scores in favour of the inductive approach. It was concluded that the inductive approach is more effective for teaching grammar in the ESL classroom in terms of instruction and rapport.

Unlike the reviewed study which used a sample of only 70 students the current study used a larger sample of consisting of 509 students and 10 ESL teachers. More so, the current study used more a questionnaire, interview schedule, observation schedule, document analysis and English Grammar Achievement Tests (pre-test and post-test) to collect the data. The variety of instruments used enriched the data obtained thus enhancing its validity and reliability.

Similarly, Aisyiyah (2019) carried out a study in Indonesia on "Coordinating inductive and deductive grammar teaching in Higher Education setting." The study investigated on how to foster learner autonomy in grammar class by combining inductive approach and deductive approach grammar teaching.

This was a descriptive study. Data was generated through observation, Video recording and document analysis. The collected data was analyzed qualitatively. The sample consisted of 69 students. The inductive approach was carried out through group discussion, presentation, and language awareness activities. The deductive grammar approach was carried out to give a better understanding and reinforce learner's knowledge.

The deductive and inductive approaches were applied due to differences in learner's characteristics and needs. The findings showed some success in the practice of autonomy, indicated by changes in learners' attitude. However, many learners showed that they focused more on obtaining score than on developing their language acquisition. By implementing the approach, the learners are expected to improve their grammar mastery and internalize the rules in communication. The reviewed study is limited in terms of the sample size and methods. The present study filled this gap by using a larger sample of 509 students and 10 ESL teachers. The data was collected using a pre-test, post-test, questionnaire, interviews, observation and document analysis to enhanced reliability of data capture.

Šipošová (2019) carried out a study entitled "On some selected aspects of teaching and testing English grammar in Slovak Upper Secondary Education." The purpose of the study was to measure and compare students' knowledge of English grammar in three sets of selected grammar test tasks. A criterion-referenced achievement test was administered to 770 upper-secondary students. The findings established that students did significantly better in decontextualized tasks and focused grammar structure tasks than in tasks embedded in context.

It was on the basis of this finding that the current study sought to establish the influence of assessment through cloze tests and compositions on students' achievement in grammar using a quasi-experimental design of non-randomized control group, pre-test-post-test design. Data was generated using questionnaire, interview schedule, observation schedule, document analysis and English Grammar Achievement Tests to increase the reliability of the results. The study by Šipošová only used students as participants while the current study involved both ESL teachers and students.

Karaulutaş (2016) conducted a study in Turkey entitled "Teaching grammar in context or in isolation for marked and unmarked structures." The purpose of this study was to understand the outcomes of two different grammar instructions for marked and unmarked structures and compare the test scores of participants who were taught marked and unmarked grammar structures in context, inductively with the scores of the participants who were taught them in isolation, deductively. This study employed a quasi-experimental research design.

The sample size comprised of university 36 students. Data was generated using post-tests and interviews. The findings revealed that that there was no significant difference between scores of inductive and deductive group. However, most of the participants in the interview stated they were in favour of learning in context. Although Karaulutaş focused on university students using two instruments to generate the data, his recommendation had a bearing on the present study because he established that most participants were in favour of learning language in context. Thus, this study examined the influence of grammar in context approach on students' achievement using a sample of 509 students and 10 ESL teachers.

Eldoumi (2012) conducted a study entitled, "A practical approach to teaching grammar in context to English language learners," in a university campus in the Midwestern part of the United States. The aim of this study was to examine the impact of the grammar-in-context method on the grammar skill use and the writing performance of adult English Language Learners (ELL). The sample comprised of 5 university adult ELL. Both contextual support data and primary data sources were collected in this study. This study used the context of writing to teach five grammar concepts namely: article use, sentence fragments, subject-verb agreement, verb-tense shift and punctuation. The data was analyzed using quantitative content analysis.

The findings revealed that the writing performance of the learners had improved after following the grammar-in-context approach of instruction. Although Eldoumi's study focused on universities and only used a sample of 5 students, the recommendation of the reviewed study has a bearing on the present study because it suggested that grammar is best taught through grammar-in-context approach.

However unlike the reviewed study, the current study used the larger sample of 509 secondary school students and 10 ESL teachers through a quasi-experimental quasi-experimental design of non-randomized control group, pre-test-post-test. The current study filled this gap through the questionnaire, interview schedule, observation schedule, document analysis and English grammar achievement tests (pre-test and post-test). The variety of instruments used enriched the information obtained thus enhancing its validity and reliability.

Amin (2015) conducted a study in Indonesia on "teaching grammar-in-context and its impact in minimizing students' grammatical errors." The study sought to determine the effectiveness of teaching grammar-in-context to minimize students' grammatical

errors in writing. The study was done through a quasi-experimental design with a non-randomized pre-test and post-test control group. The samples of the study were taken from a population of the tenth-grade students. The control group was taught by conventional grammar which was separately given with writing skills. Likewise, the experimental group was treated by teaching grammar-in-context. The results of the study showed that the mean score in the post-test was higher than that in the pre-test; and the mean score of experimental group increased 16.20 point after the treatment. This result indicated that teaching grammar in context is very effective in minimizing students' grammatical errors in writing.

However, the limitation of the reviewed study lay in the use of only one data collection instrument as it was difficult to corroborate responses. The current study filled this gap by using a questionnaire, interview schedule, observation schedule, document analysis and English grammar achievement tests to corroborate responses.

Unlike in the reviewed study where the experimental group was taught by using a method of teaching grammar-in-context integrated to writing skill, and the control group was taught by grammar in conventional technique separated from writing skill, in the current study the experimental group was taught using the grammar-in-context approach while the control group was taught grammar using the deductive approach.

Lugoloobi-Nalunga (2017) conducted a study in Sweden entitled, "A study of approaches to formal grammar instruction in the subject English in Swedish upper secondary school." The study sought to identify some of the grammar instruction methods used in an EFL classroom in Swedish upper secondary school. The study employed a mixed method approach. The sample size comprised of 5 teachers of English language. Data was collected using interviews and observation.

The findings showed that the teachers preferred the inductive approach to teach grammar. The reviewed study did not include learners and therefore was limited by the modest amount of data collected form only 5 teachers.

However, unlike Lugoloobi-Nalunga's study, the current study included 509 students and 10 ESL teachers to provide data. Data was collected using questionnaire, interview schedule, observation schedule, document analysis and English grammar achievement tests (pre-test and post-test). The use of more than one instrument enhances the reliability and the validity of the data collected because of contribution.

Anani (2017) conducted a study entitled, "Teaching and learning of grammar at the basic level of education: revisiting inductive teaching approach," investigated whether pupils who were taught grammar through the inductive approach would do better than those taught through the deductive approach in Ghana. The study employed a quasi-experimental design placed in a mixed method paradigm.

Purposive sampling was used to sample 17 schools, 27 Junior High School English Language teachers and 72 pupils. The instruments used for collecting data for this study were observation, pre-test, and post-test. Data was analyzed using descriptive statistics to analyze the quantitative data while narrative analysis was adopted to analyze qualitative data.

The findings revealed that those students who were taken through inductive teaching showed better skills than those who were taken through the deductive method. However unlike the reviewed study, the current study focused on the effectiveness between grammar-in-context approach verses the deductive approach in teaching English grammar. Data was generated through the questionnaire, interview schedule, observation schedule, document analysis and English grammar achievement tests.

Collins and Norris (2017) conducted a study in Southern Louisiana entitled, "Written language performance following embedded grammar instruction." The study explored whether presenting grammar instruction within the context of reading and writing would improve writing skills. The study employed a quasi-experimental design using a pretest-posttest control group design. The sample size comprised of 24 teachers of English and 320 students in grades three through eight. The participating schools were using a traditional grammar instruction where grammar lessons were taught using worksheets and were presented separately from other reading and writing activities. This was termed as 'Discrete Grammar Instruction.' The researchers introduced a contextualized grammar instruction approach, termed Embedded Grammar Instruction, which taught grammar within authentic contexts of reading and writing.

Students in grades three through eight were assigned to either the Embedded Grammar Instruction group (N = 164) or the Discrete Grammar Instruction group (N = 156). A pre-test and post-test on Sentence Combining, which is a measure of grammatical complexity, and Contextual Conventions, which is a measure of written conventions (punctuation and capitalization) were administered. The findings revealed that the Embedded Grammar Instruction group outperformed the Discrete Grammar Instruction group on sentence combining ability.

The results suggested that teaching grammar in context yields improvements in written grammar following a very short period of instruction and merits further exploration. Although Collins and Norris' study focused on students in grades three through eight, their recommendation had a bearing on the present study because they suggested that teaching grammar in context yields improvements. The present study investigated the influence of grammar in context approach using a questionnaire,

interview schedule, observation schedule, document analysis and English achievement tests (pre-test and post-test) to enhance the reliability of data.

Ghelichi (2017) conducted a study in Iran entitled, "Contextualizing grammar instruction through meaning-centred planned pre-emptive treatment and enhanced input in an EFL context." The study aimed at comparing the effects of using the decontextualized approach and the contextualized approach on the development of grammatical knowledge of Iranian high school students. The study employed a quasi-experimental design. Data was collected using a pre-test, another one as the post-test 1, and a third one as the post-test 2. The sample size comprised of 44 males first grader senior secondary level students. The findings revealed that the contextual approach promoted grammar learning.

However, while the reviewed study used the context of dialogues to teach auxiliary verbs; the current study used the context of passages to teach active and passive voice. Furthermore, while Ghelichi's used only a pre-test and post-test to arrive at this conclusion; The current study used a pre-test, post-test, questionnaire, observation schedule, interview schedule and document analysis with the aim of validating Ghelichi's findings and hence minimise the weakness observed.

Momanyi, Aloka, and Ochieng (2019) conducted a study entitled, "Self-Planning learning as predictor on academic performance of English language among students in public secondary schools in Kenya." The purpose of this study was to establish the effect of self-planning learning strategy on the academic performance of English language among students in public secondary schools. The study employed a mixed concurrent approach which combined Solomon Four group experimental design.

Data was generated using pre-test, post-test, metacognitive learning questionnaires and interviews. Stratified random sampling technique was utilized to obtain four study groups that had a sample size of 283 students. Purposive sampling technique was used to select 12 teachers of English and 8 teacher counselors.

The findings revealed that self-planning enhances academic achievement of English language among students in secondary schools. The reviewed study used a smaller sample size of 283 students and 20 teachers posing a challenge of generalizing the study findings to a larger population. The current study filled the knowledge gap by using 509 students and ESL 10 teachers. Data was collected using questionnaires, interview schedule, observation schedule, document analysis, pre-test and post-test thus enhancing the validity and reliability of the results. Also, while the reviewed study examined the aspect of self-planning learning strategy on academic performance of English language, the current study investigated how ESL teachers plan for grammar instruction.

A study by Makira, Kimemia and Ondigi (2018) examined the "Influence of videos on students' achievement in English grammar." The study was conducted in Starehe Sub-county in Nairobi County in Kenya. The study sought to examine the influence of videos on students' achievement in English grammar in Kenyan secondary schools using a convergent mixed method design. The quantitative data collection employed the quasi experimental design. The qualitative phase employed a descriptive survey method to collect data using interviews and observation. A total of 129 students and four teachers participated in the study.

The research instruments for this study were grammar achievement pre-tests and post tests items, interviews and observation. Videos were integrated in the teaching of grammar in the treatment group whereas students in the control group learnt the same topics using conventional methods.

The findings revealed that videos utilized on the basis of Jonassen' characteristics of meaningful learning had a positive influence on the performance in grammar. Also, the results showed that learning grammar with videos was interesting, engaging, interactive and rewarding. Inasmuch as this study revealed the linguistic significance of audio-visual resources, it failed to consider the role of visual resources such as passages in the teaching of English grammar.

Umo-Udofia and Andera (2018) conducted a study entitled, "English language learners' attitude on competence in English grammar among selected secondary schools in Kajiado County, Kenya," whose aim was to examine English language learners' attitude towards competence in English grammar. The findings revealed that most students had a fairly positive attitude towards learning English grammar. The study adopted a descriptive survey design. Simple random sampling technique was used to identify the study sample 120 students from 6 secondary schools. Data were collected by use of questionnaires. Data was analyzed using descriptive statistics.

Unlike the reviewed study, the current study used questionnaire, interview schedule, lesson observation schedule, document analysis and English Achievement Tests to collect the data thus enhancing its validity and reliability. Furthermore, the study by Umo-Udofia and Andera did not use inferential statistics such Pearson correlation analysis and t-test. The current study collected data from both teachers and students unlike the reviewed study which collected data from only students.

While the study by Umo-Udofia and Andera investigated learners' attitude on competence in English grammar, the current study investigated ESL teachers' instructional practices utilizing quasi-experimental design of non-randomized control group, pre-test-post-test with a bigger sample size.

Adera, Kochung, Oracha, and Maina, (2017) conducted a study entitled, "Assessment of English grammar functioning level of class three prelingually deaf learners in Kenya," whose aim was to assess the leaners' functioning level in English grammar. Theory of Syntax by Noam Chomsky was adapted and used. The study employed qualitative and evaluative research designs. Multi-Stage and purposive sampling were used to select 178 learners and 16 teachers. Questionnaire and a test were used to generate data. Data was analyzed using descriptive statistics. The findings revealed that none (0.0%) of the 178 learners obtained the criterion pass mark of 50%.

The learners' functioning level in English grammar was found to be at Class One level at the beginning of the school year. It was recommended that the learners be taught English grammar from Class One level at the beginning of the school year. The reviewed study used Error analysis to qualitatively analyze data relating to the learners' mastery of English while the current study used both descriptive and inferential statistics such Pearson correlation analysis and t-test. The current study collected data from both teachers and students from secondary schools unlike the reviewed study which collected data from Class three prelingually deaf learners only.

Although Adera et al. (2017) investigated on class three prelingually deaf learners' grammar assessment, their recommendation has a bearing on the present study because they recommended that learners be taught grammar at the beginning of the

school year. The present study acknowledges the important role of English grammar assessment.

Owiti, Onchera and Kulo (2014) conducted a study entitled, "Use of oral literature in the teaching of English grammar in secondary schools in Bondo district, Kenya," whose aim was to establish the use of oral literature in the teaching of English grammar in secondary schools. The outcome revealed that majority of the teachers did not exploit oral literature genres in the teaching of English grammar in secondary schools. The reviewed study was based on descriptive survey design. Purposive sampling was used to select the teachers 44 English language teachers from 28 secondary schools. Data were collected by use of questionnaires, observation schedule and document analysis schedule.

The strength of the study lay in the fact that the study used more than one instrument to enhance the reliability and the validity of the data collected. However, their study did not use inferential statistics such Pearson correlation analysis and t-test. Also, unlike the reviewed study, the current study collected data from both teachers and students for triangulation purposes. While the study by Owiti et al., investigated the use of oral literature in teaching English grammar, the current study investigated the teaching of English grammar in context using instructional resources such as passages and Newspaper/magazine articles in secondary schools in Kenya.

Ombati, Omari, Ogendo, Ondima and Otieno (2013) conducted a study in Nyamira County in Kenya entitled, "Evaluation of factors influencing the performance of Kenyan secondary school students in English grammar." The study sought to assess the factors influencing the performance of secondary school students in English grammar in Kenya. The study adopted an *ex-post facto* descriptive survey design.

Purposive and simple random sampling techniques were employed to select the sample for the study. The sample size comprised of 150 respondents, 31 head teachers, 31 deputies, 30 students and 58 teachers from each of the selected schools making a total of 150 respondents. Data was generated using a questionnaire for students, questionnaire for teachers, and questionnaire for head/deputy teacher.

The findings indicated that most of the students did not like English grammar. Also, the results showed that most of the students performed poorly in grammar because of their mother tongue's influence. It was also revealed that most students experienced problems in the use of phrasal and auxiliary verbs. The reviewed study was limited in that it used only the questionnaire to collect data. Although the two studies had an interest English grammar variable, the current study was more concerned with the teachers' instructional practices namely: approaches, resources, activities used by teachers in the instruction of grammar using a quasi-experimental design while data was generated using a questionnaire, interview schedule, observation schedule, document analysis and English grammar achievement tests.

Mutea (2015) carried out a study in Nairobi County in Kenya entitled, "Relationship between instructional practices and standard four pupils' achievement in English in primary schools in Nairobi City County Kenya." The purpose of this study was to determine the relationship between instructional practices and standard four pupils' achievement in English in primary schools. The study employed a mixed methods approach and a correlational research design.

The sample for the study consisted of 736 pupils, 25 teachers of English, 25 head teachers of primary schools and 1 quality assurance and standards officers. The data for the study was collected through an achievement test, a questionnaire for teachers,

a questionnaire for head teachers, a lesson observation guide, an interview guide for quality assurance and standards officers, and a document analysis guide for commercially developed tests. The use of more than one instrument enhances the reliability of the data.

The findings established that achievement in English among standard four pupils was below expectation especially in reading comprehension and writing composition. Most teachers did not prepare lesson plans and used collaborative methods sparingly. Textbooks were inadequate and, in some cases, pupils did not have desks or sat on overcrowded benches. The study established that Kiswahili, 'Sheng' and Mother Tongue were used during English lessons. Most schools used commercially developed assessment tests many of which were found to be of low quality.

The study under review is related to the present study in purpose. Both studies are interested in the effect of instructional practices and achievement in English.

However, both studies differ in the nature of the respondents. Whereas Mutea's study used primary school pupils, the present study used 509 secondary school students and 10 ESL teachers. Therefore, this study left a gap for the current study to explore.

2.10 Knowledge Gap

Benitez-Correa et al (2019), Aisyiyah (2019), Anani (2017) and Karaulutaş (2016) focused on the use of deductive and inductive approaches to teaching grammar. None of these studies focused the use of grammar in context approach in the teaching of English grammar. It is on this basis that the present study seeks to fill this gap.

The study by Šipošová (2019) was restricted to measuring students' knowledge of grammar in three sets of selected grammar test tasks while the current study was focused on assessment of English grammar through cloze tests and compositions. While a study by Eldoumi (2012) examined the impact of the grammar-in-context method on the grammar skill using a sample size of only 5 teachers, the current study used a larger sample of 10 teachers and 509 students to supply data. Amin (2015) sought to determine the effectiveness of teaching grammar-in-context to minimize students' grammatical errors in writing. However, this study relied on pre-test and post-test to collect data while the current study filled this gap by using a questionnaire, interview schedule, observation schedule, document analysis and English Grammar Achievement Tests.

Lugoloobi-Nalunga (2017) sought to identify some of the grammar instruction methods used in an EFL classroom using a sample of teachers while the current study used 509 students and 10 ESL teachers to provide data. Collins and Norris (2017) explored whether presenting grammar instruction within the context of reading and writing would improve writing skills while the current study investigated whether presenting grammar through passages and newspaper articles would improve students' achievement.

Ghelichi (2017) investigated the use of decontextualized approach and the contextualized approach on the development of grammatical knowledge. However, while the reviewed study used the context of dialogues the current study used the context of passages. A study by Makira, Kimemia and Ondigi (2018) sought to examine the influence of videos on students' achievement in English grammar while the current study passages and newspaper articles.

Umo-Udofia and Andera (2018) examined learners' attitude towards competence in English grammar the current study looked at teachers' instructional practices in the form of approaches, resources, teaching/learning activities, assessment methods and how ESL teachers plan for instruction. A study by Owiti et al. (2014) focused on use of oral literature in the teaching of English grammar while the current study examined the use of passages and newspaper article.

A study by Ombati et al. (2013) focused on factors influencing the performance of secondary school students in English grammar using an *ex-post facto* descriptive survey design while the current study used of a quasi-experimental design of non-randomized control group, pre-test-post-test where data was generated using a questionnaire, interview schedule, observation schedule, document analysis and English grammar achievement tests (pre-test and post-test).

Mutea (2015) investigated the relationship between instructional practices and standard four pupils' achievement in English in primary schools using a correlational research design while the current study focused on secondary schools using a quasi-experimental design of non-randomized control group, pre-test-post-test.

2.11 Chapter Summary

This chapter reviewed the literature related to English language teachers' instructional practices in the teaching of English grammar. Specifically, the literature reviewed was related to teachers' instructional practices, the English grammar, students' achievement in English grammar, planning for instruction and students' achievement in English grammar, instructional approaches for English grammar, instructional resources and students' achievement in English grammar, teaching/learning activities and students' achievement in English grammar and assessment methods used in the

internal evaluation and students' achievement in English grammar. The literature discussed sets the background necessary to investigate the influence of teachers' instructional practices on students' achievement in English grammar in secondary schools in Kenya. Also, this chapter gave an overview of related studies whose findings informed the present study. Related studies and the Knowledge gap have also been discussed. Chapter Three dealt with the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology. It discusses the philosophical paradigm, research design, the study area, the study population, sample size, sampling techniques, research instruments, data collection procedures, validity and reliability of the research instruments, ethical considerations and data analysis.

3.2 Research Design

Gay, Mills, and Airasian (2016) define a research design as "a general strategy or plan for conducting a research study" (p. 114). Other scholars define a research design as a detailed 'plan' or 'blue print,' for conducting research (Cohen et al., 2011; Orodho, 2017; Creswell, 2014). It is clear from these definitions that a research design is a strategy employed when conducting a study.

This study adopted a quasi-experimental research design following a pre-test, post-test control group design with no randomness on participants (Fraenkel & Wallen, 2012; Cohen, Manion & Morrison, 2011). The rationale for employing the quasi-experimental research design was influenced by the fact that the researcher did not want to disrupt the already existing intact classes in the schools that participated in this study through randomization, thus posing some administrative problems (Ary et al., 2010; Ary, Jacobs & Razavieh, 2010). Secondly, it enabled the researcher to determine the effect of the grammar in context approach on students' achievement in English grammar.

In this study, the schools were randomly selected and assigned to either the control or experimental group. Five classes each from 10 public mixed secondary schools were assigned to either control or experimental group respectively. To apply this design, the researcher administered a pre-test and post-test to the students in both groups. The notational paradigm of the design is presented in Figure 3.1.

Group	Pre-test	Treatment	Post-test
Experimental group	O_1	**X**	O_3
………………….	....	……………	…………..
Control group	O_2	**Ox**	O_4

Figure 3.1 Non-equivalent Control Group Design
Where:

X = Experimental treatment using grammar in context approach

Ox = Control treatment using the deductive approach

O_1 = Pre-test result for the experimental group

O_2 = Pre-test result for the control group

Q_3 = Post-test result for the experimental group

O_4 = Post-test result for the control group

……= Shows that both experimental and control group were not randomly composed

Figure 3.1 shows how the respondents were divided into the experimental and control group respectively. The procedure for conducting the experiment was summarized in the following steps:

The first step entailed identifying the participants, developing the English Grammar achievement Tests (EGAT) (pre-test and post-test), preparing lesson plans, designing passages to be used during the intervention and assigning the participants to either the experimental or control group accordingly.

The second step entailed training the ten research assistants on how to conduct the experiment using the already prepared passages and lesson plans.

The third step entailed administering the EGAT in the form of a pre-test (Appendix 6) to both the experimental and control group. The pre-test was used to establish the level of students' knowledge in English grammar before the intervention started. Thus, both groups were given a similar pre-test containing 30 English grammar questions from the Form 2 topic 'active and passive voice.' The research assistants marked the students' pre-test scripts, recorded the scores and handed them over to the researcher for data analysis.

The fourth step of the experiment was the intervention stage which was designed to treat the problem identified. The intervention entailed a series of measures that had been designed to treat the problem identified. The intervention period lasted for four weeks. The ESL teachers in the experimental group taught English grammar using the grammar in context approach with the aid of prepared passages (Appendix 12) and a detailed lesson plan based on the grammar in context approach (Appendix 13). However, the ESL teachers in the control group were instructed to teach grammar lessons using the deductive approach but without the aid of prepared passages but using the prepared lesson plan (Appendix 14).

The fifth step of the experiment was the post-intervention. This step was used to evaluate the outcome of the intervention conducted. The purpose of this stage was to establish the effects of the grammar in context approach. The EGAT in the form of a post-test (Appendix 7) was administered to both the experimental and control group. The post-test bore questions that resembled those of the pre-test on the topic 'active and passive voice.'

The research assistants marked the students' post-test scripts, recorded the scores and handed them over to the researcher for data analysis. (A detailed description of the steps followed are presented in section 3.11).

3.3 Philosophical Paradigm

A philosophical paradigm refers to a researcher's worldview (Creswell & Plano Clark, 2018). It is the way one perceives the world or universe and how one interprets it (Mugenda & Mugenda, 2009; Rossman & Rallis, 2012). Different researchers hold different views about the world. One's philosophical paradigm influences how one presents a research and how one interprets the research findings. According to Creswell (2014), philosophy shapes how researchers formulate research problems and research questions. He contends that it is not possible to conduct rigorous research without understanding its philosophical underpinnings.

In consideration of the preceding, this study was informed by the underpinnings of the pragmatic philosophical paradigm. According to Ary et al. (2010), pragmatism involves mixing both quantitative and qualitative research approach in a single study to understand a research problem. Pragmatism focuses on the 'what' and 'how' of the research problem (Creswell, 2014; Kivunja and Kuyini, 2017).

A pragmatic paradigm provides the underlying philosophical framework for mixed methods approach (Tashakkori & Teddlie, 2011). A pragmatic philosophical paradigm was deemed appropriate for several reasons. Firstly, pragmatic philosophical paradigm was consistent with the mixed methods approach used in this study. Secondly, the research questions posed, called for both objective and subjective data, such as the personal experiences of ESL teachers involved in the study as generated by the interview schedule, observation schedule and document analysis.

Thirdly, the pragmatic philosophical paradigm allowed use of both qualitative and quantitative approaches. The qualitative approach was useful because it enabled the researcher to look into the complexity of the research participants' views while the quantitative approach was useful to account for the quantitative characteristics (Creswell, 2014). Fourthly, the pragmatic philosophical paradigm allows coexistence of both the objectivist and constructivist points of view as they apply to the methodology. Some of the essential elements of philosophical paradigm include: ontology, epistemology and methodology (Kivunja & Kuyini, 2017; Nguyen, 2019).

Ontology is the nature of reality or being (Jwan & Ong'ondo, 2011; Gay et al, 2016; Creswell & Plano Clark, 2018). Moon and Blackman (2014) identify two main paradigms ontologically: realism and relativism. Creswell (2013) posits that a realist ontology assumes that a real world exists independently of our beliefs and constructions. According to Ormston (2014), realism is based on the idea that there is an external reality which exists independently of people's beliefs about or understanding of it. In other words there is a distinction about the way the world is and the meaning and the interpretation of that world held by individuals. On the contrary, a relativist ontology assumes that there is no single reality or truth, and reality is reconstructed through human interactions between the researcher and the research participants (Chalmers, Manley, & Wasserman, 2005).

Researchers need to take a position regarding their perceptions of how things really are and how things really work (Scotland, 2012; Kivunja & Kuyini, 2017). This study being mixed in nature, adopted the ontological position of the pragmatic philosophical paradigm. Pragmatists view reality as both singular and multiple.

Therefore, reality should constantly be renegotiated, debated and interpreted in light of its usefulness in new unpredictable situations (Kivunja & Kuyini, 2017; Creswell & Plano Clark, 2018; Nguyen, 2019).

Epistemology is the way knowledge is studied or how we know the truth or reality (Cohen, Manion & Morrison, 2011; Mertens, 2014; Gay et al., 2016; Nguyen, 2019). For this study, the researcher understood that reality can be discovered by the method that best suits the problem (Creswell & Plano Clark, 2018; Kivunja & Kuyini, 2017). Thus, a mixed methods approach was employed to investigate the English language teachers' instructional practices on students' achievement in English grammar.

"Different paradigms inherently contain differing ontological and epistemological views; therefore, they have differing assumptions of reality and knowledge which underpin their particular research approach. This is reflected in their methodology and methods" (Scotland, 2012, p. 9). Creswell and Plano Clark (2018), Morgan (2007) and Cherryholmes (1992) observed that pragmatism is not committed to any one system of philosophy and reality in that inquirers draw liberally from both quantitative and qualitative assumptions when engaging in their research.

Hence, this study adopted a mixed methods approach using the exploratory sequential design to understand and interpret the influence of English language teachers' instructional practices on students' achievement in English grammar. The methodology of the pragmatic philosophical paradigm states that the best way to solve a problem is by combining both the quantitative and qualitative approaches to solve the research problem (Creswell, 2014; Tashakkori & Teddlie, 2010).

To sum up, this study employed a pragmatic philosophical paradigm which advocates for both a singular and multiple reality ontology, a practical epistemology ("what works" best to address the research problem) and a mixed methods methodology (Kivunja & Kuyini, 2017; Creswell & Plano Clark, 2018; Nguyen, 2019). A methodology is an overall approach that guides the conduct of research (Creswell & Plano Clark, 2018). This study employed a mixed methods approach. This involved the use of both qualitative and quantitative approaches (Fraenkel, Wallen, Hyun, 2012). Creswell (2014) states the following about mixed research study:

> Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone. (p. 35)

Generally, there are three major types of mixed methods design namely: the Concurrent (Convergent or parallel) design, explanatory sequential design and the exploratory sequential design (Fraenkel et al., 2012). This study specifically adopted the exploratory sequential design noted as QUAL→ quan. This was because the qualitative phase was accorded more weight (Creswell & Plano Clark, 2018).

The qualitative data was collected and analyzed in the first phase to explore English language teachers' instructional practices in the teaching of grammar followed by the quantitative data which was collected and analyzed in the second phase to examine the influence of English language teachers' instructional practices on students' achievement in grammar (Fraenkel et al, 2012; Creswell & Plano Clark, 2018).

In the sequential exploratory design, "results of the qualitative phase give direction to the quantitative method, and quantitative results are used to validate or extend the qualitative findings," (Fraenkel et al., 2012). Firstly, the qualitative data was collected using an interview schedule, observation schedule and document analysis from 10 ESL teachers to investigate their instructional practices in English grammar. Secondly, the researcher identified the findings on which the quantitative strand would be built on and designed an intervention. Thirdly, the quantitative phase was implemented to investigate the influence of teaches' instructional practices on students' achievement in grammar using the questionnaire and English Grammar Achievement Tests to generate data from 509 Form 2 students.

Mixed methods approach was deemed appropriate because it provided a better understanding of the research problem than a single approach would have done. This was because the qualitative approach generated data on the ESL teachers' instructional practices while the quantitative approach generated data on the relationship between teachers' instructional practices and students' achievement in grammar (Greene, Benjamin & Goodyear, 2001; Creswell & Plano Clark, 2018).

Mixed methods approach was mainly used in this study so as to have a comprehensive and detailed understanding of the influence of English language teachers' instructional practices on students' achievement in grammar. In the present case, using both the qualitative and quantitative approaches provided rich data. Thus, through this approach the ESL teachers were interviewed, observed in the classroom and their professional documents analysed in order to understand the reasons behind their instructional practices in English grammar.

The qualitative approach involved collecting data in the form words and the quantitative approach involved collecting numerical data that was subjected to statistical analysis (Creswell, 2014). By using mixed methods approach, the researcher was able to blend two different approaches when collecting data thus maximizing the strengths and minimizing the weakness of each approach respectively (Johnson & Onwuegbuzie, 2004; Creswell & Plano Clark, 2018). Gay et al. (2016) observe that, "The purpose of mixed methods research is to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone" (p. 481).

Orodho (2017) supports the combination of these methods in order to reveal several dimensions of a phenomenon, to deal with shortcomings of each approach and verify the findings by examining them from several different viewpoints. One of the main advantages of using mixed methods approach is the possibility of conducting triangulation. Cohen et al. (2011) define triangulation as the use of multiple methods of data collection in the study of some aspect of human behaviour.

In light of the advantages of mixed methods approach, this study employed a methodological triangulation where more than one method was used to gather data. Data triangulation was also valuable because of the increased quality control achieved by combining data sources (Denzin, & Lincoln, 2011). The rationale for triangulation was to minimize bias while on the other hand enhancing the accuracy of the findings (Mugenda & Mugenda, 2009; Kothari & Garg, 2014; Cohen et al., 2011). According to Bryman (2012) quantitative and qualitative approach may be combined to triangulate findings in order that they may be mutually corroborated.

It is worth mentioning that in this study, data sources were also triangulated. The teachers of English language were the main sources of data. Nonetheless, Form two students were involved to further understand the possible influence of teachers' instructional practices on students' achievement in English grammar. In a nutshell, it was not only methods that were triangulated but also data sources. All this was geared towards collecting rich data to understand the research problem under study.

3.4 The Study Area

This study was carried out in public secondary schools in Teso North Sub-County of Busia County, Kenya. Teso North Sub-County, has two administrative divisions namely: Amagoro and Ang'urai. The geographical location of Teso North Sub-County is between Longitude 34° 01′East and Latitude 0° 29′ and 0° 32′ North covering a total area of approximately 257.10 square kilometres.

The study area had 31 public secondary schools categorized as: 1 national girls' boarding school, 1 extra-county boys' boarding school, 1 county girls' boarding school, 1 sub-county girls' day/boarding school and 27 sub-county mixed secondary schools by the time of this study (Teso North Sub-County Education Office staffing records, 2019). Also, the staffing records indicated that there were 84 trained teachers of English language employed by the Teachers Service Commission.

This study area was selected because its performance in English subject at KCSE examinations for the period 2015-2019 was ranked lower than other sub-counties in Busia County (see Table 1.2). More so, data available shows that the mean scores were 4.09, 3.95, 3.22, 3.66 and 3.87 obtained in 2015, 2016, 2017, 2018 and 2019 respectively (Teso North Sub-County KCSE examination analysis, 2015-2019).

This implies that the overall performance in English language in Teso North Sub-County in KCSE examination had consistently fallen short of the average mean score of (6.0) 50%. This trend has raised concern among education stakeholders; therefore, creating the need to conduct this study.

3.5 Target Population

A target population is a group of individuals with common defining characteristic that the researcher can identify and study (Creswell, 2014; Neuman, 2014; Ary, Jacobs, Razavieh & Sorensen, 2010). The target population for this study comprised of 31 public secondary schools categorized as: 1 National girls' boarding school, 1 Extra-county boys' boarding school, 1 County girls' boarding school, 1 Sub-county girls' day/boarding school and 27 sub-county mixed day secondary schools with 3399 Form two students and 84 ESL teachers in Teso North Sub-County.

The Form 2 students were chosen because they were not preparing for any immediate external examination. Furthermore, the English grammar topic on active and passive voice used in the pre-test and post-test is offered in the Form 2 Secondary Education English syllabus Volume 1 (KICD, 2002). The researcher was of the opinion that these students were mature enough to express their opinions about English grammar instruction. On the other hand, the ESL teachers were targeted because they were the ones who implement the English curriculum. This study targeted public mixed sub-county secondary schools because they were the majority, 27 (37%) in the study area.

3.6 Sample Size and Sampling Techniques

Sampling is the process of selecting a sub-set of cases to be included in a study in order to draw conclusions about the entire set (Yin, 2014). While a sample is "a small set of cases a researcher selects from a large pool and generalizes to the population"

(Neuman, 2014, p. 246). Owing to this, small number of ESL teachers and Form two students were selected from the target population to participate in this study.

The sample size was obtaining using: stratified sampling, simple random sampling and purposive sampling techniques. Stratified sampling was employed to categorize the sub-county mixed secondary schools in Teso North sub-county into 5 zones namely: Amagoro, Malaba, Ang'urai, Moding and Kolanya. This was because the unit of sampling was the classes in schools rather than individual learners. The study was a quasi-experimental design and needed to involve schools with similar demographics. Schools were put in strata in terms of category.

Kerlinger (2004) contends that at least 30% of the accessible population is a good representation for acceptable results. Thus, for good representation of the population, 10 (37%) sub-county mixed schools out of 27 schools were sampled to participate in this study. Simple random sampling was used to select 2 public sub-county mixed secondary schools from each Zone. In total, 10 schools were sampled. Simple random sampling was employed because it enables the results of the study to be generalized (Mugenda & Mugenda, 2009). One school was assigned to the experimental group while the other was assigned to the control group using simple random sampling. Thus, the experimental and control group comprised five schools each.

Since all the schools that had been sampled had more than one stream, simple random sampling technique was employed to select one class to participate in this study. The students were engaged in their intact classes so as to avoid disruption of their normal academic programmes (Mugenda & Mugenda, 2009; Fraenkel & Wallen, 2012). Purposive sampling was used to select 10 ESL teachers teaching the form two class from the sampled schools to participate in this study.

In summary, a sample of 10 ESL teachers and 10 Form two intact classes with an enrolment of 509 students was used. The students' sample consisted of 262 male and 247 female. The summary of the sampling frame is presented on Table 3.1.

Table 3.1 Sampling Frame

Zone	Mixed Schools per Zone	Sampled Schools per zone	School Codes	Group	Gender		Sampled students (n)	Sampled Teachers (n)
					Boys	Girls		
1	6	2	A	Control	32	22	54	1
			B	Experimental	32	27	59	1
2	5	2	C	Experimental	29	26	55	1
			D	Control	20	22	42	1
3	6	2	E	Experimental	26	23	49	1
			F	Control	21	30	51	1
4	5	2	G	Control	29	23	52	1
			H	Experimental	25	28	53	1
5	5	2	I	Control	19	27	46	1
			J	Experimental	29	19	48	1
Total	**27**	**10**			**262**	**247**	**509**	**10**
	Simple random	Simple random		Simple random			Simple random	Purposive Sampling

Source: Teso North Sub-County Office (2019)

Fraenkel and Wallen (2012) recommend at least 30 subjects per group for experimental or control group respectively. Hence this number was deemed adequate.

3.7 Data Collection Instruments

A research instrument is a tool used for data collection (Gay et al., 2016). Data generation involves intervention between the researcher and the participants as they

co-construct the relative reality and interpretation by the researcher (Jwan & Ong'ondo, 2011).

This study adopted a mixed methods approach using an exploratory sequential design. Thus, a variety of data collection instruments were used thereby enhancing validity and reliability of the findings. The interview schedule for teachers, document analysis, observation schedule, questionnaire for students and English Grammar Achievement Test (pre-test and post-test) were used to generate the data.

3.7.1 Interview Schedule

An interview schedule (Appendix 2) was administered to the ESL teachers. It sought for information related to English language teachers' instructional practices. This study used the unstructured interview because it enabled the researcher to have one-to-one interaction with participants (Kumar, 2011). Orodho (2017) posits that "unstructured interviewing is informal and conversational, and the aim is to get the informants to open up and let them express themselves in their own terms" (p. 208).

The interview schedule comprised of 16 unstructured questions corresponding to the research objectives. The interview schedule was designed as follows: Section I recorded ESL teachers' demographic information such as gender, highest level of education and teaching experience. Section II inquired on how ESL teachers planned for grammar instruction, section III dealt with instructional approaches, section IV dealt with instructional resources, section V dealt with teaching and learning activities and section VI sought information on assessment methods.

A total of 10 ESL teachers were interviewed and they were identified simply as Teacher 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. Owing to the sensitive nature of the interviews, the researcher conducted the interviews himself. The interview schedule was

administered before the observation schedule. The ESL teachers interviewed were the same ones who were observed while teaching English grammar in the classrooms. The data collected through the interview schedule was used to supplement and corroborate the data generated through other instruments.

Once I had obtained a written consent (see Appendix 17) from the selected ESL teachers, I proceeded with the face to face interviews. The interviews were conducted according to the scheduled appointments and lasted approximately 45 minutes for each respondent. Serem, Boit and Wanyama (2013) recommend that as a general rule of thumb, 30-45 minutes are enough for an interview. The interviews were conducted within the compound of the selected school. To ensure uniformity, the interview questions were drawn from the interview schedule (see Appendix 2). While the interview progressed I recorded down the participants' responses as expressed.

3.7.2 Observation Schedule

Kumar (2011) defines observation as "a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place" (p. 133). In addition, Cohen et al. (2011, p. 396) state that, "The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations." People sometimes say they are doing one thing, yet observation shows them to be undertaking something quite different. Observations provide an effective 'reality check.' This is because "what people do may differ from what people say they do" (Robson, 2011, p. 310). In this study, observation schedule (see Appendix 3) was used to observe English language teachers' instructional practices during English grammar lessons. The observation

focused on planning for instruction, the instructional approaches used, instructional resources, teaching/learning activities and assessment methods.

The scope of lesson observation covered the ESL teacher, learner and the grammar instruction process. Corbin and Strauss (2015) posit that observation places researchers in the middle of the centre of the action, where they can see and hear what is happening. A total of ten grammar lessons were observed and were identified as lesson: 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. Thus, the data generated through the observation schedule was used to corroborate responses obtained through the interview schedule.

Once I had received permission from the school administration and met the selected teacher, I proceeded with the lesson observation. The observations were conducted during the school teaching time and took place inside the Form 2 English language classes. While the lesson proceeded, I sat at the back of the classroom to mitigate the hawthorn effect. This limited eye-contact with the learners. The lesson observation was guided by the aspects listed in the observation schedule (see Appendix 3). The researcher observed the instructional process and interaction during the lesson and made notes accordingly. Each lesson lasted for 40 minutes.

3.7.3 Document Analysis

Documents are original or official printed or written material furnishing specific information or used as a proof of a certain issue (Kothari & Garg, 2014). Ary et al. (2010) affirm that:

> Document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. (p. 452)

"Documents constitute a useful and valuable source of evidence," (McMillan & Schumacher, 2014, p. 360). Kirui (2015) further states that the purpose of document analysis is study written documents in the field. The data generated through document analysis was used to verify the data obtained through the interview schedule and questionnaire. In this study, a document analysis (see Appendix 4) was used to analyze English language teachers' professional documents and assessment practices in English grammar lessons.

In this regard, the document analysis sought to analyze the schemes of work, lesson plans, lesson notes, syllabus, students' note books and progress record books. These documents were used to establish how teachers planned for English grammar instruction. The document analysis was used to verify preparation, availability and use of the professional documents.

After obtaining permission from the respective school administration and teacher participants, I proceeded with document analysis. I perused and analysed the professional documents listed in the document analysis (see Appendix 4). I carefully analysed one document at a time and made notes relevant to this study. The researcher checked the learners' note books to find out how they were being assessed and the frequency of assessment in grammar. Furthermore, after getting the participant's permission, I photographed pages of some of the documents for later analysis.

3.7.4 Questionnaire

"A questionnaire is a set of questions asked in order to collect data so as to help answer the research questions" (Punch, 2011, p. 62). In this study, a questionnaire (Appendix 5) was administered to the Form two students in order to collect quantitative data. The questionnaire consisted of 15 closed-ended questions. The

closed-ended questions permitted only certain responses that the researcher had designed for measuring some teachers' instructional practices. The respondents were required to put a tick (√) under the response that best answered questions.

The questionnaire was considered appropriate for this study because it enabled the researcher to collect quantitative data from the ESL learners. Secondly, the number of respondents sampled to take part in this study was quite large and given the time constraints, questionnaires were the ideal tool for data collection. One key advantage relevant to this research is that questionnaires are timely and cost-efficient (Gay et al., 2016). Furthermore, the secondary school students who were the target population are largely literate and were able to comprehend the items hence experienced no difficulty in responding to the questionnaire (Oso & Onen, 2009).

The questionnaire was designed in such a way that it focused on the areas in line with the research objectives. The data generated through the questionnaire was used to confirm the data generated by the interview schedule in order to provide a broad view of English language teachers' instructional practices in grammar instruction. This was necessary to verify the data generated through the interview schedule, observation schedule and document analysis.

Details of the overall questionnaire are presented as follows: Section I consisted 2 questions which sought to collect the demographic information the participants such as gender and age in years. Section II comprised 4 questions which sought to collect information related to the instructional approaches used by the ESL teachers to teach grammar. These questions sought for specific information regarding the frequently used instructional approaches, students' reaction towards grammar, students'

performance in grammar and the influence of instructional approaches on students' achievement in grammar.

Section III comprised 3 questions which sought to collect information related to the instructional resources used by the ESL teachers to teach English grammar. These questions sought to collect specific information regarding the frequently used instructional resources, adequacy of the instructional resources for teaching grammar and the influence of instructional resources on students' achievement in grammar.

Section IV consisted 3 questions which sought to obtain information related to the teaching and learning activities designed by the ESL teachers when teaching English grammar. These questions sought to gather specific information regarding the frequently used teaching/learning activities, learner involvement in the selection of the activities and the influence of teaching/learning activities on students' achievement in English grammar.

Section V comprised 3 questions which sought to collect information related to the assessment methods used by the ESL teachers when teaching English grammar. These questions solicited for specific information from learners regarding the frequently used assessment methods, frequency of assessing English grammar and the influence of assessment methods on students' achievement in English grammar.

A 5 point Likert scale was used to measure the variables. The Likert scale was selected because it suited the objectives of the study (Cooper and Schindler, 2008). The questionnaire was administered after I had obtained permission from the school authorities and met with the selected teachers. The questionnaire was administered according to the scheduled appointments. The questionnaire was administered outside the school teaching time to avoid disrupting the academic time table. To mitigate the

hawthorn effect, the selected teachers helped to administer the questionnaire. The learners were briefed about the research.

Thereafter, copies of the questionnaire were distributed to the respondents in their respective classrooms. The selected students were given 45 minutes to complete the questionnaire after which the teachers collected and handed them over to the researcher for data analysis.

3.7.5 English Grammar Achievement Test (EGAT)

McMillan and Schumacher (1997) indicate that the term test refers to the use of test scores as data. This technique was used as the research participants' responded to written questions to measure their achievement in English grammar. A numerical value was obtained as a result of each participant's answers to a standard set of questions. This instrument was used to determine the achievement of the participants.

The EGAT was adapted from the KNEC Examinations English past papers. The test was based on the Secondary Education English syllabus Volume 1 (KICD, 2002). This was deemed appropriate because the researcher was able to tailor the content in the achievement tests to match the content that was being covered in this research study (Ary et al., 2010). The EGAT which took the form of a pre-test and post-test, were administered to form two students to gauge their achievement in English grammar. After obtaining permission from the school administration, I met the selected teachers to discuss on how best to administer the EGAT (see Appendix 6). The EGAT was administered outside the teaching time according to the scheduled appointment. To mitigate the hawthorn effect, the selected teachers helped to administer the EGAT in their respective schools. The selected teachers then marked the tests and handed over

the marks to the researcher for data analysis. The pre-test was administered first while the post-test was administered after the intervention period.

3.7.5.1 EGAT (Pre-test)

Before the intervention stage, the EGAT (Pre-test) (Appendix 6) was administered to 509 students both from the experimental and control group in order to collect data on the level of students' achievement in English grammar before treatment was given. The EGAT (pre-test) had two sections. Section 1 collected information pertaining to students' demographic information, while section 2 was the actual test. The actual test had three parts. The EGAT (pre-test) was constructed by the researcher and consisted of 30 open-ended questions from Form 2 on the topic active and passive voice.

This topic was selected from the English syllabus volume 1 (KICD, 2002) with a maximum score of 30 marks. The items in this instrument were structured in such a way as to test the student's knowledge, comprehension and application. The questions were adapted from the KNEC past examination papers and then modified to suit the level of the participants. Expert judgement was used to validate the items in the test. The EGAT (pre-test) was marked by the researcher assistants where each correct answer was assigned 1 mark while the wrong answer was assigned 0 marks. The students were assessed on the subject-verb agreement, verb tenses, sentence construction, prepositions, punctuation and spelling.

The EGAT (pre-test) mean scores were important in establishing the level of students' achievement in English grammar before introducing an intervention to the experimental group. The overall EGAT (pre-test) achievement mean scores for both the control and experimental group were computed in order to establish whether there

was any significant difference between the means of the two groups during the pre-test. A common marking scheme was used.

3.7.5.2 EGAT (Post-test)

After the intervention, the EGAT (post-test) (Appendix 7) was administered to 509 learners both from the experimental and control group in order to collect information on the effect of intervention (Kothari & Grag, 2014; Ary *et al*., 2010). The EGAT (post-test) comprised of 30 open-ended questions on the topic active and passive voice drawn from the Form 2 English Syllabus volume 1 (KICD, 2002). The items were related to those of the EGAT (pre-test) and had a maximum score of 30 marks. The questions in the EGAT were adapted from KNEC past examination papers.

The 30 test items were set and categorized into three cognitive ability levels of knowledge, comprehension and application adapted from the Blooms Taxonomy of Educational Objectives in the Cognitive Domain (Bloom, 1956). The EGAT (post-test) was used to evaluate the influence of the grammar in context approach on students' achievement in English grammar. The EGAT (post-test) was to ascertain whether the experimental group which was introduced to the grammar in context approach performed better than the control group which were not introduced to the grammar in context approach.

3.8 Validity and Reliability of Research Instruments

Validity and reliability of the research instruments used to collect data in this study were ascertained in order to make the research findings reliable, valid and credible.

3.8.1 Validity of the Research Instruments

Validity is the extent to which research instruments measure what they are designed to measure (Kothari & Garg, 2014). In determining validity, Teddlie and Tashakkori

(2011) suggest two general strategies: to use experts and conduct a pilot study. This study used both strategies to establish validity of research instruments.

Firstly, the researcher sought for the experts' advice. This strategy entailed extensive consultations with the researchers' appointed supervisors and other two experts in research methodology and English language teaching from the department of Curriculum Instructional and Educational Media (CIEM) of Moi University to review the data collection instruments. To ensure face and content validity, the experts checked whether items in the questionnaire, interview schedule, observation schedule, document analysis and the English Grammar Achievement Tests represented the elements of the study.

For the validation of the English Grammar Achievement Tests, the experts were requested to examine the clarity of the instructions given to the respondents, wording of the questions and their suitability to Form 2 students who participated in this study. Also, the experts checked on whether the marking schemes for the English Grammar Achievement Tests (pre-test and post-test) were accurate or not. Based on the experts' suggestions, the face and content validity of the pre-test and post-test were revised accordingly before being used in the actual study. Items which were found inadequate for measuring the variables were either revised or discarded.

Experts' judgement was used to validate the content, construct and face validities of the interview schedule, observation schedule and document analysis. The researcher revised and improved these instruments based on the experts' advice.

The validity of the questionnaire was ascertained through face and content validities. In this regard, the questionnaire was validated by the researchers' appointed supervisors and other two experts in research methodology from the CIEM

department of Moi University. Owing to face validity, the experts checked to see if the questions were relevant, clear and unambiguous as outlined by (Jones & Rattray, 2010). Concerning content validity, the experts examined whether the questions reflected the concepts being studied and if the scope of the questions were adequate (LoBiondo-Wood & Haber, 2010). The questionnaire was amended according to the experts' advice and recommendations before being administered in the actual study.

A pilot study was undertaken to validate the data collection instruments used in this study before the main study. A pilot study is a small scale research that precedes a larger study and helps a researcher to make improvements before conducting the actual study (Orodho, 2017). One way to ensure that validity is achieved in any research is to conduct a pilot study of research instruments (Dikko, 2016).

The pilot study served several purposes. Firstly, piloting sought to determine whether the instruments could elicit the kind of data anticipated. Secondly, to determine whether the questions adequately addressed the research objectives. Thirdly, to establish whether the instructions in the questionnaire were comprehensible to the respondents. Fourthly, to familiarize with the data collection procedures. Fifthly, it gave the research the opportunity to assess the proposed data analysis techniques.

Lastly, piloting enabled the researcher uncover and address any potential problems likely to occur during the actual data collection process. A pilot study provides the opportunity to assess the appropriateness of the data collection methods and other procedures and to make changes if necessary (Ary et al., 2010).

Participants used in the pilot study were purposively selected from 2 public mixed secondary schools from Nambale Sub-County of Busis County. The schools, teachers and students involved in the pilot study were not included in the actual study (Orodho,

2017). Nambale Sub-County was selected because it had schools with similar characteristics and learning environments to schools in Teso North Sub-County where the main study was undertaken. The pilot sample comprised of 2 ESL teachers and 81 Form two students (45 from one school and 36 from the other). This sample size was used because Mugenda and Mugenda, (2009) recommend a minimum threshold of 1% to 10% of the sample population for a pilot study.

The pilot study of the English Grammar Achievement Tests (pre-test and post-test) focused on the instructions given to the respondents, time allocation and the wording of the grammar test items. The pilot study informed the researcher to increase the time allocation of both tests from 45 minutes to one hour each. The questionnaire was piloted to ensure that the questions were not ambiguous. Pilot study also focused on the wording and the order of the questions. Additionally, the length of time taken to respond to the questions was also estimated. To ensure validity of the questionnaire, the responses from the pilot study were analysed to establish whether the themes surrounding the objectives of this study had been well captured in the tool. The items that were found to be unsuitable were improved or replaced.

The interview schedule was piloted in order to identify ambiguities and unnecessary questions, determine the time taken to complete the interview, determine whether each question elicited an adequate response and enable the researcher to practice and perfect interviewing techniques before the main study (Dikko, 2016).

The pilot study helped the researcher detect the weaknesses of the interview schedule and necessary corrections were undertaken to make this instrument more valid and reliable. For instance, a question such as 'Do you think the kind of resources used to teach grammar affects your students' performance?' Was mostly eliciting a 'yes', or

'no,' response. The answers from the questions indicated that they did not communicate much to yield an explanation. This was re-phrased to 'To what extent do you think the kind of resources used to teach grammar affects your students' performance?'

In order to pilot the observation schedule, the researcher observed 2 ESL teachers teaching English grammar lessons in Form 2. This was done to find out whether the constructs under study were well covered in the tool. The pilot study informed the researcher to widen the scope of the variables being observed in the first four objectives. Thereafter, the observation schedule was refined and fine-tuned to suitably measure all the constructs in this study.

The piloting of document analysis, involved analyzing professional documents of 2 ESL teachers that had been identified for the pilot study. The professional documents analyzed included: syllabus, schemes of work and lesson plans in order to establish patterns and themes that emerged from them in relation to research variables. The results of the pilot study enabled the researcher widen the scope of the documents to be analysed to include the lesson notes and progress records.

The pilot study results together with the experts' advice assisted the researcher to improve the validity of the data collection instruments.

3.8.2 Reliability of the Instruments

Reliability is described as the consistency, stability or dependability of the data collection instruments drawing the same or near equal measure when administered under the same conditions (Gay et al., 2016; Johnson & Christensen, 2012; Kumar, 2011; Neuman, 2014).

Reliability was established through test re-test method. The test-retest technique involved administering the same questionnaire, pre-test and post-test twice each to the same group of respondents after an interval of two weeks and then comparing the two scores (Orodho, 2017). The scores of both tests were correlated and reliability established using Pearson Product Moment correlation. A coefficient of 0.85 was obtained for the questionnaire while the pre-test and post-test yielded a coefficient of 0.94 and 0.775 respectively. These values were above an alpha value of 0.70 hence acceptable (Fraenkel & Wallen, 2012).

3.9 Trustworthiness of Qualitative Instruments

Trustworthiness entails establishing the credibility, transferability, conformability, and dependability of the qualitative research findings. Credibility of the qualitative findings was achieved through data triangulation where three data collection instruments were used. Hence, the interview schedule, document analysis and observation schedule were used to generate qualitative data.

Transferability of the qualitative research findings was ensured by using thick description to show that the research study's findings can be applied to other contexts, circumstances and situations. On the other hand, the researcher ensured objectivity of the qualitative findings by remaining neutral. In other words, qualitative findings in this study were strictly based on the participants' responses and the researcher's personal views were not included in the findings. This was achieved by making sure that the researcher's bias did not skew the interpretation of what the research participants had said so as to fit into a particular narration. Thus, the researcher used raw data and analysis notes to enhance objectivity of the qualitative research findings.

3.10 Ethical Consideration

Serem et al (2013) posit that researchers have the responsibility to safeguard the rights, interests and sensitivity of their research subjects. They recommend that researchers should demonstrate to those who control access to potential participants that they are competent to carry out the procedures involved in research and they are trustworthy in handling confidential information. In this regard, the researcher sought permission to conduct this study by first obtaining an introductory letter from the School of Education, Moi University (Appendix 15).

Consequently, a research permit (Appendix 16) was obtained from NACOSTI, which enabled the researcher obtain introductory letters to schools from the County Commissioner's office and County Education office. The consent from these offices was used to secure permission from the schools sampled for this study. The researcher then visited the sampled schools on the appointed dates to collect the data.

Bryman (2012), posits that before commencement of data collection, participants should have an informed consensus on data being collected and should be assured of their security. To ensure this, the researcher explicitly informed all the respondents the purpose of the study. This was done by attaching a covering letter to the questionnaire that stated the purpose of the study. Participation was strictly voluntary, with respondents having the freedom to withdraw at any time. This was explained to them before the research commenced.

The researcher sought consent from the sampled teachers of English and had the consent forms (Appendix 17) duly signed before the teachers provided the information. Shaffer and Kipp (2010) are of the opinion that "informed consent should be obtained preferably in writing'' (p. 35). Privacy of the participants was

ensured by applying three practices: anonymity, confidentiality and appropriate storing of data. The researcher in this study ensured that the information provided by the participants would in no way reveal their true identity.

Confidentiality of all of participants and schools was protected through the use of pseudonyms. According to Babbie (2013) "Individuals, organizations, and communities are given pseudonyms to conceal their identities" (p. 410). In this study, all participating schools and teachers were allocated pseudo-names as follows: School A, B, C, D, E, F, G, H, I and J while teachers were identified by numbers 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. In this way, the researcher protected the anonymity and confidentiality of all participants and schools.

The researcher remained objective by all means. Ethics were also observed during data interpretation so as not to misinterpret the data collected. More so, the researcher maintained honesty during the research study by acknowledging all the sources of information and included them in the list of references.

3.11 Data Collection Procedures

Data collection procedures refer to the process of collecting information to prove some facts (Kombo & Tromp, 2006). First, the researcher obtained a letter from the School of Graduate Studies, Moi University in order to apply for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The research permit (Appendix 16) was used to obtain permission from the County Director of Education's Office and the County Commissioner, Busia.

The permission from the two county offices was used to seek for the cooperation of the principals of sampled schools in order to embed the research programme into the school programme without disrupting the latter. The researcher explained to

principals the purpose and significance of the study so as to obtain their cooperation. Thereafter, through the assistance of the principals, the researcher met with the sampled teachers of English language in the various sampled schools and extensively discussed with them the research procedure.

Five teachers from the experimental group (School B, C, E, H and J) were given prepared lesson plans (Appendix 13) and passages (Appendix 12) containing examples of the intended grammar point which they used during the intervention period to teach the topic active and passive voice in context. However, the other five teachers from the control group (School A, D, F, G and I) were allowed to teach English grammar following the instructional approaches they had been using before but following prepared lesson plan (Appendix 14).

Students from the experimental group were asked to read the passages in order to experience the use of active and passive voice in context before they were taught the rules. Thereafter, learners were asked to use the knowledge they had obtained from the prepared passages in forming English grammatical structures in the active and passive voice. The intervention period lasted 4 weeks and the focus was on active and passive voice in the simple present, simple past, present perfect and future tenses and past participle. Table 3.3 present the schedule of the intervention period.

Table 3.2: Experiment Schedule

Week   Topics and Experiment Activities

1   Formation of groups and training of research assistants

2   Administration of the EGAT (Pre-test)

3   Active voice in the simple present tense using lesson plan 1 and passage 1
       The passive voice in the simple present using lesson plan 2 and passage 2.

4   Active voice in the simple past tense using lesson plan 3 and passage 3
       The passive voice in the simple past using lesson plan 4 and passage 4

5   Active voice in the present perfect using lesson plan 5 and passage 5.
       The passive in the present perfect using lesson plan 6 and passage 6.

6   Active voice in the future tense using lesson plan 7 and passage 7.

7   Administration of the EGAT (Post-test)

Source: (Omuna, 2019)

At the end of the intervention period, an EGAT (post-test) was administered to all the groups in order to establish the effect of the intervention on both groups. This was achieved by comparing the overall mean scores of the pre-test and post-test. The format and number of the EGAT (post-test) grammar items was similar to that of the EGAT (pre-test). However, only the wording of the post-test items was changed. The experimental group was exposed to the grammar in context approach for a period of 4 weeks while teachers in the control group were allowed to teach as they had been doing previously. Each lesson lasted for a period of 40 minutes.

The pre-test and post-test were administered and marked by the research assistants. However, all the scores were analysed by the researcher. Fraenkel et al. (2012) contend that it is very crucial for researchers carrying out an experimental study to do their best to mitigate the possible effect of extraneous variables. Owing to this, a number of measures were taken to mitigate the effects of the extraneous variables.

Firstly, to mitigate the Hawthorne effect, regular ESL teachers from the 10 sampled schools were asked to teach their own classes during the entire period of the experiment. Furthermore, the students themselves were not told that they were participating in an experiment. However, they were made to believe that they were undertaking their normal lessons. This reduce the effect on students' achievement as a result of consciousness of the fact that they were involved in an experiment.

Secondly, to mitigate the effect of the pre-test on the post-test, the interval between the pre-test and post-test was 4 weeks. This period was long enough not to permit the pre-test to affect the post-test scores. This also prevented the students from becoming familiar with the test items. Furthermore, the grammar items of the pre-test and post-test were similar but different in wording. Ary et al. (2010) contend that when an achievement test is used in a study, a pre-test may pose a problem if the same form of the test is used for both the pre-test and post-test. Thus, they suggested using equivalent forms instead of the same test. Furthermore, question papers which were also the answer sheets were collected at the end of the pre-test. This prevented participants from anticipating the same set of questions during the post-test.

Thirdly, to reduce error which would have arisen as a result of teacher differences, all the 10 ESL teachers who participated in this study were the regular subject teachers in those schools.

The teachers taught both the experimental and the control group in each of the sampled school. All the teachers were given the same lesson plans to maintain uniformity. The respective lesson plans were extensively discussed during the training under the supervision of the researcher.

Fourthly, to mitigate the researcher's effect, the researcher was not personally involved in administering the experiment; but the students were taught by their usual ESL teachers who were trained on how to implement the intervention. The teachers who handled the experimental group were trained to teach English grammar using the grammar in context approach, while those who taught the control group were asked to teach using the deductive approach.

Fifthly, to minimize the effect of interaction, the participants in the experimental and control group belonged to different schools not close to each other. Additionally, the participants were not informed about other schools involved in this study. Also, the teachers were not informed whether they were handling the experimental or control group. Lastly, only students from the sub-county mixed public secondary schools were used in order to mitigate the variation of students' achievement in grammar.

Both qualitative and quantitative data were collected because this study adopted a mixed methods approach. An exploratory sequential design was followed when collecting the data. First, qualitative data was generated using the interview schedule for teachers, observation schedule and document analysis. A questionnaire was then administered to the Form two students in order to corroborate the data generated through the interview schedule, observation schedule and document analysis thus obtaining a broader view of the English language teachers' instructional practices in English grammar before the intervention process was implemented.

3.12 Data Analysis Procedures

Data analysis entails categorizing, ordering, manipulating, summarizing and explaining data to obtain answers to the research questions (Fraenkel & Wallen, 2012;

Cohen et al., 2011). This study collected both qualitative and quantitative data. Hence, both descriptive and inferential statistics were used in data analysis.

The first phase of data collection process entailed generating qualitative data from 10 ESL teachers using the interview schedule, observation schedule and document analysis. The data from these research instrument was handled separately. Qualitative data was analyzed through the narrative analysis technique and presented in narration form and actual participants' voices as per the research objectives (Orodho, 2017). The data was first transcribed and emerging themes identified based on the objectives of the study. Clarke and Braun (2006) posit that qualitative data analysis entails transcribing the data, re-familiarizing with the data, first phase coding, second phase coding, the third phase coding and producing the report.

The data collected from the interview schedule, observation schedule and document analysis was recorded in writing. The researcher then read through the transcripts in their entirety several times so as to familiarize with the transcribed data, before breaking it into parts. After initial reading, the data was copied into separate files and thereafter the new copies were edited by removing filters, unnecessary repetitions, words and leaving only the relevant text (Jwan & Ong'ondo, 2011).

The researcher then embarked on open coding. This entailed highlighting specific and distinct issues from file 2 which had been cleaned and edited. Different chunks of data were highlighted and assigned words that captured views relevant to the study. Chunks of data that were found irrelevant at this stage were put aside for use in the subsequent stages as recommended by (Clarke and Braun, 2006).

During the second phase coding, the researcher grouped similar codes tagging them and eliminate repetitions guided by the research questions and the literature reviewed.

Codes were merged and identified as categories and then used to come up with themes as recommended by (Creswell 2014). The third phase entailed grouping of categories into themes corresponding to research questions. Thereafter, the researcher reread the themes and chunks of data under them to ensure they were relevant to this study as recommended by (Jwan & Ong'ondo, 2011).

Finally, the researcher embarked on report writing. At this stage, the researcher went through the whole chunk of data putting the direct speech into reported speech consequently using the narrative technique. According to Mugenda and Mugenda (2009), qualitative research reports are normally narrative. The second phase of data collection process entailed generating quantitative data from 509 Form two students using the questionnaire and the pre-test and post-test.

Quantitative data was analysed using descriptive and inferential statistics with the aid of Statistical Package for Social Sciences (SPSS) version 20. The descriptive statistics were done first followed by the inferential statistics. Data from descriptive statistics were presented through tables of frequencies, percentages, means and standard deviation. Inferential statistical methods used included the independent samples t-test and Pearson Product-Moment correlation.

The independent samples t-test was used to get the differences between two means while Pearson's Product Moment correlation (r) was used to measure the magnitude and the direction of correlation between the study variables. The statistical significance of the hypotheses was examined at 0.05 level of significance. Table 3.4 presents summary of data collected and analysis techniques.

Table 3.3 Summary of Data Analysis Procedures

Research Objective	Type of data	Data Analysis Technique	Source of Data	Instrument used
1. To establish how planning for instruction influence students' achievement in English grammar in secondary schools in Kenya.	Qualitative Quantitative	Computation of frequencies, percentages, means and standard deviation	Teachers	Interview, Document analysis, Observation, English Grammar Achievement Test
2. To examine the influence of the instructional approaches used on students' achievement in English grammar in secondary schools in Kenya.	Qualitative Quantitative	Computation of frequencies, percentages, means, standard deviation, Pearson product moment Coefficient; Independent samples t-test	Students Teachers	Interview, Observation, Questionnaire, English Grammar Achievement Test
3. To assess the influence of instructional resources used on students' achievement in English grammar in secondary schools in Kenya.	Qualitative Quantitative	Computation of frequencies, percentages, means, standard deviation, Pearson product moment Coefficient; independent samples t-test	Students Teachers	Interview, Observation, Questionnaire, English Grammar Achievement Test
4. To evaluate the influence of teaching/learning activities used on students' achievement in English grammar in secondary schools in Kenya	Qualitative Quantitative	Computation of frequencies, percentages, means, standard deviation, Pearson product moment Coefficient; independent samples t-test	Students Teachers	Interview, Observation, Questionnaire, English Grammar Achievement Test
5. To determine the influence of assessment methods used in internal evaluation on students' achievement in English grammar in secondary schools in Kenya.	Qualitative Quantitative	Frequencies, percentages, means, standard deviation, Pearson product moment Coefficient; independent samples t-test	Students Teachers	Interview, Observation, Document analysis, Questionnaire, English Grammar Achievement Test

Source: Omuna (2019)

3.13 Chapter Summary

This chapter gave an overall view of how the study was conducted, the study area and study target population described. The research philosophy adopted for the study was based on pragmatism which guided the research methodology and ethical considerations. Simple random sampling and purposive techniques were used to select the sample size.

Data was collected using the interview schedule, observation schedule, document analysis, English Grammar Achievement Tests (Pre-test and Post- test). The data collection procedures, validity and reliability of the research instruments, piloting of instruments and data analysis procedures were also discussed. Data was analyzed using descriptive statistics and inferential statistics. Descriptive statistics entailed use frequencies, percentages, means and standard deviation. The Inferential statistics entailed use of Independent samples t-test and Pearson Product Moment Correlation using the Statistical Package for Social Sciences (SPSS) version 20. Ethical issues adopted regarding the study, are highlighted.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents analysis, interpretation and discussion of the findings. This study investigated the influence of English language teachers' instructional practices on students' achievement in English grammar in secondary schools in Kenya.

The objectives of the study were to: establish how planning for instruction influence students' achievement in English grammar in secondary schools in Kenya, examine the influence of the instructional approaches used on students' achievement in English grammar in secondary schools in Kenya, assess the influence of instructional resources used on students' achievement in English grammar in secondary schools in Kenya, evaluate the influence of teaching/learning activities used on students' achievement in English grammar in secondary schools in Kenya, determine the influence of assessment methods used in internal evaluation on students' achievement in English grammar in secondary schools in Kenya.

4.2 Data Presentation and Analysis

Qualitative data which was obtained from 10 ESL teachers using the interview schedule, observation schedule and document analysis was analysed through the narrative analysis technique and reported in narrative form and direct quotes from the participants. Quantitative data which was obtained from 509 Form two students using a questionnaire and English Achievement Tests (pre-test and post-test) was analysed using descriptive and inferential statistics.

Data from descriptive statistics was summarized in tables using frequencies, percentages, means and standard deviation. Inferential statistics involved t-test and Pearson Product Moment correlations analysis. The independent samples t-test and Pearson correlation were used to test the hypotheses. The hypotheses were tested at 0.05 level of significance.

4.3 Return Rate of the Data collection Instruments

The English Grammar Achievement Test (pre-test and post-test), questionnaires, interview schedule, observation schedule and document analysis were used to collect data. A total of 10 ESL teachers and 509 students were sampled giving a total of 519 respondents. The return rate of data collection instruments is presented in Table 4.1.

Table 4.1: Return Rate of Data collection Instruments

Name of Instrument	Number Issued	Returned	Return Rate (%)
Questionnaire	527	509	96.6%
EGAT (Pre-test)	527	509	96.6%
EGAT (Post-test)	527	509	96.6%
Interview Schedule	10	10	100%
Observation schedule	10	10	100%
Document Analysis	10	10	100%

Source: Field Survey (2019)

The data presented in Table 4.1 shows that out of the 527 students' questionnaires administered, 509 were successfully filled in and returned giving a 96.6% return rate. Furthermore, out of the 527 EGAT (pre-test) papers issued, 509 were received which was 96.6% return rate. Out of the 527 EGAT (post-test) papers issued, 509 were received which was 96.6% return rate.

In relation to qualitative data, 10 observations schedules were filled in from 10 schools which gave a return rate of 100%. Additionally, data was obtained through interview schedules where 10 teachers of English language were interviewed which gave a return rate of 100% while document analysis conducted on the 10 teachers of English language gave a return rate of 100%. Thus, the return rate for the observation schedule, interview schedule and document analysis was 100%. This was because these data collection instruments were being filled by the researcher.

Generally, the overall response rate of all the research instruments was quite high. A response rate of 70% and over was sufficient to validate the findings of a study (Mugenda & Mugenda, 2009; Babbie, 2007; Kothari & Garg, 2014; Orodho, 2017).

4.4 Planning for Instruction and Students' Achievement in English Grammar

The data generated for this section was based on the first research objective which sought to establish how planning for instruction influenced students' achievement in English grammar. The data was generated using the interview schedule, observation schedule, document analysis and English Grammar Achievement Tests (pre-test and post-test). The findings were presented as follows:

4.4.1 Data Obtained from the Interview Schedule

The questions in section II of the interview schedule corresponded to the first research objective which sought to explore how planning for instruction influences students' achievement in English grammar.

Question 1 of this section asked ESL teachers to describe the professional documents they prepared and used when planning to teach English grammar. The findings revealed that the ESL teachers had been preparing and using schemes of work, lesson plans and lesson notes when planning to teach English grammar.

Majority of the participants reported that they had been referring to the English syllabus Volume 1 (KICD, 2002) whenever they were preparing schemes of work. This was reported by Teacher 1, 2, 4, 5, 6, 8 and 10. In particular, Teacher 2 commented:

> *At the beginning of every term, I prepare my schemes of work using the English syllabus. I then prepare lesson plans following the scheme of work when I want to teach a specific grammar lesson. Depending on the topic I'm going to teach, I may or may not prepare lesson notes.*

Regarding the lesson plan, participants indicated that they prepared lesson plans for teaching English grammar because it was a requirement by their employer. According to the participants, all teachers were expected to present their lesson plans to their supervisors at the end of every term as evidence during appraisal rating meetings. For instance Teacher 7 had this to say:

> *I have to prepare my lesson plans because it is one of the professional documents that is now mandatory for all the teachers to prepare. The other reason is that I require to present it to my supervisor at the end of the term as evidence during the appraisal rating meetings.*

In relation to the preparation of lesson notes, the findings revealed that most ESL teachers did not prepare and use lesson notes when teaching English grammar lessons. Participants who were interviewed indicated that some English grammar topics could easily be taught without prepared lesson notes because they were well explained in the students' English course book. For instance, Teacher 9 observed as follows:

> *Depending on the topic I'm going to teach, I may or may not prepare lesson notes. I can teacher grammar lesson lessons even without prepared notes because most of the topics are well explained in the students' English course books. Even teachers' guides have well explained notes on how to teach each topic. There is therefore very little need for me to prepare other notes.*

These findings revealed that ESL teachers did not plan for English grammar instruction adequately. This was a worrying practice given the importance of planning for instruction in the teaching and learning process.

These findings are consistent with the findings of Mutea (2015) who found out that ESL teachers did not always prepare elaborate lesson plans. This was partly because most classes had a heterogeneous population of learners in terms of age, ability and entry behaviour. Hence, the ESL teachers often adapt their teaching to cater for different needs in the class especially those for slow learners and non-readers.

Question 2 of section II of the interview schedule asked the ESL teachers to state how often they planned to teach grammar. The findings revealed that 6 out of 10 ESL teachers planned to teach English grammar only twice a week. The participants argued that English language had many other skills which ought to be taught weekly. For instance, the participants pointed out that the English syllabus (KICD, 2002) requires them to teach listening, speaking, reading, writing skills and then grammar on weekly basis. According to them, all these language skills are wide and the time allocated for teaching English language at Form 2 was only six lessons per week which was not adequate. In particular, Teacher 9 observed:

> *I plan to teach English grammar at form two at least twice a week.*
> *This is a requirement of the KICD syllabus. This arrangement allows*
> *me time to teach other language skills such as reading, writing,*
> *listening, speaking as well as aspects of literature.*

This implied that the teaching and learning of English grammar was allocated minimal time. The findings of this study are inconsistent with the findings of Nguyen, Warren and Fehring (2014) who pointed out that learning a language requires much time and effort from both the learners and language teachers.

They concluded that there was need to increase teaching time to sufficiently develop students' language skills. Al-Zoubi (2018) established that there existed a statistically significant correlation between exposure to language learning and the development of the four language skills. Thus, he recommended that students should be continually exposed to the English language. Woessmann (2003) and Lavy (2015) support these views by stating that instructional time is positively related to student performance.

Question 3 of section II of the interview schedule sought for ESL teachers' views in relation to how planning for instruction influences students' achievement in English grammar. The findings revealed that most of the participants concurred that there was a correlation between planning for instruction and students' achievement in English grammar. The participants were of the view that learners taught by teachers who planned for instruction were likely to perform well in English language. The participants pointed out that planning for instruction enabled teachers to logically teach their grammar lessons. In particular, Teacher 5 pointed out that:

> *For me, students taught by well-prepared teachers are likely to do well in an English language. This is because teachers who have planned for instruction present their lesson content very well. In fact such teachers present their lessons in an organized manner.*

This implied that there was a relationship between planning for instruction and students' achievement in English grammar.

4.4.2 Data Obtained from the Observation Schedule

Lesson observation was undertaken in all the 10 selected schools before the intervention process had begun. This was aimed at corroborating the data generated using the interview schedule and document analysis. Item 1 of the observation schedule sought to establish the professional documents prepared and used by the ESL teachers when teaching English grammar.

The results revealed that 8 out of 10 ESL teachers did not use lesson plans. It was only teachers observed in lesson 4 and lesson 6 who used lesson plans when teaching grammar. The rest of the teachers used the English course book to guide them when teaching grammar. This finding was in agreement with the data generated through document analysis which revealed that ESL teachers did not prepare and use lesson plans when teaching English grammar. However, this contradicted the data generated through the interview schedule where all the 10 ESL teachers had reported that they had been preparing and using lesson plans because it was a requirement by their employer for appraisal purposes.

Regarding lesson notes, the findings revealed that only 3 out of 10 ESL teachers had prepared and used lesson notes when teaching grammar. These were teacher observed in lesson 2, lesson 4 and lesson 6. The rest of the teachers referred to the English course book. This finding was in agreement with the data generated through the interview schedule where the participants had stated that they had been teaching grammar without prepared lessons notes. Likewise, the data generated through document analysis revealed that only 5 teachers had been preparing and using lesson notes when teaching English grammar.

These findings are supported by Bolarinwa, Ayodele, Olusegun, Abiodun and Ajayi (2020) who observed that some teachers were not writing lesson notes when going to teach. They opined that teachers who do not prepare lesson notes may not remember all salient points when teaching. Thus, they may not be able to teach sequentially. Similar findings were established by Muvango et al. (2019) who affirmed that majority of ESL teachers in Kenyan secondary schools did not prepare lesson notes.

Furthermore, Kimosop (2015) established that majority of the teachers used textbooks and not lesson notes. Lesson notes guide the teacher during the content delivery. Thus, absence of lesson notes influenced students' achievement in grammar.

4.4.3 Data obtained from Document Analysis

Section I of the document analysis sought to establish the professional documents prepared and used by the ESL teachers when teaching English grammar was conducted. This was done in order to corroborate the data generated through the interview schedule. This was achieved by analysing teachers' professional documents such as: the schemes of work, lesson plans, lesson notes and the Secondary English syllabus volume 1 (KICD, 2002) in order to ascertain their availability and use. The results are presented in Table 4.2.

Table 4.2: Results of the Document Analysis on the Professional Documents

School Code	Enrolment	Professional Documents				Documents Available	Pre-test Scores
		Scheme of work	Lesson Plan	Lesson Notes	KICD Syllabus		
School **B**	59	✓		✓	✓	3	**13.14**
School **H**	53	✓		✓		2	**12.32**
School **E**	49	✓				1	**12.47**
School **C**	55			✓		1	**11.78**
School **J**	48	✓			✓	2	**12.17**
School **F**	51	✓	✓	✓	✓	4	**12.51**
School **D**	42	✓	✓	✓	✓	4	**12.62**
School **A**	54				✓	1	**11.98**
School **G**	52				✓	1	**11.90**
School **I**	46	✓			✓	2	**12.26**
Total		**7**	**2**	**5**	**7**		

Source: Field Data   (✓) Available and in use

The results presented in Table 4.2 revealed that the teachers in school D and F had all the 4 professional documents available and in use while the teacher in school B had 3 documents. The teachers in school H, I and J had 2 documents while school A, C, E and G had only one 1 document available and in use. The results revealed that 7(70%) teachers had been using the English syllabus when planning to teach English grammar. These were teachers in school A, B, D, F, G, I and J.

In regard to the Secondary English syllabus, the findings revealed that 3 (30%) teachers from school C, E and H had not been using it when planning to teach English grammar. These teachers had instead been using the Form 2 prescribed English course book for getting the English grammar topics they taught. A further analysis of these three teachers established that they were all holders of a Bachelor of Education (Arts) degree. Therefore, this showed that lack of using the syllabus for planning for grammar instruction was not determined by teachers' qualifications, but it was a matter of personal choice.

Regarding the preparation of schemes of work, the results obtained from document analysis revealed that 7 (70%) teachers from school B, D, E, F, G, I and J had prepared and used approved schemes of work. On the contrary, 3 (30%) teachers from school A, C and H had not prepared and used schemes of work by the time of this study. In this connection, an analysis conducted on the schemes of work revealed that 7 (70%) out of 10 ESL teachers had planned to teach grammar only twice a week.

In relation to effective preparation and use of lesson plans, the findings revealed that ESL teachers did not prepare and use lesson plans when teaching English grammar. The findings revealed that only 2 (20%) teachers from school D and F had prepared and used lesson plans when teaching English grammar.

Furthermore, the findings revealed that 5 (50%) teachers from school A, B, C, G and I availed incomplete lesson plans. The study noted that the completeness of these lesson plans varied from one teacher to another. On the other hand, the findings revealed that 3 (30%) teachers from school E, H and J had neither prepared nor used lesson plans when teaching English grammar.

In regard to the preparation and use of lesson notes, the findings revealed that 5 (50%) teachers from school C, B, D, F and H used updated lesson notes for teaching English grammar. Two (20%) teachers from school E and I had lesson notes that were not well updated while 3(30%) teachers from school A, G and J did not have prepared lesson notes for teaching grammar at all. Moreover, the findings revealed that the 3(30%) teachers from these schools mainly referred to the prescribed English course book when teaching English grammar.

A further analysis was conducted by checking at the schemes of work and lesson plans available in order to verify the findings of the interview schedule. The findings revealed that teachers from school B, E, F, H and J had all planned to teach English grammar only twice a week. On the contrary, teachers from school D and I had schemed to teach English grammar only once a week. Teachers in school A, C and G did not avail their schemes of work for checking since they had not prepared them. Thus, the researcher relied on the students' English grammar exercise books in order to establish the number of times the teachers in these three schools had been teaching grammar the previous term.

The analysis conducted on the students' exercise books estimated that the teachers in school A, C and G had been teaching grammar once per week. These findings show that on average, English grammar is allocated only two lessons per week.

This implied that the two grammar lessons that were being taught per week could not provide sufficient frequency for exposing learners to the English grammatical structure in order to increase their achievement. These findings implied that majority of the teachers did not adequately plan for English grammar instruction.

The findings of this study were in agreement with the findings of Muvango, Indoshi and Okwara (2019) who established that teachers of English language in Kenyan secondary schools did not plan for grammar instruction. They found out that only 10% of the teachers prepared schemes of work. With regard to lesson plans, they found out that majority of teachers, 35 (87.5%) did not prepare lesson plans. Furthermore, Bagaya, Ezati, Wafula and Rasmussen (2020) established that teachers of English language in Uganda rarely prepared lesson plans. Similarly, Nguyen, Warren and Fehring (2014) established that teachers of English language in Vietnam did not prepare lessons before going to class.

4.4.4 Data Obtained from the Tests

The pre-test and post-test-test mean scores were analysed to establish the influence of planning for instruction on students' achievement in English grammar. Firstly, this study sought to establish the influence of planning for instruction using the English syllabus on students' achievement in English grammar. This was established by comparing the overall pre-test mean scores of those schools which had been using the syllabus and those which had not been using the syllabus when planning to teach English grammar so as to find the difference. The findings presented in Table 4.2 revealed that school B (M=13.14), D (M=12.62), F (M=12.51), J (M=12.17), A (M=11.98), G (M=11.90) which had been using the KICD syllabus had an overall pre-test mean score of 12.37.

On the other hand, school C (M=11.78), E (M=12.47) and school H (M=12.32) which had not been using the KICD syllabus had an overall pre-test mean score of 12.19. This implied that overall pre-test mean score for the schools where teachers had been using the syllabus when planning to teach English grammar was higher by 0.18. This suggested that students' achievement in grammar was higher in those schools where teachers used the syllabus when planning for instruction while lower in those schools that did not use the syllabus. This implies that the syllabus is an important professional document to be used when planning for English grammar instruction.

Secondly, this study sought to establish whether use of the scheme of work as a component of planning for instruction had an influence on students' achievement in English grammar in secondary schools in Kenya. In order to establish if preparation and use of schemes of work influenced students' achievement in English grammar, the study compared the overall pre-test mean scores of those schools which had been preparing and using the schemes of work and those which had not been preparing and using schemes of work when teaching English grammar so as to find the difference in their overall mean scores. The findings presented in Table 4.5 revealed that school B (M=13.14), D (M=12.62), E (M=12.47), F (M=12.51), G (M=11.90), I (M= 12.26) and J (M=12.17) where teachers planned to teach English grammar using the scheme of work had an overall pre-test mean score of 12.44.

On the other hand, school A (M=11.98), C (M=11.78) and school H (M=12.32) where teachers had not prepared and used schemes of work when teaching English grammar had an overall pre-test mean score of 12.03. The overall pre-test mean score for the schools where teachers had prepared and used schemes of work when teaching English grammar was higher by 0.41.

This implied that the scheme of work was an important component of planning for English grammar instruction. This implied that planning for instruction by preparing and using schemes of work influenced students' achievement in English grammar.

Thirdly, this study sought to establish whether preparation and use of lesson plans as a component of planning for instruction had an influence on students' achievement in English grammar in secondary schools in Kenya. In order to establish how lesson planning influenced students' achievement in English grammar, the study compared the overall pre-test mean scores of those schools where teachers had been preparing and using lesson plans and those where teachers had not been preparing and using lesson plans when teaching English grammar so as to find the difference in overall pre-test mean scores. The findings revealed that in school D (M=12.62) and F (M=12.51) where teachers had prepared and used lesson plans when teaching English grammar had an overall pre-test mean score of 12.57.

On the other hand, in school E (M=12.47), H (M=12.32) and school J (M=12.17) where teachers had used incomplete lesson plans had an overall pre-test mean score of 12.29. While in school A (M=11.98), B (M=13.14), C (M=11.78), G (M=11.90) and I (M=12.26) where the teachers had not prepared and used lesson plans when teaching English grammar had an overall pre-test mean score of 12.21. The overall pre-test mean score for school D and F where teachers had prepared and used lesson plans when planning to teach grammar was higher than that of school A, B, C, G and I where teachers had not been prepared and used lesson plans at all when teaching English grammar by 0.36. This implied that planning for English grammar instruction by preparing and using lesson plans influenced students' achievement in grammar. The findings of this study are in agreement with the findings of Ngware, Njora,

Mahuro, Mutisya, and Abuya, (2016) who, in their study found out that students whose teachers used English lesson plans performed better in English than those taught by teachers who did not prepare and use lesson plans.

Fourthly, the study sought to establish whether preparation and use of lesson notes had influenced students' achievement in English grammar. In order to establish if preparation and use of lesson notes influenced students' achievement in English grammar, the study compared the overall pre-test mean scores of those schools where teachers had been preparing and using lesson notes and those where teachers had not been preparing and using lesson notes when teaching English grammar. The findings revealed that in school C (M=11.78), B (M=13.14), D (M=12.62), F (M=12.51) and H (M=12.32) where teachers used lesson notes had an overall mean score of 12.47.

On the other hand, school A (M=11.98), G (M=11.90) and school J (M=12.17) where teachers had not preparing and used lesson notes had an overall mean score of 12.02. More so, the findings revealed that in school E (M=12.47) and I (M=12.26) where teachers used old lesson notes their overall mean score was 12.37. The pre-test mean score for the school C, B, D, F and H where teachers had prepared and used lesson notes when planning to teach grammar was higher than those from school A, G and J where teachers had not prepared and used lesson notes by 0.45.

When the overall pre-test mean score for the school C, B, D, F and H where teachers had prepared and used lesson notes when planning to teach grammar was compared to that of E and I where teachers had been using old lesson notes when teaching grammar, the overall mean score was found to be higher by 0.10.

This implied that in the schools where lesson notes were prepared and used, the students' achievement in English grammar was higher.

The post-test results revealed that planning for instruction influenced students' achievement in English grammar. In this study, planning for instruction during the intervention period entailed use of lesson plans and lesson notes. The experimental group used prepared lesson plans based on the grammar in context approach and lesson notes in all the four lessons while the control group used prepared lesson plans based on the deductive approach without accompanying lesson notes. The findings presented in Table 4.13 revealed that all the 5 schools in the experimental group which used lesson plans and lesson notes obtained post-test mean scores above 50%. On the other hand, schools in the 5 schools in the control group which used only lesson plans obtained post-test mean scores below 50%.

An analysis of the post-test mean scores revealed that school E and J from the experimental group where teachers had not prepared and used lesson notes and lesson plans before intervention, had a marked improvement in the post-test means after planning for English grammar instruction. The post-test mean score for school E increased by 2.77 while school J increased by 3.93. However, the post-test mean scores for school A, G and I from the control group where teachers had not prepared and used lesson notes, improved slightly by 1.7, 2.08 and 1.94 respectively.

These findings concurred with the findings of Bolarinwa et al. (2020) who established that there existed a significant positive relationship between teachers' preparedness for lesson and secondary school academic performance. This means that teachers' preparedness for lesson enhances secondary school student academic performance.

Furthermore, the findings of the current study are consistent with the findings of Indimuli et al. (2009) who suggested that teacher preparation is vital for effective instructional process.

A study by Armstrong et al. (2009) affirmed that well planned lessons increased students' academic performance. The results also corroborate the findings of Nesari and Heidari (2014) and Heidari, Azizifar, Gowhary and Abbasi (2015) who declared that planning for instruction is a critical component because it enables teachers to manage their time well, and utilize instructional resources efficiently. The findings of the current study are further validated by Otunga, et al. (2011) who contend that lesson planning by teachers is a vital process in the implementation of teaching.

Gichuru and Ongus (2016) also found out that well prepared mathematics teachers impacted positively to student performance. Furthermore, Bolarinwa et al. (2020) established that there was a significant relationship between teachers' preparedness and secondary school students' academic performance. The study established that teachers' preparedness for lesson had influence on students' academic performance.

Vygotsky's (1978) sociocultural theory recognizes the importance of planning for instruction. Through applying the concept of ZDP, the teacher identifies what the learners already know and plans to teach only some new concepts to add to it. Knowing both levels of Vygotsky's ZPD is useful to teachers, because they indicate where the child is at a given moment as well as where the child is going. This theory suggests that teachers should only plan for instruction that fall within ZPD. However, the findings of this study revealed that ESL teachers did not adequately plan for English grammar instruction.

4.5 Influence of Approaches on Students' Achievement in English Grammar

The data generated for this section was based on the second research objective which was: to examine the influence of instructional approaches on students' achievement in English grammar in secondary schools in Kenya. The findings were as follows:

4.5.1 Data Obtained from the Interview Schedule

This study sought to establish the instructional approaches that ESL teachers had been using when teaching English grammar. Question 1 of section III of the interview schedule asked ESL teachers to describe the instructional approach that they normally used when teaching English grammar. The findings revealed that 7 out of the 10 participants had been using the deductive approach when teaching English grammar. However, three participants reported they had been using the inductive approach. Surprisingly, none of the participants said that they had been using the grammar in context approach while teaching English grammar.

The participants who had been using the deductive approach claimed that it enabled them cover the syllabus on time and that it was an easier approach to use. For instance Teacher 1 remarked:

> *I mainly begin by explaining the grammatical rules of the item I'm teaching. Once the learners have understood the rules, I then provide examples on how the rules can be applied. English language is taught in a quite limited time, 40 minutes per a lesson. If I use another approach, there is no enough time to enable me cover the syllabus. To have students cover most of the topics, I have to save the time.*

Furthermore, the findings revealed that ESL teachers used the deductive approach when teaching grammar because they found it easier to use in ESL classes with higher enrolment compared to other instructional approaches. Teacher 3 remarked that:

> *Well, I normally use the deductive approach in my class because it's easier for me. Seriously, using other approaches in a classroom of over 50 students doesn't seem effective to me. I could use other approaches available, but some of my students may fail to take part in the discussion.*

Another participant pointed out that he uses an approach that can enable the students understand the grammar rules. For instance, Teacher 7 observed that:

In my teaching I lay more emphasis on the grammatical rule because I want students to think of the grammar rule. It is important for the students to understand the grammar rules. If they can find out the rule, then they should be able to pass the examinations

The same view was held by Teacher 5, Teacher 8 and Teacher 9 who equally indicated that they use the deductive approach because it enables the students learn grammar rules easily. Specifically, Teacher 9 expressed:

The approach I use to teach English grammar is one which enables my students to master the grammar rules. This is because if students know the rules of grammar, then they can easily perform well in the national examinations. I believe that even their written and spoken language will improve.

However, participants who used the inductive approach said that they preferred it because enabled learners to learn grammar rules on their own. As such the learners tend to understand the grammar rules well. For instance, Teacher 10 noted that:

I like using an approach that enables students find a grammatical rule by themselves. This is because it might be harder for them to forget the rule than just learning from me. I therefore prefer to ask the learners questions in relation to the items I'm teaching before explaining grammatical rules to them.

Furthermore, two participants had different opinions regarding instructional approaches they had been using to teach English grammar. Teacher 4 stated that:

I use a mixed approach when teaching English grammar. What determines the approach I choose to use is the grammar topic at that I am teaching at that particular time. Otherwise, I always use interchangeably lecture, demonstration and group work activities.

A similar opinion was observed from Teacher 6 who commented that:

I think role playing, discussions and group activities are good methods for teaching English grammar. I believe students learn a language well when they participate actively than remaining passive in the classroom.

Question 2 of section III of the interview schedule sought to establish how students' react when being taught English grammar. The findings revealed that most students reacted positively when they were being taught English grammar. The teachers' views were in agreement with the students' responses which were collected through questionnaires. A number of participants' observed that students demonstrated a positive attitude towards the learning of grammar. Teacher 4 commented that:

> *My students have always been reacting positively and willing to learn whenever I teach them English grammar. However, this largely depends on the method I am using to teach them. Sometimes the topic I am teaching may also determine their reaction.*

In the same breadth, Teacher 5 remarked:

> *I can say that their reaction when I'm teaching them grammar lessons is fairly positive. This is because they always participate actively during the lessons by giving their responses. My grammar lessons are always quite enjoyable as the learners attempt to provide responses to the tasks I give them.*

In addition, participants mentioned that their students were highly receptive to the grammar lessons. Teacher 7 added that:

> *Most of the time my learners are highly receptive during the English grammar lessons. The students are always very curious to know more. Thus, they participate by asking and answering questions. They express a great desire to master the content being taught.*

Equally, Teacher 8, Teacher 9 and Teacher 10 confirmed that their students exhibited positive attitude towards the teaching and learning of English grammar. However, a few participants were of the view that their students seemed to exhibit dislike for English grammar. Specifically, Teacher 1 observed:

> *I think my students dislike grammar. This is because most of them remain silent during the English grammar lessons. Whenever I ask them questions, most of them are not willing to raise up their hands to answer the questions. There are also some of them who believe that grammar is complicated.*

Teacher 2 concurred that his students seemed not to like grammar and he commented: "During English grammar lessons, most of the learners remain passive. In most cases I have to prompt them to speak."

Question 3 of section III of the interview schedule asked the teachers to describe their students' performance in English grammar. The findings revealed that students' performance in English grammar was poor. For instance, all the 10 teachers interviewed reported that their students' achievement in English grammar was poor. The ESL teachers described their students' current performance in English grammar as follows: Teacher 6 from said:

> *In spite of their eagerness to learn, their performance in English grammar is generally below average. However, individually some students may occasionally score above average marks in some specific topics. But these cases are always fewer than those who score below average.*

Supporting this, Teacher 4 stated the following:

> *Generally, I would describe the performance of my students in English grammar as largely below average and even at times very poor. In most cases, most of them obtain very low marks in class assignments and even in other termly examinations.*

Similarly, Teacher 2 explained:

> *Well, I can say that performance of my students in English grammar is always average. However, their performance is not always consistent since it keeps on fluctuating between average and below average. This is also determined by the nature of the topic.*

Teacher 9 stated that, 'Their performance sometimes depends on the topic. However, I can describe their performance as fair but most of them are below average.' Evident from this data is the fact that most teachers agreed that performance of their students in grammar was below average.

Question 4 of section III of the interview schedule sought to establish ESL teachers'

views regarding the causes of poor achievement in English grammar among their

students. To this question, most of the participants pointed out that poor performance

in English grammar among their students was caused by influence of mother tongue,

lack of instructional resources, poor attitude of students towards English grammar and

improper use of teaching methods as some of the causes of students' poor

achievement in English grammar. Teacher 1 observed that:

> *In my view, the cause of poor performance in English grammar among my students is as a result of the influence of mother tongue interference as well as use of sheng and Kiswahili. Since my learners are day scholars, they like using mother tongue while outside the school compound.*

Participants observed that most students in the sub-county secondary schools were

day scholars and they used their mother tongue for communication most of the time in

and outside the school compound. Teacher 6 noted that:

> *The persistent poor achievement in English grammar among my students is as a result of their excessive use of their mother tongue as they walk in and out of the school compound since they are day scholars. More so, while at home the learners use mother tongue whenever they are communicating with their relatives.*

The participants pointed out that lack of adequate instructional resources was also one

of the causes of students' poor performance in English grammar. For instance,

Teacher 10 stated as follows:

> *In my opinion, the poor achievement in grammar among my learners is caused by inadequate teaching materials. Students' enrolment is very high which forces them to share the few resources available in the school. In most cases, I am forced to teach the grammar lessons without the aid of teaching aids.*

Another participant blamed the poor achievement in English grammar on students'

background. Teacher 2 stated that:

> *The main cause of poor performance in English grammar according to me I can say is the students' low entry behavior. Most of the students in my class had scored very poor marks in English language in their primary school final examination.*

Based on these extracts, it appears that majority of students in Kenyan secondary schools perform poorly in English language.

4.5.2 Data Obtained from the Observation Schedule

Lesson observation was undertaken in all the 10 schools before the intervention process began. This was aimed at corroborating the data generated through the interview schedule. Item 2 of the observation schedule sought to establish the instructional approaches ESL teachers used to teach English grammar.

The findings revealed that all the 10 ESL teachers used the deductive approach to teach English grammar. For instance, in lesson 1, the teacher used the deductive approach when teaching the grammar topic: comparative and superlative forms of adverbs. In this particular ESL lesson, the researcher observed that the teacher wrote the topic on the blackboard and asked the students to define the term adverbs. After the students had given their definitions, the teacher then provided his own definition. Thereafter, the teacher went ahead to write examples of adverbs on the blackboard. Students were then asked to give further examples of adverbs.

As the lesson progressed, the teacher explained the difference between comparative and superlative adverbs. At this point, the teacher explained the grammar structures by himself. The learners were not given room to obtain the information themselves. After the teacher had given all the explanations on comparative forms of adverbs, he asked the students whether his explanations had been clear. During this lesson, it was observed that the teacher did a lot of talking and there was very little learner

involvement. The learners remained passive most of the time because the teacher did not give them an opportunity to practice the grammatical structures he was teaching.

In lesson 9, the teacher was observed teaching 'independent and subordinate clauses.' This particular class had 46 students. The observation revealed that the teacher used lecture method throughout the lesson. All explanations about the independent and subordinate clauses were done by the teacher. The learners listened keenly while taking down lesson notes. After the teacher had given all the definitions, he went ahead to write down the examples of each clause on the blackboard.

Likewise in lesson 7, the teacher was observed using the deductive approach while teaching the topic reported speech. In this particular lesson, the teacher wrote an example of reported speech on the black board: *"I am going to school now," said Anne.* The teacher then went ahead to explain the rules related to the reported speech as follows: *'If the verb in the original sentence is in the present tense in direct speech, it shifts to past tense in reported speech. The pronoun I changes to she and the adverb of place now becomes then."* As the teacher explained the rule, he wrote more examples of changing direct speech to indirect speech on the blackboard. He then asked the learners to study the rules before applying them. After the teacher had explained all the grammar rules, he gave the learners an exercise to do on reported speech. The learners were required to do the exercise individually.

Similar trends were observed in other lessons. For instance, lesson 3 and lesson 8, the findings revealed that the teachers had used the deductive approach to teach English grammar. In this particular lessons, there was too much teacher talk as they endeavoured to explain the grammar rules to the learners. Hence, the data generated

through the observation schedule revealed that ESL teachers mainly used the deductive approach to teach English grammar.

The findings of the current study are consistent with findings reported in several other studies. For instance, Adhikari (2017) pointed out that 80 percent of the English grammar lessons by the Nepalese teachers were taught through the deductive approach. Furthermore, the study noted that only 20 percent of the lessons were taught through the inductive approach. This finding also gave credence to Ahmadzai, Katawazai, and Sandaran (2019) who established that ESL teachers generally prefer the deductive approach and rarely use the inductive approach as they were trained in the classical method of teaching English grammar.

In addition, the findings of this study supported the study of Koceva (2017) who established that deductive grammar instruction was predominant in the teaching of foreign languages in elementary and high schools across the Republic of Macedonia. According to Alzu'bi (2015) the deductive approach is a 'top-down' one and may have had a negative impact on students' achievement in English grammar as all the schools had recorded poor pre-test mean scores.

On the contrary, Shaffer (1989) criticized the deductive approach noting that the problem many students have applying these various rules indicates that they may not fully understand the concepts involved because the deductive approach tends to emphasize grammar at the expense of meaning and to promote passive rather than active learner participation. Thus, this implied that the deductive approach was not a suitable approach for English grammar instruction. Therefore, ESL teachers should always aim at using appropriate instructional approaches that are capable of enhancing students' achievement in English grammar. The approach used by the ESL

teachers was not aligned to the sociocultural theory which emphasises interaction between the teacher and the learner for effective scaffolding (Vygotsky, 1978).

4.5.3 Data Obtained from the Questionnaire

Section II of the questionnaire corresponded to the second research objective. The students were asked to respond to four items related to instructional approaches. Item 3 asked the students to rate the frequency with which their teachers had been using the three listed approaches namely: deductive approach, inductive approach and grammar in context approach when teaching English grammar. The responses was based on a five-point Likert Scale where 1= never, 2 = rarely, 3 = occasionally, 4= frequently and 5 = always. The results are presented in Table 4.3.

Table 4.3: Use of Instructional Approaches in Teaching English Grammar

Instructional Approach	Never	Rarely	Occasionally	Frequently	Always
Deductive Approach	17	71	85	104	232
	(3.3%)	(13.9%)	(16.7%)	(20.4%)	(45.6%)
Inductive Approach	28	79	99	135	168
	(5.5%)	(15.5%)	(19.4%)	(26.5%)	(33.0%)
Grammar in Context Approach	94	146	112	58	99
	(18.5%)	(28.7%)	(22.0%)	(11.4%)	(19.4%)

Source: Field Data (2019)   N=509

Table 4.3 presents a summary of frequency and percentage distribution of the instructional approaches used by ESL teachers when teaching grammar. The findings revealed that 232 (45.6%) students said that their teachers always taught grammar using the deductive approach. While 168 (33%) students said that their teachers always taught English grammar using the inductive approach.

The least used approach was grammar in context approach, where only 99 (19.4%) students said that their teachers always used it. The results suggested that 421 (82.7%) students indicated their teachers had been using the deductive approach when teaching grammar.

This finding is similar to observations made by Al-Seghayer (2015) who established that Saudi Arabia teachers taught grammatical concepts by using many separate examples that are not contextualized. He further noted that grammar was taught in isolation and instruction focused on rote rules and memorization, as well as adhering to explicit formal grammar instruction.

In concurrence, Al-Mekhlafi and Nagaratnam (2013) regarded "explanation of a lot of rules to the learners," as major issue in English grammar instruction.

Again, the findings of this study were in line with that of Dutta and Bala (2012) who confirmed that teachers in India taught English grammar by making students memorize the rules and work on exercises. It was observed that during the study, none of the teachers reported that contextualising grammar teaching was a better approach. The study recommended that teachers should contextualise grammar teaching.

Item 4 of the questionnaire sought for information on students' reaction when being taught English grammar by their teachers. The results are presented in Table 4.4.

Table 4.4: Students' Reaction to English Grammar when being taught

Rating	Frequency	Per cent
Very dissatisfied	10	2.0
Not satisfied	61	12.0
Undecided	25	4.9
Satisfied	267	52.5
Very satisfied	146	28.7
Total	**509**	**100**

Source: Field Data (2019)

The results presented in Table 4.4 revealed that 267 (52.5%) students were satisfied with the way grammar was being taught, 146 (28.7%) said that they were very satisfied, 61 (12%) were not satisfied, 25 (4.9%) students were undecided and 10 (2%) students were very dissatisfied. The findings implied that a greater proportion of the students 413 (81.2%) were satisfied with the way grammar was being taught.

This finding is consistent with Umo-Udofia and Andera (2018) who found that most students had a fairly positive attitude towards learning English grammar. Karahan (2007) asserted that positive attitudes toward language allow learners have positive orientation towards learning English. Surprisingly, these claims were not reflected when it came to students' achievement in English grammar. The fact that the students said that they were satisfied with the way their ESL teachers taught English grammar was because their teachers may not have introduced to them a variety of instructional approaches. As a result, it was not possible for them to make comparisons to other instructional approaches available.

In addition, item 5 of the questionnaire sought for data on students' achievement in English grammar. The data was analysed and the results presented in Table 4.5.

Table 4.5: Students' Achievement Rating in English Grammar

Rating	Frequency	Per cent
Very poor	16	3.1
Poor	62	12.2
Average	276	54.2
Good	105	20.6
Excellent	50	9.8
Total	**509**	**100.0**

Source: Field Data (2019)

The results in Table 4.5 revealed that 276 (54.2%) students rated their achievement in English grammar as average, 105(20.6%) rated their achievement as good, 62 (12.2%) rated their performance as poor, 50 (9.8%) said their achievement was excellent while only 16 (3.1%) students rated their English grammar achievement as very poor. Therefore, the data suggests that a greater proportion of the students 354 (69.5%) rated their achievement in English grammar was poor.

These findings confirmed the findings of Ombati et al. (2013) who in their study established that many students in Kenya fail to express themselves in proper English due to their poor grammar which translates to dismal performance in the national examinations. Furthermore, Wanja (2017) observed that most undergraduate students are experiencing challenges in English writing skills. She noted that many students spelt words incorrectly, gave the wrong plural forms of nouns, wrote poorly constructed sentences and ignored the basic tenets of grammar such as capitalization

and punctuation. She concluded that the undergraduate students generally lacked mastery in English grammar rules. Again, the finding of the current study was in line with the finding of KNEC (2017) which indicated that many students showed low level of content mastery, demonstrated poor word choice and poor use of English grammar resulting to frequent construction errors. It appeared that ESL teachers lacked knowledge on how to apply scaffolding as a strategy to support learners to improve performance (Vygotsky, 1978).

Finally, item 6 of this section of the students' questionnaire sought for students' opinion on the extent to which their English grammar achievement was affected by the instructional approaches used by their teachers. The data was analysed and the results presented in Table 4.6.

Table 4.6: Effect of Teaching Approach on English Grammar Achievement

Extent	Frequency	Percent
Not at all	35	6.9
To a small extent	55	10.8
To some extent	189	37.1
To a moderate extent	166	32.6
To a large extent	64	12.6
Total	**509**	**100**

Source: Field Data (2019)

The results presented on Table 4.6 indicate that 189 (37.1%) students thought that their achievement of English grammar was affected by the kind of instructional approach used by their teachers to some extent. 166 (32.6%) students said that the instructional approach used by their teachers affected their achievement in English

grammar to a moderate extent. Those who said that the kind of instructional approach used by the teachers affected their achievement in English grammar to a larger extent were 64 (12.6%). In contrast, 55 (10.8%) students reported that the instructional approaches used by the teachers affected their achievement in English to a small extent while only 35 (6.9%) said that the instructional approaches used did not affect their achievement in English grammar. The data suggests that a greater proportion of the students 419 (82.3%) indicated that instructional approaches used by the teachers to some extent influenced students' achievement in English grammar.

4.5.4 Data Obtained from the Tests

Based on the questionnaire, interview schedule and observation schedule findings, the researcher further conducted data analysis using independent samples t-test to establish the level of students' achievement in English grammar. Consequently, an EGAT (pre-test) was administered to the control and experimental groups before the intervention in order to check whether the two groups were of comparable English grammar before the interventions. The pre-test consisted of 30 English grammar items from the topic 'active and passive voice.' The individual school mean scores for the EGAT (pre-test) results were analysed and presented in Table 4.7.

Table 4.7: Pre-test Performance by Experimental and Control group

Group	School	Students	Mean Score	Std. Error	Std. Deviation
Experimental	School B	59	13.14	.45451	3.49
	School H	53	12.32	.53862	3.92
	School E	49	12.47	.56175	3.93
	School C	55	11.78	.57072	4.23
	School J	48	12.17	.53787	3.73
Overall Mean		**264**	**12.39**		
Control	School F	51	12.51	.68334	4.88
	School D	42	12.62	.60385	3.91
	School A	54	11.98	.58903	4.33
	School G	52	11.90	.43007	3.10
	School I	46	12.26	.66262	4.49
Overall Mean		**245**	**12.24**		

Source: Field data (2019)

The results presented in Table 4.7 indicate that 10 schools took part in the EGAT (pre-test). It also shows the number of Form two students in every school and their pre-test mean scores in English grammar for both the experimental and control groups. The results revealed that the highest pre-test mean score was from school B (M=13.14; SD=3.49) or 43.8% which was from the experimental group while the lowest mean score was from school C (M=11.78; SD=4.23) or 39.3% which was also from the experimental group.

The pre-test mean scores for all the schools were as follows: B (M=47.13; SD=9.1), D (M= 12.62; SD= 3.91), F (M=12.51; SD= 4.88), E (M=12.47; SD=3.93), H (M=12.32; SD=3.92), I (M=12.26; SD=4.49), J (M=12.17; SD=3.73), A (M=11.98; SD=4.33), G (M=11.90; SD=3.10) and C (M=11.78; SD=4.23). These findings revealed that all the schools obtained pre-test mean scores below 50%. In order to establish whether this difference in mean was significant, an independent sample t-test was carried out at 0.05 a significant level to test the hypothesis: There is no significant difference between the experimental and the control group in the pre-test mean scores. The results of the independent t-test are presented in Table 4.8 and Table 4.9.

Table 4.8: Group Statistics for the Pre-test

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Experimental	264	**12.39**	3.86	.23776
	Control	245	**12.24**	4.16	.26601

Source: Field data (2019)

Table 4.8 indicates that the overall pre-test mean score of the experimental group (M=12.39; SD=3.86) was slightly higher than the control group average mark (M=12.24; SD=4.16). The results revealed that although both groups had poor overall pre-test mean scores, the experimental group had a slightly higher overall pre-test mean score than that of the control group, with a mean difference of 0.15.

The results of the inferential statistics for the control group and the experimental group that took part in this study are presented in Table 4.9.

Table 4.9: T-test for Pre-test Mean Scores for both Groups

		Levene's Test for Equality of Variances		test for Equality of Means							
		F	Sig.	t	Df	Sig. 2-tailed	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	.264	.608	.431	507	.666	.15342	.35578	-.54557	.85241
	Equal variances not assumed			.430	495.927	.667	.15342	.35678	-.54757	.85440

*Correlation is significant at the 0.05 level (2-tailed).

The results presented in Table 4.9 revealed that there was no significant difference in grammar between the experimental group and the control group in the pre-test mean scores for experimental group (M=12.39; SD=3.86) and control group (M=12.24; SD=4.15); $t(507) = 0.431$, $p > 0.67$. The p - value is $(0.67 > 0.05)$ which means that we accept the hypothesis.

These results of the pre-test confirmed that the two groups were almost similar with regard to their English grammar ability before treatment began; as such, any differences in English grammar ability after treatment could be attributed to the treatment. Furthermore, this almost similar performance in English grammar for both groups was also an indication that the schools selected for this study were those of poor performing category and it also revealed that the students had not mastered the English grammar topic being tested.

The students' pre-test results for both experimental and control group were obtained from the students' marked scripts on the topic, "Active and passive voice," which was marked out of 30 marks.

A post-test was administered to 509 Form 2 students after they had been taught for four weeks in order to establish whether the teaching had any influence on the students' level of achievement in English grammar. The post-test had 30 grammar items on the topic 'Active and passive voice' just like it was in the pre-test. The students' post-test mean scores were analysed and the means for each school was computed. The post-test results are presented in Table 4.10.

Table 4.10: Post-test Mean Scores for the Experimental and Control Group

Group	Schools	Students	Mean score	Std. Error	Std. Deviation
	School B	59	16.34	.51213	3.90
	School H	53	16.77	.35087	2.55
Experimental	School E	49	15.24	.54328	3.84
	School C	55	15.65	.50400	3.74
	School J	48	16.10	.44982	3.12
Overall Mean		**264**	**16.06**		
	School F	51	14.43	.34427	2.53
	School D	42	14.30	.42976	3.01
Control Group	School A	54	13.68	.56813	4.14
	School G	52	13.98	.49059	3.40
	School I	46	14.20	.52282	3.47
Overall Mean		**245**	**14.12**		

Source: Field data (2019)

The results presented in Table 4.10 indicate that 10 schools sat for the post-test, the number of students in every school and the post-test mean scores for the experimental and control group. The results show that the highest post-test mean score was from

school H (M=16.77; SD=2.55) which was in the experimental group while the lowest

post-test mean score was from school A (M=13.68; SD=4.14) which was from the

control group. The post-test achievement in English grammar can be put in the

following order to have a clear view of their achievement.

The post-test mean scores were as follows: H (M=16.77; SD=2.55), B (M= 16.34;

SD= 3.90), J (M=16.10; SD= 3.12), C (M=15.65; SD=3.74), E (M=15.24; SD=3.84),

F (M=14.43; SD=2.53), D (M=14.30; SD=3.01), I (M=14.20; SD=3.47), G

(M=13.98; SD=3.40) and A (M=13.68; SD=4.14). These results indicate that all the

schools had an improved post-test mean score. The results of the Independent

Samples t-test are presented in Table 4.11 and Table 4.12.

Table 4.11: Group Statistics for the Post-test Means for both Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental	264	16.02	3.51	.21596
	Control	248	14.12	3.33	.21156

Source: Field data (2019)

The results presented in Table 4.11 show that the overall post-test mean score of the

experimental group was (M=16.02; SD= 3.51) while the overall post-test mean score

for the control group was (M=14.12; SD=3.33). Though both groups had an improved

mean scores, the experimental group had a higher post-test mean score than that of the

control group, with a mean difference of 1.94. The results of the inferential statistics

for the control group and the experimental group are presented in Table 4.12.

Table 4.12: Independent Samples t-test in the Post-Test

		Levene's Test for Equality of Variances		test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-test	Equal variances assumed	.006	.940	6.406	510	.000	1.93988	.30281	1.34498	2.53478
	Equal variances not assumed			6.417	509.941	.000	1.93988	.30231	1.34595	2.53382

*Correlation is significant at the 0.05 level (2-tailed).

The results presented in Table 4.12 revealed that there was a statistically significant difference between the experimental and control group in the post-test mean scores for experimental group (M=16.02; 3.51) and control group (M=14.12; 3.33); t (510) = 6.406, p <0.000.

After intervention, the findings show that there was a significant difference in performance between control and experimental group. From this finding, it can be concluded that students' performance in grammar was improved under the impact of grammar in context approach. This shows that the grammar in context approach leads to an improvement in students' achievement in English grammar. The study sought to find out the differences in the mean scores in order to determine the overall mean gains after the intervention. The results are presented in Table 4.13.

Table 4.13: Overall Mean Scores Gains

Group	School	Students	Pre-test	SD	Students	Post-test	SD	Gain
	B	59	13.14	3.49	59	16.34	3.90	**3.20**
	H	53	12.32	3.92	53	16.77	2.55	**4.45**
Experimental	**E**	49	12.47	3.93	49	15.24	3.84	**2.77**
	C	55	11.78	4.23	55	15.65	3.74	**3.87**
	J	48	12.17	3.73	48	16.10	3.12	**3.93**
Overall Mean Gain			**12.39**			**16.02**		**3.64**
	F	51	12.51	4.88	51	14.43	2.53	**1.92**
	D	42	12.62	3.91	42	14.31	3.01	**1.69**
Control	**A**	54	11.98	4.33	54	13.68	4.14	**1.70**
	G	52	11.90	3.10	52	13.98	3.40	**2.08**
	I	46	12.26	4.49	46	14.20	3.47	**1.94**
Overall Mean Gain			**12.24**			**14.12**		**1.87**

Source: Field data (2019)

The results presented in Table 4.13 show the pre-test and the post-test mean scores for each school in English grammar achievement for the topic active and passive voice for both the experimental and control groups. The results reveal that highest post-test mean score was from school H (M=16.77; SD=2.55) from the experimental group as compared to the highest pre-test mean score from school B (M=13.14; SD=3.90) from the experimental group. The lowest post-test mean score was from school A (M=13.68; SD=4.14) from the control group compared the lowest pre-test mean score was from school C (M=11.78; SD=4.23) in the experimental group.

The results presented in Table 4.13 indicate that during the pre-test, all the schools had a mean score of less than 50%. However, after the intervention, all the 5 schools from the experimental group had a post-test mean score of more than 50% while all the schools in the control group had post-test mean scores of less than 50%. The experimental group gained by 3.64 while the control group gained by 1.87. The analysis of the pre-test and post-test mean scores indicated that students' performance in grammar was poor for the pre-test scores for both the experimental and control group. However, the mean scores for both groups improved for the post-test scores and there was even better improvement for the experimental group.

To establish whether the instructional approaches the ESL teachers had been using to teach grammar had any influence on students' achievement in their pre-test mean scores, the study compared the overall pre-test mean scores of the schools in relation to the instructional approaches the teachers said they had been using. Data obtained from interviews scheduled revealed that 7 teachers had been using the deductive approach when teaching English grammar. The overall pre-test mean score of school: A, B, C, F, G, H and I was 12.26. The study also established that teacher 10 from school J had been using the inductive approach. The overall pre-test mean score for school J was 12.17. Two teachers from school D and E who said they had been using the contextual approach had an overall pre-test mean score of 12.57.

These results indicate that school D and F where teachers indicated they had been using the grammar in context approach had the highest overall pre-test mean score of 12.57 as compared to those schools where teachers said they had been using the deductive and inductive approaches. The high pre-test mean score for school D and F shows that contextual approach was an appropriate approach for teaching grammar.

As a matter of fact, school D (M =12.62) and F (12.51) which had used the contextual approach had the second and third highest pre-test mean scores. The effectiveness of the grammar context approach was also confirmed by the higher post-test mean scores obtained by the schools in the experimental group with an overall (M= 16.02) after they used the grammar context approach to teach English grammar during the treatment period. The overall post-test mean score for the schools in the control group which did not use the grammar in context approach was (M=14.12).

The grammar in context approach was used by the teachers in the experimental group to teach English grammar on the topic 'Active and passive voice.' During the intervention period, the two groups used different instructional approaches. The control group used the deductive approach while the experimental group was trained to use the grammar in context approach.

At the end of the intervention period which lasted for 4 weeks, a post-test on the topic active and passive voice was administered to both groups. The findings in Table 4.10 revealed that the post-test overall mean scores for the experimental group was 16.02 while that of the control group was 14.12. This finding revealed that the experimental group had obtained a higher mean score than the control group. The higher post-test mean score of the experimental group was an indication that when students were taught grammar using the grammar in context approach, they perform better than those who were taught using other methods.

These findings are consistent with the findings of Raheem and Hassan (2019) who observed that using grammar in context approach can be considered as an activity style in teaching English for fifth secondary students because of the positive effectiveness on the development of English language skills. They concluded that use

of grammar in context approach correctly developed vocabulary and grammar. It is in the light of this fact that the findings agree with that of Özkan (2015) who in his study "Utilization of news articles in English grammar teaching," established that teaching and learning grammar is best done within context of authentic resources.

These findings also coincide with that of Ghelichi (2017) in his study, "Contextualizing grammar instruction through meaning-cantered planned pre-emptive treatment and enhanced input in an EFL context," concluded that students who are taught grammatical points and structures in real-life-like contextualized activities performed better than those taught in de-contextualized deductive grammatical explanation. The results indicated that de-contextualized instruction failed to promote use of auxiliary verbs. In fact, "teaching items in isolation was not only boring, but also produced learners who lack communicative competence," (KICD, 2002:3).

In addition, the finding of this study supported the studies of Eldoumi (2012) and Dendrinos (2015) who concluded that grammar should be taught through a context that shows what language means and how it is used. They recommended use of passages in the learners' course book containing the intended grammar points. Moreover, the finding was also in agreement with that of Mart (2013) who observed that:

> If learners are given grammatical structures in context, they will be able master the language better. Teaching grammar in context will help learners to acquire new grammar structures and forms. Learners will use grammatical conventions more effectively in communication if they learn them in context (p. 128).

Moreover, Amin (2015) concluded that teaching grammar in context was effective in minimizing grammatical errors in students' writing because his study had a significant improvement of the experimental group's mean score. Therefore, he suggested that

English teachers implement this technique to their writing classes by teaching grammatical items integrated within the writing skill. When grammar explicit rules are taught separately from a meaningful context, students do not retain grammatical concepts that teachers are conveying. In order for grammatical concepts to be retained, grammar should be taught within meaningful contexts.

Hence, it is important for ESL learners to receive necessary grammar instruction in order to improve in language production (Padrick, 2014). However, these findings contradict those reported by Hmedan and Nafi' (2016), Hejvani and Farahani (2018) who established that inductive and deductive approaches were better methods of teaching grammar.

Based on the questionnaire, interview and observation schedule findings, the researcher conducted a further data analysis using Person Product Moment Correlation Coefficient analysis to establish the relationship between instructional approaches and students' achievement in English grammar in secondary schools in Kenya. The research hypothesis tested in this case was:

H_{O1}: **There is no statistically significant relationship between instructional approaches used and students' achievement in English grammar in secondary schools in Kenya.**

The results of the Pearson correlation analysis are presented in Table 4.14.

Table 4.14: Correlation between Approaches and Achievement in Grammar

		Instructional Approaches	Achievement in English Grammar
Instructional Approaches	Pearson Correlation	1	.123[**]
	Sig. (2-tailed)		.005
	N	509	509
Achievement in English Grammar	Pearson Correlation	.123[**]	1
	Sig. (2-tailed)	.005	
	N	509	509

* Correlation is significant at the 0.05 level (2-tailed).

The results presented in Table 4.14 revealed that there was a weak positive statistically significant correlation between instructional approaches and students' achievement in English grammar (r = .123, n=509, p = .005). This was an indication that instructional approaches used positively influence the students' achievement in English grammar.

In light of these results, the hypothesis of this study was rejected, on the basis that instructional approaches used influence students' achievement in English grammar. Thus, when ESL teachers use effective instructional approaches, students' achievement in English grammar also improves. The results of this study are in tandem with the findings of Amin (2015) who found out that teaching grammar in context is effective in minimizing students' grammatical errors. Furthermore, Collins and Norris (2017) confirmed that teaching grammar in context enhanced grammar within a short period of time.

In accordance to Vygotsky's (1978) sociocultural theory, learning is as a result of social interaction. Thus, teachers should use instructional approaches that enhance interaction between teachers and students, or more competent peers, materials and events in a collaborative environment. Vygotsky's theory requires that teachers and students play untraditional roles and collaborate with each other. Instead of a teacher dictating his/her meaning to students for future recitation, a teacher should collaborate with his/her students to create meaning in ways through which a child can achieve competence and work independently.

However, the findings of this study revealed that ESL teachers did not appreciate learning as a social activity that should incorporate a lot of interaction between the teacher and students and among the students as espoused by Vygotsky's (1978). The results of the interview schedule, observation schedule and questionnaire revealed that ESL teachers adopted the deductive teaching approach which made English grammar learning highly teacher-centred. The teachers took the centre-stage during the teaching and learning of English grammar. The only form of interaction between the teachers and students was in the form of teacher questions. The findings revealed that students did not interact among themselves.

This meant that in using the deductive approach, the ESL teachers did not encourage social interaction and this could possibly explain the poor students' achievement in English grammar as shown by the pre-test results. More so, despite the findings showing that teaching English grammar using the grammar in context approach was beneficial, ESL teachers rarely employed it which negatively affected students' achievement in English grammar.

4.6 Influence of Resources on Students' Achievement in English Grammar

Data generated for this section was based on the third objective of the study which was: to establish the influence of instructional resources on students' achievement in English grammar in secondary schools in Kenya. The data was presented as follows:

4.6.1 Data Obtained from the Interview Schedule

Section IV of the interview schedule sought to establish the kind of instructional resources the ESL teachers had been using when teaching English grammar. Question 1 asked the ESL teachers to describe the kind of instructional resources they had been using to teach English grammar. The findings revealed that the English prescribed course book was the predominantly used instructional resource when teaching English grammar. For instance, Teacher 1 commented that:

> I mainly use the English course book when teaching grammar lessons. This is because the course book is accompanied by a teachers' guide, which provides me with supplementary teaching materials, ideas, and activities to use when teaching every topic. More so, the course book is the most available resource.

Teacher 3 similarly stated that:

> *I normally use the English course book because it is the one which has been provided for by the Ministry of Education and it is the most readily available resource. But occasionally, I also use the dictionary and the internet material to supplement what has been provided for in the course books*

Teacher 6 further added that:

> *For my case, the English course book is my main teaching resource. However, where necessary, I also use newspaper articles, magazines, story books, poems and the dictionary. However, this is in very limited occasions because of the scarcity of these teaching aids.*

This implied that the prescribed English course book was the most predominantly used instructional resource by the teachers of English when teaching grammar.

Question 2 of section IV of the interview schedule sought to establish the sufficiency of the instructional resources for teaching English grammar. The findings revealed that the instructional resources specifically for teaching English grammar were lacking. All the 10 ESL teachers stated that the prescribed English course book was the only adequate instructional resource for teaching English grammar. Other instructional resources such as newspaper articles, magazines articles, video clips, audio tapes, class readers and internet materials were not adequate and in most cases they were lacking. This was what the ESL teachers had to say:

Teacher 10 observed that:

> *Since the prescribed English language course books are provided by the government, I can say that at the moment sufficiency is at approximately 80%. However, there is insufficiency in class readers, dictionaries, set books and newspapers which have not been supplied by the government.*

Teacher 7 said that:

> *The adequacy of instructional materials has been realized in terms of the course books where the ration currently is 1:1. However, at the moment other types of reference materials are not sufficient. We only have a few copies of reference materials in the library. Also, only very few students have dictionaries.*

Teacher 10 added that:

> *Generally in my school, teaching resources like English text books are in plenty, but other reference materials like newspapers, magazines and dictionaries are not available at all.*

Question 3 of section IV of the questionnaire sought to find out how ESL teachers identified the most relevant instructional resources for teaching English grammar. The findings revealed that ESL teachers used the English syllabus to identify relevant instructional resources for teaching English grammar. These were the teachers' responses: Teacher 4 observed that:

> *I always refer to the KICD syllabus book to check at the kind of resources recommended for teaching particular English grammar topics.*

In addition, Teacher 8 said that:

> *I am always guided by the English syllabus. This is because it is easier to identify the instructional resources based on the demands of the syllabus and students learning ability.*

Teacher 10 added that:

> *For my case, I normally use the English syllabus to determine relevance of the content in terms of scope and depth. Secondly, I sometimes use my own discretion to judge the clarity and simplicity of the grammar content provided in the English text books.*

However, some participants reported that they had been using the English Teachers' guide book to identify the instructional resources for teaching specific English grammar topics. According to them, the English Teachers' guide book suggested a variety of instructional resources for teaching each grammar topic. For instance, Teacher 3 stated that:

> *The instructional resources I use to teach grammar are basically drawn from the Teachers' guide book. Therefore, I prefer teaching the English grammar topics, the way they have been structured in the English Teachers' guide book.*

Despite the participants that they had been using the KICD English syllabus to identify suitable instructional resources for teaching English grammar, there was clear evidence that most of them never used those instructional resources in the teaching process. This is because the findings revealed that ESL teachers predominantly used the prescribed English course book.

Question 4 of section IV of the interview schedule sought for ESL teachers' views on the extent which they thought the kind of instructional resources used to teach influenced students' achievement in English grammar. The findings revealed that most of the participants concurred that instructional resources used to teach and learn

grammar influenced students' achievement of English grammar. The participants were of the view that use of appropriate instructional resources enhanced students' achievement in English grammar while inappropriate instructional resources negatively influenced students' achievement in English grammar. These were some of the ESL teachers' responses. Teacher 4 said that:

> *In my opinion, using appropriate instructional materials when teaching grammar makes the ideas clear. Therefore, if the correct instructional materials are not used it will negatively impact on the learners' understanding of the content. Thus, this will definitely affect their performance in English grammar.*

The findings revealed that the participants were well aware that instructional resources were very important in the instructional process for they enhanced students' achievement in English grammar. For instance, Teacher 5 thus remarked that:

> *I strongly believe that the use of instructional resources facilitate and enhance effective teaching and learning of English grammar. Therefore, where inappropriate resources are used, the students' performance in English language is likely to be poor.*

In support of this assertion Teacher 8 noted that:

> *Instructional materials are very important because they significantly improve students' achievement by supporting their learning. For example, video clips may provide learners with important opportunities to practice a new language skill learnt in class. This process aids in the learning process by allowing learners to explore knowledge independently as well as providing repetition. I believe that learning materials, regardless of what type, all have some important function in the teaching and learning process.*

While supporting the same point of view, Teacher 10 added that:

> *Teaching aids come in different shapes and sizes, but they all have in common the ability to support teaching and learning process. In my opinion therefore, if these materials are used properly, students' performance in English language is likely to improve significantly.*

These findings implied that instructional resources used by the ESL teachers influenced students' achievement in English grammar.

4.6.2 Data Obtained from the Observation Schedule

Lesson observation was undertaken in all the 10 schools before the intervention process had begun. This was aimed at corroborating the data generated through the interview schedule.

Item 3 (a) of the observation schedule sought to establish the type of instructional resources the ESL teachers used when teaching English grammar. The findings of the observation schedule supported the data generated through the interview schedule. The results revealed that only 2 out of 10 teachers used other forms of instructional resources besides the prescribed English course book. For instance, in lesson 2, the teacher used an extract from the novel, 'The River and the Source,' when teaching the order of adjectives. While in lesson 4, the teacher used an oral narrative entitled: 'An Old Woman and her Deformed Son,' when teaching the English grammar topic subordinating conjunctions.

However, the results of lesson 1, lesson 3, lesson 5, lesson 6, lesson 7, lesson 8, lesson 9, and lesson 10 revealed that these particular teachers had relied on the prescribed course book as their main instructional resource during the English grammar lessons. The course book used during the grammar lessons by the eight ESL teachers was the Secondary English Form 2 students' book which had been supplied by the Ministry of Education. This finding revealed that even though the ESL teachers were aware of the existence of a variety of instructional resources, most of them still used only the prescribed English course book as the main instructional resource when teaching English grammar. This finding corroborated the data obtained from the interview schedule and the questionnaire.

Item 3 (b) of the observation schedule sought to establish the adequacy of instructional resources used to teach English grammar. The findings revealed that eight teachers used prescribed course book because other forms of instructional resources were lacking. For instance, observation conducted in Lesson 1, lesson 3, lesson 4, lesson 5, lesson 7, lesson 8, lesson 3 and lesson 10 revealed that the prescribed English course book was the main instructional resource for teaching English grammar. The observation results revealed that other types of resources such as newspapers, magazines, internet articles, oral narratives, video clips and audio tapes were not used because they were lacking in most of the schools. This finding concurred with the results obtained through the interview schedule and the questionnaire.

4.6.3 Data Obtained from the Questionnaire

Section III of the questionnaire corresponded to the third research objective. The students were asked to respond to three items related to instructional resources.

Item 7 of the students' questionnaire sought to establish the frequency with which teachers had been using selected instructional resources to teach English grammar. The students were asked to indicate how often the listed instructional resources were being used by their teachers when teaching English grammar.

The instructional resources were as follows: books from school the library, course book, Newspaper articles, Magazine articles, internet articles, poems, class readers, oral narratives, video clips and audio tapes. The students were asked to respond to the items in the questionnaire using a five-point Likert Scale where 1= never, 2 = rarely, 3 = occasionally, 4= frequently and 5 = always. The data from the students' questionnaire was analysed and presented on Table 4.15.

Table 4.15: Use of Instructional Resources in teaching English Grammar

Resource	Never	Rarely	Occasionally	Frequently	Always	N
Books from school library	58 (11.4%)	183 (36%)	193 (37.9%)	39 (7.7%)	36 (7.1%)	509 (100%)
Course Books	111 (21.8%)	156 (30.6%)	111 (21.8%)	74 (14.5%)	57 (11.2%)	509 (100%)
Newspaper articles	253 (49.7%)	157 (30.8%)	46 (9.0%)	29 (5.7%)	24 (4.7%)	509 (100%)
Magazine articles	284 (55.8%)	133 (26.1%)	41 (8.1%)	30 (5.9%)	21 (4.1%)	509 (100%)
Internet articles	276 (54.2%)	105 (20.6%)	67 (13.2%)	36 (7.1%)	25 (4.9%)	509 (100%)
Poems	31 (6.1%)	258 (50.7%)	134 (26.3%)	60 (11.8%)	26 (5.1%)	509 (100%)
Class readers	82 (16.1%)	209 (41.1%)	138 (27.1%)	61 (12%)	19 (3.7%)	509 (100%)
Oral Narratives	122 (24.0%)	242 (47.5%)	104 (20.4%)	28 (5.5%)	13 (2.6%)	509 (100%)
Video clips	355 (69.7%)	76 (14.9%)	42 (8.3%)	14 (2.8%)	22 (4.3%)	509 (100%)
Audio tapes	357 (70.1%)	88 (17.3%)	43 (8.4%)	10 (2.0%)	11 (2.2%)	509 (100%)

Source: Field data (2019)

The results presented in Table 4.15 gives a summary of the frequency and percentage distribution of instructional resources used by teachers of English language when teaching grammar as obtained from the students' questionnaire. The results revealed that 57 (11.2%) students who participated in the study reported that their teachers always used the prescribed course book when teaching English grammar while 36 (7.1%) students reported that their teachers always used books from the library.

However, the use of other type of instructional resources was very minimal. This was reported as follows: poems 26 (5.1%), internet articles 25 (4.9%), newspaper articles 24 (4.7%), video clips 22 (4.3%), 21 (4.1%) magazine articles, 19 (3.7%) class readers, oral narratives 13 (2.6%) while audio tapes was the least used 11 (2.2%) instructional resource.

In comparison, students who reported that their teachers never frequently used audio clips when teaching English grammar were 357 (70.1%) while 355 (69.7%) said video tapes were never used. Other instructional resources that were never used frequently when teaching grammar were as follows: Magazine articles 284 (55.8%), newspaper articles 253 (49.7%), oral narratives 122 (24%) and passages from other library books 111 (21.8%). This finding revealed that teachers predominantly used the prescribed English course book as the main instructional resource during grammar lessons. This was supported by 398 (78.1%) students.

The findings of this study concur with those of Acosta and Cajas (2018) who found out that among the frequently used instructional resources, 62% of the surveyed teachers used textbooks. They further noted that too much dependence on textbooks may deprive teachers the ability to fulfil the core principles of Communicative Language Teaching. These findings also concurred with the findings of Triyoga (2010) in a study, "Some Hindrances in Using Ready-made Textbooks," who stated that sometimes teachers over-rely on textbooks and do not consider other available instructional resources. He concluded that overreliance on course books makes teaching and learning boring, thus lowers learners' participation in class.

Other findings by Dutta and Bala (2012) revealed that teachers in India were entirely dependent on the textbooks. They observed that teachers do not move beyond the textbooks. This assertion was reiterated by Aduwa-Ogiegbaen and Iyamu (2006) that textbooks are dominant in English language classrooms, whereas media such as audio and video, flashcards, computers, magazines, and newspapers were rarely used.

Similarly, Muvango, Indoshi, and Okwara (2019) established in their study on "Factors influencing the use of media in teaching and learning of English in secondary schools in Kakamega East Sub County, Kenya," that ESL teachers did not regularly use instructional media when teaching English lessons. Furthermore, they established that none of the schools used video tapes or computer mediated materials when teaching English lessons.

A study by, Handayani, Suwarno and Dharmayana (2018) found out that many Indonesian EFL teachers used textbooks as the only instructional resource in the teaching and learning process. Zaal (2013) in stated that language teachers mostly do not follow recent trends in language teaching and learning. Zaal (2013) noted that teachers mostly rely on teaching grammar from textbooks. These findings imply that depending on the textbooks alone was not beneficial to students' achievement in English grammar. Thus, it is advisable that ESL teachers use appropriate instructional resources that can enhance achievement of English grammar. In view of this, ESL teachers are called upon to undertake very careful selection of instructional resources that will enhance students' achievement in English grammar.

Item 8 of the students' questionnaire sought for information regarding the adequacy of instructional resources for teaching English grammar in secondary schools in Kenya. The data was analysed and presented in Table 4.16.

Table 4.16: Adequacy of English Grammar Instructional Resources

Rate of Adequacy	Frequency	Per cent
Extremely inadequate	35	6.9
Inadequate	125	24.6
Adequate	196	38.5
Very Adequate	91	17.9
Extremely Adequate	62	12.2
Total	**509**	**100**

Source: Field data (2019)

The results presented on Table 4.16 revealed that 196 (38.5%) students reported that instructional resources for teaching English grammar were adequate. On the contrary, the results indicate that 125 (24.6%) students reported that the resources were inadequate. However, 91 (17.9%) student reported that the resources for teaching grammar were very adequate and 62 (12.2%) said the resources were extremely adequate. Notably, only 35 (6.9%) reported that the resources were extremely inadequate. Therefore, the data revealed that majority of the students, 349 (68.6%) indicated that instructional resources for teaching English grammar were adequate.

These findings are consistent with those of Umar Sa'ad and Usman (2014) who affirmed that inadequate instructional media for teaching English language was one of the causes of poor performance in English language among secondary school students of Dutse metropolis of Jigawa state in Nigeria. The findings also lends credence to Manjale and Abel (2017) who declared that instructional resources such as reading cards, bulletin boards and video clips were inadequate.

Similarly, Kilel (2012) found out that provision of sufficient instructional resources had an impact on the teaching and learning process. In support of this point of view, Umar (2017) argued that unfavourable conditions such as shortage of textbooks and lack of teaching aids had a negative impact on students' achievement in English.

Item 9 of the students' questionnaire sought for students' opinion on the extent to which their performance in English grammar was affected by the type of instructional resources used by their teachers. The results are presented in Table 4.17.

Table 4.17: Extent which Resources affect Students' Achievement in Grammar

Rating	Frequency	Per cent
Not at all	84	16.5
To a small extent	126	24.8
To some extent	144	28.3
To a moderate extent	85	16.7
To a large extent	70	13.8
Total	**509**	**100.0**

Source: Field data (2019)

The results presented on Table 4.17 revealed that 84 (16.5%) students said that their performance in English grammar was not at all affected by the kind of instructional resources used to teach grammar. 126 (24.8%) students said that resources affect their performance in English grammar to a small extent.

However, those who said that the kind of instructional resources used by the teachers affected their performance in English grammar to some extent were 144 (28.3%) while those who said that their performance was affected up to a moderate extent were 85 (16.7%) students. On the other hand, 70 (18.1%) students said that the kind

of instructional resources used affect their performance in English grammar up to a larger extent. Therefore, the data revealed majority of the students, 299 (59.8%) agreed that instructional resources used influenced students' achievement in grammar.

The findings of this study are in agreement with the findings of Muvango, Indoshi, Okwara and Okoti (2020) who affirmed that use of media resources influenced teaching and learning of English language. According to them, use of media to teach English language enhanced appropriate language competences. Likewise, Ajoke (2017) established that there existed a statistically significant difference in the performance of students taught with the use of visual instructional resources and those taught without the use of instructional materials. Also, these findings are consistent with the finding of Ahmed (2017) who posited that authentic and culturally appropriate instructional resources play a vital role in ESL teaching. He observed that resources enrich traditional lessons and create interest among the ESL learners.

Al Asmari (2015) who reported that the sole use of textbooks in English language classes renders the instructional process insensitive. This finding is also in agreement with Berardo's (2006) assertion that textbooks do not expose learners to real language. In supporting this finding, Özkan (2015) argued that, "authentic texts are by all means an invaluable asset for both students and teachers since they provide a rich resource of language in an EFL setting" (P. 59).

4.6.4 Data Obtained from the Tests

Results of the pre-test and post-test were analyzed to establish how instructional resources influenced students' achievement in English grammar. The pre-test results presented in Table 4.7 revealed that school B (M=13.14) and D (M=12.62) where teachers had used passages and newspaper/magazine articles to teach English

grammar had an average pre-test mean score of 12.88. On the other hand, the data revealed that school A (M=11.98), C (M=11.78), E (M=12.47), F (M=12.51), G (M=11.90), H (M=12.32), I (M= 12.26) and J (M=12.17) where teachers had not used passages and newspaper/magazine articles when teaching English grammar had an average pre-test mean score of 12.17.

This finding revealed that students in school B and D who had been taught English grammar using passages and newspaper articles had a higher achievement in English grammar than those students in school A, C, E, F, G, H, I and J who had been taught English grammar by using passages and newspaper articles.

The findings of the pre-test were in tandem with the findings of the post test. The post-test results presented in Table 4.13 revealed that students in the experimental group who learnt grammar in context using passages and newspaper/magazine articles obtained a higher overall post-test mean score (M=16.06; SD=3.51) while the control group who did not use passages and newspaper articles obtained a lower post-test overall mean score (M=14.12; SD=3.33). This implied that resources such as passages and newspaper articles influenced students' achievement in English grammar.

A study by Jusoh (2013) established that authentic materials namely: newspapers and magazines improve students' achievement in English grammar. Pendyala (2016) notes that reports from newspapers can be used to teach preposition, phrasal verbs and idiomatic expressions. Rao (2019) asserts that newspapers provide latest information and the language used in them is different from that used in the textbooks.

In concurrence, Triyoga (2010) advises teachers to supplement the textbook with outside reading and periodical articles. Similarly, Al-Azri and Al-Rashidi (2014) explained that:

> Using inappropriate teaching materials makes learners face difficulties in learning a foreign language. Learners need to be motivated to succeed in learning any language. Therefore, teaching materials must be motivating and raise learners' interest. If teaching materials are not interesting and motivating, learners will learn nothing (p. 250 - 251).

Vygotsky's (1978) sociocultural theory postulates that instruction is most efficient when students engage in activities within a supportive learning environment and when they receive appropriate guidance that is mediated by psychological tools. The passages and newspaper articles provided learners with supportive environment for learning English grammar.

Based on the findings from the questionnaire, interview schedule and observation schedule, the researcher conducted a further data analysis using Person Product Moment Correlation Coefficients analysis to establish the relationship between instructional resources used and students' achievement in English grammar in secondary schools in Kenya. The research hypothesis tested was:

H_{O2}: There is no statistically significant relationship between instructional resources used and students' achievement in English grammar in secondary schools in Kenya.

The results of the Pearson correlation analysis are presented in Table 4.18.

Table 4.18: Correlation between Resources and Achievement in Grammar

		Instructional Resources	Achievement in English Grammar
Instructional Resources	Pearson Correlation	1	.350[**]
	Sig. (2-tailed)		.000
	N	509	509
Achievement in English Grammar	Pearson Correlation	.350[**]	1
	Sig. (2-tailed)	.000	
	N	509	509

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation results presented in Table 4.18 revealed that there was a moderate positive statistically significant correlation between instructional resources and students' achievement in English grammar (r = .350, n =509, p = .001). This means that instructional resources used by teachers influenced students' achievement in English grammar. In light of this results, the null hypothesis was rejected, meaning that instructional resources influence students' achievement in English grammar. Thus, use of effective resources enhanced students' achievement in grammar.

This finding is in agreement with the finding of Abdi (2017) who established that instructional resources significantly influenced student's performance. He recommended that policy makers should consider instructional resources when formulating educational policies.

Likewise, this finding corroborates the finding of Ajoke (2017) who noted that performance of students not taught using instructional resources was poor. In support of this point of view, Adelowo and Babatunde (2015) affirmed that instructional resources play a critical role in enhancing students' achievement in English Language.

Also, the results of this study revealed that there existed a statistically significant relationship between the use of audio, visual and audio-visual materials and students' performance in English Language.

Kaivanpanah, Alavi and Barghi (2019) further argued that using visuals can enhance students' achievement in grammar considerably. Another study by Syengo, Maalu, Musyoka and Nabwire (2016) concluded that effective utilization of instructional resources lead students' high academic achievement. In light of the foregoing, ESL teachers are encouraged to make use of instructional resources like newspaper/magazine articles, internet articles, audio, visual and audio-visual materials while teaching grammar.

Vygotsky's (1978) sociocultural theory that guided this study, asserts that children's cognitive development is informed by the quality of interaction they obtain from their learning environment. He argues that constructivist learning occurs as a child interacts with people, objects and events in the environment. In scaffolding, students need instructional resources to assist their learning. In this study, the findings revealed that the classroom learning environment did not fully meet the requirements of Vygotsky (1978) since teachers never made an effort to use a variety of instructional resources. The teachers of English Language mediate learning of grammar by making learners interact with only the prescribed English course book.

The findings further revealed that the main instructional resource used during all grammar lessons was the English course book which negatively influenced students' achievement in English grammar. Students' achievement in English grammar can be enhanced through the use of resources such as newspapers, magazines and internet articles. Rao (2019) highlights that since newspapers promote ESL learners' language

skills, teachers of ESL should use English newspapers in their regular classrooms and try to utilize the relevant articles to enhance the language skills of their learners.The findings of this study revealed that using passages, newspaper/magazine articles enhanced students' achievement in English grammar.

4.7 Influence of Learning Activities on Students' Achievement in Grammar

The data generated for this section was based on the fourth research objective which sought to assess the influence of teaching activities on students' achievement in English grammar in secondary schools in Kenya. The data was presented as follows:

4.7.1 Data Obtained from the Interview Schedule

The questions in section V of the interview schedule corresponded with the fourth research objective. Question 1 sought to find out the teaching/learning activities used by ESL teachers when teaching English grammar. The findings revealed that ESL teachers predominantly used pair work activity when teaching English grammar. Some of the teachers' responses were as follows: Teacher 3 stated that:

> *I normally prefer using pair work activities when teaching grammar. I put my students into pairs then ask each pair to choose their secretary to make notes of their ideas. I would then ask each pair to discuss the grammar questions on the board and decide together on one answer. Students would then present their opinion to the whole class. Usually, each pair is given a few minutes to do the activity. The secretaries are then asked to present their findings to the whole class.*

Similarly, Teacher 8 described his main teaching/learning activities as follows:

> *First, I prefer using learning activities that are more interactive such as pair work and role playing during most of my English grammar lessons. Secondly, I like using pair work activities because students feel very comfortable when working through grammar concepts.*

On the same point, Teacher 10 added:

> *Sometimes I pair a more able student with a less confident one, to work on grammar activities together. According to me, using group work activities is good because students tend to benefit from their partners. For example, stronger students can guide the weaker ones.*

On the basis of the foregoing exposition, the findings revealed that ESL teachers predominantly used pair work activity when teaching English grammar. Other forms of teaching/learning activities such as role play, singing, listening to audio clips, dialogues, language games, group work and debating were rarely used.

Question 2 of section V of the interview schedule sought to find out whether the ESL teachers involved their learners in the selection of teaching/learning activities. The findings revealed that ESL teachers do not involve their learners in the selection of teaching/learning activities for English grammar lessons. The participants reported that they did not involve their learners in the selection of teaching/learning activities because they were not privy to the English grammar topics to be taught as well as lesson objectives.

For instance, Teacher 2, Teacher 5 Teacher 7 intimated that in most cases learners did not know the demands of the English grammar lessons as provided for in the lesson objectives. They observed that selected teaching/learning activities should be aligned to the lesson objectives. In particular, Teacher 2 observed:

> *I do not involve my learners in the selection of the teaching/learning activities for grammar lessons. This is because they do not have prior information on the lesson objectives. Hence, they may not be able to suggest appropriate activities for what I intend to teach. That's why, I personally select teaching activities that will see me achieve the objectives set.*

Teacher 3 observed that since learners do not have the lesson topic and objectives in advance, they may not be able to select ideal teaching/learning activities and he observed that: "I select teaching/learning activities for grammar lessons based on the lesson objectives and learners' ability." Teacher 4 reported that students should not be allowed to select teaching/learning activities since they do not have the capacity to do so. For that reason, the teachers should directly decide on the appropriate learning

activities. She observed that, "Learners may select learning activities that may not facilitate the achievement of lesson objectives."

The findings also revealed that most ESL teachers interviewed were in agreement that the learners' grammar ability may not allow them to be involved in the selection of the teaching and learning activities. The participants were of the view that learners may not select appropriate activities given their poor ability in English grammar. Furthermore, they were of the opinion that if learners were given the opportunity to select learning activities, then they would end up selecting those activities that will not facilitate the achievement of the lesson objectives set. For instance, Teacher 6 remarked:

> *Because I know all my learners ability, I am able to select for them learning activities that carter for all their needs. For instance, activities that I use to teach nouns may not be appropriate when teaching other topics such as verbs and prepositions. This is because the content of these topics is different. That is why I personally believe that if a teacher does the selection of the learning activities, students stand a better chance to learn the grammar concepts.*

These findings revealed that ESL teachers do not involve their learners in the selection of teaching/learning activities for English grammar lessons.

Question 3 of this section of the interview schedule sought to determine ESL teachers' objectives of using teaching/learning activities when teaching grammar.

The results revealed that the participants were in agreement that the teaching/learning activities serve a very important purpose in the English grammar classroom. For instance, the following three objectives of using teaching/learning activities in a grammar classroom were put forward by the participants. Teacher 1 observed that:

> *I use teaching/learning activities in my English grammar lessons to help me clarify and entrench key concepts I am teaching. Secondly,*

learning activities give my learners an opportunity to express themselves in English language in the classroom. This in essence improves their grammar.

This point of view was supported by Teacher 5 who commented that:

Learning activities are very necessary in a language classroom because they provide learners an opportunity to practice all the language skills learnt during the lesson. Learning activities also enable the learners to interact with one another thus improving their communication skills.

Yet another participant, Teacher 6 had the following to say:

My main objective of using learning activities is to give an opportunity to students to mentor their colleagues who have grammar problems. Secondly, I use learning activities in order to engage students in their own learning. Thus, activities make my lessons learner centered.

These findings revealed that ESL teachers were well aware of the role of the teaching/learning activities in the teaching of English grammar.

4.7.2 Data Obtained from the Observation Schedule

Lesson observation was undertaken in all the 10 schools before the intervention process had started. This was aimed at corroborating the data generated through the interview schedule. Item 4 (a) of the observation schedule sought to establish the type of teaching/learning activities used by the ESL teachers when teaching English grammar. The results of lesson 2, lesson 3, lesson 4, lesson 5, lesson 7, lesson 8, lesson 9 and lesson 10 revealed that the ESL teachers predominantly used individual work activity when teaching grammar.

For instance, in lesson 5 where the teacher was teaching the grammar topic, "Use and identification of Interjections in a sentence," it was observed that the teacher gave the learners individual activities to accomplish.

Item 4 (b) sought to explore whether the ESL teachers used a variety of teaching/learning activities when teaching English grammar. The results revealed that most ESL teachers did not use a variety of teaching/learning activities when teaching English grammar. The results revealed that none of the teachers observed used a variety of activities when teaching grammar.

It was observed that teaching/learning activities recommended for teaching grammar such as dramatizing, role playing, language games, dialogue, clips, songs, reciting poems, pair work and debating were never used. For instance, in lesson 3 and lesson 7, the teachers gave out some written exercise which were done during the lesson. It was observed that the teachers went round the class checking the work of individual learners. In both classes, the teachers were not able to check the work of all the students. This implies that there was lack of variety of teaching/learning activities in the English grammar classrooms.

This finding is consistent with Mutsotso and Nabukonde (2019) who confirmed that ESL teachers used very few teaching/learning activities in their teaching while lecture method was most commonly used in teaching. They recommend that ESL teachers should use teaching/learning activities that take into consideration the context and current needs of English language Teaching. Furthermore, the finding of this study corroborates the findings of Luu and Nguyen (2012) who established that students considered grammar lessons delivered by teachers who did not create a variety of activities to be boring and hard to internalize.

They further observed that such teachers did not meet learners' needs. For this reason, ESL teachers are encouraged to employ a variety of teaching/learning activities that expose learners to more grammar items in context. Similarly, Syomwene et al (2015)

noted that teachers of English language employed very few teaching activities in the English classrooms.

Item 4 (c) sought to examine the level of learner involvement/participation during the English grammar lessons. The results of the observation schedule revealed that there was very minimal learners' participation during the grammar lessons. In most of the lessons, it was observed that the teachers dominated the grammar learning process and decided the kind of learning activities to be used.

For instance, in lesson 3, the teacher depended on a few learners to respond to the questions asked. Most of the learners were in class alright but they remained passive during the lesson. The teacher prompted them several times before they could respond to the questions being asked. This finding is in agreement with those of Rafael (2017) and Adhikari (2017) who established that teachers of English language did not employ learner centred activities in the language classroom.

In the same vein, Wornyo (2016) pointed out that learner centred activities in the teaching and learning of English grammar would help students to improve in their performance in grammar and usage. This signifies that learner involvement in the instructional process facilitates learning. Wornyo also established that apart from improvement of students' performance, the teaching/learning activities had helped students build confidence in dealing with English grammar usage. Other studies by Kassem (2018), and Amiri and Saberi (2017) confirmed that students who took charge of their own learning were highly motivated to learn than students who were entirely dependent on their teachers.

Buditama (2017) who carried out a study on learner-centred learning approach in teaching basic grammar, pointed out that use of learner-centred learning approach in

teaching basic grammar significantly improves the performance of students' writing skill in basic grammar, particularly in the experimental group.

This revelation coincides with that of Nyimbili, Namuyamba, Chakanika (2018) whose findings indicated that teachers were not interested in teaching using learner centered techniques hence they used a limited number of learner centered activities. They further noted that ESL teachers only used group work when they were busy. This contradicted the principles of the sociocultural theory which advance the fact that learning is the end product of social interaction.

Likewise, in lesson 9, the teacher did most of the talking and there was very little room for learner participation/involvement. At the end of this particular lesson, it was observed that only 14 out of 46 learners had actively participated during the lesson by answering questions being asked by the teacher. On the other hand, most of the students remained silent and just wrote down lesson notes. Similarly, in lesson 4, lesson 8 and lesson 10, it was observed that the learners remained passive most of the time during the lessons. In these particular lessons, it was observed that ESL teachers dominated most of the teaching/learning activities.

The teachers took center stage and directed all the learning activities. The teachers explained the grammar rules and wrote lesson notes on the black board. The learners remained passive, talking down notes and only responded to teachers' questions when asked to do so. This implies that most learners were not actively involved in the learning of English grammar.

Kaivanpanah, Alavi and Barghi (2019) postulate that learners' involvement during the lesson, not only helps them construct their own knowledge of language, but it also makes the grammar lesson less boring to the learners. They observed that learners

may not have interest in the lesson because learners were not involved in the teaching/learning process. They suggested that ESL teachers should involve learners in the grammar lessons by eliciting their responses to certain questions.

4.7.3 Data Obtained from the Questionnaire

Section IV of the students' questionnaire corresponded to the fourth research objective which asked the students to respond to three items related to teaching/learning activities used during grammar lessons.

Item 10 of the questionnaire asked the students to indicate how often the listed teaching/learning activities were being used by their teachers when teaching English grammar. The teaching and learning activities were as follows: dramatizing, individual work, role playing, language games, dialogue, clips, singing, group work, pair work and debates. The students were asked to respond to the items in the questionnaire using a five-point Likert Scale where: 1= never, 2 = rarely, 3 = occasionally, 4 = frequently and 5 = always. The data collected were analyzed and the results presented on Table 4.19.

Table 4.19: Teaching/Learning Activities used the teaching of Grammar

Activity	Never	Rarely	Occasionally	Frequently	Always	N
Dramatizing	100 (19.6%)	145 (28.56%)	76 (14.96%)	59 (11.66%)	129 (25.36%)	509 (100%)
Individual work	16 (3.1%)	38 (7.5%)	66 (13%)	87 (17.1%)	302 (59.3%)	509 (100%)
Role playing	131 (25.7%	112 (22.0%)	92 (18.1%)	71 (13.9%)	103 (20.2%)	509 (100%)
Language games	152 (29.9%	109 (21.4%)	85 (16.7%)	57 (11.2%)	106 (20.8%)	509 (100%)
Dialogues	73 (14.3%	101 (19.8%)	104 (20.4%)	70 (13.8%)	161 (31.6%)	509 (100%)
Listening to clips	272 (53.4%	134 (26.3%)	55 (10.8%)	19 (3.7%)	29 (5.7%)	509 (100%)
Singing	144 (28.3%	149 (29.3%)	87 (17.1%)	54 (10.6%)	75 (14.7%)	509 (100%)
Group Work	96 (18.9%	120 (23.6%)	122 (24.0%)	68 (13.4%)	103 (20.2%)	509 (100%)
Pair Work	46 (9.0%)	101 (19.8%)	102 (20.0%)	91 (17.9%)	169 (33.2%)	509 (100%)
Debating	42 (8.3%)	83 (16.3%)	251 (49.3%)	107 (21.0%)	26 (5.1%)	509 (100%)

Source: Field Data (2019)

The results presented on Table 4.19 give a summary of frequency and percentage distribution of teaching and learning activities used by teachers of English language when teaching grammar as obtained from the students' questionnaire. The results show that 302 (59.3%) students who participated in the study reported that their teachers always used individual work activity during English grammar lessons while the use of pair work activity was reported by 169 (33.2%) students.

Another, 161 (31.6%) students reported that teachers always used dialogues while 129 (25.36%) reported that their teachers always used dramatization. Language games was reported by 106(20.8 %), role playing 103 (20.2%), group discussion 103 (20.2%), singing 75 (14.7%), listening to clips 29 (5.7%). However, only 26 (5.1%) students indicated that their teachers always used debates. This implies that most teachers employed individual work activity during English grammar lessons.

Item 11 of the questionnaire sought students' opinion on their involvement in the selection of teaching/learning activities used in the English grammar lessons. The data collected was analysed and results presented in Table 4.20.

Table 4.20: Students' Involvement in the Selection of Learning Activities

Rating	Frequency	Percent
Never	208	40.9
Rarely	120	23.6
Occasionally	124	24.4
Frequently	34	6.7
Always	23	4.5
Total	**509**	**100.0**

Source: Field Data (2019)

The results presented on Table 4.20 revealed that 208 (40.9%) students reported that their teachers never involved them in the selection of teaching and learning activities during the grammar lessons. Furthermore, 120 (23.6%) students said they were rarely consulted by their teachers. 124 (24.4%) students said they were occasionally involved. However, 34 (6.7%) students reported that their teachers frequently involved them while only 23 (4.5%) reported they were always involved.

Therefore, the data suggests that a greater proportion of the students 328 (64.5%) indicated that teachers of English language do not involve them in the selection of teaching/learning activities for teaching and learning English grammar lessons.

Item 12 of the questionnaire sought to investigate the effects of the teaching and learning activities used by the teachers on students' achievement in English grammar. The students' questionnaire asked the respondents to indicate the extent at which the teaching and learning activities used by their teachers affected their English grammar achievement. The data collected was analysed and results presented in Table 4.21.

Table 4.21: Influence of Activities on Students' Achievement in Grammar

Rating	Frequency	Per cent
Not at all	57	11.2
To a small extent	64	12.6
To some extent	159	31.2
To a moderate extent	137	26.9
To a large extent	92	18.1
Total	**509**	**100**

Source: Field Data (2019)

The result presented on Table 4.21 show that 159 (31.2%) students reported that the teaching and learning activities used by teachers to teach English grammar to some extent affected their achievement in English grammar. Furthermore, 137 (26.9%) students indicated that their performance was affected to a moderate extent while 92 (18.1%) students indicated that teaching and learning activities used affected their achievement of grammar to a larger extent.

However, 64 (12.6%) students reported that teaching and learning activities affected their achievement to a small while those who indicated that they were not affected at all were 57 (18.1%). The data suggests that a greater proportion of the students 388 (76.2%) agreed that the kind of teaching/learning activities that teachers were using seriously influenced students' achievement in English grammar.

4.7.4 Data Obtained from Tests

The pre-test and post-test scores were analysed in order to establish the influence of teaching/learning activities on students' achievement. The pre-test results presented in Table 4.7 revealed that school A (M=11.98), D (M=12.62) and F (M=12.51) who had been using group discussion, pair work and language games when teaching grammar had an average pre-test mean score of 12.37.

While school B (M=13.14), C (M=11.78), E (M=12.47), G (M=11.90), H (M=12.32), I (M= 12.26) and J (M=12.17) whose teachers had not been using group discussion, pair work and language games had an average pre-test mean score of 12.29.

During the treatment period, the experimental group used group discussion, pair work and language games as teaching/learning activities while the control group individual work activities. The post-test results presented in Table 4.13 revealed that the experimental group which had used group discussion, pair work and language games had and overall post-test mean score of 16.02 while the control group which used group discussion, pair work and language games had and overall post-test mean score of 14.12. Similarly, the mean score gain for the experimental group was 3.64 while the control group gained by 1.87. The difference between those mean scores was statistically significant as presented in Table 4.12. This implies that group discussion, pair work and language games enhances students' achievement in English grammar.

The results of this study corroborate the findings of Khan (2016) and Nasmilah, and Rahman (2017) who established that there existed a statistically significant effect of students' achievement in English grammar after being taught through group work activity. Al-Jarrah, Waari, Talafhah and Al-Jarrah (2019) emphasised the fact that educational games could help students learn English grammar more effectively. They argued that educational games play a critical role in the teaching and learning process as they provided mechanisms that gave students an incentive to practice their knowledge in an interesting and enjoyable way by creating competition while avoiding the repetition common in traditional methods.

This assertion is confirmed by Shende (2014), who affirmed that using language games to teach grammar is effective in developing interest of the students in learning English grammar. He established that games proved helpful to engage learners to learn actively. This is because games increased competitiveness among students thus enabling learners to participate in the learning process.

Similarly, Al-Jarrah, Waari, Talafhah and Al-Jarrah (2019) pointed out that using educational games in the process of teaching grammar could strongly improve learning outcomes. Using Game activities for teaching a language will helped students acquire necessary language skills in a more naturalistic context.

Based on the findings obtained from the questionnaire, interview schedule and observation schedule, the researcher conducted a further data analysis using Person Product Moment Correlation Coefficient analysis to determine the relationship between teaching/learning activities and students' achievement in English grammar in Kenya. The research hypothesis tested was:

H$_{O3}$: There is no statistically significant relationship between teaching/learning activities used and students' achievement in English grammar in secondary schools in Kenya. The results of the correlation analysis are presented on Table 4.22.

Table 4.22: Correlation between Activities and Achievement in Grammar

		Teaching/Learning Activities	Students' Achievement in English Grammar
Teaching/Learning Activities	Pearson Correlation	1	.723[**]
	Sig. (2-tailed)		.000
	N	509	509
Students' Achievement in English Grammar	Pearson Correlation	.723[**]	1
	Sig. (2-tailed)	.000	
	N	509	509

*. Correlation is significant at the 0.05 level (2-tailed).

The results of correlation analysis presented in Table 4.22 revealed that there was a strong positive statistically significant correlation between teaching/learning activities and students' achievement in English grammar (r = .723, n =509, p = .001). This means that the teaching/learning activities used by teachers influenced students' achievement in English grammar. In light of this result, the null hypothesis was rejected, meaning that the kind of teaching activities used influenced students' achievement in English grammar.

This finding is in agreement with the finding of Akan and Basar (2013) who posit that students learn better through teaching/learning activities. Similarly, this finding confirms the finding of Funnell (2017) who found out that discussion and games activities enhance learner participation and interaction with the instructional process.

This finding is further reinforced by Haryudin and Argawati (2018) who affirmed that jigsaw technique enhances students' achievement in English grammar. Yarahmadzehi and Parvin (2018) further highlight that using game activities in teaching a foreign language improves students' achievement. In another study, Hashim, Rafiq and Yunus (2019) concluded that gamified-learning is effective in terms of grammar achievement. Learners obtain better results when they learn grammar using online language games.

The sociocultural theory espouses that classroom interaction enhances learners' knowledge acquisition (Vygotsky, 1978). Consequently, ESL teachers ought to employ teaching/learning activities that are learner centered. In this respect, teachers should assume the role of facilitators while learners engage in cooperative rather than individualistic learning. People learn to do well what they practice (Kauchak & Eggen, 2008; Tuckman & Monetti, 2011). However, the findings of this study revealed that the kind of teaching/learning activities adopted by the ESL teachers to teach English grammar were inadequate and ineffective in enhancing interaction.

Vygotsky's (1978) views that learners acquire knowledge through interactions with people at the social level first, and later, they assimilate and internalize what has been learnt at the personal level and make it their own property that they can use on their own. In this study, the students interacted through group work and language games.

4.8 Influence of Assessment Methods on Students' Achievement in Grammar

The data generated for this section was based on the fifth objective of this study which sought to investigate the influence of assessment methods on students' achievement in English grammar in secondary schools in Kenya. The focus was on the frequency of using particular assessment methods, how often the ESL teachers

conducted assessment in grammar and the extent to which the assessment methods influence students' performance in English grammar.

The data was generated through the interview schedule, observation schedule, document analysis, questionnaire and English Grammar Achievement Tests (pre-test and post-test). The data generated from these instruments were triangulated in order to validate the findings of the study. The data was presented as follows:

4.8.1 Data Obtained from the interview Schedule

The questions in section VI of the interview schedule corresponded to the fifth research objective which sought to investigate the influence of assessment methods on students' achievement in English grammar. In order to elicit responses, question 1 of this section asked ESL teachers to describe the methods they used to assess English grammar. The findings revealed that the ESL teachers predominantly used gap filling and question and answer to assess English grammar. These results concurred with the results obtained through the observation schedule, document analysis and the questionnaire. The following excerpts from the interview schedule illustrate these findings. For instance, Teacher 2 described that:

> *I prefer assessing grammar lessons by using question and answer method. I use this method to gauge whether the learners have understood the concepts I am teaching. Then, at the end of the lesson, I give them written exercises. This is usually in the form of filling gaps or rewriting the sentences. But this highly depends on the topic I am teaching.*

The teachers provided more reasons why they preferred using the question and answer method. For instance, Teacher 4 commented that:

> *I use question and answer especially before beginning a new lesson. I can ask students questions about the previous lesson to assess if they had understood what they had learnt. In most cases I ask the learners to provide their responses orally.*

Besides the question and answer method, the teachers also stated that they preferred assessing grammar using gap filling exercises. Those who used this method reported that it was less taxing and it enabled them assess many learners at any one given time. For instance, Teacher 5 observed that:

> *After teaching a grammatical structure or some new vocabulary, I give my learners a quick, short test about what has been covered. Most of the time the exercise will entail filling gaps, rewriting exercises according to the instructions provided. These methods are easy to use because I can get time to mark many exercises.*

Teacher 7 added that:

> *I occasionally call students to come in front of the class in pairs, and then give them a grammatical structure, for example, I can ask them to change a structure from direct speech into reported speech. This is just two minutes for each pair, and they can help each other. Over a period of time I try to test all the students.*

The implication of these findings was that ESL teachers predominantly used question and answer and gap filling methods when assessing English grammar.

Question 2 of section VI of the interview schedule asked the ESL teachers to describe how often they assessed English grammar. This was in the form of marking learners' exercises. The participants stated that they had been conducting assessment in English grammar frequently. For instance, Teacher 2, 4, 5, 6 and 8 concurred that they had been conducting assessment in grammar frequently. Teacher 1, 9 and 10 reported that they had been conducting English grammar assessment once a week and where possible at the end of each grammar topic. While Teacher 3 and 7 said they had been assessing their students in English grammar fortnightly. Here are some excerpts from the interviews that illustrate these findings: Teacher 2 said that:

> *For me I usually assess my students in English grammar frequently. I do this by marking every exercise I give them to do. However, due to the large class sizes, I give them just a few questions which I am able to complete marking within a short time.*

The same view was held by Teacher 4 who commented that:

> *I assess English grammar every time I teach it. However, sometimes I give learners exercises at the end of every grammar topic in order to determine their level of mastery of the content I have taught.*

The participants who assessed grammar infrequently cited large class sizes as a major stumbling block. For instance, Teacher 7 observed that:

> *I assess my learners fortnightly of the large class sizes I am handling. I teach English to two form 2 streams where one has 59 students while another one has 63. In addition, I also teach English to a form 3 and a form 4 class.*

This implied that ESL teachers who frequently assessed their students in English grammar were eight while only two conducted the assessment infrequently. This was regarded as a good instructional practice.

Question 3 of section VI of the interview schedule sought to establish how ESL teachers maintained English grammar assessment records. The participants were asked to describe how they maintained English grammar assessment records. The findings revealed that assessment records for all the English language skills were maintained in one Mark book. This implied that there was no specific record book designated for maintaining English grammar records. Only Teacher 8 reported that besides maintaining assessment records in a mark book, he also maintained them in a soft copy. The teachers gave the following responses. Teacher 2 observed that:

> *I have a mark book where I record students' marks for all the assessments I conduct in English language. The marks I maintain consist of all the skills of English language. What I can say is that I do not have a specific book where I maintain assessment records for each skill of the English language.*

Teacher 8 said:

> *I keep the English marks in the mark book I have been provided*
> *by the department. However, I also maintain them in a soft copy.*
> *The marks in the soft copy are kept in my laptop for easy access.*
> *I have not separated assessment records for each of the specific*
> *skills of the English language*

These findings revealed that ESL teachers did not have a proper mechanism of maintaining English grammar assessment records. The findings revealed that assessment records for all the English language skills were lumped together in one mark book. This paused a challenge during the analysis of grammar marks.

4.8.2 Data Obtained from the Observation Schedule

Lesson observation was undertaken in all the 10 schools before the intervention process began. This was aimed at corroborating the data collected through the interview schedule. Item 5 of the observation schedule sought to establish methods used by the ESL teachers to assess English grammar.

The findings revealed that majority of the ESL teachers mainly used question and answer and gap filling methods to assess learners during English grammar lessons. It was observed that the teachers used question and answer technique during while gap filling exercises were given at the end of the lesson. For instance, in lesson 8, the teacher engaged the learners in question and answer assessment throughout the lesson. The lesson objective was to identify the order of adjectives and use them correctly in sentences. It was observed that the teacher asked the whole class questions and learners responded orally as the lesson progressed. At the end of this particular lesson, the learners were given a gap filling exercise to do. The exercise required learners to fill the gaps of the sentences in the correct order of the adjectives given.

A similar trend was observed in lesson 1, lesson 3, lesson 4, lesson 5, lesson 9 and lesson 10. It was observed that the ESL teachers used question and answer method to assess grammar and gave learners written exercises at the end of the lesson in the form of gap filling exercises. This data revealed that ESL teachers mostly used gap filling and question and answer to assess grammar. This practice implies that ESL teachers predominantly used gap filling to assess grammar.

The findings of the current study were upheld by Larsen-Freeman (2009) who observed that the traditional approach to assessing grammar done by means of fill-in-the-blanks did not enhance students' achievement in English grammar. Such methods test grammar knowledge, but they do not assess whether test takers can use grammar correctly in real-life speaking or writing.

Furthermore, Šipošová (2019) established that it was a common practice to assess learners' knowledge of grammar through decontextualized, isolated sentences and discrete-point items in Slovakia. He recommended that it was more beneficial to assess learners' knowledge of grammar using tasks embedded in context. In the same vein, Dutta and Bala (2012) found out that assessment of English grammar in Indian schools entailed filling in the blanks.'

A study by Sumardi (2017) established that many English language teachers seem to focus more on traditional methods of assessment such as multiple choices, true-false and matching type. Sumardi observed that traditional assessment has at least two fundamental flaws. To begin with, there is a little chance to identify students' factual skills as it only focuses on formal assessment. The other flaw was that traditional assessment focuses only on achievement of high scores under test conditions. This assessment practices contradicted the position of Vygotsky (1978) who insisted that

the assessment of child's ability through a collaborative activity was a better prediction of future cognitive functioning than a measure of independent performance through traditional tests of intelligence. The collaboration as Vygotsky describes is within the concept of ZPD; therefore, Dynamic Assessment should be able to describe the child's ever-changing ability to learn with guidance.

4.8.3 Data Obtained from the Document Analysis

Section II of the document analysis sought to establish how the ESL teachers maintained English grammar assessment records. This was done to confirm the data generated through the interview schedule. The results revealed that most of the ESL teachers did not have a specific mark book designated for maintaining English grammar records. The findings revealed that all the English language assessment records were maintained in a common departmental progress mark books.

However, only Teacher 8 had maintained the grammar assessment records in a soft copy. Generally, all the ESL teachers maintained students' assessment records as one combined English language records. Consequently, it did not reveal what learners scored in grammar. The assessment records for all the language skills were maintained in a common departmental mark book. This meant that it was not easy for the ESL teachers to track students' achievement especially in grammar. The findings revealed that ESL teachers lacked proper mechanisms of monitoring students' progress in English grammar since assessment records were not well maintained.

Maxim and Lee (1997) assert that effective, continuous record keeping lies at the heart of the instructional process. They further observed that planning enables the teacher to organize a better learning environment. According to them, record keeping was an effective tool for tracking learners' progress which would enable ESL teachers

plan for better instruction. According to Olasehinde (2015), academic records are mainly used to assess the effectiveness of the instructional process. Likewise, Méndez (2013) stated that academic records are crucial because they are used as piece of evidence in solving issues of underperforming teachers.

Section III of the document analysis sought to establish the frequency in which the ESL teachers were conducting assessment of English grammar was conducted. This was done in order to corroborate the data collected through the interview schedule. To achieve this objective, students' English grammar exercise books were analysed so as to establish the number of grammar exercises that had been assessed by the teachers.

This was achieved by analysing a minimum of five English grammar exercise books from each of the 10 schools that had been sampled for this study. During the document analysis, I checked on the number of the grammar exercises the learners had done and if they had been marked by their respective ESL teachers during the whole of the previous term. The findings revealed that assessment of English grammar was very minimal. The highest frequency of marked grammar exercises was noted in school B, E, D, and F where a total of 11 assessments had been conducted the whole of the previous term. On the other hand, teachers in school C and G had marked grammar exercises only 8 times the whole of the previous term.

The pre-test mean scores were used to establish whether there was a significant relationship between the frequency of assessment and students' achievement in English grammar. The findings are presented in Table 4.23.

Table 4.23: Marked Students' English Grammar Exercises

Group	Schools	Students	Sampled grammar exercise books (10%)	Marked grammar exercises	Pre-test Mean Scores
Experimental	School B	59	6	11	13.14
	School H	53	5	9	12.32
	School E	49	5	11	12.47
	School C	55	6	8	11.78
	School J	48	5	10	12.17
Total		**264**	**27**	**49**	**12.39**
Control	School F	51	5	11	12.51
	School D	42	4	11	12.62
	School A	54	5	9	11.98
	School G	52	5	8	11.90
	School I	46	5	10	12.26
Total		**245**	**24**	**49**	**12.24**

Source: Field Data

The findings presented on Table 4.23 revealed that 4 schools had conducted 11 assessments during the previous term. These were school B, D, E and F. School J and I conducted 10 assessments each while school A an H conducted 9 assessments each. On the other hand, school C and G had conducted 8 assessments each.

In analysing the frequency of assessment of grammar, the researcher considered using the results obtained from the documentary analysis of the students' marked grammar exercise books. The researcher regarded the students' exercise books more credible documents to provide data. The findings were used to establish how the frequency of assessment influenced students' achievement in grammar.

The influence of the frequency of grammar assessment was established by comparing the pre-test mean scores of the schools with the frequency of assessment conducted by each school.

The findings presented in Table 4.23 indicate that school B (M=13.14), D (M=12.62) E (M=12.47) and F (M=12.51) with an overall mean score of 12.69 had all conducted assessment in English grammar 11 times each. On the other hand, school I (M=12.26) and school J (M=12.17) with an overall mean score of 12.22 had conducted 10 assessments each while school A (M =11.98) and school H (M=12.32) with an overall mean score of 12.15 had carried out 9 assessments each in grammar. School C (M=11.78) and school G (M=11.90) whose overall mean score was 11.84 had done 8 assessments each in English grammar.

These results revealed that those schools which had conducted assessment in grammar more frequently, had higher mean scores than those schools which had conducted fewer grammar assessment. This implies that frequency of assessment had an influence on students' achievement in English grammar. The teachers, who had conducted frequent assessment, demonstrated the recommended teacher instructional practices in using assessment methods in the teaching of English grammar.

Basol and Johnson (2009) established that frequent assessment had a positive effect on academic achievement. Similarly, Daneshfar, Hesamuddin and Hashemi (2018) affirmed that Dynamic Assessment procedure improves EFL learners' grammar achievement. Sheard, Chambers and Elliot (2012) found out that frequent assessment improved pupils' knowledge and use of adjectives and nouns in their writing.

Section IV of the document analysis sought to establish the assessment methods used by the ESL teachers when assessing English grammar. This was done in order to corroborate the data generated through the interview schedule and observation schedule. The results of the document analysis revealed that gap filling was the mostly used assessment method during English grammar lessons in all the 10 schools.

On the contrary, other assessment methods such as composition writing, transformational exercises, cloze tests, sorting mixed up sentences, joining sentences, completion exercises and objective questions were rarely used. For instance, document analysis conducted on students' grammar exercise books in school A, C and J revealed that the teachers had been using similar assessment method: gap filling.

Assessment entailed asking the students to fill in blank spaces using appropriate words in grammar topics such as: conjunctions, verbs in the future time, personal pronouns, modal auxiliaries, order of adjectives and subordinating conjunctions. The other method that was commonly used was completion exercises. Occasionally, the students were assessed by being asked to rewrite sentences in topics such as: active voice to passive voice, simple present to past simple tense and possessive pronouns. Similar patterns were observed in the rest of the Schools.

The results further confirmed that teachers of English used traditional approaches when assessing English grammar which was typically done by means of isolated grammar items and decontextualized sentences. The teachers rarely paid attention to other assessment methods such as composition writing and tasks embedded in context. This may have resulted to poor students' achievement in English grammar where the overall pre-test achievement mean score was (M=12.36).

4.8.4 Data Obtained from the Questionnaire

Section V of the students' questionnaire corresponded to the fifth research objective which asked students to respond to three questions related to the assessment methods used by ESL teachers when teaching English grammar.

Item 13 of the questionnaire sought to establish the frequency with which teachers had been using selected assessment methods during English grammar lessons. In this section, the students were asked to indicate how often the listed assessment methods were being used by their teachers when teaching English grammar.

The assessment methods listed were as follows: gap filling, writing compositions, joining sentences, cloze tests, rewriting exercises, question and answer, completion exercises, objective questions, sorting mixed up sentences and transformational exercises. The students were asked to respond to the items in the questionnaire using a five-point Likert Scale where: 1= never, 2 = rarely, 3= occasionally, 4 = frequently and 5= always. The data from the students' questionnaire was analysed and presented on Table 4.24.

Table 4.24: Use of Assessment Methods in teaching English Grammar

Method	Never	Rarely	Occasionally	Frequently	Always	N
Gap filling	27 (5.3%)	57 (11.2%)	64 (12.6%)	96 (18.9%)	265 (52.1%)	509 (100%)
Writing Compositions	87 (17.1%)	254 (49.9%)	117 (23.0%)	37 (7.3%)	14 (2.8%)	509 (100%)
Joining Sentences	22 (4.3%)	56 (11.0%)	93 (18.3%)	130 (25.5%)	208 (40.9%)	509 (100%)
Cloze Tests	22 (4.3%)	72 (14.1%)	109 (21.4%)	108 (21.2%)	198 (38.9%)	509 (100%)
Rewriting Exercises	24 (4.7%)	42 (8.3%)	87 (17.1%)	101 (19.8%)	255 (50.1%)	509 (100%)
Question and Answer	44 (8.6%)	57 (11.2%)	58 (11.4%)	86 (16.9%)	264 (51.9%)	509 (100%)
Completion Exercises	43 (8.4%)	79 (15.5%)	117 (23.0%)	95 (18.7%)	175 (34.4%)	509 (100%)
Objective Questions	76 (14.9%)	106 (20.8%)	120 (23.6%)	82 (16.1%)	125 (24.6%)	509 (100%)
Sorting mixed up sentences	97 (19.1%)	119 (23.4%)	111 (21.8%)	76 (14.9%)	106 (20.8%)	509 (100%)
Transformational Exercises	135 (26.5%)	104 (20.4%)	103 (20.2%)	71 (13.9%)	96 (18.9%)	509 (100%)

Source: Field Data (2019)

Table 4.24 presents a summary of the frequency and percentage distribution of the assessment methods the ESL teachers had been using to assess English grammar as obtained from the students' questionnaire. The results revealed that 265(52.1%) students who participated in this study reported that their teachers had always been using gap filling when assessing English grammar.

This was closely followed by question and answer method where 264 (51.9%) students reported that the teachers had always been using it when assessing grammar.

Furthermore, 255 (50.1%) students said their teachers had always been using rewriting exercises while 208 (40.9%) said the teachers always used joining sentences when assessing grammar. Other methods that teachers had been using were as follows: cloze tests 198 (38.9%), completion exercises 175 (34.4%), objective questions 125 (24.6%), sorting mixed up sentences 106 (20.8%), transformational sentences 96 (18.9%).

However, only 14 (2.8%) students indicated that their teachers had been using composition writing when assessing English grammar. The implication of this finding is that ESL teachers predominantly assessed English grammar using two methods namely: gap filling and question and answer method.

Item 14 of the questionnaire sought to investigate the frequency by which the teachers conducted assessment of English grammar. The results are presented in Table 4.25.

Table 4.25: Frequency of Conducting Assessment in Grammar Lessons

Rating	Frequency	Per cent
Never	29	5.7
Rarely	94	18.5
Occasionally	209	41.1
Frequently	123	24.2
Always	54	10.6
Total	**509**	**100**

Source: Field Data (2019)

The results presented in Table 4.25 revealed that 209 (41.1%) students reported that their teachers occasionally conducted assessment in English grammar lessons. Another, 123 (24.2%) students said the teachers frequently assessed them.

Furthermore, 94 (18.5%) students said they were rarely assessed in grammar while 54(10.6%) students said that they were always assessed. However, only 29(5.7%) students reported that their teachers never assessed them in English grammar. Therefore, the findings implied that majority, 332 (65.2%) students indicated that ESL teachers never conducted assessment in English grammar.

Item 15 of the questionnaire sought to investigate the extent which the kind of assessment methods used influenced students' achievement in English grammar. The data from the students' questionnaire are presented on Table 4.26.

Table 4.26: Extent which Assessment Methods Influence Grammar Achievement

Rating	Frequency	Per cent
Not at all	46	9.0
To a small extent	61	12.0
To some extent	274	53.8
To a moderate extent	98	19.3
To a large extent	30	5.9
Total	**509**	**100**

Source: Field Data (2019)

The results presented on Table 4.26 show that 46 (9%) students said that the type of assessment method used did not affect their performance in English grammar at all. Another 61 (12%) students indicated that their performance was affected by the type of assessment used to a small extent.

However, 274 (53.8%) students reported that the type of assessment used affected their performance in English grammar to some extent; while 98 (19.3%) students said that they were affected to a moderate extent. Only 30 (18.1%) students were of the view that the kind of assessment methods used affected their performance in English grammar to a larger extent. Therefore, the data suggests that majority, 402 (81.2%)

students were of the view that students' achievement in English grammar was influenced by the type of assessment methods used by the teachers when assessing English grammar lessons.

4.8.5 Data obtained from the Tests

The pre-test and post-test-test mean scores were analysed in order to establish the influence of assessment methods on students' achievement in English grammar. The pre-test results presented in Table 4.7 revealed that school D (M=12.62) and school F (M=12.51) whose teachers had been assessing grammar through composition and cloze tests had and average mean score of 12.57. On the other hand, school A (M=11.98), B (M=13.14), C (M=11.78), E (M=12.47), G (M=11.90), H (M=12.32), I (M=12.26) and J (M=12.17) whose teacher had not been assessing grammar through compositions and cloze test had an average pre-test of 12.25.

During the treatment period, the experimental group were asked to assess English grammar through cloze test and compositions while the control group was allowed to assess grammar as they had been doing previously. The post-test results presented in Table 4.13 revealed that the experimental group which had used cloze test and compositions had and overall post-test mean score of 16.02 while the control group which assessed gap filling and question and answer had and overall post-test mean score of 14.12.

Similarly, the overall mean score gain for the experimental group was 3.64 while the control group gained by 1.87. The difference between those mean scores was significant as presented in Table 4.12. This implied that assessing grammar using cloze test and writing compositions enhanced students' achievement.

These findings concurred with the findings of Mashhadi and Bagheri (2015) who indicated that cloze test practice had a positive effect on grammatical accuracy of Iranian Intermediate EFL learners. Thus they highly recommended that grammar rules should be presented in meaningful cloze tests and be carried out in cooperative context. Similarly, Sahebkheir and Assadi (2014) found that using model essays in the form of cloze test and asking students to complete the models by conjunction was a good way of improving performance in grammar.

Based on the questionnaire, interview schedule, observation schedule and document findings, the researcher conducted a further data analysis using Person Product Correlation Moments Coefficient analysis to test the null hypothesis that:

H_{O4}: There is no statistically significant relationship between assessment methods and students' achievement in English grammar in secondary schools in Kenya.

The results of the correlation analysis are presented in Table 4.27.

Table 4.27: Correlation between Assessment Methods and Grammar Achievement

		Assessment Methods	Students Achievement in English Grammar
Assessment Methods	Pearson Correlation	1	.643**
	Sig. (2-tailed)		.006
	N	509	509
Students' Achievement in English Grammar	Pearson Correlation	.643**	1
	Sig. (2-tailed)	.006	
	N	509	509

*. Correlation is significant at the 0.05 level (2-tailed).

The results presented in Table 4.27 revealed that there was a strong positive statistically significant correlation between assessment methods and student' achievement in English grammar (r = .643, n =509, p = .006). This means that the kind of assessment methods employed by the teachers influenced students' achievement in English grammar. In light of this result, the null hypothesis was rejected, meaning that use of effective assessment methods enhance students' achievement in English grammar. Thus, when ESL teachers use effective assessment methods, students' achievement in English grammar also improve.

These results corroborate the findings of some previous works like Green (2013) and Tsagari and Cheng (2016) who pointed out that there is evidence that language testing and assessment can have a strong impact on the quality of the learning outcomes.

Similarly, Ajogbeje, (2013) established that effective utilization of formative assessment enables adequate preparation of students for the test and such frequent test enables the students to get more involved and committed to the instructional process thereby enhancing their academic performance in the subject. Likewise, Ugodulunwa and Okolo (2015) stated that if formative assessment is effectively used, student's achievement would improve significantly.

Furthermore, the result of the current research is consistent with the finding of Khan (2012) who highlighted that effective and well-planed assessment strategies had a great impact on students' learning because assessment provides opportunity for teachers to place students in a situation where they exhibit their true potential. Similarly, Alvarez, Ananda, Walqui, Sato and Rabinowitz (2014) pointed out that gradual formative assessment has the potential to enhance the instructional, especially for those learners who face particular challenges, such as English Language.

On his part, Sumardi (2017) found that performance-based assessment motivated students to learn more. Students' perception in this type of assessment was positive and they strived to be more successful in their learning. Furthermore, Bayat, Jamshidipour and Hashemi (2017) affirmed that teachers who use formative assessment reported that their students retain more information and understood concepts more rapidly.

Vygotsky's (1978) sociocultural theory that guided this study suggested that assessment and instruction are a single activity that seeks to simultaneously diagnose and promote learner development by offering learners mediation. Mediation is provided during the assessment procedure and is intended to bring to light underlying problems and help learners overcome them and move to the next level of competence. However, the findings of this study revealed that majority of the ESL teachers rarely conducted grammar assessment. This was supported by the results of the document analysis and the questionnaire. That raised a question on how the ESL teachers would know the strength and weakness of their learners for intervention purposes.

4.9 Chapter Summary

This chapter dealt with data presentation, analysis, interpretation and discussion. The data generated through the interview schedule, observation schedule, document analysis, questionnaire and English Grammar Achievement (pre-test and post-test). The data was organized following the five research objectives which included: planning for instruction and students' achievement in English grammar, influence of instructional approaches on students' achievement in English grammar, influence of instructional resources on students' achievement in English grammar, influence of teaching/learning activities on students' achievement in English grammar and

influence of assessment methods on students' achievement in English grammar. Four research hypothesis were tested.

Quantitative data was analysed using descriptive and inferential statistics. Data from descriptive statistics was presented through tables of frequencies, percentages, means and standard deviation. Independent samples t-test and Pearson Product-Moment correlation outputs were presented. The next chapter presents a summary of findings, conclusion, recommendations and suggestions for further research.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions from the findings, recommendations, the thesis statement and suggestions for further research.

5.2 Summary of Findings

This study investigated the influence of English language teachers' instructional practices on students' achievement in English grammar in secondary schools in Kenya. The research objectives were to: establish how planning for instruction influence students' achievement in English grammar in secondary schools in Kenya, examine the influence of the instructional approaches used on students' achievement in English grammar in secondary schools in Kenya, assess the influence of instructional resources used on students' achievement in English grammar in secondary schools in Kenya, evaluate the influence of teaching/learning activities used on students' achievement in English grammar in secondary schools in Kenya and determine the influence of assessment methods used in internal evaluation on students' achievement in English grammar in secondary schools in Kenya.

This study was anchored on the sociocultural theory (Vygotsky, 1978). It employed a pragmatic philosophical paradigm which advocates for both singular and multiple reality ontology, a practical epistemology and a mixed methods using the exploratory sequential design and a quasi-experimental research design of the non-randomized control group, pre-test-post-test design.

The study targeted 84 ESL teachers and 3399 Form 2 students from 31 public secondary schools in Teso North Sub-County in Busia County. The sample consisted of 509 Form two students and 10 ESL teachers from 10 sub-county mixed public secondary schools. The data was generated through the interview schedule, observation schedule, document analysis, questionnaire and English Grammar Achievement Tests (pre-test and post-test). The summary of findings of this study are presented according to the research objectives as follows:

5.2.1 Planning for Instruction and Students' Achievement in Grammar

The first research objective sought to establish how planning for instruction influence students' achievement in English grammar in secondary schools in Kenya.

The findings revealed that ESL teachers did not adequately plan for grammar instruction. Document analysis confirmed that only 2 out of 10 ESL teachers had all the professional documents available as presented in Table 4.2. The observation schedule revealed that only 2 ESL teachers used lesson plans while only 3 teachers used lesson notes. This practice was not in line with Vygotsky's (1978) sociocultural theory which suggests that planning supports the teacher to scaffold instruction according to learners' academic needs.

The findings revealed that ESL teachers planned to teach grammar only twice per week. The interview schedule confirmed that 6 out of 10 ESL teachers planned to teach English grammar twice a week. This was corroborated by the results of the document analysis which revealed that 7 out of 10 teachers had planned in their schemes of work to teach grammar only twice a week.

Also, the findings revealed that students in schools where teachers planned for grammar instruction using lesson plans and lesson notes performed better than those in schools where teachers did not prepare and use these documents. The pre-test results confirmed that in schools where teachers used lesson plans, students performed better (M=12.57) than schools where teachers did not use lesson plans (M=12.21). Similarly, schools where teachers used lesson notes performed better (M=12.47) than schools where teachers did not prepare and use lesson notes (M=12.02).

These results were affirmed by the post-test scores which revealed that students in schools where the ESL teachers planned for grammar instruction using lesson plans and lesson notes performed better (M=16.02) than those in schools where teachers did not plan for grammar instruction (M=14.12). These findings clearly demonstrated that planning for instruction influenced students' achievement in English grammar.

5.2.2 Influence of Approaches on Students' Achievement in Grammar

The second research objective sought to examine the influence of instructional approaches on students' achievement in grammar in secondary schools in Kenya. The findings revealed that ESL teachers predominantly used the deductive approach to teach grammar. The observation schedule confirmed that 8 out of 10 ESL teachers used the deductive approach. This was corroborated by the interview schedule which revealed that 7 out of 10 teachers used the deductive approach. The questionnaire showed that 421 (82.7%) students stated that the teachers used the deductive approach. This instructional practice was not in line with Vygotsky's (1978) sociocultural theory which lays emphasis on interaction between the teacher and the learner for effective application of scaffolding.

Also, the findings revealed that students' achievement in English grammar was poor. The interview schedule confirmed that all the 10 ESL teachers stated that their students' performance in English grammar was poor.

This was corroborated by the questionnaire where 354 (69.5%) students rated their achievement in grammar as poor. Furthermore, the pre-test revealed that students' achievement in grammar was poor where the experimental group obtained (M=12.39; SD=3.86) and the control group (M=12.24; SD=4.16) which was below the 50%.

The findings revealed that the grammar in context approach was an appropriate approach for teaching English grammar. The post-test results confirmed that students in the experimental group who were taught using the grammar in context approach obtained a higher overall mean score (M=16.02; SD = 3.51) than students in the control group (M=14.12; SD=3.33) who were taught using the deductive approach. This demonstrated that grammar in context approach was superior to the deductive approach in the teaching and learning of grammar.

Furthermore, the computed Pearson Product-Moment correlation test results revealed that there was a weak positive statistically significant correlation between instructional approaches and students' achievement in English grammar (r = .123, n =509, p = .005). Thus, the null hypothesis was rejected at the 0.05 significance level. This implies that the kind of instructional approaches used by ESL teachers influenced students' achievement in English grammar in secondary schools in Kenya.

5.2.3 Influence of Resources on Students' Achievement in English Grammar

The third research objective sought to assess the influence of instructional resources on students' achievement in English grammar in secondary schools in Kenya.

Firstly, the findings highlighted that ESL teachers predominantly used the prescribed English course book when teaching grammar. The interview schedule confirmed that 8 teachers used the course book when teaching grammar. The observation schedule revealed that 8 out of 10 ESL teachers used the course book. This was affirmed by the questionnaire where 398 (78.1%) students indicated that the course book was mainly used when learning English grammar.

Secondly, the findings revealed that resources specifically for teaching English grammar such as newspaper/magazine articles, internet, class readers, video clips and audio tapes were lacking in most schools. The interview schedule confirmed that all the 10 ESL teachers stated that these resources were lacking. This was corroborated by the observation schedule which revealed the teachers relied on the prescribed course book since other kinds of resources were lacking. This finding was not aligned to Vygotsky's (1978) sociocultural theory which encourages the use of psychological tools as a means to accomplish a task.

Also, the findings revealed that in schools where ESL teachers used passages to teach grammar had a higher pre-test mean score of (M=12.88) than in schools where teachers only relied on the prescribed English course with a pre-test mean score of (M=12.17). This finding was supported by the findings of the post-test where the experimental group who were taught grammar in context using passages and newspaper/magazine articles obtained a higher overall mean score (M=16.02; SD=3.51) while the control group who did not use passages and newspaper articles obtained a lower overall mean score (M=14.12; SD=3.33).

More so, the findings revealed that instructional resources influenced students' achievement in English grammar. The Computed Pearson Product-Moment correlation test results revealed that there was a moderate positive statistically significant correlation between instructional resources and students' achievement in grammar (r = .350, n =509, p = .001). Thus, the null hypothesis was rejected at the 0.05 significance level.

5.2.4 Influence of Learning Activities on Students' Achievement in Grammar

The fourth research objective sought to evaluate the influence of learning activities on students' achievement in English grammar in secondary schools in Kenya.

Firstly, the findings revealed that ESL teachers predominantly used the individual work activity when teaching grammar. The observation schedule confirmed that 8 out 10 teachers used individual work activity. This was verified by the questionnaire where 302 (59.3%) students stated individual work activity was always used when learning English grammar. This finding was not aligned to Vygotsky's (1978) sociocultural theory which encourages social interaction as a means of learning.

Secondly, the findings revealed that most ESL teachers did not involve learners in the selection of teaching/learning activities for grammar lessons. The interview schedule results revealed that all the 10 teachers did not involve the learners in the selection of teaching/learning activities. This was corroborated by the questionnaire results where 328 (64.5%) students indicated that they were never involved in the selection of teaching/learning activities for English grammar. The observation schedule results revealed that ESL teachers dominated the English grammar teaching/learning process.

Thirdly, the findings revealed that teaching grammar through language games and group work was more beneficial. The pre-test confirmed that where language games and group work were used to teach grammar, students obtained a higher pre-test mean score of (M=12.37) than in schools where teachers did not use them (M=12.29). This was validated by the post-test results where the experimental group who learnt grammar using language games and group work activities obtained a higher overall mean score (M=16.02; SD=3.51) while the control group which did not use language games and group work obtained a lower overall mean score (M=14.12; SD=3.33). Vygotsky's (1978) sociocultural theory asserts that learners learn better by doing.

Fourthly, the findings revealed that learning activities influenced students' achievement in English grammar. The Computed Pearson Product Moment correlation test results revealed that there was a strong positive statistically significant correlation between teaching/learning activities and students' achievement in English grammar (r = .723, n =509, p = .001). Thus, the null hypothesis was rejected at the 0.05 significance level.

5.2.5 Influence of Assessment on Students' Achievement in Grammar

The fifth research objective sought to determine the influence of assessment methods on students' achievement in English grammar. Firstly, the findings revealed that assessment of grammar was mostly done through gap filling method. Document analysis revealed that gap filling was used in 8 schools. The observation schedule revealed that 7 out of 10 ESL teachers gave out gap filling exercises at the end of the lessons. This was corroborated by the results of the questionnaire where 265 (52.1%) students reported use of gap filling method.

Secondly, the findings revealed that most teachers rarely conducted assessment of grammar. Document analysis confirmed that most teachers had conducted only 10 assessments on average the whole of the previous term. This was corroborated by the questionnaire where 332 (65.2%) students indicated that teachers never conducted assessment in grammar as presented in Table 4.24. Schools which had conducted more grammar assessment obtained higher pre-test mean scores (M=12.69) than those schools which had conducted fewer assessments (M=11.84).

Thirdly, the findings revealed that teachers lacked proper mechanisms for monitoring students' progress in grammar since assessment records were not well maintained. The results of the interview schedule and document analysis confirmed that that all the 10 ESL teachers did not maintain proper grammar assessment records.

Fourthly, the findings revealed that in schools where grammar was assessed through cloze test and composition writing performed better (M=12.57) than schools where teachers had not been assessing grammar through cloze test and composition (M=12.25) in the pre-test. This was corroborated by the post-test results which revealed that in schools where teachers assessed learners through cloze test and composition performed better (M=16.02; SD=3.51) than those which did not assess through cloze test and composition (M=14.12; SD=3.33). This implies that assessing grammar through composition writing and cloze test enhanced students' achievement.

The Computed Pearson Product Moment correlation test results revealed that there was a strong positive statistically significant correlation between assessment and students' achievement in English grammar (r = .643, n =509, p = .006). Thus, the null hypothesis was rejected at the 0.05 significance level.

5.3 Conclusions

This study sought to establish the influence of English language teachers' instructional practices on students' achievement in English grammar in secondary schools in Kenya. In the light of the findings, this study concluded that:

1. Planning for instruction influenced students' achievement in English grammar. The pre-test results confirmed that in schools where teachers used lesson plans, students performed better than schools where teachers did not use lesson plans. Similarly, schools where teachers used lesson notes performed better than schools where teachers did not use lesson notes. This was corroborated by the post-test results where the experimental group achieved a higher mean score than the control group. Therefore, this study concludes that planning for grammar instruction through preparation and utilization of professional documents such as schemes of work, lesson plans and lesson notes may promote students' achievement in English grammar.

2. Instructional approaches used influenced students' achievement in English grammar. The findings revealed that grammar in context approach enhanced students' achievement in English grammar. Students taught English grammar using the grammar in context approach achieved significantly higher mean scores than those taught through the deductive approach. Consequently, English teachers can improve students' achievement in English grammar by teaching it through the grammar in context approach.

3. Instructional resources used influenced students' achievement in English grammar. Students who were taught English grammar through passages and newspaper articles achieved significantly higher mean scores in grammar than those who were not taught through them. Hence, this study concludes English

teachers can help improve students' achievement in English grammar by teaching grammar using passages, newspaper and magazine articles.

4. Teaching activities influenced students' achievement in English grammar. Students who learnt grammar through these activities achieved significantly higher mean scores than those exposed to only individual work activities. As a result, this study concludes that students' achievement in English grammar can be improved by using appropriate language games and group work activities. This was because language games and group work activities enable the teachers of English to work collaboratively with the learners.

5. Assessment methods influenced students' achievement in English grammar. The findings revealed that assessing English grammar through cloze tests and composition writing enhanced students' achievement. In effect, teachers of English language can greatly improve students' achievement in English grammar by assessing grammar through cloze tests and composition writing.

5.4 Recommendations

Based on the research findings, the following recommendations were made:

1. Teachers of English language should always plan for English grammar instruction by preparing schemes of work, lesson plans and lesson notes following the English syllabus to enhance students' achievement in grammar.

2. Teachers of English language should adopt grammar in context approach as an alternative to the deductive approach when teaching English grammar. Hence, in-service training programs should be facilitated by the Ministry of Education through KICD to sensitize ESL teachers on the importance of using grammar in context approach when teaching English grammar.

3. Teachers of English language should teach English grammar using passages and newspaper/magazine articles. Thus, course book publishers should provide passages on each unit of grammar where grammatical structures are integrated to facilitate grammar in context learning. Additionally, the Ministry of Education should allocate funds to secondary schools for purchasing instructional resources such as newspapers and magazines.

4. Teachers of English language should teach grammar using language games and group work activities in order to enhance students' achievement in English grammar. Therefore, the Ministry of Education should mount in-service training for ESL teachers to sensitize them on learner-centred teaching/learning activities.

5. Teachers of English language should assess grammar through composition writing and cloze tests. Hence, in-service courses should be facilitated through the Ministry of Education and KICD to sensitize ESL teachers on the importance of assessing grammar through compositions and cloze tests.

5.5 Suggestions for Further Research

This study is not fully exhaustive and in order to achieve greater understanding, the researcher strongly recommends the following areas for further research:

1. A similar study could be carried out to cover more topics in English grammar.

2. This study targeted Form 2 learners in public mixed sub-county secondary schools meaning that the findings obtained majorly focused on ESL teachers' instructional practices used to teach learners at this level.

3. A similar study could be carried out to cover listening, speaking, reading and writing skills.

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APPENDICES

Appendix 1: Letter of Introduction to the Principal

<div align="right">

Moi University,

P.O. BOX 3900,

ELDORET (K)

Date……………

</div>

The Principal…………………………………………………………………………

Dear sir/ Madam

RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a student at Moi University, pursuing a course for the award of Doctor of Philosophy (PhD) in in English language education. I am currently conducting research on the topic entitled: **Influence of English Language Teachers' Instructional Practices on Students' Achievement in English Grammar in Secondary Schools in Kenya.** This study will not cause any disadvantage to you or your school. The benefits of the research will be policy oriented intended to improve teaching and learning of English grammar in Kenyan schools. I am therefore seeking your permission to carry out the study and involve the teachers and students in your school.

Yours faithfully,

MacDonald Omuse Omuna

PhD Candidate

Moi University

Appendix 2: Interview Schedule for Teachers

<div align="right">

Moi University,

P.O. BOX 3900,

ELDORET (K)

</div>

Dear sir/ Madam,

REQUEST FOR INTERVIEW

I am a postgraduate student at Moi University. I am currently carrying out research on the topic entitled: **Influence of English Language Teachers' Instructional Practices on Students' Achievement in English Grammar in Secondary Schools in Kenya.** The information obtained from this research is hoped to be of great importance in improving the teaching of English grammar in Kenyan secondary schools. This is purely an academic exercise and your sincere and honest responses will be appreciated and treated with confidence.

Attached herein is a research permit authorizing the research in your school.

Thank you.

Yours faithfully,

MacDonald Omuse Omuna

PhD Candidate

Moi University

SECTION I: DEMOGRAPHIC INFORMATION

School……………………   Gender………………………………..

1. What is your highest level of education?

      1 =   Diploma   **[   ]**
      2 =   Bachelor's Degree   **[   ]**
      3 =   Master's Degree   **[   ]**
      4 =   PhD   **[   ]**

2. For how long have you been teaching English language?

      1 =   Below 5 years   **[   ]**
      2 =   5-10 years   **[   ]**
      3 =   11-15 years   **[   ]**
      4 =   Over 15 years   **[   ]**

SECTION II: PLANNING TO TEACH GRAMMAR
1. Which documents do you use when planning to teach English grammar?
2. How often do you plan to teach English grammar?
3. In your view what is the relationship between planning for instruction and achievement in grammar

SECTION III: APPROACHES FOR TEACHING GRAMMAR
1. Explain the approach that you normally use when teaching English grammar?
2. What is your students' reaction to grammar when you are teaching?
3. How would you describe your students' achievement in English grammar?
4. What has been the cause of the performance you have mentioned?

SECTION IV: INSTRUCTIONAL RESOURCES FOR ENGLISH GRAMMAR
1. What kinds of instructional resources do you use to teach English grammar?
2. How do you rate the situation regarding sufficiency of instructional resources for teaching grammar in your school
3. To what extent do you think the kind of resources used to teach grammar affects your students' performance?

SECTION V: TEACHING/LEARNING ACTIVITIES FOR GRAMMAR
1. Which teaching/learning activities do you use when teaching grammar?
2. Who selects the learning activities used in the teaching of English grammar?
3. What is the objective of using learning activities when teaching grammar?

SECTION VI: ASSESSMENT METHODS FOR GRAMMAR LESSONS
1. What assessment methods do you use in the grammar lessons?
2. How often do you mark your students' English grammar assignments?
3. How do you keep the assessment records for English grammar?

Appendix 3: Observation Schedule

School……….…………………………….Teacher………………………………

S/N	Variables to be observed	Observations made
1	**Planning for Instruction**	
	Kind of professional documents used	
2	**Instructional Approaches**	
	How does the teacher present grammar • Deductively • Inductively • Grammar in context	
3	**Use of Instructional Resources**	
	(a) Type of instructional resources used (b) Adequacy of the resources	
4	**Teaching/Learning Activities**	
	(a) Type of Teaching/learning activities used (b) Variety of Teaching/learning activities (c) Learner participation/involvement	
5	**Assessment Practices**	
	Type of assessment methods used	

Appendix 4: Document Analysis

School……………………………………………………….Teacher……………………

DOCUMENTS	AVAILABILITY		USE		NOTES
	Available	**Not Available**	**Used**	**Not Used**	
Section I Documents					
KICD syllabus					
Schemes of work					
Lesson Plans					
Lesson Notes					
Section II Progress Records					
Section III Exercise books 5 per school	**Number of marked grammar exercises the previous term**				
School Codes	**0-5**	**6-10**	**11-15**	**16-20**	**21-25**
A					
B					
C					
D					
E					
F					
G					
H					
I					
J					
Section IV Exercise Books	**Methods used to assess Grammar**				
	Method Used		**Notes**		

Appendix 5: Questionnaire for Students

Dear student,

This questionnaire is aimed at obtaining information on the teaching of English grammar in secondary schools in Kenya. It is **NOT an examination**. The information obtained will be used for research purposes only. **THERE ARE NO RIGHT OR WRONG ANSWERS** to the questions. Please answer **ALL** questions by **ticking (√)** the options that is applicable to you.

Instructions:

- Do **NOT** write your name on this paper.

- Answer **ALL** questions sincerely by **ticking (√)** options that apply to you.

SECTION I: DEMOGRAPHIC INFORMATION

(**1.**) Please **tick (√)** to indicate your **gender**?

1 =	Male	[ ]
2 =	Female	[ ]

(**2.**) Please **tick (√)** to indicate your **age**?

1 =	Below 16 years	[ ]
2 =	16-18 years	[ ]
3 =	Above 18 years	[ ]

SECTION II: APPROACHES

(**3.**) How often does your teacher use each of the following approaches when teaching English grammar in your class? **Tick (√)** against **each item** in the table below

APPROACH	Always 5	Frequently 4	Occasionally 3	Rarely 2	Never 1
Teacher begins grammar lessons by **explaining the grammar rules**, gives **examples** and then allows students to apply them					
Teacher begins grammar lessons by **giving examples** then explains the grammar rules using the examples					
The teacher begins the grammar lessons by asking the students to read **a passage, a story or poem,** then uses **examples** from the **passage, story or poem** to teach grammar items					

(**4.**) What is **your reaction** to grammar when your teacher is teaching it in your class? **Please Tick (√) one choice only.**

     5 = Very satisfied   [   ]
     4 = Satisfied   [   ]
     3 = Undecided   [   ]
     2 = Not satisfied   [   ]
     1 = Very dissatisfied   [   ]

(**5**.) How would you describe **your performance** in English Grammar? **Please Tick (√) one choice only.**

     5 = Excellent   [   ]
     4 = Good   [   ]
     3 = Average   [   ]
     2 = Poor   [   ]
     1 = Very poor   [   ]

(**6**.) To what extent do you think your performance in English grammar is **affected by the teaching approach** used by your teacher? **Please Tick (√) one choice only.**

     5 = To a large extent   [   ]
     4 = To a moderate extent [   ]
     3 = To some extent   [   ]
     2 = To a small extent   [   ]
     1 = Not at all   [   ]

SECTION III: INSTRUCTIONAL RESOURCES

(**7.**) How often does your teacher use each of the following **resources** when teaching English grammar? **Tick (√)** against **each item** in the table below to indicate how often

Instructional Resources	Always 5	Frequently 4	Occasionally 3	Rarely 2	Never 1
Other Library books					
Prescribed Course Books					
Newspaper articles					
Magazine articles					
Internet articles					
Poems					
Class readers					
Oral Narratives					
Video clips					
Audio tapes					

(8.) How would you rate the adequacy of **resources** used to teach grammar in your school? **Please Tick (√) <u>one choice only.</u>**

> **5 =** Extremely Adequate [ ]
> **4 =** Very Adequate [ ]
> **3 =** Adequate [ ]
> **2 =** Inadequate [ ]
> **1 =** Extremely inadequate [ ]

(9.) To what extent do you think the **kind of resources** used to teach grammar affects your performance? **Please Tick (√) <u>one choice only.</u>**

> **5 =** To a large extent [ ]
> **4 =** To a moderate extent [ ]
> **3 =** To some extent [ ]
> **2 =** To a small extent [ ]
> **1 =** Not at all [ ]

SECTION IV: TEACHING/LEARNING ACTIVITIES

(10.) How often does your teacher use each of the following **teaching/learning activity** when teaching English grammar? Please **Tick (√)** against **<u>each item</u>** in the table below.

Teaching/learning activities	Always 5	Frequently 4	Occasionally 3	Rarely 2	Never 1
Dramatizing					
Individual Work					
Role playing					
Playing language games					
Dialogues					
Listening to video clips					
Singing					
Group discussion					
Pair work					
Debates					

(11.) How often does the teacher **consult you on the teaching/learning activities** to be involved in the English grammar lessons? **Please Tick (√) <u>one choice only.</u>**

> **5 =** Always [ ]
> **4 =** Frequently [ ]
> **3 =** Occasionally [ ]
> **2 =** Rarely [ ]
> **1 =** Never [ ]

(12.) To what extent do you think the **kind of teaching/learning activities** used during the grammar lessons affect your performance? **Please Tick (√) <u>one choice only</u>.**

        5 =   To a large extent   [   ]
        4 =   To a moderate extent [   ]
        3 =   To some extent   [   ]
        2 =   To a small extent   [   ]
        1 =   Not at all   [   ]

<u>SECTION V: ASSESSMENT METHODS</u>

(13.) How often does your teacher use each of the following **assessment methods** when teaching English grammar? **Please Tick (√) <u>one choice only</u>.**

Assessment Methods	Always 5	Frequently 4	Occasionally 3	Rarely 2	Never 1
Gap filling exercises					
Composition writing					
Joining sentences					
Cloze tests					
Rewriting exercises					
Question and answer					
Completion exercises					
Objective questions					
Sorting mixed up sentences					
Transformational exercises					

(14.) How often does the teacher **check and mark** your English grammar assignments?
Please Tick (√) <u>one choice only</u>.

        5 =   Always   [   ]
        4 =   Frequently   [   ]
        3 =   Occasionally   [   ]
        2 =   Rarely   [   ]
        1 =   Never   [   ]

(15.) To what extent do you think the kind off assessment method used affects your performance in English grammar? **Please Tick (√) <u>one choice only</u>.**

        5 =   To a large extent   [   ]
        4 =   To a moderate extent [   ]
        3 =   To some extent   [   ]
        2 =   To a small extent   [   ]
        1 =   Not at all   [   ]

THANK YOU FOR YOUR COOPERATION

Appendix 6: English Grammar Achievement Test (Pre-test)

Dear student,

This is an English Grammar Achievement Test that seeks to find out the **influence of English language teachers' instructional practices on students' achievement in English grammar in secondary schools in Kenya**. The information you give will be important in providing information that will be used to improve the teaching of English grammar in secondary schools in Kenya. The information will be treated with confidentiality.

Instructions:

- Do not write your name on this paper.
- Please, answer all the questions.
- **TIME**: 1 Hour   **MARKS**: 30

Part I: Personal Information

What is your gender: Male   [   ]   Female   [   ]

Part II: English Grammar Achievement Test (EGAT)

Answer all the questions in this paper

(4) *Fill in the blanks with the correct alternative from the choices given (10 Marks)*
1. Watching movies…………………him. (excite/excites/exciting)
2. They…………………………the room yesterday. (swept/sweep/sweeping)
3. The workers…………the farm and planted trees yesterday. (Cleared/clear/Clearing)
4. I………………………..sent by the teacher. (are/was/were)
5. Joseph……………………the clothed. (had wash/have washed/has washed)
6. The panel…………………………the winner. (Chosen/chooses/Choosing)
7. The trophy…………………presented now. (is being/was being/were being)
8. The roads…………………….by the Chinese. (was built/is built/were built)
9. The winners………………………interviewed. (is being/was being/ were being)
10. The best schools…………………chosen. (has been/have been/is being)
(b) *Read the passage below paying attention to active and passive verbs.*

The hamburger is the most eaten food in the whole world. The first hamburgers were made and sold in Connecticut in 1895 by an American called Louis Lassen. Louis called them hamburgers because he was given the recipe by sailors from Hamburg in Germany. Hamburgers became a favorite meal in America in the early part of the twentieth century. Their popularity grew even more after the Second World War, when they were bought in large quantities by teenagers who preferred fast food to family meals. In 1948 two brothers Dick and MacDonald opened a drive-in hamburger restaurant in San Bernardino, California. Since then over 25,000 MacDonald's restaurants have been opened worldwide and now 35 million MacDonald's hamburgers are eaten every day in 115 countries from India to the Arctic Circle.

Put the verbs in brackets into the correct tense, active or passive voice. (10 Marks)

The first hamburgers……………..(make) in 1895. Lassen Louis………………..(call) them hamburgers because he……………..(give) the recipe by sailors from Hamburg in Germany. Hamburgers……………..(become) his favourite meal. Their popularity…………………..(grow) even more when they……………..(buy) in large quantities by teenagers who…………………………..(prefer) fast food and MacDonald……………………..(open) a drive-in hamburger restaurant. Over 25,000 MacDonald's restaurants………………..(open) worldwide. More than 35 million hamburgers…………………(eat) every day.

(c) *Rewrite the following sentences according to the instruction given. Do not change the meaning (10 Marks).*

1. The choir entertained the visitors (Begin: The visitors…)

………………………………………………………………………………………………

2. The cow that died was hit by John. (End:… that died)

………………………………………………………………………………………………

3. People speak English in Kenya. (Begin: English…)

………………………………………………………………………………………………

4. Someone stole his car. (End:…someone)

………………………………………………………………………………………………

5. They say Kane is somewhere in Zambia. (Begin: Kane is…)

………………………………………………………………………………………………

6. The show was opened by the President. (Rewrite ending with…the show)

………………………………………………………………………………………………

7. The oil company has established a petrol station here. (Begin: A petrol station…)

………………………………………………………………………………………………

8. The board is interviewing the applicant. (Rewrite ending with…by the board)

………………………………………………………………………………………………

9. The students cleaned all the classrooms early in the morning (Begin: All the classrooms…)

………………………………………………………………………………………………

10. The fans were disappointed by the players (Rewrite ending with…the fans)

………………………………………………………………………………………………

Appendix 7: English Grammar Achievement Test (Post-test)

(a) *Fill in the blanks with the correct alternative from the choices given (10 Marks)*

1. Mary……………Limo whenever he is disobedient. (punish/punished/punishes)
2. The father…………………the boys home every day. (drive/drives/driving)
3. The ship………………………the goods from India. (brought/bring/bringing)
4. A letter…………………..slipped under his door (are/was/were)
5. The chicken……………………..by wafula. (is roasted/was roasted/were roast)
6. All the blankets…………………washed by Okoiti. (is being/was being/are being)
7. The books………………………….to the library. (is returned/was returned/were returned)
8. The butter…………………………….here. (is kept/was keep/are keep)
9. They………………………carrots. (grows/grow/grown)
10. The dog…………………..on the streets. (have been seen/has been seen/was being seen)

(b) *Complete the following passage by putting verbs in brackets into either the PASSIVE or ACTIVE form in the correct tenses (10 Marks).*

Fort Jesus1………………(built) by the Portuguese in 1592 to protect their trading interests and provide a stopover for ships on their way to India. It 2…………..(guard) by a mixed force of Portuguese, Swahilis and others, and during its lifetime as a fort, it 3………………………..(attack) several times by Omani ships, as the Arabs 4………………………(try) to remove the Portuguese influence. The fort 5…………………………..(increase) in size by various governors, in terms of building, but water was a problem, until a deep well 6………………………..(sink) to provide the defenders with a reliable supply. After several attempts, the Arabs finally 7……………………………………(capture) the fort from the Portuguese, but 8……………..…..(remove) many years later by the British as they 9……………...…(establish) their influence in the area. Under the British rule, the fort 10……………………… (turn) into a prison, but eventually it became a museum, where many interesting relics from the fort's history can be seen

(c) *Rewrite the following sentences according to the instruction given. Do not change the meaning (10 Marks).*

1. This kind of dance fascinates the youth more than it does adults.(Begin: The youth…)
…………………………………………………………………………………………
2. Funds have been set aside for the disabled in the society by the government (Begin: The government…)
…………………………………………………………………………………………
3. They have already filled the vacancy. (Begin: The vacancy…)
…………………………………………………………………………………………
4. His father told him off. (Begin: He…)
…………………………………………………………………………………………
5. The ministry of Education has warned all principals. (Begin: All the principals…)
…………………………………………………………………………………………
6. I think we are being followed by somebody (Rewrite beginning: I think…)
…………………………………………………………………………………………

7. The students saw the burglar enter the house (Rewrite beginning: The burglar…)

………………………………………………………………………………………

8. They rang the bell at 8:00 a.m. (Rewrite ending…at by them)

………………………………………………………………………………………

9. John gives a present to each of his friends during Christmas (Begin: Each…)

………………………………………………………………………………………

10. The Board of Governors has been looking into the matter. (End:...Board of Governors)

………………………………………………………………………………………

Appendix 8: English Grammar Achievement Test (Pre-test) Marking Scheme

Mark allocation: ✓1 mark each   **Total: 30 Marks**

(a)
1. Excites ✓1
2. Swept ✓1
3. Cleaned ✓1
4. Was ✓1
5. Had washed ✓1
6. Chooses ✓1
7. is being ✓1
8. were built ✓1
9. were being ✓1
10. have been ✓1

(b)
1. were made✓1
2. called✓1
3. was given✓1
4. became✓1
5. grew✓1
6. were bought ✓1
7. preferred✓1
8. opened ✓1
9. have been opened✓1
10. are eaten ✓1

(c)
1. The visitors were entertained by the choir ✓1
2. John hit the cow that died ✓1
3. English is spoken in Kenya by people ✓1
4. His car was stolen by someone ✓1
5. Kane is said to be somewhere in Zambia ✓1
6. The President opened the show ✓1
7. A petrol station has been established here by the oil company. ✓1
8. The applicant is being interviewed by the board✓1
9. All the classrooms were cleaned early in the morning by the students✓1
10. The players disappointed the fans✓1

Appendix 9: English Grammar Achievement Test (Post-test) Marking Scheme

Mark allocation: ✓1 mark each **Total: 30 Marks**

(a)
1. punished
2. drives
3. brought
4. was
5. was roasted
6. are being
7. were returned
8. is kept
9. grow
10. has been seen

(b)
1. Was built✓1
2. Was guarded ✓1
3. Was attacked ✓1
4. Were trying ✓1
5. Was increased ✓1
6. Was sunk ✓1
7. Were captured✓1
8. Was removed ✓1
9. Were established ✓1
10. Was turned ✓1

(c)
1. The youth are more fascinated by this kind of dance than adults ✓1
2. The government has set aside funds for the disabled in the society ✓1
3. The vacancy has already been filled. ✓1
4. He was told off by his father ✓1
5. All the principals have been warned by the Ministry of Education✓1
6. I think somebody is following us ✓1
7. The burglar was seen enter/entering the house (by the students) ✓1
8. The bell was rung at 8.00 a.m. by them ✓1
9. Each of John's friends is given a present during Christmas (by him) ✓1
10. The matter has been being looked into by the Board of Governors✓1

Appendix 10: Marked pre-test scripts

GRAMMAR TEST -1

(circled, handwritten) 06/30

Instructions:

- Do not write your name on this paper.
- Please, answer all the questions.
- TIME: 1 Hour   MARKS: 30

Part I: Personal Information

What is your gender: Male [   ]   Female   [✔]

Part II: English Grammar Achievement Test -1

(a) *Fill in the blanks with the correct alternative from the choices given (10 Marks)*

1. Watching movies…*Excites*…………him. (excite/excites/exciting)
2. They…*Sweep*………the room yesterday. (swept/sweep/sweeping)
3. The workers…*Clearing*…..the farm and planted trees yesterday. (Cleared/clear/Clearing)
4. I…*was*…………sent by the teacher. (are/was/were)
5. Joseph…*have washed*……the clothed. (had wash/have washed/has washed)
6. The panel…*Chosen*………the winner. (Chosen/chooses/Choosing)
7. The trophy…*was being*………presented now. (is being/was being/were being)
8. The roads……*was built*……..by the Chinese. (was built/is built/were built)
9. The winners…*was being*…..…interviewed. (is being/was being/ were being)
10. The best schools…*have been*…..…..chosen. (has been/have been/is being)

(handwritten red mark) 01

(b) *Put the verbs in brackets into the correct tense, active or passive voice. (10 Marks)*

The first hamburgers…*Made*……(make) in 1895. Lassen Louis……*Called*…..(call) them hamburgers because he…*gave*……(give) the recipe by sailors from Hamburg in Germany. Hamburgers…*became*…..(become)   his   favourite   meal.   Their *(red mark)* 04 popularity……*grew*………(grow) even more when they……*bought*(buy) in large quantities   by   teenagers   who………*Prefered*………(prefer)   fast   food   and MacDonald…*Opened*………..(open) a drive-in hamburger restaurant. Over 25,000 MacDonald's   restaurants…*Opened*……..(open)   worldwide.   More   than   35   million hamburgers…*ate*………(eat) every day.

(handwritten red) 05

1

(c) *Rewrite the following sentences according to the instruction given. Do not change the meaning (10 Marks).*

1. The choir entertained the visitors (Begin: The visitors…)

...The...visitors....entertained...the...Choir.....................................

2. The cow that died was hit by John. (End:… that died)

.John...was.....hit...by...the...cow...that...died.................................

3. People speak English in Kenya. (Begin: English…)

...English.....In....Kenya.....people....Speak.:...............................

4. Someone stole his car. (End:…someone)

..His...Car.....Stole.....by....Someone:..

5. They say Kane is somewhere in Zambia. (Begin: Kane is…)

...Kane.....is....Somewhere.....In...Zambia.......................................

6. The show was opened by the President. (Rewrite ending with…the show)

..The...president...opened...by...the...show:...................................

7. The oil company has established a petrol station here. (Begin: A petrol station…)

.....The....Petrol....Station....has...established....Oil....Company.....here:...........................

....

8. The board is interviewing the applicant. (Rewrite ending with…by the board)

...The...applicant.....is.....Interviewing.....by...the...board...............

9. The students cleaned all the classrooms early in the morning (Begin: All the classrooms…)

...All....the...Classroom.....Students....Cleaned...early....In...the....Morning...

....

10. The fans were disappointed by the players (Rewrite ending with…the fans)

....The...Player.....were....disappointed....by....the...fans...................

....

01

GRAMMAR TEST -1

Instructions:

- Do not write your name on this paper.
- Please, answer all the questions.
- **TIME**: 1 Hour   **MARKS**: 30

Part I: Personal Information

What is your gender: Male [✓]   Female   [   ]

Part II: English Grammar Achievement Test -1

(a) *Fill in the blanks with the correct alternative from the choices given (10 Marks)*

1. Watching movies....Exciting........him. (excite/excites/exciting)
2. They.....sweep.....................the room yesterday. (swept/sweep/sweeping)
3. The workers..Cleared.the farm and planted trees yesterday. (Cleared/clear/Clearing)
4. I.............was......................sent by the teacher. (are/was/were)
5. Joseph..has washed...the clothed. (had wash/have washed/has washed)
6. The panel.....Chooses..............the winner. (Chosen/chooses/Choosing)
7. The trophy...was being.....presented now. (is being/was being/were being)
8. The roads...were being.....by the Chinese. (was built/is built/were built)
9. The winners....were being...interviewed. (is being/was being/ were being)
10. The best schools....has been....chosen. (has been/have been/is being)

(b) *Put the verbs in brackets into the correct tense, active or passive voice. (10 Marks)*

The first hamburgers...makes..(make) in 1895. Lassen Louis....Called...(call) them hamburgers because he..given...(give) the recipe by sailors from Hamburg in Germany. Hamburgers.becomes.(become)   his   favourite   meal.   Their popularity..growing........(grow) even more when they...buying..(buy) in large quantities   by   teenagers   who.....prefering....(prefer)   fast   food   and MacDonald.....Opened.....(open) a drive-in hamburger restaurant. Over 25,000 MacDonald's restaurants...Opened..(open) worldwide. More than 35 million hamburgers....Puten...(eat) every day.

1

290

(c) *Rewrite the following sentences according to the instruction given. Do not change the meaning (10 Marks).*

1. The choir entertained the visitors (Begin: The visitors…)

The visitors entertained with Choir

2. The cow that died was hit by John. (End:… that died)

tha die was hit by John

3. People speak English in Kenya. (Begin: English…)

English speaks in Kenya by people

4. Someone stole his car. (End:…someone)

Someone Car stoled

5. They say Kane is somewhere in Zambia. (Begin: Kane is…)

Ken is in Zambia Somewhere   01

6. The show was opened by the President. (Rewrite ending with…the show)

The Show was opened by president

7. The oil company has established a petrol station here. (Begin: A petrol station…)

A petrol station has established by the oil Campany

8. The board is interviewing the applicant. (Rewrite ending with…by the board)

the applican is interviewing by the bord

9. The students cleaned all the classrooms early in the morning (Begin: All the classrooms…)

All the classrooms had Cleaned by the student early in the morning

10. The fans were disappointed by the players (Rewrite ending with…the fans)

the players disappointed the fans

                                              01

2

Appendix 11: Marked Post-test script

<u>TEST - 2</u>

12/30

Instructions:

- Do not write your name on this paper.
- Please, answer all the questions.   **TIME**: 1 Hour   **MARKS**: 30

Part I: Personal Information

What is your gender: Male [✓]   Female [ ]

Part II: English Grammar Achievement Test -2

(a) *Fill in the blanks with the correct alternative from the choices given (10 Marks)*

1. Mary........*punches*.....Limo whenever he is disobedient. (punish/punished/punishes)

2. The father......*drives*...................the boys home every day. (drive/drives/driving)

3. The ship......*brought*...............the goods from India. (brought/bring/bringing)

4. A letter..........*was*.................................slipped under his door (are/was/were)

5. The chicken......*was roasted*....by wafula. (is roasted/was roasted/were roast)

6. All the blankets.....*are being*.......washed by Okoiti. (is being/was being/are being)

7. The books....*were returned*.to the library. (is returned/was returned/were returned)

8. The butter.........*is kept*.................here. (is kept/was keep/are keep)

9. They.................*grow*.........................carrots. (grows/grow/grown)

10. The dog...*has been seen* the streets. (have been seen/has been seen/was being seen)

08

(b) *Complete the following passage by putting verbs in brackets into either the PASSIVE or ACTIVE form in the correct tenses (10 Marks).*

Fort Jesus1 *was built*...(built) by the Portuguese in 1592 to protect their trading interests and provide a stopover for ships on their way to India. It 2.*was guarded* (guard) by a mixed force of Portuguese, Swahilis and others, and during its lifetime as a fort, it 3.*was attacked*....(attack) several times by Omani ships, as the Arabs 4.*tried*...........(try) to remove the Portuguese influence. The fort 5.*increased*......(increase) in size by various governors, in terms of building, but water was a problem, until a deep well 6.....*sink*.........(sink) to provide the defenders with a reliable supply. After several attempts, the Arabs finally 7........*captured*..............(capture) the fort from the Portuguese, but 8...*removed*..(remove) many years later by the British as they 9.*established*(establish) their influence in the area. Under the British rule, the fort

03

1

10. ....turned.......... (turn) into a prison, but eventually it became a museum, where many interesting relics from the fort's history can be seen

(c) *Rewrite the following sentences according to the instruction given. Do not change the meaning (10 Marks).*

1. This kind of dance fascinates the youth more than it does adults.(Begin: The youth...)

...The youth was fascinated more than it does adults by this kind of dance.

2. Funds have been set aside for the disabled in the society by the government (Begin: The government...)

The government has set funds aside for the disabled in the society.

3. They have already filled the vacancy. (Begin: The vacancy...)

The vacancy have already filled by them.

4. His father told him off. (Begin: He...)

He was told off by his father.

5. The ministry of Education has warned all principals. (Begin: All the principals...) — 01

All the principals has been warned by the ministry of Education.

6. I think we are being followed by somebody (Rewrite beginning: I think...)

I think we are being followed by somebody.

7. The students saw the burglar enter the house (Rewrite beginning: The burglar...)

The burglar was seen by the students when he entered the house.

8. They rang the bell at 8:00 a.m. (Rewrite ending.....by them)

At 8:00 Am the bell was ranged by them.

9. John gives a present to each of his friends during Christmas (Begin: Each...)

Each of his friends John gives them a present during X-mas.

10. The Board of Governors has been looking into the matter. (End:...Board of Governors)

The matter has been looking into by the Board of Governors.

2

TEST - 2

<u>Instructions:</u>

- Do not write your name on this paper.
- Please, answer all the questions.   **TIME**: 1 Hour   **MARKS**: 30

Part I: Personal Information

What is your gender: Male [✓]   Female [ ]

Part II: English Grammar Achievement Test -2

(a) *Fill in the blanks with the correct alternative from the choices given (10 Marks)*

1. Mary......*punishes*......Limo whenever he is disobedient. (punish/punished/punishes)

2. The father............*drives*............the boys home every day. (drive/drives/driving)

3. The ship............*brought*............the goods from India. (brought/bring/bringing)

4. A letter............*was*............slipped under his door (are/was/were)

5. The chicken.........*was roasted*......by wafula. (is roasted/was roasted/were roast)

6. All the blankets......*are being*......washed by Okoiti. (is being/was being/are being)

7. The books......*were returned*.....to the library. (is returned/was returned/were returned)

8. The butter.........*is kept*............here. (is kept/was keep/are keep)

9. They............*grow*............carrots. (grows/grow/grown)

10. The dog...*has been seen*...on the streets. (have been seen/has been seen/was being seen)

04

(b) *Complete the following passage by putting verbs in brackets into either the PASSIVE or ACTIVE form in the correct tenses (10 Marks).*

Fort Jesus 1.*was built*..(built) by the Portuguese in 1592 to protect their trading interests and provide a stopover for ships on their way to India. It 2.*was guard*.(guard) by a mixed force of Portuguese, Swahilis and others, and during its lifetime as a fort, it 3.*was attacked*......(attack) several times by Omani ships, as the Arabs 4.........*tried*.........(try) to remove the Portuguese influence. The fort 5.........*increased*.........(increase) in size by various governors, in terms of building, but water was a problem, until a deep well 6.......*sunk*............(sink) to provide the defenders with a reliable supply. After several attempts, the Arabs finally 7............*captured*............(capture) the fort from the Portuguese, but 8.*were removed*..(remove) many years later by the British as they 9...*established*...(establish) their influence in the area. Under the British rule, the fort

03

1

10..... *turned* .... (turn) into a prison, but eventually it became a museum, where many interesting relics from the fort's history can be seen

(c) *Rewrite the following sentences according to the instruction given. Do not change the meaning (10 Marks).*

1. This kind of dance fascinates the youth more than it does adults.(Begin: The youth…)

..... *The youth are fascinated with this kind of dance more than it does to adults.*

2. Funds have been set aside for the disabled in the society by the government (Begin: The government…)

..... *The government has set aside funds for the disabled in the society.*

3. They have already filled the vacancy. (Begin: The vacancy…)

..... *The vacancy have already been filled by them.*

4. His father told him off. (Begin: He…)

..... *He was told off by his father.* 03

5. The ministry of Education has warned all principals. (Begin: All the principals…)

..... *All the principals have been warned by the ministry of Education.*

6. I think we are being followed by somebody (Rewrite beginning: I think…)

..... *I think we are being followed by somebody.*

7. The students saw the burglar enter the house (Rewrite beginning: The burglar…)

..... *The burglar was seen ~~to~~ entering the class by the students.*

8. They rang the bell at 8:00 a.m. (Rewrite ending…… by them)

..... *The bell was rang at 8:00am by them.*

9. John gives a present to each of his friends during Christmas (Begin: Each…)

..... *Each of John's friend receives a present during christmas from him.*

10. The Board of Governors has been looking into the matter. (End:…Board of Governors)

..... *The matter has been looked into by the board of governors*

2

Appendix 12: Passages for Contextual Approach for the Experimental Group

PASSAGE 1

Read the following magazine article paying special attention to the verbs in the active voice (simple present)

The Oscar Academy **gives** out awards every year to recognize outstanding work of movie actors, directors, and others who are part of the movie-making industry. The Academy **presents** these awards, called Oscars, in a formal ceremony in Hollywood. The Academy **nominates** several people in specific categories, such as Best Movie, Best Actor, Best Music, and Best Costumes. The Academy **chooses** one nominee to receive an award in each category.

Since 1929 when the awards ceremony started, the Academy **presents** 15 awards and about 250 people **attend** the ceremony. Tickets cost $10, and anyone who **can afford** a ticket **can attend**. Today the Academy **gives** about two dozen Oscars. The Academy no longer **sells** tickets to the general public. However, the academy **sends** invitations to people involved in making the movies and to their guests.

Furthermore, Oscar **presents** awards in the 3400-seat Kodak Theatre in Hollywood. The academy **knows** the winners' names before the ceremony and **publishes** them in newspapers the night before the ceremony. Now the academy **places** the winners' names in sealed envelopes and it **does** not **open** the envelopes until the night of the ceremony. Since 1953, the Academy **televises** the Oscar and **broadcasts** it all over the world. Hundreds of millions of people watch this show as their favourite movie stars arrive looking beautiful and hopeful.
Adopted from National Geographic Learning

PASSAGE 2
Read the following magazine article paying special attention to the verbs in the passive voice (simple present)
Awards **are given** out every year by Oscar Academy to recognize outstanding work of movie actors, directors, and others who are part of the movie-making industry. These awards, called Oscars, **are presented** in a formal ceremony in Hollywood by the academy. Several people **are nominated** by the academy in specific categories, such as Best Movie, Best Actor, Best Music, and Best Costumes. One nominee **is chosen** by the academy to receive an award in each category. When the awards ceremony started in 1929, 15 awards **are presented** by the academy and the ceremony **is attended** by only 250 people. Tickets cost $10, and anyone who could afford a ticket could attend. Today about two dozen Oscars **are presented**. Tickets **are** no longer **sold** to the general public; invitations **are sent** only to people involved in making the movies and to their guests. Furthermore, the awards **are presented** in the 3400-seat Kodak Theatre in Hollywood. The winners' names were already known before the ceremony and **are published** in newspapers the night before the ceremony. Now the winners' names **are placed** in sealed envelopes and the envelopes **are** not **opened** until the night of the ceremony. The Oscar night has been televised and broadcast all over the world. This show **is seen** by hundreds of millions of people. Viewers watch as their favourite movie stars arrive looking beautiful and hopeful.
Adopted from National Geographic Learning

PASSAGE 3
Read the following magazine article paying special attention to the verbs in the active voice (past simple)

The British **built** the RMS Titanic in 1912. Capt. Edward Smith **commanded** the ship.

The ocean liner carried some of the wealthiest people in the world, as well as hundreds of emigrants from Great Britain and Ireland, Scandinavia and elsewhere throughout Europe who were seeking a new life in the United States. Engineers **designed** it in a new way that they **thought** it would be unsinkable. Because of this, it wasn't given enough lifeboats for the passengers and crew. A collision with a huge iceberg **damaged** the hull and it sank very fast. The ship **drowned** with a total of 1513 people. Because of this, the government **printed** a lot of magazines in many languages. The state **passed** new international safety laws and **established** Ice Patrol in an effort to learn from the many missteps in wireless communications which could have saved many more passengers. In 1985, the experts located the wreck on the sea bed and they **explored** the ship. Actors **made** several successful films about the Titanic since then. In 1997, Hollywood **released** the Titanic film. RMS Titanic is the second largest ocean liner wreck in the world, only beaten by her sister HMHS *Britannic*, the largest ever sunk, although she holds the record as the largest sunk while actually in service as a liner due to *Britannic* being used as a hospital ship at the time of her sinking.
Adopted from A&E Television Networks

PASSAGE 4
Read the following magazine article paying special attention to the verbs in the passive voice (past simple)

The Titanic **was built** in 1912. The ship **was commanded** by Capt. Edward Smith. The ocean liner carried some of the wealthiest people in the world, as well as hundreds of emigrants from Great Britain and Ireland, Scandinavia and elsewhere throughout Europe who were seeking a new life in the United States. It **was designed** in a new way and it **was thought** to be unsinkable. Because of this, it wasn't given enough lifeboats for the passengers and crew. The hull **was damaged** by a collision with a huge iceberg and it sank very fast. A total of 1,513 people **were drowned** that day. Because of this disaster, a lot of magazines **were printed** in many languages, new international safety laws **were passed** and Ice Patrol **was established** in an effort to learn from the many missteps in wireless communications-which could have saved many more passengers. In 1985 the wreck **was located** on the sea bed and the ship **was explored**. Several successful films **have been made** about the Titanic since then, and the most recent **was released** in 1997 by the Hollywood. *Titanic* is the second largest ocean liner wreck in the world, only beaten by her sister HMHS *Britannic*, the largest ever sunk, although she holds the record as the largest sunk while actually in service as a liner due to *Britannic* being used as a hospital ship at the time of her sinking.
Adopted from A&E Television Networks

PASSAGE 5
Read the following magazine article paying special attention to the verbs in the active voice (present perfect tense)
Animated movies **have changed** a lot over the last 100 years. Winsor McCay is considered the father of animation. Since 1900, McCay **has animated** his films by himself. He **has drawn** every picture separately and **has had** them **photographed**, one at a time. He **has designed** hundreds of photographs to make a one-minute film. Sometimes it would take him more than a year to make a five-minute cartoon. In 1914, the development of celluloid made animation easier. Instead of drawing each picture separately, the animator could make a drawing of the background, which remained motionless, while only the characters moved. Walt Disney **has taken** animation to a new level. He **has created** Mickey Mouse, **added** sound and music to his movies, and **has produced** the first full-length animated film, Snow White and the Seven Dwarfs. Many people think he was a great cartoonist, but he wasn't. Instead, he was a great story editor and clever businessman who had other artists do most of the drawings. Today most animated films are not drawn by hand. Computer software **has done** the animation. Computer animation **has done** also special effects for movies, such as Star Wars. To create the illusion of movement, an image is put on the computer and then quickly replaced by a similar image with a small change. While this technique is similar to hand-drawn animation, the computer **has done** the work much faster. In fact, anyone with a home computer and special software can create a simple animation.
Adopted from National Geographic Learning

PASSAGE 6
Read the following magazine article paying special attention to the verbs in the Passive voice (present perfect tense)
A lot **has been changed** about animated movies over the last 100 years. Winsor McCay is considered the father of animation. Since 1900, his films **have been animated** by himself. Every picture **has been drawn** separately and they **have been photographed**, one at a time. Hundreds of photographs **have been designed** to make a one-minute film. Sometimes it would take Winsor McCay more than a year to make a five-minute cartoon. In 1914, the development of celluloid made animation easier. Instead of drawing each picture separately, the animator could make a drawing of the background, which remained motionless, while only the characters moved. Animation **has been taken** to a new level by Walt Disney. Mickey Mouse **has been created.** He added sound and music to his movies and the first full-length animated film, Snow White and the Seven Dwarfs **have been produced.** Many people think he was a great cartoonist, but he wasn't. Instead, he was a great story editor and clever businessman who had other artists do most of the drawings. Today, most animated films are not drawn by hand. The animation **has been done** by computer software. Also special effects for movies, such as Star Wars, **have been done** by computer animation. While this technique is similar to hand-drawn animation, the work **has been done** much faster by computer.
Adopted from National Geographic Learning

PASSAGE 7
Read the following magazine passage paying special attention to the verbs in the active voice (**Past Continuous**)
A fire **was devastating** the Cutty Sark ship, one of London's most popular tourist attractions which police think may have been started on purpose. By the time we arrived at the sight, the police **was calling** fire fighters to the 138-year-old tea clipper ship. The manufacturers **are closing** the ship to visitors so that improvements costing £25 million can be carried out. A spokesperson for the London fire service said the massive fire **was affecting** the whole ship. Police don't know what caused the fire yet, but said they were treating it as suspicious. That means the fire may have been started on purpose rather than by accident. Chris Livett, from the group which looks after the ship, said the fire was a significant setback but they were determined to put the ship back together again.
The engineers said that they **were saving** the decks as they had not been damaged. All the old artefacts on board, escaped damage as the engineers **were removing** them while the refurbishment work was under way. The Cutty Sark used to carry tea around the world in the 19th century. It now sits at a dry dock at Greenwich as a living museum.
Adopted from the BBC Homepage

PASSAGE 8
Read the following passage paying special attention to the verbs in the passive voice (**Past Continuous**)
The Cutty Sark ship, one of London's most popular tourist attractions **was being devastated** by a fire, which police think may have been started on purpose. By the time we arrived at the sight, the fire fighters **were being called** to the 138-year-old tea clipper ship. The ship **is being closed** by the manufacturers to visitors so that improvements costing £25 million could be carried out. A spokesperson for the London fire service said the whole ship **was being affected** by the massive fire. Police don't know what caused the fire yet, but said they were treating it as suspicious. That means the fire may have been started on purpose rather than by accident. Chris Livett, from the group which looks after the ship, said the fire was a significant setback but they were determined to put the ship back together again. The decks **were being saved** by the engineers as they had not been damaged. All the old artefacts on board, escaped damage as they **were being removed by** the engineers while the refurbishment work was under way. The Cutty Sark used to carry tea around the world in the 19th century. It now sits at a dry dock at Greenwich as a living museum.
Adopted from the BBC Homepage

Appendix 13: Lesson Plan for the Experimental Group

(BASED ON THE GRAMMAR IN CONTEXT TEACHING APPROACH)
LESSON PLAN I
Name of the school……………………………………………………………….

Week………………………..Term………………………………….Year…………

FORM	ROLL		LESSON NO.	TIME	WEEK	DATE
	PRESENT	ABSENT				

TOPIC: Active and Passive Voice

Sub-Topic: Active Voice (Present simple)

Lesson Objectives:

By the end of the lesson the learner should be able to:

1. Identify the active verb in the present simple
2. Identify the subject of the active verb
3. Identify the object of the active verb
4. Change the active sentence into passive using the simple present

Reference

Secondary English Form 2 students' book page 199-201
Secondary English Form 2 Teachers' Guide page 187-189

Instructional Resources:

a) Passage 1
b) Newspaper/magazine articles
c) Course Book
d) Chalk/white board

Lesson Development	Teaching Activities	Learning Activities	Mode	Resources	Method
Introduction 5 minutes	Narrate a short story in the passive voice (present simple)	Listening to the teacher Answering questions	Individually	Passage, Newspaper articles	Story telling
Presenting stimulus materials 8 minutes	Guide **students read Passage 1** in groups then in pairs Guide learners explore various structures that fit into the active voice	Reading **passage 1** in groups of 4 & in pairs taking note of structures that fit into active voice	Group work Pair work Discussion	**Passage 1** Chalkboard	Group work Pair work Discussion

Providing learning guidance 6 minutes	Form groups of 4 students each Guiding learners to identify structures from **passage 1** that fit into the active voice (simple present) Inform learners sentences with an active verb have three parts: The **subject** (doer of the action), active **verb** (the action done) and **object** (person/thing) affected by action.	Listening Taking note of the structures of active voice in the simple present	Group work Pair Work	**Passage 1** Chalkboard	Grammar in context Group work Pair work Discussion
Eliciting performance **(practice)** 6 minutes	Guide learners to identify structures in the active voice from **passage 1** Guide learners to produce similar structures	Forming sentences in the active voice (simple present)	Group work Pair work	**Passage 1 Chart**	Group work Discussion Language games
Feed back 5 minutes	Provide feedback after students' presentations	Producing new structures	Group work Pair work	**Passage 1 Chart**	Group work Pair work Games
Assessment/ Evaluation 5 minutes	Give learners a short cloze test In pairs let them provide answers	Answering questions.	Pair work	Cloze test	Cloze test
Conclusion 5 minutes	Further practice write a short story Reviewing key points of the lesson	Writing short story Asking questions	Individually	Chalk board	composition Explanation Questioning

Appendix 14: Lesson Plan for the Control Group

(BASED ON THE DEDUCTIVE TEACHING APPROACH)
LESSON PLAN 1
Name of the school……………………………………………………………………….

Week…………………………….Term…………………………Year……………..

FORM	ROLL		LESSON NO.	TIME	WEEK	DATE
	PRESENT	ABSENT				

TOPIC: Active and Passive Voice

Sub-Topic: Active Voice (Present simple)
Lesson Objectives:
By the end of the lesson the learner should be able to:
1.   Identify the active verb in the present simple
2.   Identify the subject of the active verb
3.   Identify the object of the active verb
4.   Change the active sentence into passive using the simple present
References
Secondary English Form 2 students' book page 199-201
Secondary English Form 2 Teachers' Guide page 187-189
Instructional Resources:
   a) Course Book
   b) Chalk/white board

Lesson Development	Teaching Activities	Learning Activities	Mode	Resources	Method
Introduction 5 minutes	Narrate short story in the passive voice (present simple)	Listening Answering questions	Individually	Course book Chalk Board	Story-telling
Presenting stimulus material 14 minutes	Defining aspects using examples Noun: **Jane** cooks food Pronoun: **She** cooks food Phrase: **The young girl** cooks food Clause: **The girl that is young** cooks food. object is **food** Active verb is **cooks** Stating rules of **active voice** in simple present e.g. Object receives the	Listening to teacher's definition & examples Take notes	Individually	Chalk board	Lecture Explanation Use of examples

	action. e.g. Cats **eat** fish SVO Inform learners that the **subject performs the action** expressed by the verb e.g. The teacher **locks** the door				
Eliciting performance 6 minutes	Ask learners to give examples in the **active voice** (simple present) e.g. Tom **kicks** the ball Guide learners to apply structures learnt to produce others	Producing sentences whose verbs are in the active voice (simple present)	Individually	Chalk board	Explanation Lecture Examples
Feed back 5 minutes	Provide feedback after presentations	Listening producing new structures	Group work Individually	Chalkboard Chart	Group work Individually
Assessment/ Evaluation 5 minutes	Ask students to orally give their own examples	Answering questions as directed	Individually	chalk board	Question and answer
Conclusion 5 minutes	Give written exercise e.g. form sentences in the active voice simple present using: *play, fetch, write, harvest, win* Summarizing key points	writing down assignment Listening Taking notes	Individually	Chalk board Notebooks	Sentence construction Explanation Questioning

Appendix 15: Introductory Letter from Moi University

MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8	P.O. Box 3900
(053) 43555	Eldoret, Kenya
Fax: (053) 43555	

REF: EDU/D.PHIL.CIM/4001/15   **DATE:** 3rd June, 2019

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: **RESEARCH PERMIT IN RESPECT OF MACDONALD
OMUSE OMUNA – (EDU/DPHIL.CM/4001/15)**

The above named is a 2nd year Postgraduate Higher Degree (PhD) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media.

It is a requirement of his PhD Studies that he conducts research and produces a dissertation. His research is entitled:

"Influence of Teachers' Instructional Practices on Students' Achievement in English Grammar in Secondary Schools in Kenya."

Any assistance given to enable him conduct research successfully will be highly appreciated.

Yours faithfully,

PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION

(ISO Certified Institution)

Appendix 16: Research Permit from NACOSTI

THIS IS TO CERTIFY THAT:
MR. MACDONALD OMUSE OMUNA
of UNIVERSITY OF KABIANGA,
144-50244 AMAGORO, has been
permitted to conduct research in *Busia*
County

Permit No : NACOSTI/P/19/7014/31493
Date Of Issue : 12th July,2019
Fee Recieved :Ksh 2000

on the topic: *INFLUENCE OF TEACHERS'*
INSTRUCTIONAL PRACTICES ON
STUDENTS' ACHIEVEMENT IN ENGLISH
GRAMMAR IN SECONDARY SCHOOLS IN
KENYA

for the period ending:
11th July,2020

....
Applicant's
Signature

....
Director General
National Commission for Science,
Technology & Innovation

THE SCIENCE, TECHNOLOGY AND
INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and
   specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before
   commencement of the research.
4. Excavation, filming and collection of specimens are subject to
   further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy
   of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the
   License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

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National Commission for Science,
Technology and Innovation

RESEARCH LICENSE

Serial No.A 25840

CONDITIONS: see back page

Appendix 17: Consent Form for Participants in the Study

Appendix 17: Consent Form for Participation in the Study

Declaration by the Participant

I hereby consent to participate in the research project. The purpose and procedures of the study have been explained to me. I understand that:

i.   Participation in this research is voluntary.

ii.   That I may refuse to answer any questions I would prefer not to.

iii.   I may withdraw from the research at any time.

iv.   No information that may identify me will be included in the research report.

v.   The study has no direct benefit, nor any foreseeable negative consequences in participating.

vi.   I consent to the researcher using direct quotes in the dissertation, with reference to the pseudonyms named so that my identity will not be included in the research, and that I understand that the researcher will keep responses as anonymous as possible.

Participant's Signature:..Date:....25./07./2019

Appendix 18: Map of the Study Area (2019)
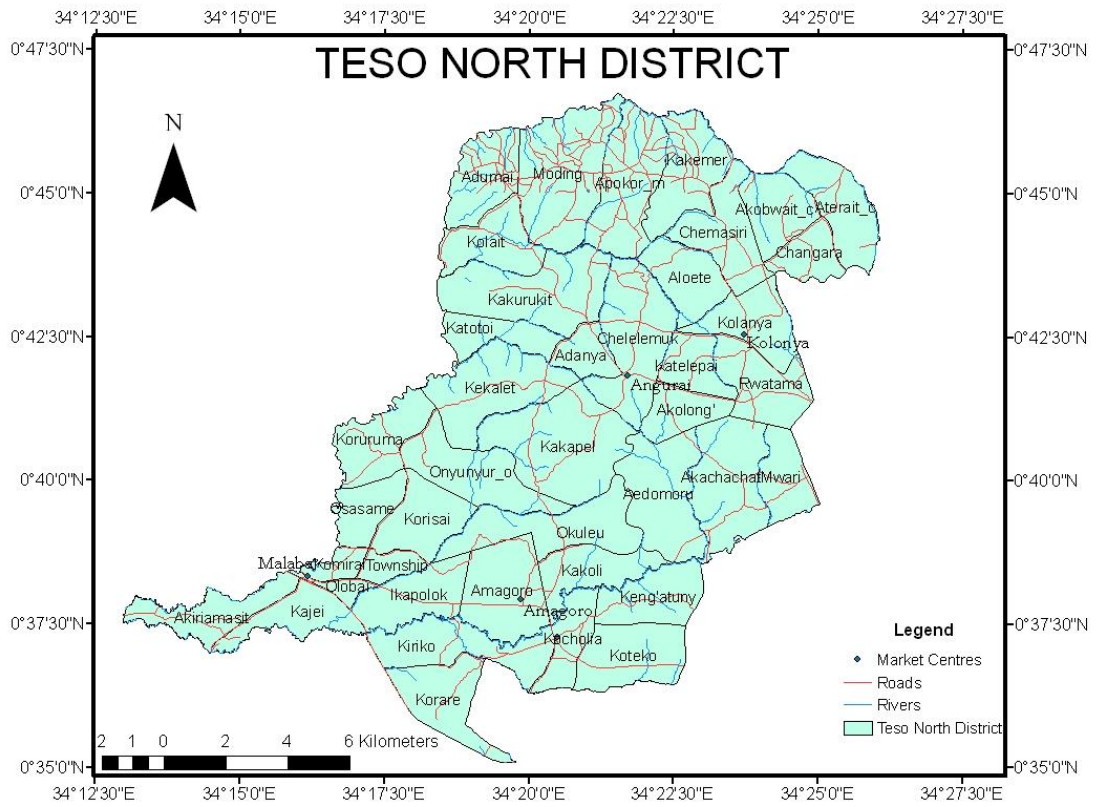
Figure 3:1: Teso North Sub County Map

Appendix 19: Reliability of the Pre-test

Correlations

		TEST1	TEST2
TEST1	Pearson Correlation	1	**.938****
	Sig. (2-tailed)		.000
	N	78	78
TEST2	Pearson Correlation	**.938****	1
	Sig. (2-tailed)	.000	
	N	78	78

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix 20: Reliability of the Post-test

Correlations

		TEST1	TEST2
TEST1	Pearson Correlation	1	**.775****
	Sig. (2-tailed)		.000
	N	46	46
TEST2	Pearson Correlation	**.775****	1
	Sig. (2-tailed)	.000	
	N	46	46

**. Correlation is significant at the 0.01 level (2-tailed).