

**TEACHERS' KNOWLEDGE AND SKILLS IN TEACHING THE INTEGRATED
ENGLISH CURRICULUM IN PUBLIC SECONDARY SCHOOLS
IN KENYA**

BY

WAMAYA NASIKE ANNETY

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE OF MASTER OF PHILOSOPHY IN
CURRICULUM DEVELOPMENT DEPARTMENT
OF CURRICULUM, INSTRUCTION AND
EDUCATIONAL MEDIA.**

MOI UNIVERSITY

DECEMBER, 2013

DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented for a degree in any other university.

WAMAYA NASIKE ANNETY

EDU/PGCM/1055/09

Sign.....

Date

DECLARATION BY SUPERVISORS

This thesis has been submitted for examination with our approval as university supervisors.

DR. KHAEMBA ONGETI

Sign

Date

Senior Lecturer,

Department of Curriculum, Instruction and Educational Media

Moi University

DR. (MRS) ANNE S. KISILU

Sign

Date

Lecturer,

Department of Curriculum, Instruction and Educational Media

Moi University

DEDICATION

I dedicate this work to my dear parents Pius Wamaya and Linet Nakhayo for their moral and financial support and continuous encouragement during this period. Were it not for you, I would not have come this far. I also thank my brothers Kevin and Louis and my sister Patricia for their moral support. May the almighty God bless you all.

ACKNOWLEDGEMENT

The completion of this research thesis would not have been possible without the cooperation, guidance, help and encouragement from my supervisors Dr. Khaemba Ongeti and Dr. Anne Kisilu. Your tireless efforts in reading, correcting and guiding this work are greatly appreciated. Appreciation also goes to other lecturers, teachers and classmates in the School of Education who provided various ideas that have made this work what it is.

My sincere gratitude also goes to the District Education Officer of Kakamega Central district who always provided me with the information that I needed during my study. I thank all the respondents who participated in the study.

In addition, I thank my dear parents Pius Wamaya and Linet Nakhayo who always encouraged me to move on even when the going was so tough. Thanks for supporting me financially for the entire period of my study. May God bless you abundantly. For my brothers Kevin and Louis and my sister Patricia; thank you for your moral support.

Lastly, I give God glory and honor for giving me life, good health and knowledge to write this thesis. Without His grace I could not have come this far. May His name be praised.

ABSTRACT

The purpose of this study was to investigate the teachers' knowledge and skills in teaching the integrated English curriculum in public secondary schools in Kakamega Central Area. The specific objectives were to find out: if teachers of English are adequately trained to teach the integrated English curriculum; the attitudes of the teachers of English towards the integrated English curriculum; the teachers knowledge and skills in selection and organization of content in the schemes of work and lesson plans and the teaching methods used by teachers in teaching the integrated English curriculum. The study was guided by Gross, Giacquinta and Bernstein (1971) theory of implementation of organizational innovations and utilized an exploratory research design. The study population comprised of Heads of Departments (HOD) of Language and teachers of English. Stratified sampling was used to divide the schools into district and provincial secondary schools. Simple random sampling was then used to select public secondary schools in the area. Purposive sampling was used to select Heads of Department of Languages in the selected schools. One HOD of language from every school participated. Simple random sampling was used to select two teachers from every school. A total of 24 teachers of English and 12 HODs' participated. Questionnaires, interview schedules and document analysis schedules were used as tools of data collection. Questionnaires were administered to teachers of English and Heads of Department of Languages were interviewed. Document analysis was done where the schemes of work and lesson plans of the teachers of English were analyzed. Data from questionnaires was analyzed using descriptive statistical techniques such as percentages then presented using tables. Data from interviews was analyzed qualitatively based on the emerging themes. This study came up with the following findings: majority of the teachers have attained pre- service training in teaching English but it is not adequate enough to help them integrate English Language and Literature effectively; majority of the teachers of English have a positive attitude towards the integrated English curriculum; teachers of English do not have the required knowledge and skills in selection and organization of content in the schemes of work and lesson plans of English and finally, teachers of English preferred using teaching methods that involved the use of literature set books as compared to other methods. Therefore, this study recommended that the Ministry of Education should identify teachers who were not trained to use the integrated approach in their pre-service training and offer in-service training in teaching the integrated English curriculum. Teachers should be encouraged to continue using the integrated approach so as to help to improve the attitudes of students which were found to be poor. HODs' should give guidelines to teachers of English concerning the selection and organization of content in the schemes of work and lessons plans. Also, teachers should use as many methods as possible to teach the integrated English curriculum as this will enhance the teaching and learning of English and also improve the learners attitudes towards the subject. It is anticipated that the study findings will assist curriculum planners to improve on the integrated English curriculum and the Ministry of Education will be able to make a decision on whether to continue implementing the integrated English curriculum or go back to teaching English Language and Literature separately.

TABLE OF CONTENTS

DECLARATION.....	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
LIST OF ABBREVIATIONS	ix
CHAPTER ONE.....	1
INTRODUCTION TO THE STUDY.....	1
1.0 Introduction to the Chapter	1
1.1 Background to the study	2
1.2 The Statement of the Problem	10
1.3 The purpose of the study.....	11
1.4 Objectives of the study.....	11
1.4.1 Main Research Objective	11
1.4.2 Specific Objectives	11
1.5 Research Questions.....	12
1.5.1 Main Research Question	12
1.5.2 Specific Research Questions	12
1.6 Justification of the study	13
1.7 The significance of the study.....	14
1.8 Scope and Limitations of the Study.....	15
1.9 Assumptions of the study	16
1.10 Theoretical Framework.....	16
1.11 Operational definition of terms	18
1.12 Chapter Summary	21
CHAPTER TWO.....	22
LITERATURE REVIEW	22
2.0 Introduction	22
2.1 The Integrated Curriculum Organization	22
2.2 Global Literature about Integration	25

2.3 The process of implementing a new curriculum	28
2.4 Integrated English Curriculum in Secondary Schools in Kenya	30
2.5 Teacher training in teaching the integrated English curriculum	33
2.5.1 Pre-service teacher training	34
2.5.2 In-service teacher training	35
2.6 Teachers' Attitudes Towards the Integrated English Curriculum	40
2.7 Selection and organization of content in the schemes of work and lesson plans in English	44
2.7.1 Selection and organization of content in the schemes of work	45
2.7.2 Organization of the content in the lesson plans in English	47
2.8 Methods of Teaching used in Teaching the Integrated English Curriculum	49
2.9 Related Studies	54
2.10 Chapter Summary	56
CHAPTER THREE	57
RESEARCH DESIGN AND METHODOLOGY	57
3.0 Introduction	57
3.1 Research Paradigm	57
3.2 Research design	58
3.3 Area of study	59
3.4 Target population.....	60
3.5 The sample size and sampling procedures.....	60
3.6 Research instruments	61
3.6.1 Questionnaires	61
3.6.2 Interview schedules.....	62
3.6.3 Document analysis.....	64
3.7 Piloting of the research instruments	64
3.8 Reliability and validity of the research instruments	65
3.8.1 Reliability of the research instruments.....	65
3.8.2 Validity of the research instruments	66
3.9 Ethical considerations	66
3.10 Data collection procedures.....	66

3.11 Data analysis procedures	67
CHAPTER FOUR	68
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	68
4.0 Introduction to the Chapter	68
4.1 Biographical information	68
4.2 Teacher’s training in teaching the integrated English curriculum.....	70
4.2.1 The level of academic and professional qualification of HODs’ and teachers of English	70
4.2.2: The subjects specialization of HOD’s and teachers of English.....	71
4.2.3 The HODs familiarity of the integrated approach	72
4.2.4: The number of the teachers of English in the department	73
4.2.5 The use of the integrated approach by teachers of English.....	73
4.2.6 Attendance of in-service courses by HOD’s and teachers of English	75
4.3 The attitudes of the teachers’ of English towards the integrated English curriculum.	78
4.3.1 HODs’ attitudes towards the integrated English curriculum.....	80
4.3.2 Response of teachers’ views towards the integrated English curriculum since its introduction	82
4.3.3 HODs’ view of the general performance in English since the introduction of the integrated English curriculum	83
4.4 The teachers’ knowledge in selection and organization of content in the schemes of work and lesson plans	86
4.4.1 The approval of schemes of work and lesson plans by HODs’	86
4.4. 2 Analysis of the schemes of work for English	87
4.4. 3: Analysis of the lesson plans for English	88
4.5 Methods of teaching used in teaching the integrated English curriculum	90
4.5.1 Teaching methods used by HODs’ of Languages in teaching the integrated English Curriculum	90
4.5.2 Teaching methods used by teachers’ of English in teaching the integrated English curriculum	92
4.5.3 Teachers views on how they evaluate the integrated English curriculum	94
4.6 Summary of the research findings	94

CHAPTER FIVE.....	97
DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	97
5.1 Introduction	97
5.2 Discussion of the findings	97
5.2.1 Biographical information of the respondents	97
5.2.2 Teachers training in teaching the integrated English curriculum	98
5.2.3 The attitudes of the teachers of English towards the integrated English curriculum	101
5.2.4 Teachers knowledge in selection and organization of content in the schemes of work and lesson plans	102
5.2.5 The teaching methods used by teachers of English in teaching the integrated English curriculum	104
5.3 Conclusions	105
5.4 Recommendations.....	107
5.5 Suggestions for further research	108
REFERENCES.....	110
APPENDICES.....	113
APPENDIX 1: INTRODUCTION LETTER TO QUESTIONNAIRE.....	113
APPENDIX II: QUESTIONNAIRE FOR TEACHERS	114
APPENDIX III: INTRODUCTION LETTER TO INTERVIEW SCHEDULE	118
APPENDIX IV: INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENT OF LANGUAGES	119
APPENDIX V: ANALYSIS OF THE SCHEMES OF WORK FOR ENGLISH FOR FORM THREE.....	124
APPENDIX VI: ANALYSIS OF LESSON PLANS FOR ENGLISH	125
FOR FORM THREE	125
APPENDIX VII: SAMPLE SCHEME OF WORK	126
APPENDIX VIII: SAMPLE LESSON PLAN.....	127
APPENDIX IX: RESEARCH PERMIT	128
APPENDIX X: KAKAMEGA CENTRAL DISTRICT	129

LIST OF TABLES

Table 1.1: National performance in English	4
Table 1.2: Performance in English in Kakamega Central District	4
Table 4.1: Age of Heads of Departments (HOD's) and teachers of English	69
Table 4.2: The teaching experience of HODs' and teachers of English.....	70
Table 4.3: The level of academic and professional qualification.....	71
Table 4.4: The subject specialization of HODs' and teachers of English	72
Table 4.5: The familiarity of the integrated approach by HODs'	73
Table 4.6: The number of teachers of English in the department	73
Table 4.7 The use of the integrated approach by the teachers' of English	74
Table 4.8 How teachers learned to use the integrated approach.....	75
Table 4.9 Attendance of in-service courses by HODs' and teachers of English	75
Table 4.10: Number of in-service courses attended by HODs' and teachers' of English	76
Table 4.11: Organizers of the in – service courses attended by HODs' and teacher's of English	77
Table 4.12 The frequency at which HODS gave guidelines on the teaching of English ..	78
Table 4.13 Teachers' attitudes towards the integrated English curriculum.....	80
Table 4.14: HODs' attitudes towards the integrated English curriculum.....	82
Table 4.15: HOD's views on teachers' response towards the introduction of the integrated English curriculum	83
Table 4.16: HODs views on the general performance in English since the introduction of the integrated English curriculum	84
Table 4.17: HODS' and teachers' views on the general performance in English.....	85
Table 4.18: Teachers' views on the improvement in the performance of English.....	85

Table 4.19: The approval of schemes of work and lesson plans by HODs'	87
Table 4.20: Analysis of the schemes of work for English	88
Table 4.21: Analysis of the lesson plans for English	89
Table 4.22 Teaching methods used by HODs' of language in teaching the integrated English curriculum	91
Table 4.23 Teaching method used by teachers in teaching the integrated English curriculum	93
Table 4.24: Teacher's views on how they evaluate the integrated English curriculum	94

LIST OF ABBREVIATIONS

DEO	-	District Education Officer
DQASO	-	District Quality Assurance and Standards Officers
ESL	-	English as a Second Language
HEI	-	Higher Education Institutions
HOD	-	Head of Department
KCSE	-	Kenya Certificate of Secondary Education
KIE	-	Kenya Institute of Education
KNEC	-	Kenya National Examination Council
MOE	-	Ministry of Education.
SOW	-	Scheme of Work

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction to the Chapter

In secondary schools in Kenya, English language and literature have been merged and are taught as one subject using an integrated approach. The integration of literature and English language assumes that teachers have a mastery of language and a clear understanding and appreciation of Literature to be able to teach effectively. Teachers are expected to teach English language using literature resources and to emphasize language when teaching literature. The teachers knowledge and skills play an important role in the implementation of the integrated English curriculum since teachers are central to the change process. Therefore, it is important that teachers are well prepared to handle any challenges that they may face when implementing any changes in the curriculum.

When the integrated approach to teaching English in secondary schools was introduced in 2002, it was assumed that teachers had the knowledge and skills of teaching English language and literature using this approach. The approach was to be implemented with immediate effect. What is not known is the extent of the teachers knowledge and skills in using the integrated approach. There is therefore need to investigate teachers knowledge and skills in using the integrated English curriculum in teaching English in secondary schools.

Therefore, in this chapter, the background to the study; the statement of the problem; the purpose of the study; objectives of the study; research questions; justification of the study; significance of the study; scope and limitations of the study; the theoretical framework; definition of operational terms and assumptions of the study are presented.

1.1 Background to the study

Brumfit (1980) observes that of the 4,000 to 5,000 living languages, English is by far the most widely used. On the other hand, the 300 million native speakers of English are found in every continent and there is an equally widely distributed body of Second language speakers who use English for their day to day needs, totaling to over 250 million. Brumfit (1980) also notes that barriers of race, colour and creed are no hindrance to the continuing spread of the use of English. Besides English is a major vehicle of debate at the United Nations and the language of international aviation and unofficially, it is the first language of international sport and the pop scene. This clearly indicates that English is a language that is widely used. It is a language of the world as compared to other languages. Furthermore, 60 percent of the world's radio programmes are broadcasted in English and it is also the language of 70 percent of the world's mail.

According to KIE (2002) English is the official language of communication as well as the medium of instruction in the schools, colleges and universities. It is also the pre-eminent language of international communication. Consequently, those who master English reap many academic, social and professional benefits. In the school setting, proficiency in English makes the learning of other subjects much easier. The importance of English cannot therefore be overemphasized. It is therefore arguable that native speakers of

English can no longer make strong proprietary claims to the language which they now share with most of the developed world. English as a medium of instruction in schools in Kenya is indeed a very important subject both in our curriculum and as a service subject (K.I.E, 1994:45). English is also an official language that is used in official meetings in Kenya as well as international meetings. Therefore, English language plays a vital role in the system of education and in the communication system as a whole.

Despite the role played by English, the performance in English has become a matter of concern to the government of Kenya not only because English is a service language in the school curriculum, but also because English occupies a unique and significant role in the country. There has been a negative fluctuation in the performance of English in national examinations in the recent years. The poor performance of students in public examinations in recent years leaves a number of questions to be answered. The Kenya National Examination Council, KNEC, (2006) report indicates that the learning outcomes in Kenya Certificate of Secondary Education (KCSE) English examinations have persistently fallen below average in the recent years. Tables 1.1 and 1.2 show the performance of English in national exams in recent years both nationally and in Kakamega Central Area.

Table 1.1: National performance in English

Year	Mean (%)	Mean Grade
2006	39.76	D+
2007	39.70	D+
2008	39.81	D+
2009	38.94	D+
2010	39.85	D+

Source: Kenya National Examinational Council (KNEC) reports 2007, 2009, 2010

Table 1.2: Performance in English in Kakamega Central District

Year	Mean	Mean Grade
2006	4.45	D+
2007	4.44	D+
2008	5.15	C-
2009	5.19	C-
2010	5.04	C-

Source: District Education Office, Kakamega Central 2010 report

The minister for education noted a drastic drop nationally in English when releasing the 2008 KCSE examination results. This drop in performance was attributed to many factors including the nature of secondary school English curriculum. This has raised alarm in that it is not clear whether the problem may be arising from the learners, the teachers or other stakeholders in education, or the curriculum itself. When the integrated English curriculum was adopted, it was anticipated that it would help improve the teaching of

English Language and Literature thus leading to good performance. Unfortunately this has not been so because a negative performance has been registered since its introduction.

The Kenya Vision 2030 which was launched in October 30th 2006 by the president of Kenya calls for Kenya to be a “globally competitive and prosperous nation with a high quality of life for all citizens by 2030. This is motivated by the collective aspiration for a much better society than the one we have today by the year 2030. The Kenya Vision 2030 is anchored on 3 pillars namely;- the economic pillar, the social pillar and the political pillar. Education falls under the social pillar. The social pillar seeks to create and build a just and cohesive society with social equity in a clean and secure environment. Kenya vision 2030 on social strategy, education and training says that Kenya will provide a globally competitive and quality education. Training and research in Kenya aims at being a regional centre of research and development in new technologies. The vision 2030 goes further and says that, this will be achieved through reforming secondary school curricula, integrating early childhood education into primary education among others. Therefore, one of the ways through which the secondary school curricular is being reformed is by the introduction of the integrated English curriculum. Through integration of English language and literature, learners will get quality education because the two will enrich each other. Through literature, the learners will be able to learn some aspects of language and vice versa.

In Kenya, English as a subject is compulsory both at primary and secondary levels. Before 2002, English at the secondary level consisted of English language and literature

taught and examined separately. The year 2002 however saw the introduction of the integrated English curriculum where English language and literature were merged into one subject. The aim was to strengthen and enrich both aspects of the curriculum. It was argued that through exposure to literature the learner will improve their language skills. The objectives of the integrated English curriculum according to K.I.E (2002:7) are as follows:

- i. Listen attentively for comprehension and respond appropriately.
- ii. Use listening skills to infer and interpret meaning correctly from a variety of sources.
- iii. Speak accurately, fluently, confidently and appropriately in a variety of contexts
- iv. Use non-verbal cues effectively in speaking.
- v. Read fluently and effectively, appreciate the importance of reading for a variety of purposes.
- vi. Develop a life –long interest in reading a wide range of subjects.
- vii. Read and comprehend literary and non-literary materials.
- viii. Read and analyze literary and non-literary works from Kenya, East Africa, Africa and the rest of the world, and relate to the experiences in these works.
- ix. Appreciate and respect own as well as other peoples culture.
- x. Make an efficient use of a range of sources of information, including libraries, dictionaries, encyclopedias and the internet.
- xi. Use correct spelling, punctuation and paragraphs.
- xii. Use variety of sentence structures and vocabulary.

- xiii. Communicate appropriately in functional and creative writing write neatly, legible and effectively.
- xiv. Use correct grammatical and idiomatic form of English
- xv. Think creatively and critically.
- xvi. Appreciate the special way literary writers use language.
- xvii. Appreciate the universal human values contained in literary works.

For the above objectives to be achieved, the teacher has a vital role to play because he/she is the one to deliver the curriculum to the learners. Shiundu and Omulando (1992) comment that, “in actual instruction, it is the responsibility of the teachers to provide a suitable environment for implementation. They should help the students to understand what the new programme is all about and help them to learn according to its objectives (P: 224)”. In addition, the teacher tries to make the curriculum real in the school by making modifications and adapting it to the school situation. The teacher can enrich the curriculum by using local examples, applying to local situation and using local resources.

Where it is difficult to come by the resources suggested in the syllabus, the teacher should be innovative enough to improve and provide alternatives using local materials. That is why it is important to investigate if teachers of English have the knowledge and skills in teaching the integrated English curriculum. Oladejo in Barasa (2005: 1) observes that “problems currently facing the teaching and learning of English language in developing English speaking countries are numerous. However, the major threat comes from lack of professionalism in English teaching. He stresses that “the effectiveness of ESL teaching and learning activities results from chronic teacher related factors such as

shortage of well trained teachers, use of unqualified teachers in the language classrooms and lack of in service training opportunities”.

In the integrated English curriculum, the teachers are expected to teach English language using literature resources and to emphasize language when teaching literature. What is not known is the extent of teachers’ knowledge and skills in using the integrated approach in teaching English. This is important because without the skills and knowledge, the process of instruction will not be successful. Many teachers often lack the necessary skills and knowledge to carry out an innovation. This way, they lack the sense of inner security so necessary in good teaching. It is important to know if the teachers can prepare professional documents like schemes of work and lesson plan which show the integration of English language and literature. These are documents that can affect teaching of a curriculum negatively if not well prepared. When they are prepared well, they make the teacher confident when delivering content in class. If teachers are not prepared or trained on how to integrate the two subjects in these documents, then the objectives of the integrated English curriculum may not be achieved. Barasa (2005) observes that,

In Kenya, these general problems affecting the teaching and learning of English have been compounded by the current “integrated” syllabus of English. This has led to the use of literature teachers to handle a predominantly language based syllabus. The situation has not been helped by the lack of an established in-service programme for teachers of English (p. 1-2).

In view of the above statement, it is arguable that teachers who lack the knowledge and skills of dealing with a particular concept can only teach what they know and so they cling to the text books and depend on the narrow formal framework of the system to give them their sense of security. When in doubt, they fall back on the ways in which they

were themselves taught a generation earlier. So if they were taught something that was not correct, the wrong concept will be passed on to the students thus misleading them. This clearly indicates that if the teacher does not understand the method or if they refuse to accept it, instruction will be of no avail. Apart from the teachers training, teachers attitude play a vital role if an innovation is to succeed. Bishop (1985) points out that,

if any innovation is to be anything more than a passing novelty, then the teachers concerned must be involved from the start. Their involvement must be genuine, not just a matter of their being told what to do and why but a proper preparation and participation in planning and decision (p. 191).

It is therefore important for the teacher to understand the reasons behind the change or innovation; they must fully appreciate the philosophy underlying the innovation. Teachers will have a positive attitude towards an innovation only if they are involved in the coming up of the innovation. Teachers should be willing to implement the integrated English curriculum, if it has to produce good results. This means that they should be well prepared or trained to carry out the implementation.

The Kenya National Examination Council (KNEC) syllabus (2002) states that, “while some people have expressed concern about the integration of Language and Literature its important to realize that Literature provides genuine and expressive samples of language in context. This helps the students to gain familiarization with many different logistic uses forms and conventions of the written code”. The integration of Literature and Language assumes that teachers have a mastery of Language, a clear understanding and appreciation of Literature and are able to teach effectively. However, this is not clear because the extent of teachers’ knowledge and skills in teaching the integrated English

curriculum has not been documented. This study therefore set out to investigate the teachers' knowledge and skills in teaching the integrated English Curriculum.

1.2 The Statement of the Problem

The importance of English in the school curriculum and in the lives of learners cannot be underscored as mentioned in the background. It is therefore important to unearth the source of poor performance in English to be able to come up with ways of improving the performance in English. It is important to investigate if the teachers of English are part of the cause of poor performance in English or the problem lies somewhere else.

Fullan (2001), suggests that in order to bridge the gap in understanding of change, there has to be a shared meaning across a group of people working in concert. This is because the way people perceive change determines their ability to institutionalize it. Teachers have been left behind in the making of educational reforms which creates a discrepancy between the teachers (subjective) understanding of change and the initiators (objective) intended change. It is therefore necessary to investigate the extent of teachers' knowledge and skills (of the integrated approach) in teaching the English curriculum so as to help address the negative performance of the English course. It should be noted that if the teacher does not understand the new teaching methods, the process of teaching and learning will not be successful. This will make the teacher to go on doing what he has always done or use the new method wrongly. If the teachers' do not understand the integrated approach, they cannot use it effectively in teaching. Therefore, the question to ask is, "Do teachers have necessary knowledge and skills about the teaching of the integrated English curriculum?"

1.3 The purpose of the study

The purpose of this study was to investigate the teachers' knowledge and skills in teaching the integrated English curriculum in public secondary schools in Kenya but with specific reference to Kakamega Central area.

1.4 Objectives of the study

The objectives of the study were divided into main research objective and specific research objectives.

1.4.1 Main Research Objective

The main research objective was to find out the teachers' knowledge and skills in teaching the integrated English curriculum.

1.4 2 Specific Objectives

These were to find out:

- i. If teachers of English are trained to teach the integrated English curriculum in public secondary schools in Kakamega Central area and if yes to what extent.
- ii. The attitudes of the teachers of English towards the integrated English curriculum in public secondary schools in Kakamega Central area.
- iii. Teachers' knowledge in selection and organization of content in the schemes of work in English in public secondary schools in Kakamega Central area.
- iv. Teachers' knowledge in the organization of content in the lesson plans in English in public secondary schools in Kakamega Central area.
- v. The teaching methods used by teachers of English in teaching the integrated English curriculum in public secondary schools in Kakamega Central area.

1.5 Research Questions

The research questions were also divided into main research question and specific research questions.

1.5.1 Main Research Question

The main research question was:

To what extent do teachers of English in public secondary schools in Kakamega Central area have the knowledge and skills in teaching the integrated English curriculum?

1.5.2 Specific Research Questions

- i. Are the teachers of English in public secondary schools in Kakamega central area trained to teach integrated English curriculum and if yes, to what extent?
- ii. What are the attitudes of the teachers of English in public secondary schools in Kakamega central area towards the integrated English curriculum?
- iii. Do the teachers of English in public secondary schools in Kakamega central area display the expected knowledge and skills in the selection and organization of content in the schemes of work? And if yes, to what extent?
- iv. To what extent do the teachers of English in public secondary schools in Kakamega central area display sufficient knowledge and skills in the organization of content in the lesson plans?
- v. Which methods of teaching do teachers' in public secondary schools in Kakamega central area use in teaching the integrated English curriculum and how effective are the methods?

1.6 Justification of the study

English language is a subject that cuts across the entire school curriculum. While barely a half of the Kenyan population can adequately use English, it remains the advantaged official language and the medium of instruction in the education system. It is the official language in Kenya and a language of regional communication used in East Africa regional forums. It is an international language used in all international meetings. However, while the leadership appears comfortable with the linguistic situation and would wish to have the status quo maintained, the linguistic situation among lay Kenyans demonstrates that not all is well on the ground.

In spite of the important role played by English language in Kenya, there have been persistent complaints about the falling standards of both written and spoken English as indicated in the background to the study. Substantial blame at secondary school level is put on the integrated approach in the teaching of English designed and implemented in schools. This study will therefore assist in ascertaining whether teachers are to be blamed or not. This is because, “whether an innovation succeeds, takes root, depends in the long run on the teachers as they are the implementers of the curriculum. Specialists and experts may select the objectives and plan the general advance, but it’s the teachers in the class who are the assault troops. No genuine innovation occurs unless the teachers are personally committed to ensuring its success” (Bishop, 1985).

This study is being undertaken at a time when the government, curriculum specialists and other stakeholders in education are debating on whether to go on implementing the

integrated English curriculum or go back to teaching English Language and literature separately. At the moment little research has been done on the integrated English curriculum. Stakeholders in education cannot get enough evidence to help make the right decision about it. Research has not been carried out exhaustively about the teachers concerning the integrated English curriculum especially in Kakamega central area of Western province. This study is therefore opportune.

1.7 The Significance of the Study

In the past, it has not been clearly known if teachers have the knowledge, skills and attitudes in carrying out innovations made by the curriculum specialists in various sections of the school curriculum. This study is significant to the curriculum specialist and the government in that, it will assist them in making the right decisions about the integrated English curriculum in secondary schools in Kenya. The results of the study will assist in making a decision on whether to continue teaching English through the integrated approach or go back to teaching English and literature separately. It is also anticipated that the study will help the teacher trainers to identify their points of strengths and weakness in the training of the teachers of English in handling the integrated English curriculum.

Putting in mind that the curriculum is as good or bad as the teachers who implement it, all the stakeholders in education will know the facts on the ground (school) concerning the teachers of English and can further relate this with the performance in internal and national examinations in English. This will help improve the instruction process in secondary schools in the country. Lastly, this study will assist other researchers who wish to carry out research in related areas.

1.8 Scope and Limitations of the Study

This study specifically dealt with integration of English language and literature in secondary schools though there are other types of integration in language teaching. The aspect of integration cuts across various fields of knowledge in the world. Different levels of learning and also aspects from different subjects have been integrated. Also, there are very many factors that affect the implementation of this innovation among them being the learner, availability of resources, the curriculum design, teachers among others. Due to limited time, the study only dealt with the teacher factors and specifically on their knowledge and skills in teaching the integrated English curriculum. This is because teachers are the main implementers of the curriculum and their input is critical if the curriculum is to be effective.

The study was carried out in public secondary schools of Kakamega Central area in Kakamega county, Western province. The area has 42 schools and the sample of schools was selected through stratified and simple random sampling from the divisions. Twelve schools were selected for study. Twenty four teachers and 12 Heads of Department of Language were selected. The tools that were used in data collection were questionnaires, interview schedule and document analysis schedule.

The expected limitations that the researcher encountered included the following:-

- i. It was difficult to get the secondary school teachers and the Heads of Department to fill the questionnaires and respond to interviews. Therefore, the researcher booked appointments with them early.

- ii. Cases of some questionnaires not being returned or returned but not filled arose. To avoid this, the researcher delivered and collected the questionnaires in person.
- iii. The researcher also encountered hostile reception from some teachers, administrative officers and the school administration. Therefore, the researcher followed the ethical and legal procedures required for research to be done so as to avoid hostility from these groups like explaining to them the purpose of the study and assuring them of confidentiality of the information.

1.9 Assumptions of the study

The following assumptions were undertaken:

- i. All respondents will cooperate in giving information during the process of data collection.
- ii. All teachers have been trained / in serviced appropriately about the teaching of the integrated English curriculum.
- iii. All the secondary schools in Kakamega Central area implemented the integrated English curriculum.

1.10 Theoretical Framework

This study was based on Gross, Giacquinta and Bernstein (1971) theory of implementation of organizational innovations. According to this theory, for effective implementation of an innovation, five conditions must be present during the period of attempted implementation. The conditions are:-

- i. The degree to which members of the organizations are clear and aware about the innovation. The members should clearly understand and be aware of the

innovation. In this case, the teachers of English need to clearly understand the requirements of teaching the integrated English curriculum. Through training (pre-service and in-service), teachers should be equipped with knowledge and skills of teaching the integrated English curriculum effectively.

- ii. The extent to which members of the organization possess the capabilities needed to carry out the innovation. The members of the organization should possess capabilities needed to be able to carry out the innovation. In this case, the teachers of English should possess the required knowledge and skills in teaching the integrated English curriculum.
- iii. The availability of resources. Resources should be available to enable the implementation of organizational innovations. To implement the integrated English curriculum effectively, teachers need resources and facilities. Resources such as books will help them prepare and teach the integrated English curriculum well.
- iv. The existing organization arrangements. The existing organizational arrangements should be compatible to the innovation.
- v. The willingness of the participants to spend the time and efforts for the innovation. The participants should be willing to spend the time and efforts for the innovation to be successful. In this case, teachers should have a positive attitude towards the integrated English curriculum so as to be willing to spend their time and effort in implementing it.
- vi. Provision of management support. Inadequate management support during the implementation process can hinder the effective implementation of the

innovation. The management should provide the management support needed during the implementation process.

These conditions can apply to the implementation of curriculum innovations in educational institutions. This study utilized this theory in an attempt to investigate the teachers knowledge and skills in teaching the integrated English curriculum in secondary schools in Kenya. This theory was used to find out: if teachers of English are trained to teach the integrated English curriculum; the attitudes of teachers of English towards the integrated English curriculum; knowledge and skills of the teachers in selection and organization of content in the schemes of work; the knowledge and skills of teachers in the organization of content in lesson plans and to find out the teaching methods used by teachers in teaching the integrated English curriculum.

1.11 Operational definition of terms

Attitudes – refers to the way you think and feel about something. It is the way you behave towards something or somebody that shows how you think and feel. This study investigated out how teachers of English think and feel about the integrated English curriculum.

Challenges –A challenge is a difficult task that test somebody's ability and skills. In this study, challenges refered to the difficulties faced by teachers of English in the implementation of the integrated English curriculum.

Curriculum - It is a discipline or field of study. It can also refer to an instructional programme offered in a learning institution. This study looked at the integrated English curriculum offered in secondary schools in Kenya.

Content – The subject matter of a book or program etc. This study focused on the content of English Language and Literature and how these two are integrated in the teaching of the integrated English curriculum in secondary schools in Kenya.

Implementation –It is the putting into use a developed curriculum. This study explored the implementation of the integrated English curriculum in secondary schools in Kenya.

Integrated curriculum – It is the merging of two or more related subjects into one. This study looked at the integration of English Language and Literature subjects into one subject “English” in secondary schools in Kenya.

Integrated English Curriculum – This is where English Language and Literature are merged together and taught as one subject in secondary schools in Kenya.

Integration – it’s the exploration of knowledge in various subjects that are related to one another and the fusion of knowledge from different disciplines. This study looked at integration of Literature and English Language in secondary schools in Kenya.

Knowledge – knowledge is the information, understanding and skills that one gains through educational experience. This study investigated teachers’ knowledge in teaching the integrated English curriculum.

Lesson plan – is a teacher’s detailed description of the course of instruction for an individual lesson. This study set to find out the knowledge and skills of teachers of English in organizing content in lesson plans in the teaching of the integrated English curriculum

Literature – A piece of writing that is valued as works of art especially novels, plays and poems. This study explored the teaching of Literature in secondary schools in Kenya on an integrated mode with the English language curriculum.

Organization of content - The way in which content is arranged in the schemes of work and lesson plans in English.

Selection of content – Content refers to the subject matter the skills and ideas taught in a course of study. In this study selection will refer to the process of choosing the content to be included in the scheme of work in English.

Scheme of work – It is a plan of what will be covered in each week or session of the learning programme course. This study explored the knowledge and skills of teachers of English in selection and organization of content in the schemes of work in the teaching of the integrated English curriculum in secondary schools in Kenya.

Skills – Refer to the ability to do something. This study looked at the teachers' ability to teach the integrated English curriculum.

Teaching method - The strategy used by a teacher in delivering the curriculum content. This study investigated the teaching methods used by teachers in teaching the integrated English curriculum in secondary schools.

Training – A process used in developing attitudes, habits, skills and standard procedures. This study investigated the extent of training of teachers of English.

1.12 Chapter Summary

This chapter has discussed the background of the study; the statement of the problem; purpose of the study; the objectives of the study; the research questions; justification of the study; the significance of the study; scope and limitations of the study; assumptions of the study; theoretical framework and definition of operational terms.

The next chapter discusses the literature related to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is a discussion of the literature related to the study. The literature review is organized under the following sections: the integrated curriculum organization; global literature about integration; the integrated English curriculum in secondary schools in Kenya; teachers training in teaching the integrated English curriculum; teachers attitude towards the integrated English curriculum; selection and organization of content in the schemes of work and lesson plans; teaching methods used to teach the integrated English curriculum and related studies.

2.1 The Integrated Curriculum Organization

The integrated curriculum organization is rooted in the progressive education movement of the 1930's (Vars 1987) and is lauded as a move away from the memorization and recitation of isolated facts to a more constructivist view of learning which values in depth knowledge of subjects. This is seen as a curriculum geared towards teaching for transfer and thoughtful learning (Perkins, 1991). This view also finds its basis in the work of Piaget, Dewey, Brunner and others who hold a holistic view of learning. Each one of them is concerned with children having an understanding of concepts and underlying structures.

Shoemaker (1989) defined integration as education that is organized in such away that it cuts across subject matter lines, bringing together various aspects of the curriculum into

meaningful association to focus upon broad areas of study. Integration views teaching and learning teaching in a holistic way and reflects the real world which is interactive. The integrated subjects are taught in such a manner that they are almost inseparable. What is learned and applied in one area of one subject is related and used to reinforce, provide repetition and expand the knowledge and skills in the other subject.

A basic definition of the integrated curriculum is offered by Humphreys (Humphreys, Post and Ellis, 1981) when he states, “an integrated study is one in which children broadly explore knowledge in various subjects related to certain aspects of their environment” (p.11). He sees lines among the Humanities, Communication Arts, Natural Sciences, Mathematics, Social Studies, Music, and Art skills and knowledge are developed and applied in more than one are of study.

Within this framework, there are varied levels of integration, as illustrated by Plamer (1991: 59), who describes the following practices;

- i. Developing cross – curriculum sub objectives within a given curriculum guide.
- ii. Developing enrichment or enhancement activities with a cross-curricular in nature
- iii. Including sample planning wholes in all curriculum guides

The current movement towards an integrated curriculum, then, has its basis in learning theorists who advocated a constructivists view of learning. There is a body of brain research that supports the notion that learning is best accomplished when information is presented in meaningful, connected patterns. This includes interdisciplinary studies that link multiple curricular areas.

Lake (2000), notes that another rationale for curriculum integration finds its basis in the commonsense wisdom of teachers, who are coping with an increased body of knowledge, large classes and many mandates related to everything from drug awareness to AIDS to bus safety. When all these requirements are added to the traditional body of knowledge for which teachers feel responsible, integration is seen as one way to meet both the needs of the students and the requirements of the state. The integration of curricular areas and concepts allows teachers to assist students as they prepare for the next century. “An enduring argument for integration is that it represents a way to avoid the fragmented and relevant acquisition of isolated facts, transforming knowledge into personally useful tools for learning new information (Lipson, 1993: 252).

The subject of curriculum integration has been under discussion off and on for the last half-century, with a resurgence occurring over the past decade. The “explosion” of knowledge, the increase of state mandates related to myriad issues, fragmented and relationships among disciplines have all been cited as reasons for a move towards an integrated curriculum (Jacobs, 1989). Almost every teacher has experienced the feeling that “there just isn’t enough time to get it all” or the school day just isn’t long enough for all that I am supposed to do; it seems that every year there are more things added to the curriculum”. This feeling of frustration is one of the motivations behind development of an integrated curriculum. Teachers see this as part of the solution to the requirements that pull teachers in different ways.

Shiundu and Omulando (1992) say:

Integration emphasizes the horizontal relationships between various curricular areas in an attempt to Integrated content or learning experiences in order to enable the students to perceive a unity of knowledge. Curriculum experts generally feel that learning is more effective when content from one field is linked meaningfully to content in another field. For example, what is learned in a language study may be related to a study within a Social Studies unit on modern communication. What is learned in science may be further interpreted within the realm of Mathematics (Taba, 1962). In any case knowledge is basically related. What we have is subjects or units is our making of what we consider convenient” (Pg. 120).

In view of the above statement knowledge from English language assist learners to understand Literature. This is because English language and Literature are related.

2.2 Global Literature about Integration

The philosophy behind integration is that the world around us is a whole unit. The world is not divided into subjects such as Geography, Chemistry, Mathematics, English or History. Therefore, the understanding of the world may be done without compartmentalizing it into subjects. It is easier to understand it as a whole unit than when you try to divide it. However, for learning purposes it is convenient to break the study into convenient units or subjects. Such divisions should later lead to a holistic understanding of the world. Forty two years ago, Hirst (1974) and Hirst and Peters (1970) suggested that an integrated curriculum could be justified through a view of knowledge that is unified or perhaps even classic in nature. In a logical extension of this unified view of knowledge, Hirst (1974) explained that subjects restrict pupils thinking and development by making the process of learning artificial and alien compared with their life experiences. In one sense it would appear that curriculum integration has some intrinsic, virtue, in terms of the way that knowledge is organized – as connected, embodied, ecological, harmonized knowledge.

Marsh (1993) suggests that the various forms of curriculum integration can be considered as a continuum, from discipline based options' with separate subjects taught at different times, to internal orientation where pupils encompass activities that are jointly planned and implemented by pupils and teachers. The complexity of cross-curricular issues is emphasized by Grandy (1994) who outlines six different approaches to integration including the integration of content, organizational practices, teaching practices, skills and competence, assessment practices and inclusive curriculum practices.

Drakes (1991, 1998) describes a progression in the process of curriculum development through multidisciplinary, interdisciplinary and transdisciplinary approaches, each stage involving fewer distinctions between subjects. For example, in a multidisciplinary approach the students are expected to make the connections among subjects areas, like English and Literature themselves or Science and Mathematics. In an interdisciplinary approach the subjects are interconnected beyond a theme or issue and the connections are made explicit to the students. A transdisciplinary approach does not begin with the disciplines but begins from a real life context.

Hargreaves, Earl and Ryan (1996) criticizes the need for educators to classify integration in such a way that they suggest a continuum does not capture the complexity of integration and posing a lump together of behaviour that in fact do not belong together. Fogarty (1991) suggests a continuum of integration with several models arranged upon it. At one end of the continuum is a fragmented model and at the other end is what he calls a

shared model, where disciplines share overlapping concepts and skills within a framework of shared planning and teaching between disciplines. From the above information it is evident that when knowledge is shared across the disciplines, it is learned better. While some people have expressed concern about the integration of language and literature, it is important to realize that literature provides genuine and expressive samples of language in context. According to the Kenya Institute of Education, (2002), the integrated English curriculum helps students to gain familiarity with many different linguistic uses, forms and conventions of the written mode. Reading of literary works provides a rich context in which learners can acquire new vocabulary and knowledge of the rich possibilities of language use. It has been established that teaching language structures in isolation is not only boring, but it also tends to produce learners who lack communicative competence.

Literary works also help to develop the learner's critical thinking which is a crucial element in intellectual development. When learners read widely, they are exposed to different language skills thus improve their language. Literature is about life (values, conflicts, human nature) and it is a good avenue to providing suggestions on how to resolve some of the challenges people face. A mastery of grammar is important, but it is far from enough. There are structures and expressions in the English language which are fixed and unchanging. These are called idioms. They are groups of words whose meaning differs from that of their individual words. In order to speak and write naturally and expressively which are an inalienable part of the language. It should be noted that language is not learned in a vacuum. It revolves around issues and concerns that affect

human beings on daily basis. In our context these may include civic education, good governance, the HIV/AIDS pandemic, the need to conserve our environment, the fight against corruption, the struggle to preserve the moral and spiritual values, and technological advancement. The teacher of English is therefore required to expose the learner to these concern through all the language skills. In the teaching of English, the emphasis should be on the acquisition of communicative competence and not simply on the passing of examinations. In fact, becoming proficient in the language is a desirable life long goal, (K.I.E, 2002).

2.3 The process of implementing a new curriculum

Shiundu and Omulando (1992) defines implementation as the making real of that which has been planned. Curriculum implementation is the process of affecting the new curriculum. They further say that, if the curriculum is not implemented, we can describe the new curriculum project as a failure. The integrated English curriculum is being implemented in secondary schools in Kenya. The process of affecting the new curriculum is the stage when many people come to interact with the new curriculum- students, teachers, parents, administration and the lay public.

The process of implementing a new curriculum is a highly complex one and therefore requires an extremely skilful assortment of participants and relevant content for effective results. The implementation of integrated English curriculum can only succeed if it is implemented by skilled people who are willing and ready to handle the challenges that face it. As Bishop (1985: 184) comments, ‘curriculum design becomes curriculum proper when it is adopted in the classroom. Campaigns in education are easier to launch than to

maintain and sustain. However, unless they are maintained and sustained, they become more memories'. We can only say that the integrated English curriculum is a "curriculum proper" when it is adopted in the classroom. This has been done, but has it been maintained or it is a mere memory? This study aims at finding out the challenges facing the integrated English curriculum in secondary schools.

Shiundu and Omulando (1992; 176) notes that, the task of curriculum implementation can be said to involve two main processes:

- a) Changing attitudes of people, policy makers, administrators, teachers, trainers, school supervisors, parents, the lay public and ultimately the learners themselves.
- b) Providing the materials and the administrative means to make the process possible.

From the two main processes, Shiundu and Omulando (1992:177) came up with the following ten activities involved in curriculum implementation.

1. Persuading the people, especially policy makers, teachers and parents to accept the new curriculum.
2. Informing the public through mass media and personal contact through seminars, public lecturers etc.
3. Obtaining the necessary personnel to perform various roles in the process.
4. Carefully locating personnel, based on professionally acceptable criteria.
5. Training of teachers through both pre-service and in-service teacher educational programmes.

6. Educating teacher trainers, educational administrators, school inspectors and all those who are likely to take part in the process.
7. Providing the necessary facilities, equipment and materials in schools.
8. Presenting the new curriculum and support materials.
9. Instituting appropriate evaluation methods.
10. Providing continuous support for the new curriculum.

For the integrated English curriculum to be implemented effectively, the ten activities must be adhered to strictly. This will help avoid the challenges that may be experienced during implementation process.

2.4 Integrated English Curriculum in Secondary Schools in Kenya

The integrated English syllabus was officially introduced in secondary schools in Kenya in 2002 by the Ministry of Education (MoE). In the integrated English curriculum, English and Literature were to be merged and taught as one subject. According to the Kenya Institute of Education, English syllabus (2002), the “integration” means merging two autonomous but related entities in order to strengthen both. It further says that through exposure to Literature the learners will improve their language skills. They will, not only enriched their vocabulary but also learn to use language in a variety of ways. Similarly, an improved knowledge of the language will enhance the learners appreciation of literary materials. On yet another scale integration means that no language should be taught in isolation. Listening, speaking, reading and writing skills should compliment each other. Integration encourages students to see the interconnectedness and inter-relationships among disciplines. Students are also motivated as these see this connection.

One of the most relevant topics that scholars have been dealing with recently is the issue of teaching languages in an integrated approach. Since the Kenyan government recommended the integration of English language and literature in (2002), several literature and English Language specialist and educationists have recorded varying views and reasons in support of this syllabus for learning various skills in both literature and language. Wiley and Dunk comment that ‘an integrated language syllabus enables learners to read with understanding and to write and speak with confidence in ways appropriate to a variety of contexts.’ According to them, integration enhances communicative competence in a learner. To them, such competence can be achieved through activities carefully selected from interesting materials. The materials need not be necessary extracts but should include some complete works to enable the learners to develop their own responses to literary texts and by so doing help them to think about ways in which the structure of the whole contributes to the effectiveness’ of what is written.

According to KIE (2002), the integrated approach to teaching of English involves using literature to teach English and using English to teach literature. The two subjects have a symbiotic relationship. The teaching of English cannot be separated from that of literature because literature is the material for English and English is used as the medium of writing literature. The two subjects complement each other. In order to teach language, one has to use scientific, journalistic and other materials. It also means that the teaching of English should be done across the curriculum. Every school teacher should be a teacher of English. The integration of language therefore, cuts across the entire

curriculum. Integration means that learners have to master the four language skills of listening, speaking, reading and writing. They should use these skills at the same time. Listening and speaking effectively helps the learner receive and respond to information. Once a learner is able to receive and respond to information accurately, then she can develop the skills of receiving the information by reading and responding to information through writing. Learners are expected to master the skills used in daily life like report writing, etiquette, writing of minutes and letters. The syllabus requires learners to relate what they learn in English and Literature to what happens in life.

A number of literature and language specialists believe that the integration of Language and Literature helps in enrichment of the learners vocabulary. Indangasi (1988) feels that teaching texts and passages help in the effective teaching of English Language. Mwanzi feels that integration of Language and Literature can only be done where possible and where both aspects of Language and Literature can be taught from one source. Where it is not possible the teacher should always take the initiative to teach Language and Literature independently. In contemporary life, communicative competence is more than acquiring mastering of structure and form. It also involves acquiring the ability to interpret discourse in its social and cultural contexts. This can only be achieved through literature. Learners should read a lot of literary materials and interpret their meaning, then apply the meaning to real life situation.

Adams and Peace (1974) argue that a sharp division between the component parts of subjects such as Literature and English cannot succeed in practical classroom teaching. The two seem to agree that integration between Language and Literature makes the

teaching of literature more practical than separating the teaching of the two. The advantages of the integrated skill design as contrasted with the purely segregated approach is that it exposes learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a picture of the richness and complexity of language as employed for communication. Integrating the language skills also promotes the learning of real content and that is two language occurs in real life.

2.5 Teacher training in teaching the integrated English curriculum

The process of training and re-training teachers is crucial. Farrant (1980) defines training as a process used in developing attitudes, habits, skills and standard procedures and is dependent on a system of punishment and rewards and repeated practice. Longman (1987) defines training as to give or to be given a course of instruction or practice especially in a profession or skill. In designing a training programme, the focus should be on knowledge, skills and attitudes to be imparted on the trainee. Training begins with acquiring basic information or knowledge on the skills to be imparted and developing attitude towards the training of the job one is being trained for. The greater part of the focus however is in teaching how to perform a particular skill or task.

Esky (1982: 39) in Barasa (2005:26) observes that, “A major problem world wide in the field of language teaching is the popular belief that anyone who can speak a language can teach it. The fact is however, that language teaching requires a special combination of knowledge and skills that is always hard to find, and finding teachers who have it should be the first concern of any good administration”. Pennington (1989) explains this views of Esky in her observation that preparing a teacher of language during their initial teacher

training involves providing them with certain types of knowledge, skills and attitudes. He suggests three main components the language teacher course should provide the first component is that the teacher ought to acquire knowledge about the subject matter; He/she should come away with language teaching skills and finally the teacher ought to leave training with the correct attitudes to the language he/she is to teach (in Barasa, 2005).

As stated earlier in chapter one, curriculum is only as good as the quality of its teachers. Positively, a curriculum is enriched by the creativity and imagination of the best teachers; Negatively it is vitiated by the limitations of poor teachers and poor teacher training. For teachers approach well, they require the right knowledge and skills. They should not be told or forced to implement the approach if they don't have the skills because this will lead to passing wrong information to the learners or producing learners who are not well prepared to use English for communication and other purposes. Equipping teachers with knowledge and skills involves both pre-service and in-service training.

2.5.1 Pre-service teacher training

According to Shiundu and Omulando (1992:230) pre-service teacher education is generally a fully institutionalized scheme of training in which participant teacher trainees attend an institution on full time basis with curriculum that consists of three main levels;

- i) Subject are content teaching
- ii) Professional preparation, including principles and methodology of teaching at primary or secondary level, and philosophy, sociology, curriculum theory

as well as elements of educational administration, planning and economics at higher levels of training.

iii) Practice teaching (teaching practice)

This traditional approach to teacher education has been criticized for lack of commitment and efficiency as well as purpose. It is moreover, more subject-centred than learner or objective-centered. As a result adequate learner involvement is said to lack in the learning situation.

Barasa (2005) comments that those involved in training language teachers should aim to have a course content that is coherent and also to keep the practice period consistent. In a multi-cultural educational system as Kenya's, the teachers curriculum must endeavor to maintain the "view of the teacher-as-professional... respect individual differences while providing competency standards for the field, to be viewed as a coherent profession," (Pennington 1989:99). Similarly if "teacher training should be seen as a continuous process which begins with the teachers own education, carries through initial training, and is continued throughout a teachers professional life," (Shaw, 1992:113) then the policy makers and training institutions need to set the training framework in the right perspective by pursuing 'quality and consistency'.

2.5.2 In-service teacher training

Bishop (1985) says that the more conventional way of introducing teachers to new ideas, techniques and methodologies in education is by courses ranging from a few days to several weeks. In-service education as opposed to pre-service education, may take place

at any time either as full time or as part time study during the potentially continuous professional life of the teacher.

Shiundu and Omulando (1992) say that in-service education may consist of a carefully planned, sustained work over a lengthy period leading to further qualification in the form of an advanced certificate diploma or higher degree. In-service education helps acquaint the practicing teacher with the latest innovations in the curriculum of his subject area. In this way the teacher is most able to cope with new demands in his area of specialization as well as new approaches and methodology intended to enhance teaching and learning. For example, through in-courses teachers of English be taught how to teach English using the integrated approach. This will help them to be able to implement the integrated English curriculum effectively. In-service training is justified because of the explosion in knowledge and the need to have teachers keep abreast of new developments in knowledge no teacher can claim to be fully equipped in knowledge sufficient to last him through his teaching career. Take an example of English, a teacher who was trained before the introduction of the integrated English curriculum cannot be able to implemented it effectively unless trained again. There are teachers who were not trained to use the integrated approach to teaching English. Some teachers were trained to teach English language and other subjects like Kiswahili or history.

Such teachers can only be equipped with knowledge and skills in teaching the integrated English Curriculum through in-service courses. Enlightened in-service training is crucial. But as Hawes in Shiundu and Omulando (1992) warns, “too many in-service courses are still very sorry affairs, vague “how-to-be-a-good-teacher” courses, often patronizing

in tone and sometimes providing a living example of those didactic methods they so urgently want teachers to avoid.” In-service courses are organized by the Ministry of Education, Quality Assurance and standards offices, Kenya Institute of Education among others. Teachers are usually invited to attend through a letter to the schools.

In-service training for teachers is always considered as one form of staff development. Pennington (1989) notes that, “in – service training may be carried out to inform, expand teaching capabilities or to upgrade and re-orient teachers” (P. 94). She argues that this will provide teachers with new techniques, methods, materials or equipment, skills or areas of knowledge. Teachers of English should attend in –service courses so as to expand their teaching capabilities. In – service course will provide the teachers with skills and knowledge to teach the integrated English curriculum. It will provide them with new techniques, methods, materials or equipment to understand the English curriculum better.

As Beeby (1969) points out, “if the teacher does not understand the new method, or if he refuses to accept it other than superficially instructions will be of no avail. At the best he will go on doing in effect what he has always done and at worst he will produce some travesty of modern teaching. A teacher using a technique that he has accepted but not understood can by some strange inverted alchemy, turn the most shining idea to lead.” Beeby is trying to suggest that teachers should understand what they are implementing. For example teachers should understand the integrated approach so that to do what is right. If they don’t understand it, the idea may be good but turned into something bad, something that produces negative results when it comes to its consumers who are

learners. Borter Doku (1979) in his article “innovations in elementary school science Teaching and teacher training in Ghana”, describes how the teachers own lack of scientific knowledge was a handicap, as shown by one who interpret end ‘Lime water’ as juice from the citrus fruit. This shows that when the teacher lacks knowledge about an idea, he may pass wrong information to the learners. A teacher of English who lacks knowledge and skills of teaching the integrated English curriculum may not be able to teach the learners what is expected by the syllabus thus the objectives cannot be achieved

Verspoor, (1989:2) states that, “a well designed and effectively implemented teacher training programme is the key element in the successful implementation and institutionalization of change programmes.’ (Kallagan and Greany, 1992:29) attributed failure of intended educational changes mainly to ineffective teacher training programmes,” for example in Kenya, teacher training institutions train teachers to teach English language and Literature as separate entities. This is a very big challenge as far as the integrated method is concerned. Therefore, the challenge can be traced back to their training. Furthermore, the teachers are not exposed to the necessary knowledge and skills of integrating several methods of teaching.

As Shiundu and Omulando (1992) comment, “teachers mainly use the lecture method and spend much time on dictating notes to the learners in the same way their lectures emphasized on transmitting factual knowledge”. Therefore this study will try to suggests ways of bridging the gap in the training programmes of the teachers. Shaw (1992:113) says that, ‘if teacher training should be seen as a continuous process which begins with

the teachers own education, carriers through initial training and is continued throughout a teachers professional life, then the policy makers and training institutions need to set the training framework in the rigid perspective by pursuing quality and consistency'. A statement uttered by the Ministry of Education in Kenya says that it is necessary that teachers at all levels should have the capacity, relevant knowledge, skills and attitudes to subscribe to the educational objectives and make them a reality. Therefore, it is important for the teacher of English to have knowledge and skills so as to be able to teach the integrated English curriculum and achieve it's objectives effectively.

Shiundu and Omulando (1992) further note that intended changes in education, be they in approach, content or method of teaching, can only become a reality if a process of training and re-training through pre-service and in-service programmes adequacy prepares the teachers. This clearly indicates why it was important to re-train the teachers when the integrated English curriculum was introduced. It could help to equip teachers with knowledge and skills of teaching English using the integrated approach.

Kajubi (2005) argues rightly that teacher training institutions should set a better example and lead by practicing what they preach. It is equally important for teacher training institutions to demonstrate through their own teaching and involvement in community affairs the principles and methods which they advocate, instead of as they do at present, merely teaching how to teach. The long-range implications of teacher education are of crucial significance. The teachers trained during the 1980's will be the senior teacher and the educational leaders in the twenty-first century. Thus, teacher education must be

designed not for former programmes of education, but rather to prepare teachers for future programmes of education.

Basing on the discussion above, this study therefore found it of interest to established whether the teachers have the knowledge and skills to implement the integrated approach to teaching English in public secondary schools in Kenya with specific reference to Kakamega Central Area.

2.6 Teachers Attitudes Towards the Integrated English Curriculum

In addition to teachers knowledge and skills, the teachers attitude count for a great deal more in curriculum implementation. Attitudes are learned predisposition's to respond positively or negatively to certain objects, situations, institutions or persons (Oppenheim, 1992). Attitudes are said to be positive when they are favourably directed towards a target. When they are directed unfavorably towards a target, they are said to be negative. Many scholars agree that attitudes influence the implementation of innovations. According to Bishop (1985), the process of curriculum implementation involves changing the attitudes of all the parties involved. Teachers of English should be given orientation and training about the integrated English curriculum so as to be able to change their attitudes if this innovation is to succeed. Hawes (1979:119) postulates that the task of curriculum implementation involves such main processes as "changing attitudes of policy makers, administrators, teacher trainers, supervisors, teachers, parents and ultimately the learners. It also involves providing the materials and administrative means to make this possible".

One way of having teachers develop favorable attitudes to curriculum innovation is through in service education. Peters (1976) argues that through in service training, teachers develop critical, empirical and adaptable attitudes to the changes in the curriculum of their subject area. Through in service education, teachers acquire knowledge and skills for effective teaching. Professional skills of a teacher and attitudes go hand in hand. Involvement of the teacher in educational reforms and innovations is crucial. The teacher is indeed, the heart of the matter and you cannot proceed without the full co-operation of teachers. Their involvement will determine their attitude towards the changes that are being put in place.

This is because when one participates in the activities of coming up with an idea, then it will not be logical for the same person to offer resistance to the idea. Therefore teachers must be involved in the change process fully so that they don't offer resistance when it comes to implementation. Involving them will imply that they are also part of the change.

As Bishop (1985) observes,

Any curriculum reform comes through local decisions by the teachers in the classroom. They know the local situation, the local dynamics. Unless teachers are available and willing to participate in curriculum development, there is no future for it.... (P. 87).

It was in order to encourage the fullest co-operation and interest of teachers in the process of curriculum development that a seminar on primary Teacher Education held in 1976 at the Institute of Education, Sierra Leone recommended that 'studies of curriculum development might be introduced into the programmes of the professional training of teachers. Therefore the task of curriculum implementation can be said to involve changing the attitude of policy makers, teachers, administrators and pupils. Many

curriculum developers agree that the teacher is the main agent in any curriculum implementation, (Groyx, 1988).

In a report by the Daily Nation Thursday, March 30, 2006 ‘teachers feel that the integration between Literature and English causes confusion, overloading of learners and teachers and an internal imbalance in the allocation of lessons in which some teachers are over worked and others are under utilized.’ To improve the teachers’ attitude towards any innovations, there must be a shared endeavour between the teachers and all those working on new programmes. Instead of the arrogant we-know-what’s good-for-you attitude, the teachers must be consulted rather than told what to do. They must be respected rather than patronized. This study seeks to find out the specific teacher’s attitudes towards the integrated approach to teaching English in secondary schools. Its concern is on how it may be affecting the general teaching of English. It is anticipated that the study will come up with ways of improving the teachers’ attitudes towards the integrated English curriculum which is a key factor if this method has to succeed.

Teachers will gradually change their attitude when provided with enough knowledge on the integrated method. Edgerton (1990), in a study of integrated Mathematics curriculum found out that after one year, 83% of the teachers involved in the use of integrated method preferred to continue with the integrated programme rather than go back to the previous English curriculum.

Acquisition of the necessary reading materials in sufficient varieties is important because it gives the teachers mastery of content of the integrated approach. This is one of the opportunities available in improving the use of integrated approach because it will also boost the morale of teachers who are adopting the approach. As Barasa (2005) observes, schools performing well as a result of good language teaching can be found where teachers with good language background are working. It is for this reason that practitioners and teachers trainers argued for the need for appropriate facilities to train language teachers properly. They specifically urge the provision of books, language learning aids and specialized training that will appreciate the different linguistic origins of all Kenyan trainers. When the integrated approach to teaching English was introduced, teachers who were already in the field had not been prepared on how to handle it. They had no knowledge and skills of effectively handling the approach. In such case, resources about the integrated approach were to be provided to help guide the teachers on what to do. As Bishop (1985) notes, 'in countries where there is a large corps of unqualified or little trained teachers it is essential that materials such as teachers guides and handbooks should be made as detailed as possible without 'talking down' to the teacher. Some new projects have attempted to prepare 'user – proof' materials, guaranteed to work even in the hands of the most incompetent receives where most of the problems of the user are anticipated and catered for as far as possible'. In view of this statement, resources developed to guide teachers in the integrated approach implementation should be in such a way that they can be understood easily by the teachers. Even the teachers who are not trained to handle the integrated method should be able to use them without difficulties. The resources should also be readily available when needed by the teachers.

New and more intelligent support must be offered to the mass of average teachers as well as new freedom for the adventurous few. Syllabuses and examinations prepared with expert assistance, textbooks and teachers guides detailed enough to be of day-to-day help should be provided / made available to teachers to assist in enriching their knowledge of the integrated approach. This study will also try to find out the materials that the teachers use in the implementation of the integrated English Curriculum.

2.7 Selection and organization of content in the schemes of work and lesson plans in English

In order for educational experiences to produce a cumulative effect they must be so organized as to reinforce each other. Organization is thus seen as an important aspect because it greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learners. The organization of these experiences should be such that they help the student increasingly get a unified view and to unify his behaviour in relation to the element dealt with. The teacher of English must organize the content of English language and Literature well so as to be able to achieve integration of the two. Selection of content in the scheme of work should be effectively done because a lesson plan will be later developed from these. It is important to organize content in the schemes of work and lesson plans so as to be able to achieve continuity, sequence and integration.

2.7.1 Selection and organization of content in the schemes of work

Mukwa and Too (2002) defines a scheme of work (SOW) as a detailed analysis and sub-division of the syllabus into weeks, terms and periods for the purpose of orderly and systematic teaching or learning. It indicates the amount of work or ground a teacher or student -teacher is likely to cover during a week, a month, a term or a year. They further say that, a scheme of work is simply the survey of the work a teacher intends to cover during a prescribed period. In order to do this, the teacher must be familiar with the content of the subjects he is planning to prepare a SOW in. This will help the teacher to be able to select the right content for a particular group of learners and also organize the content in a manner that displays integration of English language and Literature.

Gathumbi and Masembe (2005) puts forward the following factors to consider when developing scheme of work.

- i) The teacher should consider the available time. As the teacher selects the content to teach he /she must consider the available time, for example, a double lesson or a single lesson. A teacher of English who wants to teach English Language using an excerpt from the literary texts must plan well for the available time to make sure the lesson is successful.
- ii) Consider the syllabus content that needs to be taught; planning should be for a specified period of time and should include only the content that can be covered within the allocated time.
- iii) The school calendar. The teacher should consider events in the school during a given time.

- iv) Availability of resources to be used during the teaching learning process. As the teacher of English is selecting the content, he/she should consider the resources available. For example, if it is reading a passage, are the text books available and enough for the learners to use? If the teacher is planning to use films, video tape or a radio to teach English. The teacher should make sure that these resources are available and in good condition.
- v) Methods to be used in teaching specific content. Different topics or areas of language may require the teacher to use different methods of teaching. A teacher who plans to teach poetry may use a different method from that one who plans to teach grammar or an aspect of oral literature.

The above factors are very important when the teacher of English is selecting and organizing content in the scheme of work for English. The selected content will be organized in an integrated manner to show integration of English Language and Literature. The resources used will also determine if there is integration or not

Mukwa and Too (2002:66) suggested the following functions of the scheme of work.

- i) Scheme of work (SOW) encourages a teacher to read widely, plan his lessons and develop the same well, especially for lessons which require more time and attention in preparation.
- ii) It helps teachers or student – teachers to provide continuity in the lessons and sequence in the learning in an orderly manner.
- iii) The SOW ensures that the syllabus is completed or covered within a given period of time. This is made possible by the use of topic schedule.

- iv) When a teacher or a student-teacher has prepared a SOW, he becomes confident in his work because he will have consulted a variety of relevant sources of information, selected suitable media and materials for instruction and prepared the appropriate instructional objectives.
- v) SOW helps a teacher to make requisition for necessary materials (print and non-print) and also encourages him/her to check on all the materials available in the school.
- vi) In the event of an emergency or handing over or taking over from a departing teacher, it is very easy to know where one reached and what he had covered.

It is important to note that selection and organization of content in the schemes of work of English is very important because it will determine if English language has been integrated with Literature or not. It should also be noted that, learning takes place through the active behaviour of the student; it is what the student does that is learnt, not what the teacher does. The teacher should organize the content in a way that learners are involved actively in the learning process.

2.7.2 Organization of the content in the lesson plans in English

A lesson plan is the most critical part of a teachers instructional activities. In order to emphasize the importance of a lesson preparation, it is often said that “a well prepared lesson can be effectively taught without notes but a good lesson cannot be taught without preparation. Mukwa and Too (2002) define a lesson plan as a well prepared, systematically arranged programme through which the desired message or information is conveyed to the target audience through the appropriate media. The teacher produces an instructional guide to the chosen subject, topic and sub-topic to be delivered to the

learning audience in addition to mapping out of the learning audience. A lesson plan involves a lot of mapping out of the strategies, methods and resources needed to present a lesson within a given situation, class level and time. It requires the teacher to visualize all the available resources room allocations, during and after the class session. For effective preparation the teacher has to think of three main factors; the pupils to be taught, the content to be used in teaching and its presentation.

Content that has been selected in the schemes of work should be well organized in the lesson plan so as to bring out the intended outcome of the lesson and also bring out the aspect of integration. Organization of content in the lesson plan involves organization of the teaching and learning activities that the teacher and the learner are involved in. A well developed lesson plan reflects interest and needs of students. It incorporates best practices for the educational field. In preparing an integrated lesson plan for English, the teacher should organize the content in that the teaching of English Language should also emphasized Literature aspects. The teacher should use Literature materials like set books to teach English Language. This means that there should be only one lesson plan for both English Language and Literature. Also when preparing a lesson plan the teacher should use the integrated skills approach while integrating content at teaching levels. For example, teach listening and speaking skills using oral narratives, poems, songs, riddles and proverbs. Through this, the learner can also acquire reading skills.

A lesson plan is usually used in a classroom as an instructional guide. This is when it provides guidance on the planned activities of both the learner and the teacher. It is also

used as an instructional plan in that it enables the teacher to prepare the activities in accordance with the required approaches, the methods to use and the sequence of delivery to the learners. Furthermore, a lesson plan acts as an instructional map to provide a flow chart or map of the various events and resources needed to successfully deliver a lesson.

In conclusion, a lesson plan is an important tool for teachers because it facilitates good teaching. A lesson plan for an English lesson should display integration of both English Language and Literature. Activities and sentence structures from Literature should be used to teach English grammar and also the teacher should emphasize Language use when teaching Literature. All these requires organization of content in the lesson plan. The teacher of English should have knowledge and skills in organization of content in the lesson plan so as to be able to prepare an integrated lesson plan for English Language and Literature.

2.8 Methods of Teaching used in Teaching the Integrated English Curriculum

The most effective and recommended strategy of teaching used in English is the integrated approach. Shiundu and Omulando (1992) comments that integration is a reaction to the traditional emphasis to separate subjects in the curriculum and it seems to be the reigning principle in both the broad field and correlated curriculum designs. In English, integration is perceived to be at two levels. The first level is the integration of the language skills. That is listening, speaking, reading and writing skills should complement each other. The second level is the integration of English language and literature. That is through the exposure to literature, the learner will improve their language skills. They will not only enrich their vocabulary but also learn to use language

in a variety of ways. It is believed that improved knowledge of the language will enhance the learners appreciation of literary material.

It is sometimes argued that, a justification for the teaching of Literature is its value in promoting language development. Thus, literature can be an instrument for use in connection with the teaching of specific vocabulary or structure or language manipulation. Literature and language are of mutual benefit to one another. Studying one should aid the study of the other in the classroom, thus the essence of integrating the two. In the current syllabus of English for secondary schools in Kenya, English Language and Literature can be integrated in the following ways:

a) Teaching listening and speaking skills using the integrated approach

According to KIE (2002) listening and speaking skills play a primary role in the social and academic life of a person. One who listens and speaks effectively is able to receive and respond to information appropriately. These two skills also contribute significantly to the development of reading and writing skills.

The Language teacher, therefore, should make every effort to help the learner acquire and continually refine the two skills to enable the latter interact with others effectively and confidently to achieve this, the teacher can employ the use of literary material to help teach the two skills. For example, the teacher can use oral Literature, that is, narratives oral poetry, songs proverbs, tongue twisters and riddles to practice the skills of listening and speaking. This helps the learner to practice Language and also to express themselves.

The teacher can ask learners to narrate a story or engage in riddling session and observe the two skills used. Tongue twisters help in sharpening learners speaking skills. Therefore in a Language lesson, the teacher can guide learners to go through tongue twisters – a genre in Literature thus integrating language and Literature

An example of a tongue twister is,

“She sells sea shells at the sea shore.”

This tongue twister can be used to teach pronunciation, intonation and at the same time literature. In addition the teacher can use dictation, listening comprehension, role play, speech making, reciting poems class readers and literary set books to enhance the above skills. For example a teacher can get some words from a Literature set book like, “*The River Between*” by Ngugi wa Thiongo which is one of the literary text in secondary schools in Kenya. The words can be used for dictation purposes thus enhancing the listening and speaking skills. The teacher can still select a section in the novel, and use it for listening comprehension. Learners will have to listen then answer questions after that.

Through this integration of the language skill of listening and speaking skills and literature, the learners will be given a wider field within which to express themselves. In the process, the learners will also study the genres of literature in a more relaxed and interesting atmosphere. This study investigated the extent to which teachers used integrated teaching approaches in teaching listening and speaking skills in English.

b) Teaching Reading skills using the integrated approach

Good reading skills will improve performance in all schools subjects because reading helps in information gathering and learning of concepts. Therefore, the teacher should devise strategies that will make reading interesting and fulfilling. It is recommended that reading skills be developed through the study of Literature. This can be done through making oral presentations after a reading session. For example, after reading the Literature set books like *“The River Between”* by Ngugi Wa Thiongo, learners can make oral presentations of activities or scenes they have read. In this set book for instance, learners can make oral presentations of the “initiation dances” when they were held, where, who organized them and participated and how they were performed. (p. 40) through these oral presentations, the learners will be able to develop reading skills as well as oral skills. Also the presentation of extracts from the literary texts enhances the study of Literature thus the integration of Literature and Language.

Teachers of English can also enhance the teaching of reading skills by reading poems, stories (narratives) among others. Through this the integration of Literature and Language is also developed as well as the integration of the Language skills. As one learner may be reading others listen as they follow the story or poem. After this an oral presentation may follow. This study investigated the extent to which teachers of English used the integrated approach in teaching reading skills.

c) Teaching writing skills using the integrated approach

Writing is another language skill that learners need to acquire for the teaching of language. The teacher can give learners an exercise on essay writing after a reading

session of set books. For example, after the learners have read a chapter in “*The River Between*” by Ngugi wa Thiongo specifically the “initiation ceremony” (p.40) the teacher can tell learners to write an essay on how the initiation ceremony is conducted in their communities. As learners do this, they gain the writing skills as well as reading skills. They also read the set books and furthermore understand some of the genres of literature like narratives, songs. Apart from using the literary set books, the teacher can also advise learners to use class readers, pictures in the text books, magazines and newspapers as sources of writing. For example learners can use the pictures on the road signs to write an essay on road safety. In newspapers learners can read the young nation, read the narratives and from that, try to come up with their own stories. As they enhance their imaginative powers and writing skills, they also learn some aspects of oral Literature like proverbs, riddles and tongue twisters. This study investigated the extent to which teachers used the integrated approach to teaching writing skills.

From the above discussion it is evident that integration can be at two levels, that is, integration of Language skills and integration of English Language and Literature. The two levels are inseparable because as the teachers teach language so they can use examples and extracts from Literature set books oral Literature. Teaching of one Language skills leads to teaching of the other skills thus integration of the Language skills. The Language complements each other because No skill can be taught in isolation. Some of the common challenges that face implementation of a curriculum include the following.

2.9 Related Studies

Some scholars have carried out research studies related to the current one. Among them are the following studies;

Wafula (2008) carried out a study on the, challenges of the integrated method on the teaching of oral literature in Kenyan secondary schools in Eldoret municipality. The study is related to this study in that the current study had an objective on the challenges that teachers face when implementing the integrated English curriculum. Wafula's study differs from this study because it deals with challenges of the integrated method but focuses on its effects on the teaching of oral literature. The current study dealt with challenges that teachers face when teaching the integrated English curriculum as a whole. Also this study was carried out in Kakamega central area and will involve public secondary schools only as opposed to Wafula's study which combined both private and public secondary schools in Eldoret municipality. Both studies focused on the teaching of the English Curriculum in Secondary schools in Kenya.

Jepkemoi (2007) also carried out a study on the implementation of the integrated Approach of teaching English and literature, in Nandi East District. In her study she looked at the whole implementation process of the integrated approach while this study focused on the teacher factors to be specific their knowledge and skills. Jepkemoi's study was also done in Nandi East District and this study was done in Kakamega Central area which implies that the results cannot be the same because the population is different.

A study on students perception of English language and its influence on their performance, is another related study. This study was done by Choge (2005) in Nandi North District. Choge's study is different from the current study in that it's main objective is the students perception of English Language only while the current study dealt with the integrated English curriculum which encompasses both English Language and Literature. The current study also did not focus on students' performance but specifically dealt with the teachers knowledge and skills in teaching the integrated English curriculum.

Another related study is that of Jeruto (2003), on factors affecting the teaching of poetry in the integrated English syllabus. Her study was basically concerned with the teaching of poetry which is an aspect in the integrated English curriculum. It is related to my study because the integrated English curriculum includes poetry. However the current study sought to investigate the teachers knowledge and skills in teaching the integrated English curriculum. Jeruto's study was done in Nandi North district while the current study was done in Kakamega Central area.

Mukhabi (2000) conducted a study on challenges facing secondary school teachers in the teaching of the integrated English course in Bungoma District. The main objectives in this study was to look at the challenges facing secondary school teachers in teaching the integrated English course thus making it related to this study. This is because challenges is one of the specific objective in this study but the researcher will now pay specific

attention to teachers in Kakamega central area as opposed to the former which dealt with Bungoma District.

From the above discussion on some of the related studies, it is true that some scholars have carried out research in this area of integration and English as a whole. But there is no specific study on integration that has been carried out in Kakamega central area concerning teachers knowledge and skills in teaching the integrated English curriculum. The above related studies assisted the researcher in that they provided direction on what has already been done and also helped the researcher to know some of weaknesses of the earlier researchers and be able to correct them. These studies helped the researcher to investigate the teachers knowledge and skills in teaching the integrated English curriculum in Kakamega central area where such a study has not been carried out.

2.10 Chapter Summary

In summary, this chapter has discussed literature related to the study. The literature review was organized under the following sections: the integrated curriculum organization; global literature about integration; the integrated English curriculum in secondary schools in Kenya; teachers training in teaching the integrated English curriculum; teachers attitude towards the integrated English curriculum; selection and organization of content in the schemes of work and lesson; teaching method used to teach the integrated English curriculum and related studies. The next chapter will discuss the research design and methodology that the study adopted.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter is a discussion of the research design and methodological procedures that this research study adopted. Specifically, it discusses the area of study; the target population, the sample size and sampling procedures that were used, the research instruments; reliability and validity of instruments; piloting and data analysis. These procedures assisted in the investigation of the objectives of the study which were to find out:

- i) If teachers of English are trained to teach the integrated English curriculum in public secondary schools in Kakamega Central area and if yes, to what extent?
- ii) The attitudes of the teachers of English towards the integrated English curriculum in public secondary schools in Kakamega Central area.
- iii) Teachers' knowledge in selection and organization of content in the schemes of work in English in public secondary schools in Kakamega Central area.
- iv) Teachers' knowledge in selection and organization of content in the lesson plans of English in public secondary schools in Kakamega Central area.
- v) The teaching methods used by teachers of English in teaching the Integrated English curriculum in public secondary schools in Kakamega Central area and

3.1 Research Paradigm

To meet the above objectives, a suitable research methodology was adopted. The study adopted a mixed method approach which involves qualitative and quantitative research methods. Quantitative research includes designs, techniques and measures that produce

discrete numerical data. On the other hand, qualitative research includes designs, techniques and measures that do not produce discrete numerical data. More often the data are in form of words than numbers and these words are often grouped into categories (Mugenda and Mugenda, 1999). In addition, qualitative research is research relating to or involving quality or kind. (Kothari, 2009). The researcher chose this approach because it permits research to go beyond the statistical results usually reported in quantitative research. Also, the objectives such as the teachers attitudes towards the integrated English curriculum were well described by the use of words because attitudes can not be directly observed. This is because human behaviour is well explained by using qualitative research.

Through this approach the researcher was able to empower those being studied (teachers) by giving them a voice, that is, by involving them in the study – through interview. The researcher assumed the role of providing a voice to these groups. These helped get the necessary information needed for their achievements for the particular objectives.

3.2 Research design

The research study adopted an exploratory research design. According to Kothari (2009) a research design is the arrangement of conditions for collection and analysis of data in a manner that aim to combine relevance to the research purpose with economy in the procedures. It is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data.

Kothari (2009) further states that; exploratory research studies are also termed as formulative research studies. The main purpose of such studies is that of formulating a problem for more precise investigation or of developing the working hypotheses from an operational point of view. The major emphasis in such studies is on the discovery of ideas and insights. The researcher decided on his design because the level of knowledge and skills of teachers of English is not known. Therefore, exploratory design enables the researcher to seek establish the teachers' knowledge and skills in teaching the integrated English curriculum. The design also assisted the researcher to interact directly with the respondents during data collection thus getting first hand information. This was done through interviews with Heads of Department of Languages.

3.3 Area of study

This study was conducted in Kakamega central area in Kakamega County in Western province. The researcher chose this area because it is where the problem was identified. The researcher has worked in this area for several years and this is why she was able to identify that the performance of English is not convincing as shown in Table 1.2 Residents of Kakamega central area rely on Agriculture as their major economic activity. They grow maize, sugarcane and also practice dairy farming. The area has three divisions; Lurambi division, Navakholo and Municipality and several locations. All administration and education offices of Kakamega central area are located in Kakamega town, which is also the headquarter of Western province. Even though the study was done in this area, the teaching and learning of English is similar to those of other areas in Kenya.

3.4 Target population

This study targeted all teachers of English. According to the District Education Officer of Kakamega central area, the area has 42 public secondary schools. This number consists of provincial schools and districts schools. The area schools have at least 3 teachers of English while the provincial schools have 5 teachers and above. The number may be more, therefore the population of teachers of English in public secondary schools in Kakamega central area is approximated to be 180. There are 42 heads of the department of Languages. (*Source*: DEO Kakamega Central).

3.5 The sample size and sampling procedures

A sample size refers to the number of items to be selected from the population to constitute a sample. The size of the sample should neither be excessively large, nor too small. It should be optimum. An optimum sample is one which fulfils the requirements of efficiency, representativeness, reliability and flexibility (Kothari 2004 p. 56). Some of the factors that the researcher should consider while choosing the sample include the cost of research, manageability of the sample and access to the sample by the researcher. Research design is a critical determinant of sample size. In qualitative research the sample could be as little as 10% or as large as 30%. (Layle and Berg, 2002). This is because research uses intensive techniques to observe activities and record voices/contribution of participants. The sampling of the school was as follows: stratified sampling was used to divide the public secondary schools into district and provincial schools. Simple random sampling was then used to select 30% of the 42 schools in Kakamega central area. Through simple random sampling, 6 district and 6 provincial schools were selected thus making a total of 12 schools. Purposive and simple random

sampling were used to obtain teachers of English who were able to give relevant information to the study. Two teachers were selected from the 12 schools leading to total of 24 teachers. The department of Language is headed by one teacher and therefore a total of 12 Heads of Department were selected.

3.6 Research instruments

This study used questionnaires, interview schedules and document analysis as instruments of data collection.

3.6.1 Questionnaires

Questionnaires are commonly used to obtain important information about the population. According to Kothari (2009), “A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. It is sent to the persons concerned with a request to answer the questions and return the questionnaire.” Each item in the questionnaire is developed to address a specific objective and research question of the study. This type of instrument is suitable if the population is literate. In this study, questionnaires were very important especially in collecting information about the feelings / attitudes of teachers towards the integrated English curriculum. This is because the respondents would give such information in written form and their identity was not revealed. The questionnaires were administered to the teachers of English. The questionnaire were divided into four sections (A-D). Each section addressed a particular research objective and research questions. Section A dealt with biographical information, where the respondent was expected to give his/her age, name of the school, position held in the school and teaching experience. Section B had questions about the teacher’s

training. Section C has questions about teachers' attitudes towards the integrated English curriculum while section D has questions on the teaching methods (see appendix II).

Questionnaires as instruments of data collection have both advantages and disadvantages. Questionnaires are advantageous in that they are the best when dealing with a large sample and when you have limited time. They are easy to analyze and respondents may give their true feelings about an issue because the identity is not indicated. On the other hand, questionnaires have disadvantages like the fact that some questionnaires may not be returned or filled by respondents. The responses are limited and the respondent is forced to answer questions according to the researcher's choice. To avoid these shortcomings, the researcher sensitized the respondents to answer all the questions in the questionnaire before returning and she counter checked this when collecting the questionnaires. The questions in the questionnaires were also derived from the research objectives and the researcher ensured that each research objective had adequate questions.

3.6.2 Interview schedules

Kothari (2009) defines the interview method of collecting data as involving presentations of oral verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and if possible through telephone interviews. The researcher must establish a friendly relationship with the respondent before conducting the interview so as to obtain maximum co-operation from respondents. The researcher interviewed the H.O.Ds in selected schools. Interviews assisted the researcher to collect information that cannot be directly observed or is difficult to put down in writing due to

illiteracy. Interviews also allow the researcher to get information that requires clarification by those involved.

The interview schedule was divided into 5 sections (A-E). Each section addressed a specific objective and research question. Section A contained biographical information where the respondent was supposed to give his/her age, name of the school, subject specialization, professional qualification and teaching experience. Section B had questions on the teachers training. Sections C and D had questions on teachers' attitudes, schemes of work and lesson plans respectively. Section E had questions addressing the teaching materials used by teachers in teaching the integrated English curriculum. (See Appendix III).

The interview method of data collection has both advantages and disadvantages. Kothari (2009) gives the following advantages for using interviews. More information and in greater depth can be obtained (through probing). There is greater flexibility under this method as the opportunity to restructure questions is always there, especially in cases of unstructured interviews. On the other hand, Kothari (2009) also identifies some disadvantages of using the interview method. It is a very expensive method especially when large and widely spread sample is taken. There remains the possibility of the bias of interviews as well as that of the respondent; there also remains the headache of supervision and control of interviewers (PP. 98). These shortcomings were addressed by the fact that the respondents that were interviewed were few. Only one HOD was interviewed in every school. A total of 12 HODs were interviewed.

3.6.3 Document analysis schedule.

Analysis of documents is another method of data collection. The data collected through document analysis is referred to as secondary data. According to Kothari (2009), secondary data means data that are already available. Kothari further notes that when the researcher utilizes secondary data then he has to look into various sources from where he can obtain them.

Document analysis works best when the purpose is to gain insight into an instructional activity or approach. In this study, the researcher analyzed 12 schemes of works and 24 lesson plans of English, in form 3 classes in selected public secondary schools. These documents helped the researcher to assess the integration of English and Literature in secondary schools. Document analysis is advantageous because it assist the researcher to examine trends, patterns and consistency in instructional documents, in this case, schemes of works and lesson plans. This is because some data can be unreliable and inadequate thus not suitable for the study. Data collected from document analysis (schemes of work and lesson plans) was used to cross-check the data obtained from the questionnaires and interview schedules. Document analysis schedules appears in the thesis as appendices v and vi.

3.7 Piloting of the research instruments

Piloting was carried out in Lugari District, Likuyani Division. The researcher used simple random sampling to sample out two public secondary schools in these divisions. Then purposive and simple random sampling were used to obtain teachers of English who were able to give relevant information to the study. The researcher administered the

questionnaires to the selected teachers and held interviews with HODs. The results of the pilot study helped establish the effectiveness of the research instruments which the researcher used during the research process. Feedback obtained from piloting was used to improve on the items in the questionnaires incase of unclear wording or ambiguity. Piloting also assisted the researcher to evaluate the effectiveness of the research design. It was established that the research instruments were effective for data collection. Also, piloting helped establish that the research design selected, that is, exploratory research design, was effective for the study.

3.8 Reliability and validity of the research instruments

The reliability and validity of the research instrument was ascertained as discussed below

3.8.1 Reliability of the research instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. This study tested reliability of research instruments using the test-retest technique. This involved administering the same instrument twice to the same group of subjects. There was usually a time lapse of two weeks between the first test and the second test. According to Frankfort et al (1996) reliability measure varies on a scale from 0 to 1, having the former value when the measurement involves nothing but errors and reaching 1 when there is no variable error at all in the measurement. The expected correlation coefficient was 0.5. The correction coefficient obtained was 0.6 which was higher hence the instruments were reliable.

3.8.2 Validity of the research instruments

Validity is the degree to which results obtained from the analysis of the data actually represent the variable under study. A valid instrument is one whose content is relevant to the purpose of the study. The questionnaires, interview schedules and document analysis schedules were prepared based on the research questions and objectives. Content validity was determined through piloting. Items that were not attempted for three or more times were left out of the questionnaire by the researcher. Also, content validity of the research instruments was determined by the lecturers in the School of Education Moi University by reading through the items to identify any cases of unclarity.

3.9 Ethical considerations

The researcher observed confidentiality especially concerning personal opinions that needed to be protected. This was done by having the respondents not indicate their names in the questionnaires. The responses given were also treated with utmost confidentiality by the researcher. Also, the researcher booked appointments with teachers and HODs of language so as to avoid any inconveniences. Finally, the researcher obtained a research permit for use during data collection.

3.10 Data collection procedures

After being approved by the School of Education the researcher obtained a permit from the National Council of Science and Technology (NCST). This allowed the researcher to conduct the study in Kakamega central district in Western province. The research also followed the required procedures in obtaining permission from the administrative authorities in areas of data collection. The study looked forward to teachers and Heads of

Departments of Language to cooperate during data collection. The researcher booked appointments with these groups before administering questionnaires or having them interviewed or observed.

3.11 Data analysis procedures

Data collected was analyzed using descriptive statistical techniques such as percentages. Data from questionnaires, interview schedules and document analysis was analyzed quantitatively and also qualitatively according to the emerging themes.

3.12 Chapter summary

This chapter has discussed research methodology, research design; area of study; target population; the sample and the sampling procedures; research instruments; piloting of the research instruments; reliability and validity of the research instruments; data collection procedures; ethical considerations and data analysis. The next chapter will discuss data presentation, analysis and interpretation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction to the Chapter

This chapter presents the results of the study based on the objectives of the study which were to find out:

- a) If teachers of English are trained to teach the integrated English curriculum in public secondary schools in Kakamega central area and if yes to what extent;
- b) The attitudes of the teachers of English towards the integrated English curriculum
- c) Teachers' knowledge and skills in selection and organization of content in the schemes of work of English.
- d) Teachers' knowledge and skills in selection and organization of content in the lesson plans of English.
- e) The teaching methods used by teachers of English in teaching the integrated English curriculum.

Data from the designed tools, that is, questionnaires, interview schedules and analysis of schemes of work and lesson plans was analysed descriptively by use of percentages and presented using tables and identified themes. What follows is presentation, analysis and interpretation of the data obtained

4.1 Biographical information

The age of the Heads of Department used during the study was varied as summarized in Table 4.1. Majority of the HODs, 60% were above 38 years and the least, 40% were between the age of 32 and 38 years. Majority of the teachers, 45.5% were aged between 25 and 31 years and between 32 and 38 years. Those aged between 18 and 24 years were

9.1%. From the findings, it showed that majority of the HODs were above the age of 39 years. The teachers were between the age of 25 years and 38 years which is a productive period in teaching.

Table 4.1: Age of Heads of Departments (HOD's) and teachers of English

Age	HODS' N=10		TEACHERS' N=22	
	Frequency	Percentage	Frequency	Percentage
18-24 years	0	0%	2	9.1
25-31 years	0	0%	10	45.5
32-38 years	4	40.0%	10	45.5
Above 39 years	6	60.0%	0	0
Totals	10	100.0%	22	100.0

The teaching experience of the Heads of Department (HOD) was varied as summarized in Table 4.2. Majority of the HOD's 50% had between 10-14 years, with 40% having above 14 years experience in teaching and 10% having 5-9 years teaching experience. The teachers with a teaching experience below 4 years comprised of 36.4%, and those who have taught English for a period of 5 - 9 years were 27.3%. The least, 18.2% had between 10 -14 years. Those who had a teaching experience of 14 years and above were also 18.2%. The findings indicate that majority of the HODs' had a long teaching experience of more than 10 years. Majority of the teachers had a teaching experience of 0-4 years.

Table 4.2: The teaching experience of HODs' and teachers of English

Years	HODS' N=10		TEACHERS' N=22	
	Frequency	Percentage	Frequency	Percentage
0-4years	0	0	8	36.4
5-9 years	1	10.0	6	27.3
10-14 years	5	50.0	4	18.2
Above 14 years	4	40.0	4	18.2
Totals	10	100.0	22	100.0

4.2 Teachers' training in teaching the integrated English curriculum

In dealing with this objective the researcher looked at the following aspects concerning the HODs' and teacher's of English.

4.2.1 The level of academic and professional qualification of HODs' and teachers of English

The level of academic and professional qualification of HODs' and teachers of English was varied during the study as summarized in Table 4.3. Majority of the HODs' 80% and 90% of the teachers had a Bachelor's degree in education and the least, 20% of the HODs and 9.1% of the teachers had a diploma in education. Therefore, the findings showed that majority of the HODs and teachers of English had a Bachelors degree in education which meant that they have a relatively high academic qualification in teacher training.

Table 4.3: The level of academic and professional qualification.

Academic and professional qualification	HODS' N=10		TEACHERS' N=22	
	Frequency	Percentage	Frequency	Percentage
Diploma in Education	2	20.0	2	9.1
Bachelor of Education	8	80.0	20	90.9
Totals	10	100.0	22	100.0

4.2.2: The subjects specialization of HOD's and teachers of English

The subjects of specialization of most of the HODs and teachers of English were varied during the study as summarized in Table 4.4. Majority of the HODs, 70% were trained to teach both English Language and Literature and the least, 20% were only trained to teach English Language. Majority of the teachers of English 45.5% were trained to teach English Language alone. While 36,4% trained to teach English Language and Literature. It was also found out that 10% of the HODs' were trained to teach Literature alone. Also 36.4% of the teachers were trained to teach Literature. These findings therefore indicate that majority of the HODs' were trained to teach both English Language and Literature in their pre-service training. On the other hand, majority of the teachers of English were trained to teach English Language alone in their pre-service training. Therefore, such teachers are expected to have difficulties in integrating English Language and Literature during teaching as the syllabus recommends.

Table 4.4: The subject specialization of HODs' and teachers of English

Subject of specialization	HODS N=10		TEACHERS N=22	
	Frequency	Percentage	Frequency	Percentage
English Language	2	20.0	10	45.5
Literature	1	10	4	18.1
English Language and Literature	7	70.0	8	36.4
Total	10	100.0	22	100.0

Teachers were also asked if they were trained in their pre-service training on how to use the integrated approach to teaching English. Majority of them 63.6% agreed that they were trained to teach the integrated English curriculum. While 36.4% said they had not been trained to use the integrated approach. These findings contradicted with the findings on subject specialization as majority of the teachers reported that they specialized in teaching English Language alone. This made the researcher to conclude that majority of the teachers had not been trained to use the integrated approach.

4.2.3 The HODs familiarity of the integrated approach

During the study, all the HODs' were found to be familiar with the integrated approach to teaching English as shown in Table 4.5. They also agreed that teachers in their department used the integrated approach to teaching English.

Table 4.5: The familiarity of the integrated approach by HODs'

N=10

Aspect	Response	Frequency	Percent
Familiar with integrated approach	Yes	10	100.0
Do teachers use integrated approach	Yes	10	100.0

4.2.4: The number of the teachers of English in the department

The number of teachers' of English in different schools was found to be varied during the study as summarized in Table 4.6. Majority of the HODs 50% said that their department had between 1-3 teachers, 30% of the departments had 4 - 6 teachers. However, the departments with above 6 teachers' of English were 20%. From the findings, it showed that there are few teachers in the departments of English.

Table 4.6: The number of teachers of English in the department

N=10

No. of Teachers'	Frequency	Percentage
1-3 teachers	5	50.0
4-6 teachers	3	30.0
Above 6 teachers	2	20.0
Total	10	100.0

4.2.5 The use of the integrated approach by teachers of English

Majority of the teachers, 72.2% do not teach English Language using Literature materials and do not emphasize Language when teaching Literature. Only 27.3% teach English language using Literature materials and emphasize Language when teaching Literature.

Majority of the teachers, 81.8% do not teach English Language using integrated skills approach while integrating content at teaching levels and a few teachers 18.2% teach integrated skills approach while integrating content at teaching levels. Also, majority of the teachers do not teach English language and literature as one subject with the same teacher and at the same time. Only 9.1% of the teachers do this. From the findings, it is clear that majority of the teachers' do not use the integrated approach in teaching English. Majority of the teachers 72.7% do not use literature materials and do not emphasize Language when teaching literature. It also came out that English language and literature are taught separately. Majority of the teachers' 90.9% do not teach English language and literature as one subject. This information is summarized in Table 4.7.

Table 4.7 The use of the integrated approach by the teachers' of English

N=22

Aspect	Response	Frequency	Percentage
- Teaching English Language using Literature materials and emphasizing Language when teaching Literature.	Yes	6	27.3
	No	16	72.7
- Using the integrated skills approach while integrating content at teaching levels.	Yes	4	18.2
	No	18	81.8
- Teaching English Language and Literature as one subject – the same teacher and at the same time.	Yes	2	9.1
	No	20	90.9

Teachers' who were using the integrated approach were asked to state how they learned to use it. 36.4% said they learned to use the integrated approach on their own, that is informally, while 63.6% learned to use the integrated approach formally that is, through in – service or pre-service training. This information is summarized in Table 4.8.

Table 4.8 How teachers learned to use the integrated approach

N=22

	Frequency	Percentage
Formally	14	63.6
Informally	8	36.4
Not at all	0	0.0
Totals	22	100.0

4.2.6 Attendance of in-service courses by HOD's and teachers of English

All the HODs have attended in-service courses in the teaching of integrated English curriculum since its introduction in 2002. Majority of the teachers 63.6% had attended in-service courses in the teaching of the integrated English curriculum since its introduction and a few 36.4% had not attended any in- service course on teaching of the integrated English curriculum since its introduction as summarized in Table 4.9.

Table 4.9 Attendance of in-service courses by HODs' and teachers of English

		HODs' N=10		Teachers' N=22	
Aspect	Response	Frequency	Percentage	Frequency	Percentage
Attendance of in service courses	Yes	10	100.0	14	63.6
	No	0	0	8	36.4
TOTALS		10	100.0	22	100.0

HODs were also asked to give the number of in-service courses they had attended. 40% of the HODs had attended 1 to 3 in-service courses. The same percentage had also attended 4-6 in-service courses on teaching the integrated English curriculum. Only 20% of the HODs had attended 7 to 9 courses. Nobody had attended over 9 courses.

About the teachers in their departments, HODs reported that 18.2% had attended 1-3 in-service courses, 36.4% had attended 4-6 courses and 18.2% had attended more than 9 in-service courses on the integrated English curriculum. 27.3% of the teachers had never attended any in-service course. This indicated that, these teachers' had inadequate knowledge and skills in teaching the integrated English curriculum. This information is summarized in Table 4.10.

Table 4.10: Number of in-service courses attended by HODs' and teachers' of English

Aspect	No. of courses	HODs' N = 10		Teachers' N = 22	
		Frequency	Percentage	Frequency	Percentage
In – services courses Attended	1-3	4	40.0	4	18.2
	4-6	4	40.0	8	36.4
	7-9	2	20.0	0	0.0
	More than 9	0	0.0	4	18.2
	Not attended any	0	0.0	6	27.3
	Total	10	100.0	22	100.0

During the interview sessions, HODs were also asked to mention the organizers of the in-service courses that they attended. From the findings, only 10% of the in-service

courses attended were organized by the Kenya Institute of Education. 30% of the courses attended were organized by District Quality Assurance and Standards Officers (DQASO). The majority of the in service courses attended, 40% were organized by the Ministry of Education (MOE). The remaining percentages 20% were organized by other groups of people in education.

These findings therefore indicate that majority of the in-service courses attended by HODs and teachers' of English were organized by the Ministry of Education. This information is summarized in Table 4.11 as follows:

Table 4.11: Organizers of the in – service courses attended by HODs' and teacher's of English

Organizers	Frequency	Percentage
K.I.E	1	10.0
MOE	4	40.0
DQASO	3	30.0
Others	2	20.0
Total	10	100.0

To finalize on the teachers' training, the HODs' were asked to mention how frequent they give teachers' of English guidelines on the teaching of English subject. The responses were divided according to often, very often, rarely and not at all. 30% of the HODs' reported that they often gave guidelines to teachers on the teaching of English. Majority of the HODs, 40% said that they oftenly gave guidelines to teachers' of English. 30% of

the HODs' rarely give guidelines on the teaching of English very often. The findings indicate that majority of the HODs (70%) often gave guideline on the teaching of English. This information is summarized in Table 4.12.

Table 4.12 The frequency at which HODS gave guidelines on the teaching of English
N=10

Responses	Responses	Percentage
Often	3	30.0
Very often	4	40.0
Rarely	3	30.0
Not at all	0	0.0
Total	10	100.0

4.3 The attitudes of the teachers' of English towards the integrated English curriculum

This is the second objective that this study set out to investigate. The teachers' attitudes towards the integrated English curriculum was varied as summarized in table 4.13. To measure their attitudes, the researcher came up with some aspects which were measured using the Likert scale:- Strongly agree, Agree, Undecided, Disagree and Strongly Disagree. Majority of the teachers 81.9% agreed that they enjoy teaching English using the integrated approach. Also, 18.1% of the teachers disagreed that they enjoy using the integrated approach. The same percentage, 9.1% were undecided. Basing on the second aspect, findings indicated that majority of the teachers, 90.9% agreed that they prepared schemes of work in an integrated manner that displayed integration of English Language and Literature. Only 9.1% the teachers disagreed with this idea. Findings also indicated

that, majority of the teachers, 72.8% agreed that they prepared lesson plans and lesson notes in an integrated manner to display integration of English Language and Literature. 18.2 % of the teachers' disagreed with this idea and 9.1% were undecided. Also, results show that 72.8% of the teachers agreed that the integration of English Language and Literature has eased the teaching and learning of English as a subject. 9.1% of the teachers' were undecided on this idea and 18.1% disagreed .63.7% of the teachers' agreed that the integration of English language and literature has increased the speed of syllabus coverage in English, 18.2% disagreed and only 9.1% were undecided. 90.9% agreed that they would like to further their studies in English so as to be able to implement the integrated English curriculum well. Only 9.1% of the teachers disagreed with this view.

From the findings of this study, the teachers had positive attitudes towards the integrated English Curriculum in that majority of them 81.9% enjoy teaching English using the integrated approach majority of them also prepared schemes of work in an integrated manner that displayed integration of English language and literature. Majority of the teachers also confirmed that the integration of English language and literature has increased the speed of syllabus coverage in English.

Findings also indicate that teachers' have a positive attitude towards the integrated English curriculum because majority of them 90.9% agreed that they would like to further their studies in English so as to be able to implement the integrated English curriculum well.

Table 4.13 Teachers' attitudes towards the integrated English curriculum

N=22

	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Teachers Attitudes						
I enjoy teaching English using the integrated approach	18	81.9	4	18	0	0.0
I prepare schemes of work in an integrated manner that display integration of English Language and Literature	20	90.0	0	0.0	2	9.1
I prepare lesson plans and lesson notes in an integrated manner to display integrated of English Language and Literature	16	72.8	2	9.1	4	18.2
The integration of English Language and Literature has casened the teaching and learning of English as a subject	16	72.8	2	9.1	4	18.2
The integration of English and Literature has increased the speed of syllabus coverage in English	14	63.7	4	18.2	4	18.2
I would like to further studies in English so as to be able to implement the integrated English curriculum well.	20	90.9	0	0.0	2	9.1

4.3.1 HODs' attitudes towards the integrated English curriculum

The HODs' attitudes towards the integrated English curriculum was also varied as findings of the study indicated. Ten HODs were interviewed and their responses were as

follows. Majority of the HODs', 60% agreed that they enjoy teaching English using the integrated approach. 20% disagreed with this idea and another 20% were undecided. 80% of the HODs' also agreed that they frequently held meetings with teachers of English to guide them on the use of the integrated approach to teaching English. Only 20% of the HODs' interviewed disagreed. When asked if they guide the new teachers on how to teach the integrated English curriculum, 80% agreed and only 20% were undecided. 60% agreed that the integration of English language and literature has increased the speed of syllabus coverage in English. 20% of the HODs disagreed with this idea while 20% were undecided. Lastly, majority of the HODs' 80% agreed that they would like to further their studies in English so as to be able to implement the integrated English curriculum well.

From the findings, the researcher found out that most of the HODs had a positive attitude towards the integrated English curriculum. This was because majority of the HODs, 60% agreed that they enjoy teaching English using the integrated approach. Also, majority of the HODs', 80% frequently held meetings with teachers of English to guide them on the use of the integrated English approach to teaching English. It also came out clearly that HODs' have a positive attitude towards the integrated English curriculum because majority of them, 80% agreed that they would like to further studies in English so as to be able to implement the integrated English curriculum well. The above information has been summarized in Table 4.14.

Table 4.14: HODs' attitudes towards the integrated English curriculum

N=10

HODs' Attitudes	Agree		Undecided		Disagree	
	F	%	F	%	F	%
I enjoy teaching English using the integrated approach	6	60.0	2	20.0	2	20.0
I frequently hold meetings with teachers of English to guide them on the use of the integrated English approach to teaching English	8	80.0	0	0.0	2	20.0
I guide new teachers on how to teach the integrated English curriculum.	8	80.0	2	20.0	0	0.0
The integration of English Language and Literature has increased the speed of syllabus coverage in English	6	60.0	2	20.0	2	20.0
I would like to further your studies in English as to be able to implement the integrated English curriculum well	8	80.0	2	20.0	0	0.0

4.3.2 Teachers' views towards the integrated English curriculum.

HODs' were also asked to comment on the response of teachers towards the integrated English curriculum since its introduction. They were supposed to say if it was poor, good or very good. The study findings indicated that 70% of the HODs' reported that the teachers' response towards the integrated English curriculum was good. 20% said the

response was poor and only 10% said that it was very good. In total, 80% of the HODs said the response of teachers was good. This was an indicator that teachers have a positive attitude towards the integrated English curriculum because majority of them responded well when it was introduced. Table 4.15 summarizes the above information.

Table 4.15: HOD’s views on teachers’ response towards the introduction of the integrated English curriculum N=10

Response	Frequency	Percentage
Poor	2	20.0
Good	7	70.0
Very good	1	10.0
Total	10	100.0

4.3.3 HODs’ view of the performance in English since the introduction of the integrated English curriculum

Responses of the HODs were varied as shown in Table 4.16. Majority of the HODs, 80% were not satisfied with the performance in English. When the HODs were asked what should be done to improve the performance in English, HODs’ reported that most of the students had a negative attitude towards the integrated English curriculum and therefore they should be assisted to change this attitude by providing them with resource materials. This is discussed fully later in this study under the challenges faced by teachers in the implementation of the integrated English curriculum.

Table 4.16: HODs views on the general performance in English since the introduction of the integrated English curriculum

N=10

Aspect	Frequency	Percentage
Satisfied with performance	2	20.0
Unsatisfied with performance	8	80.0
Total	10	100.0

Still on performance, teachers' and HODs were asked to rate the general performance of English since its introduction. Majority of the HODs, 60% and teachers 54.5% rated the general performance to be between 50-59%, indicating that the performance in English is usually average. 20% of the HODs and 36.4% of the teachers' rated the general performance of English to be 60% to 69%. Only 20% of the HODs' and 9.1% of the teachers rated the general performance in English as below 50%. From the findings, the general performance of English since the introduction of integrated English curriculum is average as majority of the HODs, 60% and teachers 54.5% rated it to be 50% - 59%.

Table 4.17 summarises this information.

Table 4.17: HODS' and teachers' views on the general performance in English

N=10

Range	HODs' views		Teachers' views	
	Frequency	%	Frequency	%
60%-69%	2	20.0	8	36.4
50%-59%	6	60.0	12	54.5
Below 50%	2	20.0	2	9.1
Total	10	100.0	22	100.0

Finally, teachers' were asked if there is any improvement in performance since the introduction of the integrated English curriculum. Majority of them, 63.4% reported that there has been an improvement in performance of English while 36.4% haven't seen any improvement in the performance in English. The findings indicated that the integrated English curriculum has led to an improvement in the performance in English.

Table 4.18: Teachers' views on the improvement in the performance of English

N=22

Aspect	Frequency	Percentage
Improved	14	63.6
No improvement	8	36.4
Total	22.0	100.0

4.4 The teachers' knowledge in selection and organization of content in the schemes of work and lesson plans

This was the third objective that this study set out to investigate. In dealing with this objective, the researcher interviewed 10 HODs' and analysed 12 schemes of work and 24 lesson plans.

4.4.1 The approval of schemes of work and lesson plans by HODs'

During the interview, HODs' were asked if they always approve the schemes of work written by the teachers of English. All the HODs', 100% agreed that they approve the schemes of work written by teachers before they use them. In addition, the HODs' were asked if the teachers write the schemes of work following the guidelines of the integrated English curriculum. Only 10% reported that teachers' follow the guidelines of the integrated English curriculum. Majority 90.0% reported that teachers' do not follow the guidelines of the integrated English curriculum when preparing the S.O.W. From the findings, it was realized that teachers do not prepare schemes of work in an integrated manner as required by the syllabus (appendix V). This information is presented in Table 4.19.

Table 4.19: The approval of schemes of work and lesson plans by HODs'

N=10

Aspect	Response	Frequency	Percentage
HODs' who approve S.O.W	Yes	10	100.0
Teachers' who follow guidelines of the integrated English curriculum	Yes	1	10.0
	No	9	90.0
Total		10	100.0

4.4. 2 Analysis of the schemes of work for English

A total of 12 schemes of work were analysed. All the teachers' of English, (100%) prepare the schemes of work, thus the schemes were available in all the schools. Findings also indicated that all teachers' prepare English language and literature lessons in one scheme of work (together). They are not separated. From the analysed schemes of work, it was realized that 83.3% of the schemes do not show the integration of literature and English language content in specific lessons. English language is taught on a separate day from Literature. Only 16.7% of the schemes analysed displayed the integration of language and Literature. Similarly, only 16.7% of the schemes analysed had objectives stated in a way that they displayed integration of English language and literature. The rest which were the majority, 83.3% had objectives which did not display integration of English language and literature (appendix V). This information is summarized in Table 4.20.

Table 4.20: Analysis of the schemes of work for English

Aspect	Response	Frequency	Percentage
Availability of the S.O.W	Yes	12	100.0
English Language and Literature schemed together English Language and Literature schemed separately	Yes	12	100.0
	No	0	0.0
Scheme of work show the integration of Literature content and English Language content in specific lessons	Yes	2	16.7
	No	10	83.3
Objectives of the lesson stated in a way that they display integration of English Language and Literature	Yes	2	16.7
	No	10	83.7

4.4. 3: Analysis of the lesson plans for English

The researcher analysed two lesson plans from every school. A total of 24 lesson plans were analysed. From the schools visited there was 100% availability of the lesson plans. Also, all the lesson plans had been approved by the HODs as shown in table 4.21.

During the analysis, the results indicated that majority of the lessons plans 91.6% were prepared for either English language alone or literature, that is, English language had its lesson plan and taught separately from literature. Only 8.4% of the lesson plans showed an integration of both English language and literature. During the analysis, the researcher also checked if the teaching / learning activities had been organized in such a way that they displayed integration of literature and English language (for example, using literary text in teaching English language). Only 8.4% of the lesson plans displayed this. The

majority 91.6% did not display the integration of the teaching / learning activities in English language and literature. They were either for English language alone or Literature. From the findings of the study, there was limited integration of English language and literature as 91.6% of lesson plans indicated.

Table 4.21: Analysis of the lesson plans for English

N=24 lesson plans

Aspect	Response	Frequency	Percentage
Availability of the lesson plans	Yes	24	100.0
	No	0	0.0
Approval of the lesson plans	Yes	24	100.0
	No	0	0.0
Who approves the lesson plans:- Head of Department	0	24	100.0
Deputy Head teachers	0	0	0.0
Is there one lesson plan for both English Language and Literature or they are separated in different lesson plans	-One lesson plan	2	8.4
	-Separate lesson plans	22	91.6
Are the teaching / learning activities organized in a way that they display integration of Literature and English Language activities	Yes	2	8.4
	No	22	91.6
Are the objective of the lesson stated in a way that they display integration of English Language and Literature	Yes	2	8.4
	No	22	91.6

4.5 Methods of teaching used in teaching the integrated English curriculum

The teaching methods were divided basing on the two levels of integration namely; integration of the skills of language and integration of English language and literature. All the HODs reported that they integrated the language skills when teaching English language. No skill was taught in isolation. The researcher looked at the teaching method commonly used by teachers' of English and the HODs.

4.5.1 Teaching methods used by HODs' of Languages in teaching the integrated English Curriculum

Findings on the teaching methods used by teachers in teaching the integrated English curriculum were varied as summarized in Table 4.22. The responses were categorized in three ways: often, rarely and never. Majority of the HODs' 80% often used new grammatical structures obtained from literature set books to construct sentences when teaching grammar. Also, most of the HODs, 70% often engaged learners in the writing of essays after a reading session of the literacy texts. On the other hand, the findings showed that only 30.0% of the HODs' often taught grammar using films, language games, role play and video tapes. 60% rarely used this method and 10.0% never use it. This indicated that this method was the least used by the HODs' as compared to others. The results also showed that, 60% of the HODs oftenly used pictures, class readers, literary set books among others as sources of writing tasks. Other methods were averagely used as summarized in Table 4.22. From the findings, it was realized that HODs' preferred using new grammatical structures obtained from the Literature set books to construct sentences as compared to other activities. On the contrary, it was

realized that HODs rarely used films, language games, role play and video tapes in teaching grammar.

Table 4.22 Teaching methods used by HODs' of language in teaching the integrated English curriculum

NO	Activity	Often %	Rarely %	Never %
1	I teach listening and speaking skills using oral narratives, poetry songs, riddles and proverbs.	45.2	40.8	4.0
2	I use dictation, listening comprehension, role play in speech in teaching listening	50.0	30.0	20.0
3	I teach grammar using films, language games, role play and video tapes	32.0	58.7	19.3
4	I use new grammatical structures obtained in Literature set books to construct sentences	80.0	10.0	10.0
5	Teaching reading skills by making oral presentation after a reading session e.g. offer reading poems, stories or set books	50.6	45.2	4.2
6	Writing essays after a reading session of Literature set books	70.0	20.0	10.0
7	Using pictures, class readers, literary set books among others as sources of writing tasks	60.0	20.0	20.0

4.5.2 Teaching methods used by teachers' of English in teaching the integrated English curriculum

This study also looked at the teaching methods used by the teachers' of English to teach the integrated English curriculum. The responses were divided according to the frequency at which the teachers' used them, that is, how often, rarely or never. Results on the teaching methods used by teachers' of English were varied as summarized in Table 4.23. Majority of the teachers, 68.2% often engaged students in essay writing after a reading session of literature set books. Only 11.1% of the teachers' reported that they never used this method. The second largest percentage of teachers' 65.8% often used new grammatical structures obtained from Literature set books to construct sentences. On the other hand, only 26.0% of the teachers' taught grammar using films, language games, role play and video tapes. This was the least used method with 60.8% of the teachers' rarely using it and 13.2% never using this method.

Another large group of teachers, 62.0% said that they often used pictures, class readers, literary set books among other resources as sources of writing tasks. The findings showed that the rest of the methods identified in Table 4.23 were averagely used by teachers of English. Therefore, the findings indicated that teachers oftenly engaged students in essay writing after a reading session of literary set books. This was the method commonly used in teaching the integrated English curriculum with 68.2% responses. The least used method was teaching grammar using films, language games, role play and video tapes with only 26% responses.

Table 4.23 Teaching method used by teachers in teaching the integrated English curriculum

NO	Activity	Often %	Rarely %	Never %
1	I teach listening and speaking skills using oral narratives, poetry songs, riddles and proverbs.	50.6	28.4	11.0
2	I use dictation, listening comprehension, role play in speech in teaching listening	47.0	40.5	12.5
3	I teach grammar using films, language games, role play and video tapes	26.0	60.8	13.2
4	I use new grammatical structures obtained in Literature set books to construct sentences	65.8	30.2	4.6
5	Teaching reading skills by making oral presentation after a reading session e.g. offer reading poems, stories or set books	54.7	40.0	5.3
6	Writing essays after a reading session of Literature set books	68.2	20.7	11.1
7	Using pictures, class readers, literary set books among others as sources of writing tasks	62.0	30.4	7.6

4.5.3 Teachers views on how they evaluate the integrated English curriculum

This study also looked at this aspect of evaluation because it helps portray integration of English Language and Literature. Teachers views on how they evaluated English Language and Literature was varied as shown in Table 4.24. Majority of the teachers 72.7% evaluated the integrated English curriculum by examining English Language and Literature as one subject in the same paper. 27.3% evaluated by examining English Language and Literature separately. The findings therefore indicated that majority of the teachers 72.2% integrated English Language and Literature during evaluation. They are examined as one subject in the same paper.

Table 4.24: Teacher’s views on how they evaluate the integrated English curriculum

N=22

Aspect	Frequency	Percentage
Examined as one subject	16	72.7
Examined separately	6	27.3
Total	22	100.0

4.6 Summary of the research findings

This chapter has presented, analyzed and interpreted data based on the research objectives. The biographic information of the respondents revealed that majority of the teachers were between the age of 25 years and 38 years. Also, majority of the teachers and the HODs had a long teaching experience of more than 10 years.

The first objective was to find out if teachers of English are trained to teach the integrated English curriculum in public secondary schools in Kakamega Central area, and if yes to what extent. Based on this objective, it was found out that majority of the teachers of English had attained pre-service training in the teaching of English. However, majority of them were not trained to teach English language and literature in an integrated approach.

The second objective was to find out the attitudes of the teachers of English towards the integrated English curriculum. Based on this objective, it was found out that majority of the teachers of English have a positive attitude towards the integrated English curriculum.

The third objective was to find out the teachers' knowledge in selection and organization of content in the schemes of work in English in public secondary schools in Kakamega Central area. The study findings revealed that most teachers scheme English Language and literature separately, that is one scheme but on separate days. This indicated that they do not have the knowledge in selection and organization of content in the scheme of work in English.

The fourth objective was to find out the teachers' knowledge in the organization of content in the lesson plans in English in public secondary schools. Based on this objective, it was found out that English language and literature are taught on different days using different lesson plans.

Finally, the fifth objective was to find out which methods of teaching do teachers in public secondary schools in Kakamega Central area use in teaching the integrated English curriculum. This study found out that, teachers of English and HODs preferred using teaching methods that involved the use of literature set books as compared to other methods. The next chapter will discuss the findings, conclusions and recommendations.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study on “The Teachers’ knowledge and skills in teaching the integrated English curriculum in public secondary schools in Kenya” was aimed at findings out:

- i) If teachers’ of English are trained to teach the integrated English curriculum in public secondary schools in Kakamega central area and if yes to what extent.
- ii) The attitudes of the teachers of English towards the integrated English curriculum
- iii) Teachers’ knowledge in selection and organization of content in the schemes of work of English
- iv) Teachers’ knowledge in selection and organization of content in the lesson plans of English and
- v) The teaching methods used by teachers of English in teaching the integrated English curriculum.

5.2 Discussion of the findings

What follows is the discussion of findings, basing on the results of the study and the objectives that the study set out to investigate.

5.2.1 Biographical information of the respondents

In dealing with this objective the researcher gave questionnaires to 24 teachers of English and ten HODs’ were interviewed. 22 teachers of English completed the questionnaires and returned them. Basing on the findings on their academic and professional qualifications, 80% of the HODs’ had a bachelor’s degree in education and only 20%

had a diploma in Education. 90.0% of the teachers had a bachelors degree and 9.1% had a diploma in education as indicated in Table 4.3. This indicated that majority of the HODs' and the teachers had acquired pre-service training in the teaching of English.

5.2.2 Teachers training in teaching the integrated English curriculum

This study also found out that 80% of the HODs' were trained to teach both English language and literature. Only 20% specialized in teaching English language only as indicated in Table 4.4. This indicated that majority of the HODs' had the required knowledge and skills in teaching the integrated English curriculum because they had been trained to teach both English language and literature. On the other hand, majority of the teachers 54.5, 54% had been trained to teach English language alone. This showed that majority of the teachers cannot teach the integrated English curriculum effectively because they were not trained on how to integrate English language and literature. Only 45.5% had been trained to teach both English language and literature. Pennington in Barasa (2005) says that preparing a teacher of language during their initial teacher training involves providing them with certain types of knowledge, skills and attitudes. Basing on this statement it is clear that the 45.5% of the teachers were not prepared well in their initial training (pre-service training). They do not have the knowledge and skills to enable them teach the integrated English curriculum effectively. Oluoch (1982) also commends that relevant training programmes should hence be instituted within the regular teacher preparation curriculum so as to enable newly qualified teachers to be conversant with the new curriculum before they leave colleges.

This study found out that all the HODs were familiar with the integrated English curriculum as reported in Table 4.5. As indicated earlier, majority of them had been trained to teach both English Language and Literature. The study findings on the use of the integrated approach by the teachers of English revealed that majority of the teachers do not use integrated approach when teaching English as shown in Table 4.7 Majority of the teachers 90.9% teach English language and Literature separately. Only 9.1% were trained to integrate English Language and Literature. Findings indicated that majority of the teachers were not trained to integrate English Language and Literature. 72.7% do not teach English Language using Literature materials and do not emphasize Language when teaching Literature. Also, 81.8% do not use the integrated skills approach while integrating content at teaching levels. These findings concurred with the views of Barasa (2005) who observed that in Kenya, the general problems affecting the teaching and learning of English have been compounded by the current “integrated” syllabus of English. This has led to the use of Literature teachers handle a predominantly Language based syllabus.

The study also wanted to know the attendance of in-service courses by HODs’ and teachers of English. Shiundu and Omulando (1992) notes that intended changes in education, be they in approach, content or method of teaching, can only become a reality if a process of training and re-training through pre-service and in-service programmes adequately prepares the teachers. This shows the importance of pre-service and in-service courses. Also, Oluoch (1982) commends that “... at the same time suitable in-service training programmes should be organized to help the serving teachers acquaint

themselves with the new curriculum (p.57)". It was found out that 100% of the HODs' had attended in-service courses on the integrated English curriculum. On the teacher's side, 63.6% had attended in-service courses while 36.4 % had not attended any in-service course on the use of the integrated approach to teaching English (table 4.9). Majority of the HODs' and teachers of English had attended 1 to 6 in-service courses as indicated in Table 4.10. These findings showed that teachers were making an effort to get knowledge and skills in teaching the integrated English curriculum by attending in-service courses. This was the only way that they could be able to teach effectively using the integrated approach now that majority of them had not been trained in their pre-service training. Majority of the in service courses attended, (40.0%) had been organized by the Ministry of Education (MOE) as indicated in Table 4.11. They were followed by the District Quality Assurance and Standards Officers (DQASO) with 30.0%. The rest of the courses were organized by Kenya Institute of Education (KIE) and other education groups.

It was reported that 70% of the HODs' often give their teachers guidelines on the teaching of English using the integrated approach. 30% reported that they rarely gave guidelines to their teachers as shown in Table 4.12. This indicated that, although majority of the teachers of English were not trained in their pre-service training to teach English using the integrated approach, HODs' were willing to assist them in using it. HODs often gave guidelines on how to teach the integrated English curriculum. As Fullan (2001) suggests, in order to bridge the gap in understanding a curriculum change,

there must be a shared meaning across a group of people working in concert. This is because, the way people perceive changes determines their ability to institutionalize it.

5.2.3 The attitudes of the teachers of English towards the integrated English curriculum

This was the second specific objective that this study set out to investigate. In dealing with this objective, the researcher looked at the attitudes of the teachers of English and HODs' of language. Many scholars agree that attitudes influence the implementation of innovations. According to Bishop (1985), the process of curriculum implementation involves changing the attitudes of all the parties involved. It was therefore important to find out the attitudes of the teachers towards the integrated English curriculum as it has an impact on its implementation.

Attitudes of teachers and HODs of language were measured using a likert scale. The study findings indicated that 81.9% of the teachers of English enjoyed teaching English using the integrated approach only 9.1% of the teachers disagreed that they enjoyed using the integrated approach. Also, majority of the teachers 63.7% agreed that the integration of English and Literature had increased the speed of syllabus coverage in English and only 18.2% disagreed and 9.1% were undecided, (table 4.13)

On the HODs side, results also indicated that majority of the HODs' 60% agreed that they enjoy teaching English using the integrated approach. Also, 80% of the HODs agreed that they frequently held meetings with teachers of English to guide them on the use of the integrated English approach to teaching English. This indicated that they had a

positive attitude towards the integrated English curriculum and are willing to teach it. Also, 80% agreed that they would like to further their studies in English so as to be able to implement the integrated English curriculum well (Table 4.14).

From the study findings, it was clear that the response towards the introduction of the integrated English curriculum was good as 80% of the teachers said so (Table 4.15). As Gross et al (1971) notes, when teachers have a positive attitude towards an innovation, they will be willing to spend time and effort in the implementation process. It was also found out that majority of the teachers, 63.4 % have realized an improvement in the performance of English. The average mean percentage was between 50% and 59% as shown in Tables 4.17 and 4.18.

5.2.4 Teachers knowledge in selection and organization of content in the schemes of work and lesson plans

This study also looked at teachers' knowledge in selection and organization of content in the schemes of work and lesson plans. In dealing with this objective, the researcher interviewed 10 HODs' of language, analysed 12 schemes of work of English and 24 lesson plans of English. The study findings indicated that all the HODs' approved the schemes of work written by teachers of English. Majority of the HODs' 90% reported that teachers did not follow the guidelines of the integrated English curriculum. This revealed that teachers did not have knowledge in the selection and organization of content in schemes of work so they could not display integration of English language and Literature. Only 10% of the HODs' reported that teachers wrote the schemes of work following the guidelines of the integrated English curriculum (Table 4.19). It should be

noted that, unless the scheme of work displays integration of English language and Literature, the teacher cannot teach using the integrated approach. Unlike the traditional approaches to teaching and learning English which neglected learners' needs and interests, the integration of English and Literature invites participants to incorporate their individual opinions and experiences in the process; for every activity in the integrated course invite one to take part in the learning process.

From the 12 schemes of work analysed, it was found out that all teachers prepared one scheme of work for both English language and Literature, but they are taught on different days. Eighty three point three percent of the schemes analysed did not show the integration of Literature content and English language in specific lessons. Also, 83.7% of the schemes analysed, the objectives of the lessons were not stated in a way that they displayed integration of English language and Literature (Table 4.20). This clearly indicated that teachers lacked the required knowledge in selection and organization of content in the schemes of work.

The findings obtained from the 24 lesson plans that were analysed indicated that 91.6% of the teachers prepared a lesson plan for either English language alone or Literature. They are taught separately. Only 8.4% of the lessons plans were for both English language and Literature. This was a sign that teachers did not integrate English language and Literature but instead taught them separately. Gathumbi and Masembe (2005) says that integrated approach to language teaching considers language and Literature as integral parts of a single subject matter in which Literature is treated as an integral

extension of language usage; while language is reinforced, sensitized and enriched meaningfully by good Literature. In view of this statement, it is important that a teacher prepares one lesson plan that displays integration of English language and Literature. As indicated in Table 4.21, 91.6% of the lesson plans analysed did not display organization of the teaching activities in such a way that they showed integration of Literature and English language. Also, in 91.6% of the analysed lesson plans. The objectives of the lessons were not stated in an integrated manner. These findings therefore showed that teachers of English do not have knowledge and skills in selection and organization of content in the schemes of work and lesson plans of English so that they can teach English language and Literature in an integrated manner.

5.2.5 The teaching methods used by teachers of English in teaching the integrated English curriculum

There are several methods used by teachers of English in teaching the integrated English curriculum. This study selected a few of them as shown in Table 4.22. The study findings established that teachers often integrated English Language and Literature but they preferred some methods than others. Majority of the HODs' (80%) often used new grammatical structures obtained from Literature set books to construct sentences when teaching grammar. It was found out that only 30% of the HODs' often taught grammar using films, language games, role play and video tapes. 60% rarely used this method and 10.0% never use it at all. Other methods were averagely used as summarized in table 4.22. The current syllabus of English (KIE 2002), advocates for integration of English language and literature. The aim of this is to strengthen and enrich both aspects of the curriculum. This syllabus argued that through exposure to literature the learners will

improve their Language skills. Studying one should aid the study of the other in the classroom, thus integrating the two. Integration can only be achieved through the use of methods that allow integration of language and literature. The findings indicated that HODs' preferred using new grammatical structures obtained from Literature set books to construct sentences as compared to other activities. On the contrary, it was realized that majority of the HODs' rarely used films, language games, role play and video tapes in teaching grammar.

There were similar findings from the teachers views concerning the teaching methods used in teaching the integrated English curriculum. The findings indicated that teachers oftenly engaged students in essay writing after a reading session of literary setbooks. 68.2% of teachers used this method as indicated in Table 4.23. Just like the HODs', most teachers of English rarely taught grammar using films, language games, role play and video tapes. Only 20% of the teachers use it. It was established that teachers of English preferred using methods that are linked to the Literature setbooks as compared to those which are not.

5.3 Conclusions

This study gathered information from the HODs' of language and the teachers of English in secondary schools concerning the teachers knowledge and skills in teaching the integrated English curriculum. Based on the background information of the respondents, the findings established that all the HODs' of language had attained pre-service training in using the integrated approach to teaching English. The study findings also indicated that majority of the teachers of English had attained pre-service training in the teaching of

English as most of them had a Bachelors degree. However, not all those who had pre-service training had been trained to teach using the integrated approach to teaching English. The findings indicated that a big percentage of the teachers 54.5% were trained to teach English language alone or with other subjects like Kiswahili.

This study concluded that majority of the teachers of English had attained pre-service training in the teaching of English. However, majority of them were not trained to teach English Language and Literature in an integrated approach. Many of them were trained to teach English Language or Literature separately. Majority of the teachers had attained pre-service training but it is not adequate enough to help them integrate English Language and Literature effectively and that is why they tend to avoid integration of the two in their daily teaching.

The findings from the study indicated that majority of the teachers have a positive attitude towards the integrated English Curriculum.

The findings from the study revealed that most teachers scheme English Language and Literature separately English Language and Literature are taught on different days.

Based on the findings, this study concluded that teachers of English often integrated English Language and Literature. This is because the study findings indicated that at least all the methods were used by both teachers and HOD's. It was also concluded that teachers and HOD's preferred using methods that involved the use of Literature set books

as compared to other methods. This is because set-books are available and are always used by both teachers and students thus easy to refer when teaching. It was realized that most teachers avoided some methods because they lacked the resource materials to use.

5.4 Recommendations

Based on the findings of the study, the following recommendations were put forward:

First, the Ministry of Education should identify teachers who were not trained to use the integrated approach in their pre-service training and offer in – service training in the integrated English curriculum. Most of the teachers of English used in the study underwent pre–service training before the introduction of the integrated English curriculum. This training will also assist teachers to have knowledge and skills in selection and organization of content in the schemes of work and lesson plans.

Second, teachers were found to have positive attitude towards the integrated English curriculum. Therefore, they should be encouraged to continue using the integrated approach to teaching English so as to help improve the attitudes of students which were found to be poor.

Third, heads of department of language should always give guidelines to teachers of English concerning the selection and organization of content in the schemes of work and lesson plans. This is because the HODs’ were found to be familiar with the integrated approach to teaching English. Also, they approved the schemes of work and lesson plans prepared by the teachers. As mentioned earlier, teachers should also attend in –service

courses to gain knowledge and skills in selection and organization of content in the schemes of work and lesson plans.

Fourth, it was found out that majority of the teachers prefer methods involving the use of literary set books. This study recommends that teachers should use as many methods as possible to teach the integrated English curriculum. This will enhance the teaching and learning of the integrated English curriculum and also improve the learners attitudes towards the subject.

Fifth, for the implementation of the integrated English curriculum to be effective, the Ministry of Education should provide schools with resource materials and facilities. These resources should display integration of English language and Literature. This will help teachers prepare schemes of work and lesson plans in an integrated manner and finally teach English using the integrated approach. Availability of a variety of resources may also contribute to a positive attitude by the students towards the integrated English curriculum, which was found to be a serious challenge.

5.5 Suggestions for further research

This study set out to investigate the teachers' knowledge and skills in teaching the integrated English curriculum in Kenya with specific reference to Kakamega central area. Because of limited time and resources, the researcher did not exhaust everything about the integrated English curriculum as it only focused on the teachers' knowledge and skills. Therefore, the following suggestions for further research were made:

- i) Research should be carried out to investigate the status of English literature training programmes in relation to integrated English curriculum.
- ii) An investigation should be carried out to establish reasons for the differing preference of particular teaching methods in teaching the integrated English curriculum content.
- iii) Research should be done to evaluate the success of the integrated English curriculum.

REFERENCES

- Adams A and S Pearce (1978), *Every English Teacher Oxford*: Oxford University Press.
- Barasa, P.L (2005) *English language Teaching in Kenya. Policy, Training and Practice* Moi University. Kenya.
- Bishop, G. (1985) *Curriculum Development* Macmillan Publisher Ltd London.
- Brumfit, C. (et al) (1980), *Teaching English as a foreign language*; II New fetter lanc, London.
- Brumfit, C. J (1972), *:English Language in Secondary Schools*. Studies in Curriculum Development, Dar-se-salam: university of Dar-es-salam Press.
- Brumfit, C. J. (1980). *Problems and Principles in English Teaching*. London: Pergamon Pres, U.K
- Carter R, and Burton 91982), *Literary Text and Language Study*. London: Edward Arnold Publishers.
- Edgerton R. (1990, *Survey Feedback from secondary school teacher that is finishing that first year from an integrated mathematics curriculum*. Washington D.C (ED 328 419).
- Educational research and review Vol. 4(5)pp. 301-309, May, 2009
- Flamand, (2010), *“Integrated curriculum and academic teaching retrieved on 1/15/2011 9:57 am from. <http://www.ehow.com>*
- Fullan M. (2001). *The New Meaning of Educational Change*. New York: Teachers’ College Press.
- Fullan M (1991) “ Curriculum implementation” in the international Encyclopedias of curriculum. (Ed. Lwey A) oxford peargemon.
- Fullan, M. (1982). *The new meaning of educational change*. London Cassel Educational Ltd.
- Gachathi, P.J (1976), *Report of the national committee on educational objectives and policies* Nairobi government printers.
- Gathumbi A. and Masembe S. (2005) *Principles and techniques in language teaching*. Jomo Kenyatta Foundation. Nairobi, Kenya.

Hawes H. (1978), *Planning the Primary School Curriculum in Developing countries*.
Paris: UNESCO, International institute for Educational Planning.

<http://oregonstate.edu/instruction/ed555/zone3/history2htm7/22/2010>

<http://oregonstate.edu/instruction/ed555/zones3/history2.htm>

<http://www.elimu.net/secondary/Kenya/KCSETeacher/English/intro.htm>.

Indagasi, H. (1988), 'Literature and the Teaching of English.' *The place of Grammar in the Teaching of English. Nairobi: The British Council International Conference.*

Kabiru and Njenga A. (2009) *Research, Monitoring and Evaluation*” Focus Publishers.
Nairobi Kenya.

Kaina DN (1996) “ *Literature and Language Marriage Incompatible*. Daily Nation 30th
March.

Kamunge, J.M (1988) *The report of the presidential writing party on education and manpower training for the next decade and beyond* Nairobi; government printers.

Kenya Institute of Education (1987) *Integrated English Teachers Guide Book I-IV*
Nairobi: Jomo Kenyatta Foundation.

Kenya institute of education (1987), *A Handbook For Teachers of English In Secondary schools in Kenya. Nairobi: Jomo Kenyatta Foundations.*

Kenya national Examination Council (1989-90, *Regulation and syllabus*. Nairobi Jomo Kenyatta foundation.

Kombo D. K and Tromp I. A (2006) “*Proposal and Thesis writing*” Paulines Publications Africa. Nairobi. Kenya.

Kothari C.R (1985) *Research methodology methods and techniques*, Wishwa Prakashan,
New Delhi

Kothari C.R. (2009), *Research Methodology*, New Aga International Ltd, New Delhi,
India.

Mugenda, O.M and Mugenda A.G (1999). *Research methods; quantitative and Qualitative Approaches.*

- Mukwa C. and Too. J. (2002), *General instructional methods*, Moi university press. Kenya
- Muya N. (1996). "Why pupils are jailing in KCSE." English Daily Nation: 30th March P.15
- Nasibi, N. (2003). *Instructional methods, Teaching across the curriculum* Strongwall Africa, Nairobi.
- Olouch, G. P (1982) *Essentials of curriculum development*. Nairobi Elimu Bookshop Ltd.
- Okwara and Shiundu (2009) "Towards a model of integrated English language curriculum for secondary schools in Kenya:." 8/12/2010. <http://www.academicjournals.org>.
- Pennington, M in Johnson, R (1989) (ed) *the second language curriculum* Cambridge university press Cambridge.
- Pennington, M. in Johnson, R. (1989) (ed) *The second language curriculum*. Cambridge university press. Cambridge.
- Peterson A. D. CT (1985). *Techniques of teaching language*. London: Pergamon press.
- Shaw .R. (1992) *Teacher Training in secondary schools* Kogan page, London.
- Shiundu and Omulando (1992) *Curriculum: Theory and Practice in Kenya*, Nairobi: Oxford University Press.
- Shiundu and Omulando (1992). *Curriculum Theory and Practice in Kenya*, Oxford University Press. Nairobi, Kenya.
- Stern H. H., (1990) *Fundamental concepts of language teaching* Oxford University Press, Oxford.
- The journal of pan African Studies, vol 3, No 1, September 2009
- Tyler (1949), *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.
- Tyler, (1949), *Basic principle of curriculum and Instructions*. Chicago: University of Chicago Press.
- Vars G. (1987). *A Bibliography of Research on the Effectiveness of Block – Time Programme*. New York: Junior High School Project, Cornel University.
- Verspoor (1989) *Pathway to Change: Improving the Quality of Education in Developing Countries*. ' World Bank Discussion paper; Washington DC: The World Bank.
- Yule, B. (1995). *The study of language*. An introduction Cambridge university press.

APPENDICES

APPENDIX 1: INTRODUCTION LETTER TO QUESTIONNAIRE

I am post graduate student at Moi University pursuing a course leading an M.Phil degree in curriculum development. In partial fulfillment of this course, I am conducting a research on ‘Teachers’ Knowledge and Skills in teaching the integrated English curriculum in Public Secondary schools in Kenya. A case of public secondary schools in Kakamega Central area, Kakamega county.

As one of the stakeholders in education, you have been selected to provide information regarding this topic of study. I kindly request you to assist by completing the attached questionnaires which seeks to assess some of these factors. The information you will give is purely for academic purposes and will therefore be treated with utmost confidentiality.

Your assistance and co-operation will be highly appreciated.

Yours sincerely,

Wamaya Annet.

M.Phil student.

Moi University

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

INSTRUCTION: Tick (√) where appropriate or write answers in spaces provided

Section A: Biographical Information

a) What is your age?

- i. 18 – 24 ()
- ii. 25 – 31 ()
- iii. 32 – 38 ()
- iv. Above 39 years ()

b) What is your teaching experience?

- i. 0 – 4 years ()
- ii. 5 - 9 years ()
- iii. 10- 14 years ()
- iv. Above 14 years ()

c) What is your level of academic or professional qualification

- i. K.C.S.E ()
- ii. Diploma in Education ()
- iii. B.A ()
- iv. Bachelor of Education ()
- v. M. Phil ()

d) What are your subject specialization?

.....

Section B: Teacher Training

1. a) In your pre-service training, were you trained to teach English using the integrated approach?

Yes () No ()

b) If your answer is Yes, how do you teach the integrated English curriculum?

A. Teaching English Language using literature materials and emphasizing language when teaching literature.

B. Using the integrated skills approach while integrating content at teaching levels.

C. Teaching English language and literature as one subject - the same teacher and same time.

c) If your answer is no, how did you learn to teach English using the integrated approach?

Formally () Informally () Not at all ()

2. a) Have you attended in-service courses on the teaching of the integrated English curriculum since its introduction in the year 2002?

Yes () No ()

b) If yes, how many courses have you attended?

1- 3 ()

4 – 6 ()

7 – 9 ()

Move than 9 courses ()

Section D: Teaching Methods

6. How often do you incorporate the following activities in the teaching of integrated English

Activity	Often	Rarely	Never
1. Teach, listening and speaking skills using oral narratives, poetry songs, riddles and proverbs.			
2. I use dictation, listening comprehension, role play in speech in teaching listening			
3. I teach grammar using films, language games, role play and video tapes			
4. I use new grammatical structures obtained in literature set books to construct sentences			
5. Teaching reading skills by making oral presentation after a reading session e.g. offer reading poems, stories or set books			
6. Writing essays after a reading session of literature set books			
7. Using pictures, class readers, literary set books among others as sources of writing tasks			

Any other

7. How do you evaluate the integrated English curriculum?

A. English language and literature examined as one subject – same paper.

B. English language and literature examined separately

Any other

8. Give any general comments about the integrated English curriculum

.....

APPENDIX III: INTRODUCTION LETTER TO INTERVIEW SCHEDULE

I am post graduate student at Moi University pursuing a course leading to an M. Phil degree in **curriculum development**. In partial fulfilment of this course am conducting a research on ‘Teachers Knowledge and Skills in teaching the integrated English curriculum in Pubic Secondary schools in Kenya. A case of public secondary schools in Kakamega Central area, Kakamega county.

As one of the stakeholders in education, you have been selected to provide information regarding this topic of study. I kindly request you to assist by responding to the interview questions which seek to asses some of these factors. The information you will give is purely for academic purposes and will therefore be treated with utmost confidentiality.

Your assistance and co-operation will be highly appreciated.

Your sincerely,

Wamaya Annet.

M.Phil student.

Moi University

**APPENDIX IV: INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENT OF
LANGUAGES**

How are you sir/madam? I am Wamaya Annet from Moi University. Welcome to this interview session. I am going to ask you some questions about the integration of English Languages and Literature. Please feel free and respond appropriately. To begin with;

Section A: Biographical Information

a) What is your age?

18 - 24 ()

25 – 31 ()

32 – 38 ()

Above 38 years ()

b) What is your teaching experience?

0 – 4 ()

5 – 9 ()

10 – 14 ()

Above 14 years ()

c) What is your level of academic or professional qualification

i. K.C.S.E ()

ii. Diploma in Education ()

iii. B.A ()

iv. Bachelor of Education ()

v. M. Phil ()

What is your subject specialization?

.....

d) If No, how did they learn to teach the English Curriculum using the Integrated approach

Formally () Informally () Not at all ()

5. How often do you give teachers of English guidelines on the teaching of the subject

Often () Very often () Rarely () Not at all ()

Section C: Teachers Attitude

6. Please fill the following table of attitudes appropriately

Tick (√) where necessary.

KEY

A - Agree

SA - Strongly Agree

U - Uncertain

D- Disagree

SD - Strongly Disagree

		SA	A	U	D	SD
1	I enjoy teaching English using the integrated approach					
2	I frequently hold meetings with teachers of English to guide them on the use of the integrated English approach to teaching English					
3	I guide new teachers on how to teach the Integrated English Curriculum					
4	The integration of English language and literature has increased the speed of syllabus coverage in English.					
5	I would like to further your studies in English so as to be able to implement the integrated English curriculum more effectively.					

7. How is the response of teachers towards the integrated English curriculum since its introduction in 2002?

Poor () Good () Very good ()

8. a) What is the general performance of your students in English?

70% and above ()

60% - 69% ()

50% - 59% ()

Below 50 % ()

b) Are you satisfied with this performance?

Yes () No ()

c) If No, what should be done so as to improve the performance in English?

.....
.....
.....

Section D: Schemes of work and lesson plans

9. a) Do you approve the schemes of work and lesson plans prepared by teachers?

Yes () No ()

b) If No, who approves them?

.....

10. a) If yes, do teachers prepare the schemes of work and lesson plans following the guidelines of the integrated English syllabus?

Yes () No ()

b) If No, what can be done to improve the situation?

.....
.....
.....

11. Have teachers in your department attained pre-service training on the teaching of the integrated English curriculum?

Yes () No ()

Section E: Teaching methods

12a. How often do you incorporate the following activities in the teaching of integrated English

Activity	Often	Rarely	Never
1. Teach, listening and speaking skills using oral narratives, poetry songs, riddles and proverbs.			
2. I use dictation, listening comprehension, role play in speech in teaching listening			
3. I teach grammar using films, language games, role play and video tapes			
4. I use new grammatical structures obtained in literature set books to construct sentences			
5. Teaching reading skills by making oral presentation after a reading session e.g. offer reading poems, stories or set books			
6. Writing essays after a reading session of literature set books			
7. Using pictures, class readers, literary set books among others as sources of writing tasks			

12. b) i) I teach the language skills (listening, speaking , reading and writing) each on their own.

Yes [] No []

ii) I teach the language skills together

Yes [] No []

13. Finally, do you have any other comment about the integrated English curriculum?

.....

.....

.....

We have come to the end of the interview section

Thank you Sir/Madam for your co-operation

DOCUMENT ANALYSIS SCHEDULE

APPENDIX V: ANALYSIS OF THE SCHEMES OF WORK FOR ENGLISH FOR FORM THREE

1. Availability of the schemes of work
Available () Not available ()
2. a) Are the schemes of work approved?
Yes () No ()
b) If Yes, who approved them?
Head teacher () Head of department ()
Any other.....
3. Is English language schemed together with literature or they are separated in different schemes?
Together () Separated ()
4. If they are schemed together, does the scheme show the integration of literature content and English language content in specific lessons
Yes () No ()
5. Are the objectives of the specific lesson stated in a way that they display integration of English Language and Literature?
Yes () No ()

DOCUMENT ANALYSIS SCHEDULE

APPENDIX VI: ANALYSIS OF LESSON PLANS FOR ENGLISH

FOR FORM THREE

1. Availability of the lesson plan
Available () Not available ()
2. Are the lesson plans approved or not?
Approved () Not approved ()
3. If yes, who approves them
 - i. Head of departments ()
 - ii. Deputy ()
 - iii. Head teacher ()Any other
4. Is there one lesson plan for both English Language and literature or they are separated in different lesson plans?
One lesson plan () separate lesson plans ()
5. If one, are teaching learning activities organized in a way that they display integration of literature and English language (e.g. use of literary texts, examples in teaching English language)
Yes () No ()
6. Are the objectives of the lesson stated in a way that they display integration of English Language and Literature?
Yes () No ()

**APPENDIX VII: SAMPLE SCHEME OF WORK
FORM THREE ENGLISH SCHEME OF WORK – 2011**

SUBJECT: ENGLISH

TERM 1

WEEK	LESSON	TOPIC	SUB-TOPIC	OBJECTIVE	T/L ACTIVITIES	REFERENCES	ASSESSMENT
1	1 & 2	READING	Comprehension; Against all odds	By the end of the lesson the learner should be able to read the passage and answer the questions correctly	Reading Discussing Asking & answering questions Writing	New integrate English bk three p. 6 – 8 Teachers guide	Written exercise pg.8
	3	GRAMMAR	Adverbial clauses	By the end of the lesson, the learner should be able to use the 3 adverbial clause of results concession and condition.	-Discussion of the clauses -Asking & answering oral questions -Writing	New integrated English bk 3 pg 9-10 -Teachers guide	Oral and written exercises
2	4 & 5	WRITING	Filling in form	By the end of the lesson the learner should be able to fill in any forms correctly	-Discussing how to fill forms -Writing -Asking & answering questions	New integrated English Bk3 pg 12013	-Written exercise filing in a form -Oral questions
	6	GRAMMAR	Active and passive voice	By the end of lesson, the learner should be able to identify and use verbs in both the active and the passive correctly	-Discussing active of passive voice -Writing / making notes -Asking & answering oral questions	New integrated English Bk3 pg 13-15 -Teachers guide	-Written exercise on the active and passive voice -Oral questions
	7 & 8	LITERATURE	Reading chapters 5 & 6. The River Between	By the end of the lesson, the learner should be able to read the two chapters, identify the characters and mention the themes giving illustrations from the set book	-Reading -Discussing -Making short notes -Asking and answering oral questions	“The River Between” by Ngugi wa Thiongo pg. 17-26	Oral exercise

APPENDIX VIII: SAMPLE LESSON PLAN
LESSON PLAN FOR FORM THREE ENGLISH

CLASS	TIME	ROLL		DATE
3B	8:00 – 8:40	46	45	11/01/2011

TOPIC: GRAMMAR
 SUBTOPIC: Adverbial clauses:-of results, concession and condition
 OBJECTIVE: By the end of lesson, the learner should be able to use the three adverbial clauses of results, concession and condition
 REFERENCES: New integrated English, Book 3 p. 9-10
 Teachers guide

STEP	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES
I INTRODUCTION	5 MIN	The teacher introduce the adverbial clause of results ‘concession’ and ‘condition’ Explains briefly what they are.	The learners listen keenly taking short notes. Ask questions where necessary
II LESSON PRESENTATION	20MIN	The teacher refers to the table on page 9 of the students book and use it to explain the three clauses. Ask learners to give more example	Learners to participate by reading examples in the table Give more examples using adverbial clauses correctly Ask and answer questions correctly
	10MIN	Go through exercise 1 on page 10 with the learners orally. Guide them where they go wrong	Go through the exercise orally with the guide of the teacher
III CONCLUSION	5MIN	Go through the main points about the three adverbial clauses. Ask oral questions. Give a written exercise 2 p.10.	Take short notes. Answer oral questions about the three adverbial clauses. Take down the exercise

Chalkboard plan

FORM 3 A	10/03/09	
What is a clause? <u>Examples of clauses</u> - Conditional clauses - Noun clause	ADVERBIAL CLAUSES <u>Clauses of result</u>	

Self evaluation

The lesson was taught but there is need to revisit this area because learners had difficult in using the three adverbial clauses in sentences.

APPENDIX IX: RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss.....ANNETY.....
.....NASIKE WAMAYA.....

of (Address) ...MOI UNIVERSITY.....
P.O. BOX 3900, ELDORET.....

has been permitted to conduct research in

.....Location,
KAKAMEGA CENTRAL.....District,
WESTERN.....Province,

on the topic...Teachers' knowledge &...
skills in teaching the integrated
english curriculum in Public.....
Secondary Schools in Kenya.....

for a period ending 31ST AUGUST ,20. 11

PAGE 3

Research Permit No. NGST/RRI/12/1/SS-011/271

Date of issue 14/03/2011.....

Fee received...SHS 1,000.....



ASA

Applicant's
Signature

A handwritten signature in blue ink, appearing to read 'P. N. Wamaya'.

Secretary
National Council for
Science and Technology

APPENDIX X: PUBLIC SECONDARY SCHOOLS IN KAKAMEGA CENTRAL DISTRICT

S/NO	NAME OF SCHOOL
1	KAKAMEGA TOWNSHIP
2	BISHOP SULUMETI GIRLS
3	ST. KIZITO LUSUMU
4	KAKAMEGA MUSLIM
5	SISOKHE SECONDARY
6	SIRIGOI SECONDARY
7	CHEBUYUSI BOYS
8	EMATIHA SECONDARY
9	KILIMO GIRLS
10	SHIKOMARI SECONDARY
11	SHINOYI SECONDARY
12	ST. PAUL EMULAKHA
13	NAMIRAMA GIRLS
14	NAVAKHOLO SECONDARY
15	MATIOLI SECONDARY
16	SHIKOTI GIRLS
17	SIDIKHO SECONDARY
18	IKONYERO SECONDARY
19	SIVILIE SECONDARY
20	NAMUNDERA SECONDARY
21	KAKAMEGA HIGH SCHOOL
22	MATENDE SECONDARY
23	IBINZO GIRLS
24	ESHISIRU GIRLS
25	EBUCHINGA SECONDARY
26	SHIKOTI MIXED SECONDARY
27	INGOTSE BOYS
28	ST. CAROLI LUTASO SECONDARY
29	SHIEYWE SECONDARY
30	ESUMEYIA SECONDARY
31	INDANGALASIA SECONDARY
32	ESHIBEYE SECONDARY
33	ESOKONE SECONDARY
34	MWIYALA SECONDARY
35	BUDONGA SECONDARY
36	EMATETIE SECONDARY
37	BUCHANGU SEC8NDARY
38	MUNGALA SECONDARY
39	MUSAGA SECONDARY
40	MAKHUKHUNI

Source: Districts Education Office, Kakamenga Central District