STRATEGIES APPLIED BY TEACHERS OF INTEGRATED ENGLISH TO ENHANCE PERFORMANCE OF ENGLISH IN PUBLIC SECONDARY SCHOOLS IN EMBAKASI, NAIROBI COUNTY, KENYA

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OCTOBER, 2017
DECLARATION

I declare that this project is my original work and has not presented in any other university/ institution for consideration of any certification. This research proposal has been complemented by referenced sources duly acknowledged. When text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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To my husband Eric, my children Renatah and Jude, my parents Mr. and Mrs. Chrispus Odaba, my siblings Marian Andisi and Emmanuel Obukanga and my parents in-law Mr. and Mrs. Charles Thuku.
ACKNOWLEDGEMENTS

First, to the Almighty God for the sound health and grace granted to me. Secondly, my sincere appreciation to all whose contributions made the completion of this proposal possible. Special thanks to Kenyatta University for giving me the opportunity to pursue this course. I am particularly indebted to my supervisors Dr. Limboro, and Dr. Murage for the professional and academic guidance they offered me. Their wealth of experience and willingness to guide and encourage me to pursue excellence in this study is highly appreciated. My utmost thanks to all lecturers of the department of Educational Management, Policy & Curriculum Studies who guided me in course work. Special thanks to my daughter who motivated me to work through the trying periods of time, and my husband Eric, who supported me financially and emotionally. Mr. Antony Bojana deserves gratitude for editing the lexical setup of the project.
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<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>B Ed</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>B o M</td>
<td>Board of Management</td>
</tr>
<tr>
<td>CDF</td>
<td>Constituency Development Fund</td>
</tr>
<tr>
<td>H o D</td>
<td>Heads of Departments</td>
</tr>
<tr>
<td>I E</td>
<td>Integrated English</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>K I C D</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>PBL</td>
<td>Problem Based Learning</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences.</td>
</tr>
<tr>
<td>TL</td>
<td>Teaching- Learning</td>
</tr>
<tr>
<td>TTL</td>
<td>Traditional Teaching and Learning</td>
</tr>
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</table>
ABSTRACT

This study sought to evaluate the strategies applied by teachers of Integrated English to enhance performance of students in English subject in public secondary schools in Embakasi sub-county, Nairobi. The performance of English subject in Embakasi District has been steadily improving even though it is lower than the performance of English nationally, it is with this in mind that this study sought to find out which strategies have been put in place by the teachers of Integrated English so as to enhance the performance of students in Integrated English in Embakasi sub-county, Nairobi County. The inquiry was guided by the following specific objectives: to establish teachers’ awareness and use of the effective teaching - learning strategies, to assess the strategies being applied by teachers in teaching of IE, to establish the learners’ attitudes towards the strategies used in the teaching - learning of Integrated English and finally, to establish the effect of teaching and learning resources on the choice of teaching-learning strategies of Integrated English. This study will be significant to; teachers of English to design practical activities, language teacher educators to prepare teacher trainees and curriculum developers to be able to improve the English language curriculum. The study was guided by holistic Education model by Miller and Dewey (1971). The study employed a descriptive survey design. The target population for this study was the 7 public secondary schools in Embakasi District. The sampled respondents from these schools, 37 teachers of English, and 79 form three students, which comprised 116 respondents. The data were collected through questionnaires, interview schedule and observations using observation schedules. The researcher targeted the teachers and students with specific questionnaires in order to gather the relevant data. Also, the researcher completed copies of observation schedules tailor-made to answer the study questions by way of observations while seated at the back of the selected form 3 classes. The data were organized in excels and analyzed using Statistical Package for Social Sciences (SPSS). From the definitions of the English teachers, it is clear that the teachers understand literature skills and language skills should be impacted to the learners concurrently and not as separate subjects. However, they have a challenge implementing it. The study evaluated the strategies applied by the teachers and found that lecture methods were commonly used. However, the study established that majority of schools have organized in-service courses on integrated English. The study also found out that learners had positive attitude towards the teaching strategies used by their teachers. The major challenge was students expressing themselves in speaking and in writing. There were inadequate resources in teaching English subject. The study concluded that teachers know what is expected of them but there is a lapse in terms of how they were trained to teach English and how they are expected to teach. The method commonly used was lecture method. The study recommends that the schools should increase the in-service training in their schools and regionally as well as team teaching so as to encourage the teacher’s efforts for effective teaching of the English subject, adequate resources should be increased and a review of the integrated course to minimize the content per term for adequate learning.
CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter presents the background to the study, statement of the problem, research questions and objectives of the study, assumptions and limitations of the study, delimitations and significance of the study, theoretical and conceptual frameworks and definitions of central terms.

1.2 Background to the Study

English Language was the only official language in Kenya until August 4th, 2010, when the new constitution was passed, which recognizes Kiswahili as the first official language and English being second. In Kenyan education (primary and secondary levels), English is one of the core subjects in the Kenyan School Curriculum. It is a medium of instruction and holds a special position in Kenya's social- economic and political spheres for it is the language of commerce, the judiciary, diplomacy and international relations (Waithaka, 1993; Sereti, 1993; Teyle & Okatch, 1991). English is, therefore, regarded highly for it plays an important role both in school and outside school. Good (1990) notes that English teaches the literacy on which the practice of other subjects is based. The teacher of English therefore, has a task to mould the students so that they can express themselves effectively both in oral and written English (Sereti, 1993). It is expected that students can develop repertoires of skills and strategies to use as they anticipate, predict and confirm meaning while reading, viewing and listening to Language.
Curriculum integration was as a result of the call for reform in the 1920s and 1930s by scholars like Dewey (1933, 1916) and Hopkins (1937) who felt that curriculum should be made relevant to life. This calls for reform began a debate as to whether curriculum should be presented through subjects or integrated around real life themes or both. According to current theories of learning, to achieve comprehension, individuals invent a model or explanation that organizes the information selected from the text in a way that makes sense to them and fits their world knowledge. The course of action entails a dual cognition in which the reader builds relations (Wittrock, 1998).

The Integrated English syllabus included among other topics sections on study skills which according to the course designers, “will be very useful for students of English in tackling language and other subjects.” The curriculum designers also re-emphasized the reading component of the syllabus by reasoning that both the intensive and extensive reading exposes the learners to applied language and provide a good springboard from which to launch out into literature reading. The curriculum designers also called for refocusing on the combined teaching of drama and spoken dialogue without which integration of English and literature would be difficult. Integrating the English language course with English literature was aimed at achieving this. Integration was also aimed at providing the context for learning of English structures, lead to enjoyment in the learning of language and literature, to aid in learning of vocabulary, lead to the simultaneous development of both language and literature skills and finally to lead to communicative language competence (Matere, 2011).
The word strategy comes from the ancient Greek word strategia which means steps or actions taken for the purpose of winning a war. The warlike meaning of strategia has fortunately fallen away, but the control and goal directedness remain in the modern version of the word (Oxford, 1990). Teaching- learning strategies are vital in learning of Integrated English. This is because the manner in which the content is presented to the learner determines the learners reception, retention and application of the content acquired. Strategies of teaching- learning are broadly categorized into two: Expository strategies (teacher- centred) in which the teacher dominates instructional processes and Heuristic strategies (learner- centred) where learners take a greater role in their learning.

Examples of teacher-centred strategies are lecture, narration, demonstration and recitation. These strategies place teachers in authoritative positions where teachers are considered as the overall authority; the giver of all knowledge and wisdom. Examples of learner-centred strategies are role play, discussion, dramatization, discovery and debates (MoE 2006, KIE, 2002). These are the strategies proposed by Kenya Institute of Curriculum Development (KICD formerly KIE) for teaching Integrated English. The Integrated English course is viewed as being more practical oriented and more learner-centred than the old syllabus. Under the Integrated English course, the teacher of English is once given the task of encouraging proper methods of study, aiding in learning of not only the English language but also improving the learners English for other subjects. Further, the teacher of English bears the task of ensuring that at the end of the four years of secondary education, the learner is able to communicate effectively and confidently in written and oral English. The syllabus also noted the need for teachers to apply methods and
strategies that encourage the interaction between the learner and the teacher in order to increase practical involvement of the students in the learning process (KNEC 2006). The Integrated English course criticized the overuse of the lecture method as it denied the learner the opportunity for practical involvement. In their handbook for teaching the Integrated English course the Kenya Institute for Curriculum Development (KICD) formerly (KIE, 2002) discouraged the use of guidebooks in teaching literature. They felt that heavy reliance on such material would imply little preparation on the part of the teacher by interfering with the teacher’s ability to help the learner develop the necessary skills of responding to a text.

Effective teaching-learning in the Kenyan system of education is measured by the quality of grades that candidates attain in the National examination. Wanzare and Ward (2000) noted that improved teacher performance is as a result of teacher motivation, improved teaching-learning strategies and professional confidence. Several studies have proved that the teaching-learning strategies employed by the teacher affect performance. Varughese and Fehring (2009) in their study “Effects of Students’ Approaches to Learning on Performance,” pointed out that learners performed better when taught using Problem-Based Learning (PBL) method as compared to those who learn using the Traditional Teaching and Learning (TTL) method. They further noted that learning style is a personal quality that influences students' ability to acquire information and participate in learning experiences. Felder, Felder and Dietz (2002) in their study entitled “The Effects of Personality on Engineering Student Performance and Attitudes,” also noted that students score higher on tests when exposed to a teaching style that matches their learning style. Akuboe (2008) in her study “Some Strategies in Effective Teaching with particular
Reference to Social Studies,” equally points out that the use of appropriate strategy in teaching brings about effective teaching and the achievement of the objectives of the lesson. This indicates that for the objectives to have been achieved, the result reflected must be good. Zhi-hong (2004) in her study titled “Effect of Learning Strategies on Reading Comprehension,” designed an experiment to investigate quantitatively the relationship between learning strategies and reading comprehension. The experiment proved that the learners who were using the cognitive strategies in reading had a better command of cognition as compared to those who were not.

Green and Oxford (1995) also pointed out that students who were better in their language performance generally reported high levels of overall strategy use and frequent use of a greater number of strategy categories. Chamot and O’Molley (1994) equally found that students who learn to consciously monitor their own learning and who have a storehouse of strategies to use when learning becomes difficult do better than students who do not have such strategies. From the cited views above, it is evident that the choice of teaching-learning strategy affects performance.

The complete integration of English posed a challenge to teachers of English for it affected the whole process whereby implementation required teachers with total integration skills (Magoma, 1999). Complete integration as stipulated in the KICD syllabus involves several levels. First, there is curriculum level which involves use of knowledge, ideas and concepts, primarily from Literature which is closely related to Language and from other school subjects to teach English. Second, the skills level which entails a combination of reading, writing, listening and speaking skills during
English language teaching and learning. This study therefore is concerned with finding out how the teacher combines the different language skills during the teaching of English language. Third, the resources level which is a combination of different learning resources such as graphics and three dimensional materials.

The study sought to establish how the teacher makes use of a combination of different learning resources which include graphics and three dimensional materials. Fourth, the methodology level which is a combination of different language teaching methods like discussion and simulation. At this level, the current study investigated the methodologies that the teacher of English applies during the teaching process. Fifth, the techniques level which is a combination of different teaching techniques such as verbal exposition, questioning, use of examples, reinforcement and stimulus variation. Finally, the efforts level which is the support from teachers of subjects other than English in maintaining correct English language use among students (KICD, 2002). The study investigated whether there was support that the teachers of English received from other teachers of subjects other than English in maintaining the correct English language use among students.

Muutu (1993) in her research on the state of integration of English language and literature teaching in secondary schools in Nairobi Province found that the teachers had a negative attitude towards the integration of English and Literature, most probably because they don’t understand it. A great portion of her respondents (65%) indicated that they never enjoyed teaching Integrated English. Otieno (2003) in his study on the relationship between secondary school teachers attitudes towards the integrated approach and their teaching performance found that there exists a negative attitude towards the integrated approach, content of the subject and the
instructional materials used in the teaching of Integrated English. The study also revealed that there is a weak positive relationship between teacher attitudes towards Integrated English and their teaching performance. From the earlier studies carried out by Muutu(1993) and Otieno (2003), it can be concluded that the teachers of the Integrated English syllabus had a negative attitude towards the teaching of Integrated English however, these conclusions were made decades ago. The present study sought to establish the attitudes held by teachers of English currently towards the teaching of Integrated English.

Table 1.1: Analyses of the KCSE English results in Embakasi District (2012-2014)

<table>
<thead>
<tr>
<th>No. of schools</th>
<th>KCSE mean scores (2012-2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2012</td>
</tr>
<tr>
<td></td>
<td>5.19</td>
</tr>
</tbody>
</table>

Key: A mean of 5 is equivalent to a C-grade.

Source: DEOs office Embakasi

Table 1.1 shows that the performance in English for schools in Embakasi District in the KCSE has been poor over the period of years from 2012 to 2014. The mean score is below the national average mean grade of C plus (KNEC 2014). This is despite the fact that English recorded an improvement in the KCSE examination results 2014. However, it is worthy noting that even though the performance of the public secondary schools in Embakasi District is still lower than the national mean of English, it has been steadily improving every year for each of the schools. For instance, between 2012 and 2013, there was an improvement of 0.06 and between 2013 and 2014, there was an improvement of 0.08. This study therefore, sought to find out which strategies have been applied by teachers of Integrated English so as
to enhance the performance of students in English subject in public secondary schools in Embakasi District, Nairobi County.

1.3 Statement of the Problem

From the background, it is noted that there is a link between the way learners are taught and the learning outcomes because the way the content is presented to the learner plays a role in determining how the learner receives, retains and applies the content that is acquired. This means that the teacher needs to be equipped with the appropriate teaching strategies for there to be positive outcomes. The performance of English subject in Embakasi District has been steadily improving even though it is lower than the performance of English nationally, it is with this in mind that this study sought to find out which strategies have been put in place by the teachers of Integrated English so as to enhance the performance of students in Integrated English in Embakasi District, Nairobi County.

1.4 Purpose of the Study

The purpose of this study was to describe the strategies applied by teachers of Integrated English to enhance performance of students in English subject in public secondary schools in Embakasi Sub-County, Nairobi County.

1.5 Objectives of the Study

i) To establish the teachers’ awareness of the effective teaching strategies used in teaching and learning of Integrated English.

ii) To establish the commonly used strategy by teachers in teaching and learning of Integrated English.
iii) To establish learners' attitudes towards the strategies used in teaching and learning Integrated English.

iv) To determine the effect of teaching and learning resources on choice of teaching strategies.

1.6 Research Questions

i) To what extent are the Integrated English teachers aware of the recommended teaching- learning strategies in Embakasi Sub-County?

ii) What is the commonly used strategy by teachers in teaching of Integrated English in Embakasi Sub-County?

iii) What are the learners' attitudes towards the strategies used in teaching Integrated English in Embakasi Sub-County?

iv) What is the effect of teaching and learning resources on the choice of teaching strategies in Embakasi Sub-County?

1.7 Significance of the Study

The study may be useful to teachers of English who may be able to design practical activities in the teaching of English and they can also reflect upon their own teaching strategies of the Integrated English course. The language teacher educators on the other hand may find the study useful in preparing teacher trainees. This entails instilling of favourable strategies of teaching Integrated English syllabus as well as ways of overcoming challenges that confront the teachers in teaching the Integrated English syllabus. The study may also point to areas of strength or weakness in the English language curriculum, and shed light to the curriculum developers on where to improve. This study may also stimulate more research into
the Integrated English syllabus which would lead to the development of more innovative strategies of teaching the Integrated English syllabus.

1.8 Limitations of the Study

One of the challenges the researcher faced in the field was meeting uncooperative respondents who were not be willing to give reliable responses to the questions asked. Another challenge was short-time frames. The researcher worked under tight time schedules both from work and school. The researcher assured the respondents of their confidentiality and also created a rapport with the respondents to build trust by explaining that the data were purely for academic purpose.

1.9 Delimitation of the Study

The study was limited to only the issues regarding influence of the strategies applied by teachers of Integrated English on students performance in English subject in public secondary schools. The study was based on an urban setting and may have ungeneralised findings to other areas, especially the rural areas. Due to limitation of time and funds, it was not possible to study a large population. Therefore, only one district (Embakasi) was selected from Nairobi County. The district had seven public secondary schools by the year 2016 when the study was carried out.

1.10 Theoretical Framework

This study was based on the model of Miller and Dewey (1971). The Miller and Dewey (1971) Holistic Education Model implies that the integration of English and Literature is a multi-levelled experiential journey of expression and mastery where all the learners and teachers learn and grow together. The implication is that integration of English language and literature is a quest for understanding and
meaning. Its aim is to nurture healthy, whole and curious persons who learn whatever they need to know in a new context. This means that when learners go through an integrated course of learning, the integrated strategies which they get exposed to prepare them for context of their own future life, because the teacher seeks to find the answer to the question: what does the learner need to know and be able to do. Answering this question becomes possible because the holistic courses are supposed to be inquiry driven, interdisciplinary, integrated and based on explicit assumptions of the interconnectedness, wholeness and multi-dimensional being. To increase relevance of learning experiences, there is an encouragement of transfer of learning across teaching subjects and a simulation of a variety of contextualized real life learning situations. Such learning outcomes call for suitable integration strategies in the teaching of Integrated English and better training of the teachers of Integrated English.

Miller and Dewey (1971) further argue that the integrated approach to language teaching aims at maximizing meaningful communication and classroom interaction in genuine and authentic real life situations. They point out that the integration fosters whole person learning such as sharing of information, experiences and development of values. It gives language skills their most meaningful, practical and relevant application, while at the same time giving the learner the necessary tools for full exploration and creation of literature.

The Miller and Dewey (1971) theory points out that the integrated approach to teaching language and literature as an integral part of a single subject matter in which literature is treated as an integral extension of language is a strategic move in which language is reinforced, sensitized and enriched meaningfully by good
literature. It forms a dramatic shift from the traditional approaches that tended to make grammar and structural drills the sole overriding factors in teaching and learning of the English language. To achieve all the integral parts, the Integrated English course offers teachers opportunities to apply strategies that can enable them to teach all the skills appropriately. It may be argued that this is easier in theory than in practice and so the researcher aims at finding out the strategies being used and the extent of integration taking place in English classrooms because without proper strategies of teaching, the teachers are not able to achieve goals and objectives of the Integrated English course.

1.1 Conceptual Framework

The study was based on a conceptual framework which summarized the teaching processes that the teachers undergo in the teaching of Integrated English.

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Dependent variables</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies</strong></td>
<td><strong>Performance of students</strong></td>
</tr>
<tr>
<td>- Teacher centred</td>
<td>- Communication</td>
</tr>
<tr>
<td>- Learner centred</td>
<td>- Reading</td>
</tr>
<tr>
<td></td>
<td>- Spelling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervening variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of training</td>
</tr>
<tr>
<td>In-service training</td>
</tr>
<tr>
<td>Teacher motivation</td>
</tr>
</tbody>
</table>

Figure 1.1: Conceptual Framework

Source: Researcher
In figure 1.1, we are looking at the relationship between the different variables that is the independent variables and the dependent variables. The independent variables are: the teaching and learning strategies and the teacher-related factors that lead to a favourable outcome/ performance in the Integrated English, the dependent variable is the expected learning outcome. The teaching of the Integrated English course requires the use of appropriate teaching and learning strategies as well as putting into consideration the various factors that lead to the successful teaching of Integrated English course such as teacher motivation, availability of finances and the in servicing of the teachers to keep them up to date with the appropriate teaching and learning strategies which then lead to the learners being able to communicate with the required accuracy in the schools and out of school.

1.12 Operational Definitions of Central Terms

**Curriculum Integration**  
Refers to merging two autonomous but related disciplines in order to strengthen and enrich both.

**Integrated Approach**  
Refers to a method of teaching where two related subjects are merged to enhance each other.

**Learner-centered Approach**  
Refers to learners being able to participate actively in the lesson.

**Teacher-centered Approach**  
Refers to when the teacher is the one who does everything in class.

**Teaching- Learning Strategies**  
Refers to the different methods of teaching and learning.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the available literature related to I.E under five sub-topics: Teachers awareness of teaching- learning strategies, strategies used in teaching Integrated English, learners’ attitudes towards teaching- learning strategies, the effect of resources on the choice of teaching- learning strategies and summary of literature review.

2.2 Teachers’ Awareness of Teaching - Learning Strategies

Teaching strategies are an integral part in any curriculum integration and as noted by researchers, knowing instructional strategies assisted in planning and implementing curricular integration (Adams & Bushman, 2006; Barton & Smith, 2000; Smith & Johnson, 1993; Werderich, 2008). The range and frequency of strategy use, the nature of strategies or the combinations of strategies is the key to successful language learning. There are two broad types of strategies: learner-centred and teacher-centred. In Kenya, concern over teaching-learning strategies in use has been an issue since independence. There is a link between the way students are taught and the learning outcomes. This essentially means that the teacher should be equipped with the appropriate teaching strategies for there to be positive outcomes.

Marsi (2011) in his study on the effect of using response based strategy for teaching English poetry on the Jordanian university students achievement found that learning strategy has an effect on performance. He found that response based strategy which is learner-centred has a strong impact on performance as the experimental group
scored a higher mean score than the control group (those who used the traditional strategy (teacher centred), hence it affected students proficiency in poetry.

Uwezo Kenya (2011) in their report, The Annual Learning Assessment Report, pointed out that in order to achieve learning in our schools, factors like motivation of teachers and holding them accountable, and creating environment for children that is engaging and interactive, should be emphasized. To achieve the latter, learner-centred strategies should be used in teaching and learning in schools for they allow learners to interact amongst themselves as well as with their teachers. The Integrated English course advocates for learner-centred methods of teaching. According to the Ministry of Education (1992), a skilled teacher in Integrated English is likely to use a variety of learner-centred techniques to facilitate understanding. They are a variety and the teacher should vary them according to the topic or item to be taught.

Macaro (2005) points out that strategies are the raw materials of conscious cognitive processing and their effectiveness or non-effectiveness derives from the way they are used and combined in tasks and processes. Fewell (2007) agrees by saying that the ability to directly manipulate and manage teaching- learning strategies for improved Language learning efficiency distinguishes them from other uncontrollable variables that impact Language learning process.

Stenhouse (1975) says teacher-centred approach is a traditional view where children were seen as "fools" and therefore had to be lectured on. Kisirikoi, Malusu and Wachira (2008) concur by pointing out that unlike the teacher-centred approach, the learner-centred approach trains learners to think and solve problems by themselves thereby making them active in learning and motivated to learn. Students who were
allowed to utilize a self-directed approach to making connections with the actual topic they studied reported an increase in confidence with the material (Barton & Smith, 2000).

The learner-centred approach allows the learner to participate actively in the learning process whereby his/ her views are accommodated hence making the learning interactive rather than passive. Integrated English is a subject that requires this approach. According to the Ministry of Education (2002; 1992), modern methods require more careful preparation and a greater display of pedagogic skills than more conventional methods. The teachers cannot be expected to put new methods into practice unless they are thoroughly familiar with both the principles and the details of the methods (Fullan, 2007). Waters (2009) concurs by pointing out that the new language teaching methodologies in IE are alien to language teachers. This was evidenced in the Kenyan situation whereby the introduction of Integrated English in secondary schools became challenging for it required the teachers of English to adjust to the new teaching-learning strategies that were characteristic of the integration. This study sought to establish if the teachers of English in Embakasi Sub County were aware of the teaching and learning strategies at their disposal for teaching and learning Integrated English if they used teacher-centred or learner-centred strategies.

2.3 Strategies used in the Teaching of Integrated English

A lot of research has had its focus on the teaching practice in contrast to learning, the strategies put into use and any challenges that hamper the effectiveness of the teacher. Gathumbi and Masembe (2005) affirm that for integration of English and literature to be fully effective, the teaching strategies should be redefined and re-
organized in terms of the four basic language skills; listening, speaking, reading and writing as well as their sub-skills. These skills should be allowed to merge naturally in the learning situation which has to put the following considerations into account:

A realistic communication situation should be the axis upon which the entire unit revolves. A realistic situation is one with which is likely to yield genuine exercises in communication and also one which learners can easily identify. The four basic language skills should interact closely in the classroom. Although all the four skills do not necessarily have to be presented in one lesson, there should be varying degrees of emphasis placed upon each skill.

As structure is the backbone of communication, it should be explored through the four basic language skills in context of a communicative teaching/learning situation. Instructional materials should involve the learners in oral, written and reading communication. This implies that both the teaching and learning materials should be motivating and action-oriented.

Gathumbi and Masembe (2005) also suggest some of the techniques that can be used in the teaching of Integrated English. For example, they stress that drama and mime can be used successfully to teach vocabulary. Dramatization and mime help to explain the meanings of difficult words. In teaching verbs for example, the teacher or learner can explain the word ‘grunt’ better by actually producing the word itself; the word fatigue by miming the feeling, anger by verbal or non-verbal expressions. They argue that communication games are used to foster authentic, natural and creative language use. This study looked at the manner in which the teacher uses the appropriate strategies so as the four basic language skills interact closely in the
classroom. It further investigated if there are realistic communication situations provided to act as the axis upon which the entire unit revolves so as to nurture whole, curious persons who learn whatever they need in a new context (Holistic education).

2.4 Learners’ Attitudes towards Teaching- Learning Strategies

Students’ attitudes towards studying English Language have been objects of some studies and research. The studies and research carried out have shown the fact that students acknowledge the importance of English Language for life and career but have also pointed out a significant drop in interest in the study of the language because of various reasons (Goe, 2004; Keuk, 2006). Among the factors identified that relate to student’s attitudes towards language learning are peer influence, strategies used by teachers, their interest in the subject and students’ cognitive style. Keuk (2006) points out that students are interested in analyzing linguistic elements or textual evidence used in the texts they are reading to draw possible meanings of the texts. They are more positive to strategies that trained them to create their own questions, own statements or hypotheses about the texts they are reading. This involvement of learners in their own learning enables learners to develop critical thinking skills so that they are able to gain both systematic knowledge of the Language and meanings interpreted. Soo-Phing and Tse (2007) in their study Interactive Multimedia Learning: Students Attitudes and Learning Impact in an Animation Course found that students are positive towards active learning and are confident in enforcing self-paced strategy. They also noted that interactive learning using web-based environment is feasible and is a viable alternative to the traditional
classroom learning which has proved to be limited in achieving the necessary needs of the students in the modern learning context.

Ochieng’ (2006) carried out a descriptive case study on students’ attitudes towards Integrated English syllabus and the performance in Integrated English in secondary schools in Rongo Division, found that students are generally happy with the content of Integrated English syllabus, however most students prefer literature to English language. Students performance in Integrated English syllabus is also noted to be average. Ochieng’s study was concerned with the students’ attitudes towards the Integrated English syllabus and their performance in Integrated English.

Steffan (2006) equally points out that students prefer those methods that render their life experiences valuable, stimulate their curiosity and involve them in research and practical activities. Learner-centred strategies are activity- oriented hence engage learners’ cognitive, affective and psychomotor skills. Learners therefore, prefer learner- centred strategies for these strategies involve learners actively in learning. Du (2006) concurs with Steffan in his study “A Survey on Students Attitudes towards Teaching in Lexican Approach” where he found that students have positive attitudes towards strategies that allow them to connect related items. This he argued could be achieved by guiding students to learn in a flexible and skillful way and by enriching oral and written activities so as to arouse and sustain student interest avoiding monotonous and unchanged teaching patterns.

It is therefore, evident from the cited studies that learners are more receptive to strategies that allow them to actively participate in learning. It is essential that teachers recognize this aspect and engage their learners more in the learning process.
This study sought to find out learners’ attitudes towards the teaching and learning strategies used in learning Integrated English in Embakasi District, Nairobi.

2.5 Effect of Resources on the Choice of Teaching- Learning Strategies

For any learning to take place, the availability of teaching- learning resources is integral. The purpose of using teaching- learning resources is to increase the learners’ perception through effective communication. Farrant (1988) notes that for any meaningful change and improvement in education, there must be adequate resources. Shiundu and Omulando (1992) concurred by pointing out that teachers should access and acquire relevant instructional materials for the innovation in advance. These resources include physical for example buildings and equipment, materials like textbooks and human like adequate staff. Bishop (1986) warns that unless there is a ready and continuing supply of teaching- learning equipment and adequate support services, any innovation introduced in the curriculum would not yield many results. He further said that when a teacher has tools at hand, his confidence, effectiveness and productivity are increased.

Mwangi (2004) carried out a research to find out how teachers of English select and utilize instructional resources in secondary schools, this was in the view that resources play an important role in the teaching and learning of English language. He found that most teachers did not utilize authentic instructional resources or a multimedia approach when teaching English. He felt that if the resources were properly utilized, they could help in improving the performance and competence of the students in English language. Newby et al., (2000) also asserted that teachers should objectively plan for and utilize the instructional materials available during lessons so as to achieve effective learning on the part of their learners.
Wamalwa and Wamalwa (2014) in their paper in the journal entitled “Towards the utilization of instructional media for effective teaching and learning” concluded that the instructional media element is a very integral aspect to the teaching and learning process. The use of instructional media enhances learning. However, many teachers have for a long time been using traditional methods of teaching that do not incorporate the use of instructional media this in turn means that many language lessons do not spark the interest and motivation required for optimal acquisition of skills and knowledge leading to a negative impact on students performance.

Ombati et al., (2013) carried out a research to establish the factors influencing the performance of secondary school students in Nyamaiya District and they came up with the following conclusions of the causes of poor performance by the students in English grammar: Negative attitudes towards the subject, negative influence of mother tongue, inherent problem areas that are not well-resolved by the teachers and inadequate resources for teaching English grammar. This study sought to find out the resources at the disposal of the teacher of English and if indeed they affected the choice of teaching-learning strategies.

2.6 Summary of Literature Review

From the literature reviewed, it is evident that when teaching-learning resources are inefficient, they affect the quality of instruction and outcomes. When appropriate teaching-learning resource materials are readily available, lesson management, individualized learning and content delivery are affected. In Kenyan schools however, large classes and heavy teaching workloads make it difficult to achieve this.
Effective classroom practices are a prerequisite to quality education. The studies reviewed also indicate that critical to the attainment of positive outcomes in Integrated English, is appropriate and effective classroom practices. Central to these practices are the teaching-learning strategies that facilitate content delivery. The fact that Integrated English entailed the use of new teaching-learning approaches was equally challenging for this required the re-training of the teachers in the field to handle these new changes in methodology. This study sought to establish the strategies that have been applied by teachers of Integrated English to enhance on the performance of students in English subject in public secondary schools in Embakasi District.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter presents the procedures and methods used in the study. It comprises the following areas: research design, location of the study, target population, sample and sampling procedures, research instruments, data collection and analysis.

3.2 Research Design
This study adopted the descriptive research design. According to Lockesh (1984), descriptive research studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible, to draw valid and general conclusions from the facts discovered. It is an efficient method of collecting descriptive data regarding the characteristics of the population its current practices, conditions and needs. In this type of research, questionnaires and interview schedules are commonly used to gather information about the characteristics of certain phenomenon. Descriptive research can explore the existing status of two or more variables at a given point and allows for generalizations. In this study, the researcher observed the strategies used in the teaching of Integrated English. The researcher observed the selected classrooms and from these classrooms, made generalizations of the sample population.

3.3 Locale of the Study
The study was carried out in Embakasi District, Nairobi. Embakasi District is found in Nairobi County, it is made up of the following locations: Kayole, Komarock, Umoja, Embakasi and Utawala, Embakasi District is off Outer Ring road. Singleton
(1993) noted that the ideal setting for any study should be easily accessible to the researcher and should be one that permits instant rapport with the informants so that data collection is made less cumbersome. Embakasi was chosen because of its poor academic performance in English at KCSE in Nairobi County and also because of its accessibility to the researcher (KNEC, 2014).

3.4 Target Population

The target population for this study was the public secondary schools in Embakasi District. There are seven public secondary schools in the District, six schools are mixed day secondary schools while one is a girls boarding secondary school. Out of the six mixed day secondary schools, five were started off as CDF (Constituency Development Fund) schools in 2009. The target population was 851 respondents; 793 form three students (431 girls and 362 boys), 37 teachers of English (27 females and 10 males) and 7 heads of departments (5 females and 2 males). The form three students were purposively selected by the researcher because these students had been exposed to Integrated English for at least two years and were therefore better placed to give the information sought for the study, the form four students were left out of the study because they were busy preparing for KCSE examinations.

3.5 Sample and Sampling Procedures

The sampling was systematic enabling easy replication. The descriptive design was suitable for studying classroom conditions because it is non-experimental and it would allow the researcher to observe strategies used in the teaching of IE in actual English language classrooms without externally manipulating the subjects. The sample population was made up of respondents from the public secondary schools in Embakasi District. The subjects in the study were the form three students and the
teachers of English. The researcher used simple random sampling to select the students from the total population of students in form three since this method gives every student an equal chance of participating in the study. The researcher purposively sampled the total population of teachers of English and heads of English departments because their number was relatively smaller. According to Gay (1992), sampling 10% of the accessible population is enough for descriptive studies and 30% or more for a co-relational research. The above information is presented in table 3:1.

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Population</th>
<th>Sample population</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>7</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>Teachers of English</td>
<td>37</td>
<td>37</td>
<td>100</td>
</tr>
<tr>
<td>Students</td>
<td>793</td>
<td>79</td>
<td>9.96</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>830</strong></td>
<td><strong>116</strong></td>
<td><strong>13.98</strong></td>
</tr>
</tbody>
</table>

Source: Researcher

3.6 Research Instruments

The researcher used questionnaires, observation schedules and interview schedules.

3.6.1 Questionnaires

The researcher prepared two sets of questionnaires: Questionnaire for teachers of Integrated English and a questionnaire for students of Integrated English. Questionnaires were chosen because of their ability to collect a large amount of information in a reasonably quick space of time (Orodho, 2009).

**The teachers of English questionnaire** comprised open-ended and closed-ended questions aimed at finding out the extent to which teachers of English use a variety
of teaching and learning strategies, the learners’ attitudes towards the strategies used and the influence of the resources on the choice of the strategies used.

**The students questionnaire** was divided into two sections: section A sought to find out the classroom practices and the resources available. Section B was used to assess the students’ attitudes towards the strategies used in the teaching and learning of Integrated English (objective 3).

### 3.6.2 Observation Checklist

The researcher used direct observation; the researcher was not a participant; rather the researcher strived to be unobtrusive as much as possible so that s/he does not bias the observation. Peil (1995) stated that the effect of the observer on the observed can be minimized by establishing casual friendly contacts and interests. To avoid the problem of the impact of the researchers’ participation on the subjects to be observed, the researcher created rapport with the students and teachers to make them feel comfortable. During the lesson observations, the researcher sat at the back of the classroom and wrote down whatever she observed as the lessons progressed with regard to teaching – learning strategies used in English lesson. Nachmias and Nachmias (1992) assert that classroom observation is important in data collection because of the range and reliability of the information it provides. This instrument was used to establish the commonly used strategy by teachers and also the effect of the availability of teaching and learning resources on the choice of teaching strategies. (Objective 4).
3.7 Piloting

Piloting guarantees that the research is able to measure what it was intended for (Orodho 2012). The researcher carried out a pilot study in Kayole south secondary school. One teacher of English and twenty students were selected for piloting. Both the students questionnaires and the teachers questionnaires were distributed to the respective respondents and collected after being filled. The selected respondents who were involved in the piloting were excluded from the actual study. Validity and reliability of the research instruments were determined through piloting. The researcher guaranteed the participants of the confidentiality and anonymity that information given would not be made available to anyone who is not directly involved in the study.

3.7.1 Validity of Research Instruments

Validity is the accuracy and relevance of questions based on the research results (Mugenda & Mugenda, 2003). Validity of the instruments was done by employing content validity. This was through checking and identifying the vague items and removing them, weaknesses of the tools and whether respondents understood the items. Content validity was also enhanced through seeking the assistance of the supervisors.

3.7.2 Reliability of Research Instruments

Orodho (2012) defines reliability as a measure of consistency in a research with repeated trials. According to him, the smaller the variability produced by the tool on subsequent trials, the more reliable it is. In this study, the instruments reliability was tested in one public secondary school using the split half method. Teacher questionnaires were tested on two teachers, while a student questionnaire was tested
on twenty students separately so as to get correlation coefficients for each instrument. Split half encompasses scoring two halves habitually odd and even items of a test separately for each person and then calculate the coefficient of the correlation of the two sets (halves) of scores. The coefficient specifies the degree to which the two scores of the test delivers the same results and hence gives the internal consistency of the test. The closer the value obtained is to 1.0, the stronger the congruence measure.

\[ r = 1 - \frac{6\sigma(D)^2}{N(N^2 - 1)} \]

\[ N = 20 \]
\[ D^2 = 10 \]
\[ r = 1 - \frac{6(10)}{20(20^2 - 1)} \]
\[ r = 1 - \frac{60}{20(400 - 1)} \]

\[ r = -\frac{60}{7980} \]
\[ r = 1 - 0.0075188 \]
\[ r = 0.0992 \]

The Correlation Coefficient was 0.0992, thus the instrument was considered reliable. The observation schedule was check listed to verify the information by the respondents by observing the actual situation on the ground. This enabled the researcher to give a record of the actual as opposed to the reported or the recalled information. To determine the reliability of the observation schedule, the researcher used the interpreter/observer technique to assess the degree to which different raters or observers give consistent estimates of the same phenomenon (Gay, Mills & Airasian, 2009).
3.8 Data Collection Procedure

After piloting and revising of the research instruments, the researcher administered the instruments in two phases as follow:

**Phase one:** The questionnaires was administered to the students and the teachers of Integrated English in their respective schools. To achieve reliable results, the researcher checked out whether there were any errors in the filled in questionnaires before collecting them from the respondents.

**Phase two:** Classroom observations were conducted to cross check the information obtained from the questionnaires and interview schedule. The researcher observed classroom practice regarding the teaching and assessment of Integrated English curriculum.

3.9 Data Analysis

All quantitative data collected were cleaned, coded and entered into the SPSS program version 20 for analysis. Qualitative data were analysed qualitatively based on analysis of meanings and implications emanating from participant responses.

**Objective One:** To establish the teachers awareness of the effective teaching strategies used in teaching and learning of Integrated English in Embakasi Sub-county. For this objective, the questions were structured and closed-ended questions yielded were quantitative data. The data collected were analysed with the help of SPSS program version 20 to yield frequencies and percentages. The information was presented in tables and charts.

**Objective Two:** To establish the commonly used strategy by teachers in teaching and learning of Integrated English. For this objective, the questions were structured and closed-ended questions yielded quantitative data. The data collected were
analysed with the help of SPSS program version 20 to yield frequencies and percentages. The information was presented in tables and charts.

**Objective Three:** To establish learners attitudes towards the strategies used in teaching and learning of Integrated English. Objective three was answered by using questions that yielded qualitative data that were recorded in narratives and direct quotes.

**Objective Four:** To determine the effect of teaching and learning resources on choice of teaching strategies. Data yielded from questions related to this objective were analysed qualitatively and were reported in narratives, direct quotes and excerpts.

### 3.10 Logistical, Ethical, Human Relations and Legal issues

The researcher secured a letter to authorize the execution of this study from the Kenyatta University Graduate School. The researcher applied for a research permit from the government through the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then requested for permission to visit the selected secondary schools within Embakasi Sub-County from the Sub-County Director of Education.

In this study, the confidentiality and anonymity of the research participants were maintained. The research was done while ensuring that the principles governing research participation were followed. The researcher also ensured that the principle of voluntary participation which requires that people are not coerced into participating in research was followed. The informed consent of the participants was also ensured by explaining the aims of the study and the procedures involved.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This study sought to evaluate the strategies employed by teachers of Integrated English to enhance student performance in public schools. Specifically, the researcher established the teacher’s awareness of the IE strategies; the commonly used strategy in teaching Integrated English, the learners’ attitudes towards the strategies used in the teaching of IE and determined the effect of resources on the choice of the teaching strategy.

4.2 Background Information

4.2.1 Response Rate

The target sample was 37 teachers and 79 students. Table 4.1 shows the response rate.

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Size</th>
<th>Collected Questionnaires</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of English</td>
<td>37</td>
<td>37</td>
<td>100%</td>
</tr>
<tr>
<td>Students</td>
<td>79</td>
<td>75</td>
<td>94.94%</td>
</tr>
<tr>
<td>Total</td>
<td>123</td>
<td>119</td>
<td>96.75%</td>
</tr>
</tbody>
</table>

Source: computed from own field work data (2016)

The results in the table 4.1 indicate that the study attained sufficient respondents because the overall response rate was 96.75%.

4.2.2 Gender of the Respondents

Figure 4.1 shows the gender of the respondents who filled out the questionnaires.
Figure 4.1: Gender of the Respondents
Source: Computed from own field work data (2016)

The results above indicate that the 57.1% were female and 42.9% male. This shows that the sample size was gender inclusive. This is important in order to include the views of teachers of both genders.

4.2.3 Professional Qualification of the IE Teachers

The respondents were requested to indicate their professional qualifications. The results were as shown in figure 4.2 below.

Figure 4.2: Professional qualifications
Source: Computed from own field work data (2016)
The results indicated that of the sampled teachers, 38.5% were B.ED holders while another 38.5% held a M.ED. Those who held B.A, MA, and MBA shared the remainder percentage (23.1%). That indicates that the English teachers in sampled public schools had at least a degree qualification.

4.2.4 Experience in Teaching English

The respondents were requested to indicate their years of experience in teaching English. The responses were as indicated in figure 4.3 below.

![Experience in teaching English](image)

**Figure 4.3: Experience in teaching English**

**Source: Computed from own field work data (2016)**

The results revealed that 50% of the respondents had 4-6 years of experience, 21.4% over 6 years of experience, 21.4% 2-4 years of experience while those with 0-2 years of experience were 7.1%. To this end, the sampled teachers had vast experience in teaching English grammar and literature.
4.3 Teachers’ Awareness of Teaching - Learning Strategies

The researcher sought to establish the teachers’ awareness on the IE teaching strategies. The sampled teachers were asked if they were aware of the teaching strategies recommended to teach the integrated English course. The results were summarized as shown in figure 4.4 below.

![Pie chart showing teacher's awareness of teaching-learning strategies, 98% aware, 2% not aware.](image)

**Figure 4.4: Teacher’s awareness of the teaching-learning strategies recommended**

**Source: Computed from own field work data (2016)**

The findings in figure 4.4 indicates that majority (98%) of the teachers were aware of the recommended teaching strategies for implementing the integrated English course. The number of those who were not aware was minimal (2%). This shows that teachers cannot practice the methods used in teaching unless they are aware of the strategies recommended. This concurs with Goddard (1972) who states that effective teaching learning depends on the teaching methods and techniques employed by the teacher.
Also, the teachers were requested to jot down the strategies recommended for teaching the Integrated English course. The listed strategies were: role play, dramatization, research, group discussion, lecture method, exercises and language games. Table 4.2 presents the results.

Table 4.2: Strategies listed by teachers

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role play</td>
<td>6</td>
<td>16.2%</td>
</tr>
<tr>
<td>Dramatization</td>
<td>4</td>
<td>10.8%</td>
</tr>
<tr>
<td>Research</td>
<td>2</td>
<td>5.4%</td>
</tr>
<tr>
<td>Group discussion</td>
<td>10</td>
<td>27.0%</td>
</tr>
<tr>
<td>Lecture method</td>
<td>12</td>
<td>32.4%</td>
</tr>
<tr>
<td>Exercises</td>
<td>2</td>
<td>5.4%</td>
</tr>
<tr>
<td>Language games</td>
<td>1</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Source: Computed from own field work data (2016)

From table 4.2, most of the teachers listed lecture method (32.4%), followed by group discussion (27.0%) then role play (16.2%) which was followed by dramatization (10.8%). Other methods were research and exercises (5.4%) respectively and lastly language games which was (2.7%). This shows most teachers were aware of lecture method and group discussion.

To assess the teacher’s ability to implement the IE course in the public schools, the teachers were asked whether their initial training during their teacher education course was effective and sufficient for them to be able to teach the IE course. The results were as shown in figure 4.5 below.
Figure 4.5: Effectiveness of the Teachers’ Initial Training
Source: Computed from own field work data (2016)

The results in figure 4.5 above indicate that only 28.6% of the teachers felt that the initial training was effective, while a majority of them (71.4%) felt that their initial training was ineffective. This finding indicates a lapse in preparing the teachers for the work ahead of them. If a teacher is not effectively trained to feel confident enough to teach the IE course during their initial trainings, then they may not deliver good results.

To establish the specific factors that inhibited the teachers’ knowledge about the IE course and their ability to implement the same, the teachers were requested to state reasons why they could not effectively implement the IE strategies that they know. The results were as shown in figure 4.6 below.
Figure 4.6: Factors that inhibit teachers’ implementation of the IE course

Source: Computed from own field work data (2016)

The findings indicate that 6.7% of the teachers felt that there is no clarity on the extent to which one should integrate English and Literature, 13.3% found it hard to highlight the aspects of grammar and literature in a single session, 20.0% stated that English and Literature are very wide subjects, while a majority of 60.0% stated that they were taught English Language and Literature separately. Those findings indicate that the teachers’ inadequacy roots back to their initial training during their diploma or degree courses.

Further inquiry from heads of departments hinted that some of their teachers feel inadequate to handle some concepts in the IE course. Teachers themselves feel that there is a need for IE workshops so that they can be able to integrate. Teachers need to be highly skilled to impact knowledge to the learner. They can only be effective if they have the integration skills. Else, they may lean on literature or and grammar
depending on their area of strength. The good news is that it is possible for teachers
to learn integration while on the job. In-house trainings may be the solution.
Otherwise teachers may be reluctant to teach IE course, and stick to their traditional
methods of teaching, which would disadvantage the learners.

4.4 Strategies commonly used in the Teaching of Integrated English

The researcher sought to establish the strategies that the teachers use to teach the
Integrated English course. The sampled teachers were requested to rate the extent to
which they applied the various strategies in a scale of where: 4 = frequently, 3 =
ocasionally, 2 = rarely, and 1 = never. The findings were as shown in table 4.3.

Table 4.3: Teachers rating of the strategy they apply

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Valid</th>
<th>Discussion</th>
<th>Group work</th>
<th>Demonstrations</th>
<th>Language games</th>
<th>Dramatization</th>
<th>Role Play</th>
<th>Exercises</th>
<th>Drills</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mode</td>
<td>2.00</td>
<td>4.00</td>
<td>4.00</td>
<td>2.00</td>
<td>2.00</td>
<td>3.00</td>
<td>4.00</td>
<td>4.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Source: Computed from own field work data (2016)

According to the results in table 4.3, lecture, demonstrations, language games,
dramatizations, exercises, and drills are employed occasionally since the mean rating
was 3.0 (rounded up to near whole number). The sampled teachers further rated the
use of: discussions, groupworks, and role play as 4.0 (rounded up to near whole
number). This means that teachers in Embakasi sub-county use discussions,
groupwork, and role play frequently. This differs from Gathumbi and Masembe (2005) who suggest that some of the techniques that can be utilized in the teaching of integrated English for instance, they stress that drama and mime can be used successfully to teach vocabulary. Dramatization and mime help to explain the meaning of difficult words. However, according to the learners’ rating of the strategy that is often used by their teachers, the teachers use lecture method as indicated by the results in figure 4.7.

![Learners' rating of the strategy that is used more often by their IE teachers](image)

**Figure 4.7: Strategy that is used more often by the IE course teachers**  
*Source: Computed from own field work data (2016)*

The figure 4.7 indicates that less than 20% of the sampled learners stated that their teachers use role play, groupwork and answering questions in class. Furthermore, only 17.6% of the teachers employ discussions. The majority of them (64.7%) use lecture method to teach Integrated English. This teacher-centred technique is not the best for effective learning. However, it is easier to implement and teachers prefer it, even though it ensures little learning. To that end, the views of the teachers
contradicted with those of the students. Students felt that their teachers majorly apply the lecture method.

Also, the researcher sought to establish whether the teachers had attended any in-service to enhance the implementation of the strategies used. The results were as shown in figure 4.8.

![Pie Chart: Ever attended an in-service course on integrated English](image)

**Figure 4.8: Attendance to In-service on Integrated English**

**Source:** Computed from own field work data (2016)

A majority of 78.6% of the sampled teachers had attended an in-service course on Integrated English while 21.4% had not. This indicates that the teachers and the schools have been putting some effort to equip the teachers so as to effectively teach the IE course. If this trend continues, the teachers of Integrated English would be able to adequately implement the course.

Furthermore, the teachers stated that attending the in-service course enhanced their knowledge and helped them understand some concepts that were difficult. While the
trainings heightened their understanding of the concept of integration and boosted their ability to balance and teach grammar and literature together in a lesson, the teachers advanced that more training is essential. This concurs with the Ministry of Education (2002) which indicates that modern methods require more careful preparation and a greater display of pedagogic skills than more conventional methods. Also, the respondents stated that the syllabus for grammar and literature are wide. When asked the strategies they employ to complete the English grammar and literature syllabuses, the findings were as shown in figure 4.9.

![Teachers' strategies to enhance performance of students](image)

**Figure 4.9: Teachers’ Strategies to enhance performance of students**

**Source:** Computed from own field work data (2016)

The findings in figure 4.9 indicate that a majority of 53.3% of the IE teachers create lessons in the morning, evening and weekends in order to cover the syllabus, 16.7% use monitored groupworks, 13.3% start set books early in form two second term so as to cover syllabus, 10.0% assign different groups areas for a presentation, while 6.7% implore the learners to read the plot/synopsis of the literature book ahead. In
the view of this finding, the wide IE syllabus calls for a strategy to complete the course. While use of remedial teaching deprives teachers and learners of their leisure time as well as time to attend to other issues, they prioritize syllabus completion. This is a good thing since some concepts are only understandable when explained by the teacher. Furthermore, most teachers evaluate their students during the course and at the end of the course through an exercise. This reinforces the learning process.

4.5 Learners’ Attitudes towards Teaching- Learning Strategies

The researcher sought to establish the attitude of the learners towards the strategies employed by their teachers in teaching the IE course. The students were asked to state which method they prefer their teachers to use while teaching Integrated English. The results were shown in table 4.4.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture method</td>
<td>5</td>
<td>6.7%</td>
</tr>
<tr>
<td>Dramatization</td>
<td>20</td>
<td>26.7%</td>
</tr>
<tr>
<td>Role play</td>
<td>18</td>
<td>24%</td>
</tr>
<tr>
<td>Group discussion</td>
<td>22</td>
<td>29.3%</td>
</tr>
<tr>
<td>Exercises</td>
<td>7</td>
<td>9.3%</td>
</tr>
<tr>
<td>Language games</td>
<td>3</td>
<td>4%</td>
</tr>
</tbody>
</table>

Source: Computed from own field work data

From the table 4.4, majority (80%) of the students preferred group discussion, dramatization and role play. Those who preferred lecture method, exercises and language games were (20%). From the findings, it’s evident that the learners preferred strategies that involve them more in the learning. This concurs with Steffan (2006) who points out that students prefer those methods that render their
life experiences valuable, stimulate their curiosity and involve them in research and practical activities.

To assess the students’ attitudes towards the IE strategies employed, the teachers were asked to indicate their students attitudes and the results were as shown in figure 4.10.

![Pie chart showing student attitudes towards IE strategies](image)

**Figure 4.10: Students’ attitudes towards the IE strategies**  
*Source: Computed from own field work data (2016)*

The results shown in figure 4.10 indicate that majority of the teachers (85.7%) observed that their students had a positive attitude towards the IE strategies while 14.3% had a negative attitude. In light of this finding, the students are receptive to their teachers’ style of teaching. Notably, teachers who understand the weaknesses of their students are likely to be more effective because they are able to address the specific problems.
4.6 Effect of Resources on the Choice of Teaching-Learning Strategies

The study sought to establish the effect of resources on the choice of teaching-learning strategies. The teachers were asked if the availability of the resources influences the strategy they use to teach Integrated English course. The findings were as shown in figure 4.11.

![Has the available resource influenced your choice of IE strategy?](image)

**Figure 4.11: Influence of teaching resources on the adopted IE strategy**

*Source: Computed from own field work data (2016)*

The results shown in the figure 4.11 indicate that 92.86% of the teachers had changed their teaching strategy to suit the available teaching resources while only 7.14% had not. The importance of resources cannot be overemphasized. Lack of it makes implementation difficult. Learners who lack resources may not grasp concepts appropriately. Facilities like library help the learners to do their individual studies. For English course, the resources for both literature and grammar should be adequate. That is critical because inadequate resources make it difficult for both the teacher and the learner. This concurs with Farrant (1988) who states that for any meaningful change and improvement in education, there must be adequate
resources. Bishop (1986) also asserts that when a teacher has tools at hand, his confidence, effectiveness and productivity are increased. Further, the study sought to establish the availability of the resources used by Integrated English teachers. These were: books, print resources, projected materials and library.

To determine the number of books per learner, the students were asked to indicate how large the group members were per book. The results were as shown in figure 4.12.

![Ratio of learners in a group per textbook](chart)

**Figure 4.12: Ratio of learners in a group per textbook**  
*Source: Computed from own field work data (2016)*

The results shown in figure 4.12 indicate that 56.3% of the students share a book in groups of two, 25% in groups of three per book, and 18.8% of them in groups of four per book. The findings indicate that while the books are not as many, the ratio of books per student is relatively good, but more textbooks are needed in the sampled public schools.
The problem in most public schools is that, due to inadequate resources, the teacher is limited to apply only one strategy (lecture method) at the expense of better ones that are advocated for. This is exacerbated by the fact that most students cannot afford the textbooks, novels and other resources they may need for effective learning. Due to the limited resources, sharing of books causes the students to waste a lot of time while moving where there is a text book. This concurs with Wamalwa and Wamalwa (2012) who states that the use of instructional media enhances learning.

To establish the commonly used print resources to enhance learning of IE, teachers of the sampled public schools were asked to rate the extent to which they used various print resources in their class in a scale of 1-4, where: 1 represented never, 2 rarely, 3 occasionally, and 4 frequently. The results were as shown in table 4.5.

<table>
<thead>
<tr>
<th></th>
<th>Newspapers</th>
<th>Textbooks</th>
<th>Extracts</th>
<th>Class Readers</th>
<th>Dictionaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>2.8571</td>
<td>4.0000</td>
<td>3.3571</td>
<td>3.2857</td>
<td>3.5000</td>
</tr>
<tr>
<td>Mode</td>
<td>3.00</td>
<td>4.00</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00^a</td>
</tr>
</tbody>
</table>

*Source: Computed from own field work data (2016)*

In the view of the descriptive statistics shown in table 4.5, textbooks and dictionaries are frequently used while newspapers, extracts, and class readers are used occasionally. This is expected since print resources like books, dictionaries, newspapers are typical learning resources in schools. Also, the researcher requested the respondents to rate the extent to which they used the projected materials in their classes. The average (mean) and most (mode) ratings were as shown in table 4.6.
Table 4.6: Extent to which projected materials are used in IE Lessons

<table>
<thead>
<tr>
<th></th>
<th>Flash cards</th>
<th>Diagrams</th>
<th>Pictures</th>
<th>Photographs</th>
<th>Projectors</th>
<th>Computers</th>
<th>Video</th>
<th>Films</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>2.7857</td>
<td>2.7143</td>
<td>2.7143</td>
<td>2.4286</td>
<td>2.6429</td>
<td>2.6429</td>
<td>2.428</td>
<td>2.357</td>
</tr>
<tr>
<td>Mode</td>
<td>3.00</td>
<td>3.00</td>
<td>2.00</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Source: Computed from own field work data (2016)

The findings indicated that the print materials that are used occasionally are: flash cards, diagrams, pictures, projectors, and computers while photographs, videos, and films are used rarely. Another important resource for a learning institution is a library. The learners were asked to state whether they have a library in their schools.

The results were as shown in figure 4.13.

![Pie chart showing library availability](image)

Figure 4.13: Availability of library in public secondary school

Source: Computed from own field work data (2016)

According to the findings, as shown in figure 4.13, 68.8% of the sampled schools had libraries while the remaining 31.3% did not.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a conclusion of the study as per the study objectives. It also provides recommendations based on the study questions.

5.2 Summary of Findings

The following are the summary of the findings of the study as per the objectives:

Regarding the teachers’ awareness of the recommended teaching strategies, majority of the teachers felt that their initial training (in university and college) was ineffective because they were taught English language and Literature as separate subjects yet IE requires them to teach both concurrently in a session. This indicates a lapse in preparing the teachers for the work ahead of them.

Regarding the strategies used by the teachers of English to teach IE, the teachers said that they use discussions, groupwork, and role play frequently but occasionally use lecture methods, demonstrations, language games, dramatizations, exercises, and drills. However, the views of the teachers contradicted those of the students since majority of them stated that they are majorly taught through lecture method. This teacher-centred technique is not the best for effective learning. It is easier to implement as it does not require much experience or sophisticated teaching skills. This might be caused by the fact that the IE course was not taught during their university days. However, majority of the sampled teachers had attended an in-service course on integrated English. This has made the teachers be able to apply the recommended strategies even though it is strained by the limited resources and time.
Regarding the learners’ attitudes towards teaching strategies, the researcher asked the learners to indicate the strategies used by their teachers of Integrated English. The students rated both taking notes in class and group work highly. Also, some element of role play and dramatizing is practised but students are highly encouraged to read individually by their teachers. The teachers said that their students had a positive attitude towards their teaching strategies.

The student’s major challenge was writing and speaking in fluent English. They were able to read written text and could listen clearly. This indicates that students’ major challenge is expressing themselves in speaking and writing. The teachers suggested that learners should be subjected to a lot of reading (to learn more English words) and a lot of talking through debating clubs and asking oral questions that require oral answers (to help students practise the language).

In regard to the effect of resources on the choice of teaching strategies, the researcher observed that the sampled classes had an average of 42 learners. The classes were divided into two to four rows and the class was large enough allowing the teacher adequate space to move around and be able to get to each of the learners easily to offer assistance. Also, the students shared books in groups of two to four. While the books are not as many, the ratio of books per student is relatively good, although more textbooks are needed for effective learning in public secondary schools. While print materials like books, newspapers are available and used often, print materials such as: flash cards, diagrams, pictures, projectors, computers, photographs, videos, and films are used rarely. Also, the students’ access to the library is highly restrictive. The study noted that 93 percent of the teachers had changed their teaching strategy to suit the available teaching resources. Inadequate
resources make it difficult for both the teacher and the learner. Due to inadequate resources, the teacher is limited to apply only one strategy (lecture method) at the expense of better ones that are advocated for.

5.3 Conclusions

The study concluded that teachers were aware of the recommended teaching strategies but they did not use all of them. The commonly used strategy was lecture method though students preferred group discussion, dramatization, and role play. The study further concluded that, the students were receptive to the knowledge offered by teachers though the students preferred strategies that involved them. Finally, on the fourth objective, the study concluded that the availability of resources affected the choice of strategies used in teaching Integrated English. Due to inadequate resources, the Integrated English teachers are limited to apply only one strategy which is lecture method.

5.4 Recommendations

i) The study recommends that schools should increase the in-service trainings in schools and regionally as well as team teaching so as to encourage the teacher’s efforts for effective teaching of the English subject.

ii) The ministry should ensure that the current and future teachers are taught grammar and literature as an integrated subject for them to be able to teach the same in future.

iii) The study recommends a review of the integrated course so that only reasonable content is covered in each class without overburdening the teacher and the learner with huge content in a short time span.
iv) The teachers should take advantage of the positive attitude of learners to introduce new and better strategies recommended for integrated English.

v) The ministry should support the secondary schools to acquire the required resources. The heads of the schools should harness the some support from the community to acquire the important resources.
REFERENCES


APPENDICES

APPENDIX 1: INTRODUCTION LETTER TO RESPONDENTS

Dear respondent,

My name is Linda; I am pursuing a postgraduate degree at Kenyatta University on Curriculum Studies. I thank you for finding time to participate in this survey on the strategies applied by teachers of Integrated English to enhance performance of students in English subject. The questionnaire is divided into sections and I would be happy to have all the sections completed. The guidelines on filling out the questionnaire have been provided for your ease and convenience.

The information you provide will be treated as confidential and will only be used for academic purposes. This will take you 15-20 minutes. Thank you for your time and please feel free to supply all the relevant information.
APPENDIX II: LETTER TO HEAD TEACHERS

Kenyatta University
Department of Educational Management,
Policy & Curriculum Studies
P. O. BOX 43844
NAIROBI.

The principal,

Dear Sir/ Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am pleased to inform you that your school has been selected to participate in an educational research. The participation of the school will not interrupt classes or any other activities at all. It will only take a little time of the selected teachers to fill a questionnaire and respond to an interview schedule. The researcher will also make personal classroom observation and record various issues. Information given will be used purely for research purposes and will be treated in strict confidence. Your assistance will be highly appreciated.

Thank you.

Yours faithfully,

Linda Shimuli Makokha
APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This study is intended to improve the implementation of integrated English in Embakasi District. Your co-operation will be highly appreciated. The information given will only be used for the purpose of this study. Thank you.

Instructions

- Do not write your name
- Please respond to the questions as frankly as possible

1. Name of your school .................................................................

2. What is your gender
   Male [ ]   Female [ ]

3. What is your academic qualification
   KCSE [ ]   B.ED [ ]   B.A [ ]
   B. SC [ ]   M. ED [ ]   Ph.D [ ]
   Others specify ...........................................................................

4. What is your professional qualification ( tick as appropriate)
   SI [ ]   Diploma [ ]   B. ED graduate [ ]
   Approved Teacher Status (ATS) [ ]   PGDE graduate [ ]
   Others specify ...........................................................................

5. Were you trained to teach English language and literature as an integrated course
   Yes [ ]   No [ ]

6. For how long have you taught the Integrated English syllabus
   0 – 2 years [ ]   2 – 4 years [ ]   4 – 6 years [ ]
   6 years and above [ ]

Teachers’ Awareness of Teaching - Learning Strategies

1. What is your understanding on the concept of Integrated English?..................

.................................................................................................................................
2. What are the teaching strategies recommended by the syllabus to teach the Integrated English course?

3. Did your initial training prepare you sufficiently to teach the Integrated English course?
   Yes [ ] No [ ]

Give reasons for your answer in (8) above.

4. The lack of knowledge on the concept of Integrated English is a hindrance to the implementation of the IE course. Do you agree with this statement?
   Yes [ ] No [ ]

Give reasons for your answer in (10) above.

**Strategies used in the teaching of Integrated English**

5. Which teaching methods do you use in your presentation of Integrated English course lessons; indicate with a tick the level of frequency with which you use.

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture method</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language games</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dramatization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role play</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercises</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. In your current teaching of Integrated English course, how often do you integrate the different areas in English language and Literature?(indicate with a tick the level of frequency with which you integrate)

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills of English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary genres</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Have you ever attended an In-service course on Integrated English course
   Yes [   ] No [  ]

   If yes in above how has the knowledge you acquired helped you to effectively implement the IE course?
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................

8. The Integrated English course is very wide; in your own opinion is this the case?
   Yes [   ] No [  ]

   If your response above is yes, what strategies have you as a teacher put in place to ensure that you manage to cover the syllabus on time?
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................

9. How do you evaluate your learners?
   At the beginning of the lesson [  ] During the lesson [  ]
   At the end of the lesson [  ]

10. What are some of the challenges you encounter in the teaching of IE?
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
11. Which are some of the ways that you use as a teacher of Integrated English use to cope with the above challenges so that the performance of students is enhanced? ………………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

12. (a) Do you enjoy teaching the Integrated English syllabus?

Yes [ ] No [ ]

(b) Comment on the answer above………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Learners’ Attitudes towards Teaching- Learning Strategies

13. Which strategies do your learners enjoy in the teaching and learning of IE course? …………………………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

14. How would you describe the attitude of learners towards the teaching and learning strategies chosen?

Positive [ ] Negative [ ]

If the answer is negative in above, what measures do you take as a teacher to ensure that learning takes place and the objectives of the lesson take place?……
……………………………………………………………………………………………………
……………………………………………………………………………………………………

15. Which skill in the study of IE do your learners face the greatest challenge?

Listening [ ] Speaking [ ] Reading

Writing [ ]

16. How do you deal with the above challenge so as to enhance their performance in that area? ……………………………………………………………………………………………
……………………………………………………………………………………………………
Effect of Resources on the Choice of Teaching-Learning Strategies

17. The availability and adequacy of teaching and learning resources has been identified as being a challenge to the implementation of IE. Do you agree with this assertion?
   Yes [ ] No [ ]

Explain your answer above .................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

18. Which are some of the teaching and learning resources available in your school?
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

19. How has the availability and adequacy of the teaching learning resources affected your choice of the teaching and learning strategy?
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

20. Which types of resources do you use to integrate language skills, please indicate the extent to which you use them by ticking against the appropriate level?

**Print materials**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extracts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class readers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictionaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other references</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Projected material

<table>
<thead>
<tr>
<th>Resource</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flash cards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagrams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photographs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projectors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Films</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your time
APPENDIX IV: QUESTIONNAIRE FOR THE LEARNERS

This study is intended to improve the implementation of integrated English in Embakasi District. Your co-operation will be highly appreciated. The information given will only be used for the purpose of this study. Thank you.

Instructions
• Do not write your name
• Please respond to the questions as frankly as possible

SECTION: A
1. Name of School ...........................................................................................................

2. Form............................................................................................................................

3. Gender Male [ ] Female [ ]

4. (a) When learning English, which method of learning do you like?
    Lecture method [ ] Discussion [ ] Group work [ ]
    Answering questions [ ] Role play [ ]
    Other, specify...........................................................................................................

(b) Which of the above mentioned methods does the teacher use most frequently?

(c) What do you do when learning Literature?
    Discuss [ ] Take notes [ ] Dramatize [ ]
    Read individually [ ] Group work [ ] Role play [ ]

5. (a) Do you share textbooks in class?
    Yes [ ] No [ ]
    If yes how many students per book
    Two [ ] three [ ] four [ ] More than 4 [ ]

(b) How do you write notes and exercises? (Tick one)
    In groups [ ] Teacher dictates notes [ ]
    Teacher writes exercises on the blackboard [ ]
    Other specify...........................................................................................................
6. Is there a library in your school? Yes [ ] No [ ]
   If yes, how often do you get access to the library?
   Always [ ] Sometimes [ ] Never [ ]

7. What do you think are the reasons for poor performance in English?
   Lack of teaching/learning resources like books [ ]
   Poor teaching methods [ ]
   Lack of physical facilities like the library [ ]
   Other, specify .............................................................................................................

8. What in your opinion should be done to improve your performance in Integrated English?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

SECTION B
Indicate how far you agree or disagree with the following statements by ticking the most appropriate letter which best indicates how closely you agree or disagree with the feeling expressed in each statement. Use the code given below. (SA) strongly agree (A) Agree (NS) not sure (D) disagree (SD) strongly disagree.

<table>
<thead>
<tr>
<th>RESPONSE CHOICE</th>
<th>SD</th>
<th>D</th>
<th>NS</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy question &amp; answer format of learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Dramatization &amp; role play are the best</td>
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<td>Discussion &amp; debates will help improve performance</td>
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<td>I prefer the lecture method</td>
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<td>Frequent exercises &amp; group work make learning enjoyable</td>
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<tr>
<td>Learning English with Integrated English textbooks is boring</td>
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APPENDIX V: OBSERVATION GUIDE

School: .................................................. Class: ...............................................................
Subject: ........................................... Topic being taught: ........................................
Date: ...........................................................................................................................
No. of students present in class: ....................................................................................

1. Material and Resources:
   (a) How is the sitting arrangement of the students in class? ........................................
       ...........................................................................................................................
   (b) What is the condition of the classroom is it conducive for learning?
       Yes [ ] No [ ]
   (c) Comment on the response in (a) above ..............................................................
       ...........................................................................................................................
   (d) Does the teacher use a textbook? Yes [ ] No [ ]
       If yes in (d) above which text book does the teacher use? ..............................
       ...........................................................................................................................
   (e) Which other teaching resources does the teacher use? ........................................
       ...........................................................................................................................
   (f) What is the ratio of the English textbooks to students?
       1: 1 [ ] 1: 2 [ ] 1: 4 [ ] 1: More than four [ ]
   (g) How are the students using the other learning resources?
       In pairs [ ] In groups [ ] Individually [ ] Any other ...........................................
   (h) How do the available resources influence the teacher’s use of strategies? ....
       ...........................................................................................................................

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2. **Lesson introduction:**
   
   (a) How does the teacher introduce the lesson?
   
   - Definitions
   - Explanation of concepts
   - Set inductions by giving examples
   - Checking of students work
   - Students carrying out a task
   - Reading and discussions

   (b) How does the teacher involve the learners? ........................................

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

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

3. **Lesson Development**

   (a) How does the teacher develop the lesson?

   - Explanation
   - Discussion
   - Students reading out texts

   - Group discussion
   - Demonstration

   (b) Who initiates the interaction in class and what form does it take?

   - Teacher asks individual students questions
   - Students ask questions

   (c) How does the teacher respond when the student asks questions? ..............

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

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

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

   (d) How often does the teacher involve the learners on the basis of gender in a mixed class?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
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<tr>
<td>Girls</td>
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</table>

69
(e) How does the teacher evaluate the learners? (Tick as appropriate)

At the beginning of the lesson  [   ]
During the lesson  [   ]
At the end of the lesson  [   ]

4. Lesson conclusion

How does the teacher conclude the lesson?

The teacher gives exercises that will be marked later  [   ]
The students are given opportunity to ask questions and give their views  [   ]
The summary of the lesson is done by the teacher on the chalkboard and students copy  [   ]
Students are given exercises to be marked and corrected at the end of the lesson  [   ]
The teacher asks the learners some questions on the learnt content  [   ]
APPENDIX VI: LETTER TO DISTRICT EDUCATION OFFICER

Kenyatta University
Department of Educational, Management &
Curriculum Studies
NAIROBI.

The District Education Officer,
Embakasi District

Dear Sir/ Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am pleased to inform you that public secondary schools in your district have been selected to participate in an educational research. It will only take a little time of the selected teachers to fill a questionnaire and respond to an interview schedule. The researcher will also make personal classroom observation and record various issues. Information given will be used purely for research purposes and will be treated in strict confidence. Your assistance will be highly appreciated.

Thank you.

Yours faithfully,

LSM
Linda Shimuli Makokha
APPENDIX VII: AUTHORIZATION LETTER FROM

GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/26658/11

DATE: 19th November 2015

Director General,
National Commission for Science, Technology
& Innovation
P.O Box 36023-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MAKOKHA LINDA SHIMULI—REG. NO.
E55/CE/26658/11.

I write to introduce Ms. Makokha Linda Shimuli who is a Postgraduate Student of
this University. She is registered for M.Ed degree programme in the Department
of Educational Management Policy & Curriculum Studies.

Ms. Shimuli intends to conduct research for a M.Ed. Proposal entitled, “Strategies
Applied by Teachers of Integrated English to Enhance Performance of Students in
English Subject in Public Secondary Schools in Embakasi, Nairobi County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX VIII: AUTHORIZATION LETTER FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349,330571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

Ref: No. NACOSTI/P/16/25540/10844

Date: 11th May, 2016

Linda Shimuli Makokha
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Strategies applied by teachers of integrated English to enhance performance of students in English subject in public secondary schools in Embakasi, Nairobi County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending 10th May, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Nairobi County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.
APPENDIX IX: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. LINDA SHIMULI MAKOKHA
of KENYATTA UNIVERSITY, 4196-200
Nairobi, has been permitted to conduct
research in Nairobi County
on the topic: STRATEGIES APPLIED BY
TEACHERS OF INTEGRATED ENGLISH TO
ENHANCE PERFORMANCE OF STUDENTS
IN ENGLISH SUBJECT IN PUBLIC
SECONDARY SCHOOLS IN EMBAKASI,
NAIROBI COUNTY, KENYA
for the period ending:
10th May, 2017

Applicant's Signature

Permit No.: NACOSTI/P/16/25540/10844
Date of Issue: 11th May, 2016
Fee Receipt: Ksh 1000

Director General
National Commission for Science,
Technology & Innovation