STRATEGIES TEACHERS USE IN IMPLEMENTING INTEGRATED ENGLISH CURRICULUM TO IMPROVE PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KISII SOUTH SUB-COUNTY, KISII COUNTY, KENYA

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E55/25000/2012

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MARCH, 2017
DECLARATION

Declaration by the Candidate

I declare that this project is my original work and has not been presented in any other university/institution for consideration for any certification. This research project has been complemented by referenced sources duly acknowledged. Where 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 in accordance with anti-plagiarism regulations.

Sr. Florence Kerubo  
Date

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DEDICATION

I dedicate this work to the Institute of the Little Sisters of St. Francis for their support.

I also thank my mother Susanna who always supported me through prayer.
ACKNOWLEDGMENT

I first of all thank the almighty God for the sound health and grace He granted me during my studies. My heartfelt thanks also go to my Superior General Sr. Anne Nasimiyu Wasike and the entire Institute of the Little Sisters of St. Francis for facilitating my studies.

In a special way, I thank the Teachers Service Commission for the study leave they granted me to pursue my Masters Degree in Curriculum Studies.

I also express my deep appreciation to my supervisors, Dr. Wilfrida Itolondo and Dr. Charity Limboro for their professional and academic guidance that enabled me to complete this work. Their willingness, experience and support that enabled me reach this far is highly appraised.

My gratitude also goes to all the lecturers of the Department of Educational, Management, policy, and Curriculum Studies who assisted me through my course work.

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Lastly, my special thanks go to Damaris for editing the draft work, and all those who supported me spiritually psychologically and financially.
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<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>CAT</td>
<td>Continuous Assessment Tests</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Counsel</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>TLG</td>
<td>Team Learning Groups</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>AU</td>
<td>African Union</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Test of English as foreign Language</td>
</tr>
<tr>
<td>TV</td>
<td>Television</td>
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</table>
ABSTRACT

The performance in English in KCSE in public secondary schools in Kisii South sub-county has remained dismal. Studies have emphasized the use of learner centered strategies of teaching in order to improve the performance in English. However, the studies have not fully addressed the specific learner centered strategies in teaching English. The study sought to fill this gap by examining the strategies teachers use in implementing the Integrated English curriculum. The study was guided by four objectives. These were: to establish use of group discussion in implementation of Integrated English Curriculum, to explore the use of dramatization in implementation of Integrated English Curriculum, to find out how debate activities are used in implementation of Integrated English Curriculum, and to examine the use of recitation in implementation of the Integrated English Curriculum; in public secondary schools in Kisii South Sub-County, Kisii County. The study was based on the Behavioral learning Theory. The study adopted the mixed method approach and utilized the descriptive survey design. The target populations for the study were 29 public secondary schools, 61 English language teachers and 872 students. Stratified random sampling was used to sample 8 schools out of the 29 targeted schools. The schools were first stratified into the three zones and then simple random sampling was used to pick schools from all the three zones to make up the 8 schools required for the sample. A total of 40 teachers and 320 students were sampled from these 8 schools for the study. Questionnaires and observation guides were used to collect data from the English language teachers and students. Piloting was done in 2 schools to test the validity and reliability of the instruments. Quantitative data was analyzed using statistics and presented by use of tables, graphs, percentages and ratios while qualitative data was categorized into themes and analyzed by use of narratives. The findings of the study showed that of the four strategies of implementing the integrated English curriculum explored in this study, use of discussion would be the most preferred strategy; though rarely used in implementation. Recitation was the least used and least preferred strategy for implementing the integrated English curriculum. All stakeholders therefore have a mandate to work out ways to help teachers use these strategies to implement integrated English.
CHAPTER ONE
INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presented the background to the Study, statement of the Problem, Purpose of the Study and Objectives of the Study. It also presented, Research Questions, Assumptions of the Study, Limitation of the study, and Delimitation of the Study and Significance of the study. Theoretical Framework, Conceptual Framework and Definition of Operational Terms were also covered in this chapter.

1.2 Background to the Study

English is a medium of communication in all English speaking countries. The English curriculum is one of the curriculums implemented in many classrooms in schools across the world. Skills acquired in English are fundamental to globalization. The importance of English cannot be underestimated for it is used in different contexts including; communication, international business, academic conferences, diplomacy, science and technology (Attapol 2010). These imply that English is used in many aspects which lead to economic and social development. The teaching of English language is therefore an important activity and because of its importance, there has always been a constant search for effective ways of optimizing learning in various parts of the world (Verma and Krishnaswamy 1994).

Kelly (1969) asserts that many issues of debate in language teaching are not particularly new. They have existed throughout the history of English language. This does not mean that the search for solutions has come to an end. Studies are still being carried out to help identify solutions to counter problems that come with changes in the English language curriculum. For instance, Negash (2011) came up with a study
to find out whether English is an impediment or a contributor to development and found out that, English contributes a lot to development because it is an international language. Therefore, with regards to its role to development and globalization, it is important for teachers to employ strategies that enhance fluency in reading, use of correct spelling, maintain accepted communication skills and better performance in examinations.

Stein (1996) stresses that, classroom instruction generally organized around academic tasks and the tasks that students engage in, determine what they have in terms of opportunities to learn. Indicators of students’ learning are portrayed in knowledge, skills and abilities that they gain, as a result of interacting with instructional materials and how the teachers support them during the interaction. In cases where teaching strategies are not carefully selected and teaching/learning materials are insufficient, implementation of Integrated English curriculum and academic performance are affected. Research according to Davis, (1993) has also shown that motivating everyday teaching practices can do more to counter student apathy. Use of instructional strategies that can improve students’ participation and enhance mastery, fluency in speaking and reading and use of correct spelling is of great importance.

Natascha (2008) contends that teachers and students have a complementary task to implement the curriculum. Teachers have the responsibility to develop appropriate instructional strategies to help students achieve curriculum expectations. However, the ability of developing these techniques may be lacking in teachers which may affect the way teachers teach and this may affect the students’ mastery and academic performance in English language.
Despite the efforts engaged in developing English Education, many countries have registered low achievement in the English language. It is in relation to this that, in Thailand, students spend twelve years studying English in Primary and Secondary Schools but the results are not forthcoming. For instance, the 2010 test of English as a foreign language (TOEFL) showed that Thailand scored an average of 35% which is far below average (Test and score Summary for TOEFL, 2011-2012). These results indicate that the students in Thailand score dismally in English. Some of the causes of dismal performance outlined were lack of teaching/learning materials and inadequate trained teachers. By inadequacy of trained teachers, it implies that many of those teaching English are not trained and therefore the strategies they use to teach the language are questionable. Therefore a way must be sought to cub the problem.

1.2.1 English Education in Africa

English is important for Africa as it is an international language and an official language for African Union (AU). Coleman (2010) outlines the role of English for Africa. He maintains that English plays a fundamental role for employment, international mobility, for opening doors to development opportunities and accessing information. Most African countries like Ghana, Kenya, Nigeria, Uganda and recently Rwanda and Sudan use English as an official language, for instruction, communication and business (Philips 2013). For this reasons, it is possible for people to travel or move to seek employment or engage in business in other countries. English also makes it easy to access information from the internet and television set (TV), all which lead to social development. Hence, the use of effective strategies that enhance students to speak fluently, master language and write correctly need to be put in place.
Due to the fact that English is not the only foreign language in Africa, the
governments of African Countries have to share the budget between teaching English,
indigenous languages and other foreign languages (Nagash 2011). This means that
personnel and resources to teach English are limited and this answers the question
why the field of language teaching has very little activity in Africa as compared to
other countries like America, Australia, England and Singapore (Graddol 2006).

In Africa some people refer to English as a language of colonialism and imperialism
(Phillipson 1996). The negative attitude towards English may have come about as a
result of the use of inappropriate teaching approaches and materials that give the
impression that the culture of the native speakers of English is in some way superior
to the cultures of the countries where English is taught as the second language
(Canagarajah 1999). Botibo (2007) contends that what Africa needs is optimization of
linguistic resources in the continent as a whole and in each individual country.

1.2.2 English Education in Kenya

English is the official language of Regional communication in East African Regional
forums (Okwara et al 2010). Together with other subjects, English is offered as a
compulsory subject from form one to form four. It used in all subjects except
Kiswahili, French Germany and Chinese and other foreign and indigenous languages.

Preparation for the four year Secondary school curriculum has been done by Kenya
Institute of Curriculum Development (KICD) since 1984 (Kinyanjui 1985). The
English curriculum in Kenya has undergone a number of changes since the
introduction of the 8-8-4 System of education. The changes have resulted in the
current Integrated English Curriculum whose syllabus was revised in 1984/1985,
1992, 2002, 2005 and 2008. Before the set in of the Integrated English Curriculum, English and Literature were taught as two separate subjects and the merger of the two resulted to the Integrated English Curriculum (Shiundu and Omulando 1992). The integrated English syllabus was rolled out in 1984 and teaching of the subject was introduced in secondary school syllabus in 1985. 1992 saw the revision of the integrated English Curriculum, but still, the integrated approach was emphasized. Reorganization of subject content and structure was done. The reorganization was done to improve teaching and performance of the subject (Magoma 1999, MOE, 2006).

After some time evaluation was done and it was discovered that integration had not been fully achieved, as teachers were teaching the two subjects, English and literature separately. This gave room to the 2002 review during which the Ministry of Education made major changes in the English Syllabus. Emerging issues were to be incorporated into the syllabus. Some of the issues incorporated include; fight against corruption, HIV and AIDS, environmental conservation, moral and spiritual values as well as technical subjects (KICD, 2002). The review also saw the English paper which is examined by KNEC restructured to consist of three papers. This included; paper1 (101/1), paper 2 (101/2), paper 3 (101/3). Integration was also effected in the papers. English paper one tests on Functional Skills. It consists of functional writing, cloze test and oral skills. Paper 2 tests comprehension literary appreciation and grammar. Paper 3 consists of creative composition and two compositions based on literary texts.

The revised integrated English Curriculum is supposed to be taught through the four language skills and grammar. The genres under literature include; poetry, drama short stories and novels. All these are to be covered under the Language skills; listening, speaking, reading and writing (MOE 2006). This implies that the teacher has the
responsibility to identify the right choices of strategies to engage. Grammar was restructured to be taught in a spiral manner. Each of the areas is to be taught from form one till form four. For instance, parts of speech like verbs, adjectives and others are taught from form one to form four.

Literature and English were merged to improve performance in English. The innovations made in time affected the teachers because most of the teachers had not been trained to use the integrated instructional approaches. The teachers were forced to use individual instructional approaches to implement the Integrated English Curriculum.

The 2008 secondary school syllabus highlights the importance of English as a language of instruction in Kenya schools, colleges and universities. The Kenya Certificate of Secondary Examination (KCSE 2008) syllabus mandates that students acquire listening skills, reading skills, writing skills and oral skills to enable them develop good command of English language. Acquisition of these skills may not be achieved if the teachers do not use the strategies that enhance mastery and fluency in language.

The strategies teachers use to implement Integrated English curriculum determine the type of outcome that will be achieved. On the same note, the way teachers use curriculum materials is influenced by their beliefs and commitment. Gichobi (2008) reveals that teachers use materials in various ways and these results in diverse approaches and out-comes. To be specific, teachers do not use curriculum guides in the same way. Brown (2002) indicates that some teachers use the curriculum guide by way of off-loading where the teacher down-loads the curriculum design and follows it
to the letter. Others adapt it following suggestions given with the materials but suit their identified strategies and others improvise it by designing their own curriculum. The kinds of strategies teachers choose to implement the curriculum are based on individual opinion and to a great extent determine the type of outcome that the strategies yield. The outcomes may be positive or negative depending on the choice of strategy.

Gichobi (2008), asserts that with increased demand, on students to develop a deep and interconnected understanding of a subject, focus needs to be laid on not only on a student to understand the content in a subject, but also on their ability to do the subject. Deep understanding of English curriculum may not be possible if the students are not engaged in student-student interaction which may be in form of class discussions, group discussions, pairing of students and team learning groups (TLG). As the students interact, they need to be guided and supported by a teacher. The students may also interact with the teachers at different times.

A teacher can use different strategies for teaching. Research suggests that, this is most effectively achieved through instructional behavior and course design (Davis, 1993). On the same note, a teacher must understand what educational strategies entail before developing a favorable learning environment in any classroom. This means that a teacher needs frequent in-service training to be well acquainted with a variety of strategies they need to implement the Integrated English Curriculum.

On the other hand, some teachers do not employ motivating teaching strategies like group discussions, drama, debate and recitation to engage the students in understanding English. Eshiwan (2001), points out that poor performance in Kenya is
due to poor teaching methods. (KNEC Report 2013) also maintains that, absence of right teaching strategies lead to low productivity and yet the mission of education in Kenya is to promote and coordinate quality life, long education, training and research for Kenya’s sustainable and responsible citizenry (MOEST 2005).

The Government of Kenya, parents and stakeholders expect teachers to perform better at their levels of teaching. A report from the Kenya National Exam Council (KNEC 2013) indicates that the performance of English in national examinations continues to decline. Most schools in Kisii South Sub-County attained a mean bellow average as indicated in table 1.1. This study sets out to explore strategies teachers use in Implementing Integrated English Curriculum in public secondary schools in Kisii South Sub-County, Kisii County, Kenya.

1.3 **Statement of the Problem**

Despite the value attached to English language, the performance of English in KCSE in public secondary schools in Kisii South Sub-County between 2009 and 2013 has been dismal. Since 2009 to 2013, the best five schools in performance in Kisii South Sub-County have registered a cumulative average of C grade in English in KCSE in five years. Comparing these with the best five schools in the County which attained B cumulative mean score and the best five in the Country which got a cumulative mean score of A-, the one of Kisii South Sub-County is dismal as portrayed on table 1.1.
Table 1.1: 2009 - 2013 Kisii South Sub-County Kenya Certificate of Secondary Education (KCSE) English Mean Score

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>TOTAL</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>5.6</td>
<td>6.98</td>
<td>6.61</td>
<td>7</td>
<td>5.94</td>
<td>6.43</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>7</td>
<td>6.4</td>
<td>5.8</td>
<td>7.83</td>
<td>5.98</td>
<td>6.6</td>
<td>C+</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>5.03</td>
<td>6.93</td>
<td>6.69</td>
<td>6.80</td>
<td>4.97</td>
<td>6.48</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>4.24</td>
<td>4.64</td>
<td>6.66</td>
<td>6.79</td>
<td>4.77</td>
<td>5.42</td>
<td>C-</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>4.53</td>
<td>3.35</td>
<td>3.86</td>
<td>5.77</td>
<td>4.49</td>
<td>4.40</td>
<td>D+</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5.29</td>
<td>5.66</td>
<td>5.92</td>
<td>6.84</td>
<td>5.2</td>
<td>5.78</td>
<td>C</td>
</tr>
</tbody>
</table>

Source: Kisii County Education office, 2015.

If this trend of poor performance in English continues, there is a likelihood of many students from the Sub-County ending up in non competitive and lucrative careers; since most competitive and lucrative careers require good performance in English.

Studies have shown that for students to perform well in English, they must be encouraged to embrace a reading culture and develop other relevant skills, such as listening, speaking and writing. The studies have further emphasized on the use of learner centered strategies of teaching English as opposed to the use of teacher centered strategies (Mbithe, 2014; Materi, 2011; Magoma, 1999 and Magoma 2011). However, these studies have not addressed the specific learner centered strategies that can be used to develop the relevant language skills.

There are studies that have explored the use of specific learner centered strategies in teaching English, such as, group discussion, dramatization, debate and recitation (McCaslin, 2014; Aldavero, 2008; Zyoud, 2011; Koketzo, 2013; Kennedy, 2007; Zare and Othman, 2013; Xu, 2009; Rahman, 2011). However, such studies have mostly been conducted in other countries and not in the Kenyan context. It is against this
background that the researcher sets out to analyze the strategies used by teachers in implementation of the Integrated English Curriculum in Public Secondary Schools in Kisii South Sub-County, Kisii County, Kenya.

1.4 **Purpose to the Study**

This study set out to explore the use group discussions, dramatization, Debate and recitation in implementing the Integrated English curriculum to improve performance in public secondary schools in Kisii South Sub-County, Kisii County, Kenya.

1.5 **Objectives of the study**

The objectives of the study were to:

1. Establish use of group discussion in implementation of Integrated English curriculum in public Secondary schools in Kisii-South Sub-County.
2. Explore the use of dramatization in implementation of Integrated English Curriculum in Kisii South Sub-County Kisii County
3. Find out how debate activities are used in implementation of Integrated English Curriculum in Kisii South Sub-County, Kisii County
4. Examine the use of recitation in implementation of the Integrated English Curriculum in Kisii South Sub-County, Kisii County

1.6 **Research Questions**

The research was guided by the following research questions:

1. To what extent do teachers use group discussion to implement Integrated English Curriculum in Public Secondary Schools in Kisii South Sub-County, Kisii County?
2. How is dramatization used by teachers in implementation of Integrated English Curriculum in Public Secondary Schools in Kisii South Sub-County, Kisii County?

3. How do teachers use debate activities in implementation of Integrated English curriculum in Kisii South Sub-County, Kisii County?

4. In what ways is recitation used in implementation of integrated English curriculum in Kisii South Sub-County, Kisii County?

1.7 Significance of the study
This study may help curriculum developers and textbook writers to use strategies that may improve acquisition of English Language and improve performance. It may also help the Ministry of Education (MOE) and the Teachers Service Commission (TSC) as it may provide data on which to base their policies on teacher education and teaching of English. It may also help secondary school administrators to maximize use of In-service Courses in order to help teachers identify appropriate strategies they would use to modify the behavior of students to enhance implementation of Integrated English Curriculum and improve fluency and academic performance. It may as well help teachers of English to adopt teaching strategies that will enhance implementation of integrated English Curriculum. It may also be relevant to teacher educators especially as regards the pedagogy of teaching English and also add to existing knowledge which may benefit those that would wish to do similar research.

1.8 Limitations of the Study
It was not possible for the researcher to control the attitudes of the respondents and so the responses they would give could affect the validity of the findings of the study. To counter this, the researcher gave reassurance on confidentiality and assured the
respondents that the information they would give would be used specifically for the purpose of the study. The researcher also foresaw that, it would be difficult to ensure collection of all the questionnaires. For this the respondents were given a time span to fill the questionnaires and were also sensitized on the importance of filling all the questionnaires and handing them back to the researcher.

1.9 Delimitations of the Study
The study was limited to strategies teachers use to implement integrated English Curriculum in Kisii South Sub-County. The study was also delimited to public secondary schools in the Sub-County. The study was restricted to Kisii South Sub-County because comparing its cumulative D+ mean score in five years with the county’s C- mean score and the Country’s C as indicated in table 1.1, most schools perform dismally in English and it is necessary to find out reasons leading to these. It was also delimited to strategies of instruction teachers use to implement the integrated English Curriculum. The study was also delimited to English curriculum because the researcher has majored in English.

1.10 Assumption of the Study
The study was based on the assumption that teachers of English in all public secondary schools in Kisii South Sub-County use Integrated English syllabus. The study also assumed that teachers of English in Kisii South Sub-County use discussion, dramatization, debate and recitation in teaching language skills.
1.11 Theoretical Framework and Conceptual Framework

1.11.1 Theoretical Framework

Theories of Language Teaching

The study adopted behavioral theory. These theories influence the learning and teaching of language. Behavioral Learning Theory commenced in the middle of the 20th century. The theory was emphasized by B.F.Skinner (1938, 1957, and 1974). It states that language learning occurs as a consequence of meaningful verbal interaction between the learner and experts in the environment. Behaviorists’ theory of language learning also states that language learning like any other kind of learning involves habit formation. Habits are formed when learners respond to stimuli in the environment and subsequently have their responses and reinforcements which are remembered (Rod, 1997). This study used ideas of the theory to ask the teachers the stimulus they use and what reinforcement they use to make students acquire language skills. Learning of language takes place effectively when learners are given opportunity to fully participate, practice and value the correct responses to given stimuli (teaching strategies).

(Ogalo 2011) asserts that early research into language learning was heavily dependent on the dominant linguistic and psychological paradigms and that; language is speech rather than writing. This study used this concept to ask the students whether they recite poems in class and write them after they have mastered them. The idea of learning before writing is backed by the fact that children without cognitive impairment learn to speak before they learn to write and many societies have no written language although all societies have oral language (Spelunker & Gass 2008). On the same note, it is also important to point out that, learners cannot write what they
cannot speak. So, learning to speak comes before learning to write and so, learners must learn the language before they write.

Behaviorists prescribe strategies that are most useful for building and strengthening stimulus response associations (Winn, 1990) together with use of instructional cues, practice and reinforcement. Therefore instructions structured around the presentation stimulus present opportunities for the learner to practice making proper responses. This study used the ideas of this practice to ascertain whether teachers use drama to practice what they have taught. The theories show that the role of the teacher is to determine which strategies can give rise to desired response and arrange practice situations in which tasks are paired with the target stimuli. With the behaviorists’ framework, speech consists of mimicry and drawing of comparisons. What is most important is the concept of habits. Older people establish habits as children and continue their linguistic growth by drawing comparison with what they already know as by mimicking the speech of others and what they do not know e.g. in pronunciation, the teacher pronounces a word or phrase and the students mimic or repeat the words. With time the student learns to differentiate the learnt word from others. My research used these ideas to find out if students practice and recite poems after the teacher has read.

In the behaviorists view (Watson 1924; Thorndike 1932) maintain that language learning is perceived as any other kind of learning, as the formation of habits. It seems from the work of psychology that saw learning of any kind of behavior as being based on the notions of stimulus and response (Milyes & Mitchel 2004).
In behaviorists’ theory, conditioning is as a result of three stage procedure-stimulus, response and re-enforcement. For example in a classical example, when the lights go on (stimulus), a rat goes up to the bar and presses it (the re-enforcement) and food pellets fall (Skinner 1957). In the book, verbal behavior, Bernard Skinner suggests that, the same process happens in language learning (Skinner 1957). For instance, when a student is learning to pronounce a word, he asks the teacher to pronounce it and the teacher does and the student repeats pronouncing the word. Later the student asks for pronunciation of more words. The student gradually learns to refine the words to form a sentence. This process is similarly adopted when teaching English language through recitation. The limitation of this theory is that, in language learning, behaviorists slant evidence when students are asked to repeat sentences correctly and are rewarded for such correctness, by the teachers' praise, or a good grade or by using motivating teaching strategy. The more motivating teaching strategies are used, the more the learner is conditioned to produce language successfully in all other occasions (Harmer 2007).

1.11.2 Conceptual Framework

The conceptual framework is useful to the study on the basis that teaching strategies impact on curriculum implementation. It also highlights the fact that appropriate teaching strategies enhance curriculum implementation and lead to improved performance.
The conceptual framework above represents key strategies teachers use in the implementation of the Integrated English Curriculum and how the strategies impact on the performance of students in English. The specific strategies explored in this study were the use of discussion, dramatization, recitation and debate. The indicators of performance as shown in the conceptual framework were improved learners communication, fluent reading, correct spelling, accepted communication skills and better performance in exams. The use of the particular strategies may or may not improve curriculum implementation and therefore performance. However, there are
other intervening variables that may also influence the implementation of the integrated English curriculum as indicated in the conceptual framework. These include appropriate use of teaching/learning aids, proper organization of content, effective time management, teacher preparedness and. These factors; which were not explored in this study may or may not also improve curriculum implementation, which may also yield improved or low academic performance.

1.12 Definition of Operational Terms

Curriculum: refers to experiences meant to assist the students to acquire language skills such as; reading, speaking, writing and listening.

Curriculum implementation: refers to that step when the teachers use appropriate instructional strategies and teaching materials to achieve integrated English objectives.

Public secondary schools: refer to institutions of learning run by government officials and are accessible to any members of the Kenyan society.

Instructional Strategies: refer to those approaches that teachers employ to enhance curriculum implementation. With reference to the study they include: group discussions, dramatization, mimicry and recitation.

Performance: refers to the outcome of implementation of Integrated English Curriculum.

Integrated English: refers to a merger of English and literature meant to improve performance.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focused on various studies that were carried out by different scholars in relation to strategies teachers use in implementation of Integrated English Curriculum. The literature review was presented in the following research topics; group discussions, dramatization, debate and recitation. At the conclusion, there was summary on the variables and research gap that was filled by this study.

2.2 Strategies in implementation of Integrated English Curriculum

Several studies have been done on Implementation of English Curriculum. Brophy (2004) researched on strategies that can be used to enhance curriculum implementation. He recommended the use of instructional strategies that encouraged discovery and capitalized on students’ interest and expertise. These strategies with time enhanced curriculum implementation.

Davies (1993) carried out a research on successful instructional behavior; how to structure a course to motivate students to learn. The researcher cited the following as appropriate strategies for learning; giving the students early positive feedback that supported students beliefs that they would do well, ensure opportunities for students’ success by assigning duties that were interactive in nature and created an atmosphere that was positive to help students feel that they were valued members of the learning community.

Ndichu (1987) did research on Problems of implementing English across the curriculum in a number of primary schools in Kenya and it was revealed that most
teachers used teacher centered methods in teaching which rendered learners passive during learning processes. It was also discovered that most teachers were not aware of pupil activities that stimulated language development in listening, speaking, reading and writing which was as result of lack of re-fresher courses. Such courses would include courses in group discussion, dramatization, debate and recitation.

2.2.1 Group Discussion and Implementation of Integrated English

According to Seifert (1996), there were varieties of ways teachers could use to engage learners during teaching of English, and teachers played a vital role in designing and shaping what occur in the classroom. The various designs included: understanding the interaction of students and their interaction with others (Seifert 1996). In addition, instructional choices can make a positive impact on student motivation (Mekira collahan 2011). Different teaching activities foster implementation of Integrated English Curriculum. The teachers break the routine by in-cooperating a variety of teaching activities and methods in teaching. Activities like role playing, debates, brainstorming, discussion, demonstrations, case studies and audio-visual presentations, guest speaker’s re-juvinate the students to learn (Forsyth and Mcmillan, 1991).

Research has shown that learners use considerably more language and explore a great range of language functions when working in small groups. Nanan (2000), states that small groups give an air of autonomy and encourage students to learn from each other. By learning from each other they are able to acquire language skills from another source other than the teacher. The groups also enhance building of mutual relationships among the students which promote learning even when they are not in class.
To enhance acquisition of language skills through group discussion, the teacher plays a significant role of planning tasks to be discussed ahead of time. Tyler (1957) holds the view that a teacher has the leading role to play in what and how to teach. As for Dewey (1920) the teachers’ role is essentially that one of organizing the environment for effective learning. It implies that it is the teacher’s responsibility to identify strategies that enhance acquisition of language skills and guide the learners to use them. If strategies are used effectively, language learning takes place.

Group discussion is a sure way of getting learners started. It helps learners to feel relaxed and release the anxiety of attempting the target language. Incorporating small groups and pair work during lessons, give students opportunities to work in small groups or with a partner which is a powerful tool for teaching English (Hill and Flyn 2006). Dewey (1964) is a strong proponent of group work which is a child centered teaching strategy. He has inspired the approach and the view of the teacher as the helper whose goal is to challenge the learner to discover by oneself. He advocates for learner centered strategy of teaching. In most cases the learner is not given autonomy to work with other learners and make their own discovery. Despite the fact that the choice of strategies is paramount most teachers have a problem in sticking to the recommended option (KICD 2012). The lack of commitment by teachers to use the recommended strategies leads to poor acquisition of language skills leading to language incompetence and dismal academic performance. Omollo’s (1990) carried out a research to investigate the techniques and problems of integrating the teaching of English and Literature in Secondary Schools in Kisumu and observed that expository techniques such as lecture, heuristic techniques such as question and answer based on the text were used. However, techniques like group work, field trips and resource persons were scarcely used. She also observed that grammar lessons
were meaningless because they consisted of explanation of words and expressions. She expressed that learners needed to be accorded opportunity to give personal examples to contextualize the structures being taught.

Matere (2011) carried out a study on strategies used in the teaching of integrated English course in selected Secondary schools in Bungoma West District. She observes that teacher-centered methods, for example lecture method, question and answer and narrations are seen to be in common use during classroom observation. She recommends that this should be limited in favor of learner centered methods of teaching like group discussions, role play and use of real objects. Use of teacher centered methods like lecture method cannot be used in some genres of integrated English. For instance, it cannot be used with poetry. Therefore to enhance learning of all the language skills, teachers have the mandate to identify effective teaching strategies. However, this study by Matere (2011) does not explore in depth the use of the specific learner centred method of teaching integrated English. this specific method, that is: discussion, dramatization, debate and recitation have been explored in the current study.

Mbithe, (2014) researched on the influence of New integrated English Curriculum on students Performance in Masinga Division. The study adopted descriptive survey design of the research. The target population of the study was 23 schools 41 teachers of English and 690 students. She used questionnaires as research instruments. The main findings of the research were; both students and teachers show positive attitude towards integrated English and it means that, the integrated English is supposed to make a positive impact on performance. The researcher also found out that despite the fact that teachers engaged strategies of teaching, had appropriate resources and were
well trained; the students’ academic performance was still dismal. It was also discovered that fluent speaking, confidence and adequacy in language was still a problem. The researcher recommends that students need to be led into developing interest in reading culture so as to improve their mastery of English Language and perform better in exams. This study analyzed strategies teachers use to implement integrated English curriculum. The target population was 29 schools, 61 teachers and 2256 students. Whereas Mbithe, (2014) study recommends that students be encouraged to embrace the reading culture, it does not specifically address the issue of the strategies that teachers that teachers can use to encourage reading as a skill.

Magoma (2011) carried out a study on curriculum innovation in Kenya: a case of Introduction and Implementation of secondary school Integrated English in Nairobi County. The study used qualitative approach. Questionnaires, interviews and observation guides were used to collect data. The target population employed for the study was 101 teachers of Integrated English and 20 head-teachers. The findings to the study were; the teachers were not trained to teach integrated English and English and Literature were taught as separate subjects. The study concluded that there was no effective implementation of Integrated English curriculum. The study recommends that the teachers need proper training and continuing professional support, integrated English should be introduced in teacher training institutions and that enough and appropriate resources need to be provided to enhance implementation of integrated English. However, the study by Magoma was silent on the strategies that teachers should use to teach English as it emphasizes on training of teachers and continuing professional support in teaching English.
2.3 Dramatization and Implementation of Integrated English

The use of drama as a tool for teaching is not new. Historically, drama has been used in the past (McCaslin 2014) and has been recognized as a potent means of education. One of the most important strategies that can be used to teach integrated English language is drama. It is useful in development of oral skills like listening, speaking, reading and writing. Drama encourages students to speak and motivates them to communicate even with limited language (Aldavero, 2008) by using non-verbal cues such as body movement, gestures, eye contact as well as facial expressions Phillips (1999). Drama generally involves the whole students’ personality.

Zyoud (2011) researched on Using Drama Activities and Techniques to foster English as a Foreign Language and found out that through Drama, a class can practice and integrate reading, writing, speaking and listening. The study also found out that students gain communicative competence which enables them to gain confidence and act and speak before others.

Albalawi (2014) investigated on the influence of teaching English subject using drama on the development of intermediate students’ creative thinking. The sample population of the study consisted of 33 girls’ schools. Data was statistically analyzed. The researcher came up with the following findings: teaching English subject using Drama impacts on development of critical thinking. The research recommends that there is need to train teachers on how to teach using drama in their classes. Alabawi (2014) study investigated on the influence of teaching English using Drama. This study analyzed strategies teachers use to implement integrated English curriculum. The sample population was 33 girls and my sample population was 320 students both
male and female. The target population was intermediate students while my target is public secondary schools.

Athiemolam (2013) carried out a study Using Drama in Education to Facilitate Active Participation and the enhancement of oral communication skills among First Year Pre-Service Teachers. The study targeted 63 first year intermediate student teachers. Data was collected through observation and informal interviews. The findings of the study showed that, drama enhances oral communication. The study suggested that exposure to drama contributes a lot to development of critical and creative skills and promotes Confidence. The study recommended that it is necessary for teacher trainees to promote drama in teaching language. This Study targeted public secondary school teachers and students.

Koketzo (2013) investigated on strategies teachers use to prepare junior certificate students for final examinations in English in Botswana. The purpose of the study was to learn how to become more effective teachers and to explain to those outside how to use drama as a way to educate students. From the research, he found out that dramatization is effective in teaching the elementary curriculum. He recommends that it can easily be adopted and integrated to English. However, it is important to note that these studies (MacCaslin, 2014; Aldavero, 2008; Zyoud, 2011 and Athiemolam 2013) were conducted outside the Kenyan context. It would therefore be important to find out whether the finding of the study would hold true for schools in Kenya.

Ogalo (2011) carried out a study on teaching techniques that enhance integration in the development of English language skills in secondary schools in Gatundu South District. He discovered that teaching processes lacked activities for integrating the
four language skills and these rendered the process unimportant. It was also pointed out that English teachers continue to predominantly use expository techniques while learner centered methods such as group work, dramatization, simulation, games and discussions and role play were not being used in teaching Integrated English. During class observation, it was discovered that the lecture technique was the most frequently used. He recommended use of participatory methods like group work and pair work adopted by KICD. Group work and pair work are the most efficient methods in teaching integrated English.

Mwania (2014) carried out research on Factors affecting Dramatized teaching of English language in public Secondary schools in Machakos County, Kenya. The researcher employed the ex-facto-research design. The target population for the study was 630 teachers of English in Public Secondary Schools. The research employed stratified sampling, simple random sampling and purposive sampling techniques. Data was collected using questionnaires. The data was processed using both descriptive and inferential statistics for accuracy and efficiency. From the study it was discovered that teachers were reluctant to use drama in big classes and that more experienced teachers used drama to teach English Language as compared to those of three years experience and below. The study recommended that there was need for the government to construct more classrooms and employ more teachers to address the issue of big classes. It was also found out that there was need for the educational authorities to organize refresher courses to emphasize on the need of using drama to teach English language. This study targeted 61 teachers of English in Public Secondary Schools. Descriptive survey design was used and data was collected using questionnaires and observation guides.
Gathumbi and Masembe (2005) suggest some techniques that need to be used in teaching Integrated English Curriculum. These include: mime, drama, which can be used to teach vocabulary. Mime and drama help to explain the meaning of vocabulary. For instance in teaching verbs, the verb groan can be taught by producing the sound and sleep can be taught by closing the eyes. The studies by Mwania, (2014) and Gathumbi and Masembe (2005) also fail to explore how the other strategies, other than group discussion, dramatization, debate and recitation can be used in teaching Integrated English.

2.4 Debate and Implementation of Integrated English

Debate reinforces all the four language skills. Debate activities can be adapted to, speaking, listening, reading and taking notes (Iberri 2010). For instance in preparation for a debating session, students are involved in skimming and scanning searching for information. They make notes and write argumentative essays which they present as others make notes which are used to respond to what others say during the presentation. Use of debate activities need to be given prominence because they promote coherency and fluency in language. It is significant that the teachers of English provide avenues where students can practice reading before they take part in debate activities.

Akerma and Neale (2011) carried out research on Debating the Evidence: an International view of current situation and perceptions. The research shows that debate influences fluency skills. This is backed by the fact that students involved in debate perform better than their peers in reading and writing (Akerma, 2011).
Zare and Othman (2013) researched on Classroom Debate as a Systematic Teaching and Learning Approach and found out that classroom debate promotes critical thinking, Mastery of content and improves speaking abilities. Without mastery of content in English language implies that the students’ academic achievement is dismal and because English is used across the curriculum except in some subjects, it also means that other subjects may be affected.

Kennedy’s (2007) research on In-Class Debates: Fertile Ground for Active Learning and the Cultivation of Critical Thinking and Oral Communication Skills. She asserts that, debate activities enhance critical thinking and oral communication. It is necessary for a learner to develop critical thinking. This is useful for the student especially when dealing with the literary texts. A student without critical thinking skills lacks the ability to read and interpret the literary texts which are part of the Integrated English Curriculum. This may in turn lead to low academic achievement.

The studies cited above on the use of debate to teach English have not been conducted in the Kenyan Context. It would therefore be important to find out whether these finding hold true in the context of Kenyan schools. The studies also specifically explored the use of debate and not any other of the other strategies of teaching English that have been explored in this study.

2.5 Studies Related to Recitation

Listening and speaking are interrelated skills which can be enhanced through recitation. Through recitation and listening one is able to respond to information appropriately. The two skills significantly promote acquisition and fluency in language (Macharia, 2013).
Recitation is the art of speaking from memory or formal reading of a verse or other writing before an audience. Academic recitation is a presentation made by students to demonstrate knowledge of a subject or to provide instruction to others (Xu 2009). Most teaching of the skill of speaking is aimed at helping the learner to develop ability to express self intelligibly which is referred to as oral fluency. Recitation in general sense is the act of reciting from memory or a formal reading of a verse or other reading before an audience. For effective speaking, recitation can reduce the negative influence of mother tongue interference (Xu 2009) to enhance fluency in language and can significantly contribute to reading and writing (Macharia 2013). Recitation involves practice and repetition of words which is sometimes accompanied with readings, listening and writing. Continuous use of the strategy brings about mastery of content, fluency in reading and promotes pronunciation of words. In most cases students find out whether they have mastered pieces of literary work by writing. So the spelling skill improves as well.

Xu (2009) conducted a study on repositioning Recitation in college English teaching. He discussed on how recitation input helps to overcome the negative influence on the basis of language acquisition. The findings revealed the important role recitation input plays in improving college students’ oral and written English.

Rahman (2011) carried out a study on the impact of recitation method on students’ performance in English. The purpose of the study was to investigate the effectiveness of using recitation to teach English language. After the study, it was concluded that use of recitation improves performance of students in English
Jain (2013) researched on recitation method in history subject in context of academic performance on students at senior secondary school level. The purpose of the study was to observe how recitation can enhance achievement of the History subject. The study sampled out 102 students. After the study the findings revealed that recitation is an effective method in the teaching of History.

Magoma's (1999) study on Factors which Influence the Teachers' Effectiveness in the Implementation of Integrated English Course in secondary schools in Ibacho Division Kisii Central maintains that; teacher centered methods were in common use in the implementation of the English Curriculum. It was also found out that question and answer methods were used in many occasions. These indicate that topics like speech and poetry were most affected because these need strategies like recitation and accurate pronunciation.

Oyatsi (2011) carried out a study on challenges facing teachers of English in developing Language proficiency among form two students in Butula Division Busia. She found out that all the schools in the Division except one registered below c- mean grade in KCSE English performance. This raised concern about the kind of strategies teachers utilize during implementation. Although several studies have been carried out on strategies utilized in Integrated English curriculum, they have not exhaustively researched on strategies teachers use in curriculum implementation and none of the studies has been done in Kisii South Sub-County. This study assessed strategies teachers utilize implementing Integrated English Curriculum to improve performance in Public Secondary Schools in Kisii South Sub-County, Kisii County, Kenya.
2.6 Summary of Reviewed Literature

The study attempted to examine various strategies that can contribute to implementation of English Curriculum and improved academic performance. This chapter articulates the main understanding of strategies teachers utilize in implementation of Integrated English curriculum. Many researchers affirm that strategies teachers’ utilize to implement the curriculum impact on learners communication skills, writing skills, reading skills and academic performance. It is also true that there are different varieties of strategies to implement integrated English Curriculum. Utilization of the learner centered strategies stir interest and commitment in students to participate during learning processes. Choice of the learner centered strategies influence curriculum implementation and its absence often leads to failure. It is evident from past studies that various researches have been done on teaching strategies. However, in the researches done, none of them establishes strategies teachers utilize in implementation of Integrated English Curriculum in Kisii South Sub-County, Kisii County. The study collected information that will in future be used to establish the strategies that need to be utilized during curriculum implementation in public secondary schools in Kisii South Sub-County, Kisii County and how they will influence acquisition of listening, reading, speaking and writing and improved academic performance.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section presents the methodology that was used in the study. It also presented Research Design, Target Population, Sample Size and sampling Technique. Research instruments, validity of research instruments, reliability of research instruments, Data Collection procedures and Data analysis was presented in this section.

3.2 Research Design

A research design is the plan and procedure for research that guides decisions on methods of data collection and analysis. Therefore, a research design holds all elements of research project together, and it is an arrangement of conditions for collection and analysis of data aiming at combining relevance with the research purpose (Kombo and Tromp 2006). This study used a descriptive survey design to give a deeper meaning of group discussion, drama, debate and recitation as strategies used in curriculum implementation; and to analyze the relationship between these strategies and performance of English.

A descriptive survey design is normally used to determine the relationships that exist between variables. Orodho (2005) stipulates that the main aim of collecting data in a survey is to analyze the relationship between specific non-manipulated variables so as to provide answers to questions concerning the current status of the issue under study. The main advantage of the descriptive survey is that it yields rich data that leads to important recommendations in actual practice. In this case, the data yielded in this study was used to make recommendations on the actual strategies that would be used
in the implementation of the integrated English curriculum. The descriptive survey design was also preferred because it would enable the researcher to make generalizations about the variables under study. The descriptive survey was used under a mixed method approach that combined the use of both qualitative and quantitative techniques in data collection and analysis.

3.3 Variables

Two variables were used:

The independent variables in the study were group discussion, dramatization, debate and recitation. The study sought to find out how these variables were used in the implementation of Integrated English in public Secondary schools in Kisii South Sub-County, in Kisii County. The dependent variable was performance outcome of English language as affected by the use of the values in the independent variable.

3.4 Location of the Study

The study was conducted in Kisii South Sub-County, Kisii County. Kisii South Sub-County is one of the 9 Sub-Counties of Kisii County. Kisii County is situated in Western Kenya. Kisii South Sub-County is situated in the rural part of the sub-County. The neighboring sub-counties are Kisii Central, Marani, Gucha, Sigori and Homabay Sub-Counties. Kisii South Sub-County was deemed appropriate for the study because the level of performance of English in the Sub- County was below average in almost all schools as shown in the English mean score, on Table 1.1.

3.5 Target Population

This study targeted all the 29 public secondary schools in the sub-county. It targeted 61 teachers of English and 842 students in form two and three, all from Public
Secondary Schools in Kisii South Sub-County, Kisii County, Kenya. The teachers were targeted because they are the implementers of Integrated English curriculum and learners were targeted because they were consumers of the curriculum. The teachers were therefore necessary because they would give valuable information on the strategies they used to teach integrated English. For triangulation, the learners were also included in the sample so as to corroborate the information given by the teacher.

Table 3.1: Target Population

<table>
<thead>
<tr>
<th>Zone</th>
<th>No. of Schools</th>
<th>No. of Teachers</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>10</td>
<td>21</td>
<td>342</td>
</tr>
<tr>
<td>I</td>
<td>8</td>
<td>18</td>
<td>210</td>
</tr>
<tr>
<td>S</td>
<td>11</td>
<td>22</td>
<td>320</td>
</tr>
<tr>
<td>TOTAL</td>
<td>29</td>
<td>61</td>
<td>872</td>
</tr>
</tbody>
</table>

Source: Kisii County Education Office

3.6 Sampling Technique and Sample Size

3.6.1 Sampling Technique

strified sampling was used to sample out 8 schools for this study. Schools in the sub-county were divided into three strata in terms of zones to attain detailed information for the study. After, a simple random choice of the schools was taken from each group. Simple random sampling was used because it would give representation of relevant strata thus increasing the efficiency of the population represented in the sample in proportion to their number in the population in each stratum. With random selection, each population had an equal opportunity to be selected and the sample gave data that was generalized to a larger population.
3.6.2 Sample Size

Gay (1996), states that, 10% of the total population is representative of the target population. The researcher used stratified sampling and whole strata sampling to sample out 40 English language teachers and 320 students from form two and three. Whole strata sampling was used because the number of teachers in some schools was low. Stratified sampling was used because of differences in performance in schools in the three zones and therefore the researcher sought to get finer details on whether child centred strategies were used. The teachers were sampled out because they were the implementers of the curriculum and they used strategies that enhanced implementation of Integrated English Curriculum. Stratified sampling was used to select 8 schools from three zones.

Table 3.2: Sampling of Respondents

<table>
<thead>
<tr>
<th>Zone</th>
<th>Sample Size</th>
<th>%</th>
<th>Zone</th>
<th>Sample Size</th>
<th>%</th>
<th>Zone</th>
<th>Sample Size</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>3</td>
<td>66.6</td>
<td>G</td>
<td>14</td>
<td>30.0</td>
<td>G</td>
<td>115</td>
<td>35.9</td>
</tr>
<tr>
<td>I</td>
<td>2</td>
<td>66.6</td>
<td>I</td>
<td>12</td>
<td>25.0</td>
<td>I</td>
<td>80</td>
<td>25.0</td>
</tr>
<tr>
<td>S</td>
<td>4</td>
<td>63.6</td>
<td>S</td>
<td>14</td>
<td>36.3</td>
<td>S</td>
<td>125</td>
<td>39.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>27.5</td>
<td>total</td>
<td>40</td>
<td>65.5</td>
<td>320</td>
<td>36.6</td>
<td></td>
</tr>
</tbody>
</table>

Kisii South Education office, 2015

3.7 Research Instruments

The researcher used observation guides for only selected teachers of English (appendix I) and questionnaires for all teachers of English and students (appendix II and appendix III). Questionnaires were used because they allowed adequate time for respondents to reflect on the questions before they answered them. They were also
used in order to collect a lot of information within a short time. Observation guides used to collect information on strategies used during curriculum implementation in public secondary schools from selected teachers in Kisii South Sub-County, Kisii County. Observation was used to collect data to ascertain by the researcher that the child centered strategies were used and to triangulate what had been filled in the questionnaires. Few teachers were selected because of limited time. Questionnaires were given to all English teachers. Observation guides and questionnaires were used to collect data on strategies teachers used to implement Integrated English Curriculum. Regardless of the fact that most of the items included in the instruments would be developed by the researcher, other items were duplicated from similar researches (Bunyi, 2000), and others because they were found appropriate to the studies of similar design. The above instruments were used by the researcher due to their suitability in relationship with the literacy of the respondents targeted.

3.7.1 Questionnaires for Teachers

The researcher used a teacher questionnaire. The questionnaire had four section parts: background information of the teachers, part two and three was on strategies teachers use during implementation of Integrated English Curriculum. Part two and three gave information related to teaching strategies that enhance acquisition of reading, speaking, listening and writing skills from 40 teachers teaching integrated English in 8 of the 29 public Secondary Schools in Kisii South Sub-County. 2 of the 29 public secondary schools had been used in the pilot study and therefore they were not included in the main study. The last part was on challenges teachers encounter in implementing the language skills.
3.7.2 Questionnaire for Students

The questionnaire for students consisted of parts A and B. Part A sought for the students’ background information in relation to the name of the school and the forms in which the responding students were. Section B sought for the information on strategies of teaching Integrated English that the students prefer and those used by teachers. The section also sought for responses on the frequency of using these strategies for teaching specific language skills. The language skills are; speaking, listening, reading and writing skills.

3.7.3 Observation Guides

The observation guides were considered because they would provide actual behavior in the implementation of integrated English Curriculum (Tromp and Kombo, 2006) and direct class observation would yield first hand information. The observation schedules were used to answer the following questions.

- What strategies are used by teachers to implement the integrated English curriculum?
- To what extent do students use debate
- How are group discussions used?
- To what extent is dramatization used?
- Do the strategies improve students’ participation?
- Do students recite poems in class?

3.8 Pilot Study

Piloting was done to ascertain that the questions in the research instrument measured what they were supposed to measure and also to find out if the wording was clear. Piloting was done in two schools in Kisii South Sub-County. However the two schools in which the instruments of the study were tested did not participate in the
actual study. Piloting was done to establish areas of weakness and ensure clarity of the final instrument for the actual data collection. The questions that elicited the information that was not valid and reliable were modified.

3.8.1 Validity of the Instrument

In the study, validity was used to indicate the degree to which the instruments measured what they were supposed to measure. The piloting phase helped to validate the content. To assess the validity of content, the researcher requested experts in Education and Research Departments to review the instruments and the suggestions given were incorporated and improved the instruments.

3.8.2 Reliability

The instruments were subjected to reliability test during the pilot stage. The researcher used test-retest to test the validity of the instruments. The questionnaires and observation schedule were administered in the schools involved in the pilot study at different times in close succession. After this, a coefficient correlation between the two sets of data was done. The coefficient correlation between the two tests was 0.72. After the instruments were correlated and were reliable, the study continued.

3.9 Data Collection Procedures

The researcher got a letter from the Kenyatta University Graduate School which facilitated getting a research permit from the National Council of Science and Technology. The research permit enabled the researcher to get permission letters from the County Administrator so as to visit the schools. After getting the letters, the researcher visited the schools and sought permission from the principals to carry out the research. The researcher sampled and administered the questionnaires to the
English Language teachers and form two and three students. The questionnaires were collected at the end of the day. The researcher also did lesson observation and filled the observation guides. These helped the researcher to obtain first hand information in the questionnaires directly from the teachers and students and to get 100% of the questionnaire and observation schedule forms filled in.

3.10 Data Analysis

Data was coded and analyzed for easy interpretation. The data was analyzed qualitatively and quantitatively. Quantitative data was analyzed and presented using descriptive statistics. Cross tabulation was done and the findings were presented using tables, pie charts, and percentages. Qualitative data was analyzed by categorizing the collected data into similar themes for easier interpretation and drawing of generalization and conclusions.

3.11 Logistical and Ethical Consideration

Confidentiality of information was assured and it made the respondents free to give any information. Also, the researcher did not force the respondents to fill the questionnaires but asked for their consent. Privacy of the information given by the respondents was assured. The researcher did not use people’s data without quoting the authors.
CHAPTER FOUR

RESULT, DATA ANALYSIS AND DISCUSSION

4.1 Introduction

Data were interpreted, analyzed and discussed in this chapter as per the study objectives. The objectives were based on the strategies teachers use in implementing integrated English, that is; group discussion, dramatization, debate and recitation.

4.2 Data Analysis

The study dealt with the following research questions which were related to the strategies teachers utilize implementing integrated English curriculum in public secondary schools in Kisii South Sub-County, Kisii County, Kenya.

Data was presented by the following research questions.

1. To what extent do teachers use group discussion to implement integrated English in public secondary schools in Kisii south sub-county, Kisii County?

2. How is dramatization used by teachers in implementation of integrated English curriculum in public secondary schools in Kisii south sub-county, Kisii County?

3. How do teachers use debate activities in implementation of integrated English?

4. How is recitation used in implementation of integrated English curriculum in Kisii south sub-county Kisii County?

4.3 Background Information

The background information gathered from teachers of integrated English curriculum in Kisii South Sub-County was related to issues of age, academic qualification, and job group experience was presented in table 4.1, table 4.2, table 4.3 and table 4.4 respectively.
Table 4.1: Distribution of Teachers by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>59.3</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>40.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.1 portrayed that both male and female teachers implemented integrated English curriculum. More than half (59.3%) of teachers were male while less than half (40.7%) were female. This implied that both male and female teachers had the ability to improve their capability in their respective roles to realize successful implementation of teaching strategies in classrooms in public secondary schools.

Table 4.2: Distribution of Teachers by age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>12</td>
<td>44.4%</td>
</tr>
<tr>
<td>31-40</td>
<td>13</td>
<td>48.1%</td>
</tr>
<tr>
<td>41-50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>51-60</td>
<td>2</td>
<td>7.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that most of teachers that taught integrated English were aged between 21 and 40 years, (44.4%) were aged between 21 -30, (48.1%)were aged between 31-40. This implied that most teachers (92.8%) that taught integrated English were aged below 40 years. This was a very energetic force that had the ability to implement the Integrated English to the students.
Figure 4.1 indicates that the teachers that taught Integrated English Curriculum were professionally trained. To be precise, almost all the teachers (92.5%) that teach Integrated English Curriculum held bachelors’ or masters’ degree certificates.

These teachers had an important part to play to improve their efficiency and effectiveness in seeing to it that integrated English was implemented in the classrooms. This was because they had received adequate training and acquired the skills necessary to implement the integrated English curriculum. This was backed up by Berry (2010) who states that trained teachers are likely to interpret and implement curriculum better as compared to their counterparts who are not trained.

<table>
<thead>
<tr>
<th>Job group</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>7</td>
<td>25.9%</td>
</tr>
<tr>
<td>L</td>
<td>13</td>
<td>48.1%</td>
</tr>
<tr>
<td>M</td>
<td>4</td>
<td>14.8</td>
</tr>
<tr>
<td>N</td>
<td>1</td>
<td>0.37%</td>
</tr>
<tr>
<td>Other Specify</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Table 4.3 shows that most of the teachers (74.5%) that taught integrated English in Kisii South Sub-County were in job group K and L. This means that the teachers implementing integrated English in Kisii South Sub-county were professionally young and still had the professional vigour to work. This group of teachers had the capability of using their energy Acleyemi, (2008) to implement the curriculum and improve academic performance.

![Distribution of teacher by teaching experience](image)

**Figure 4.2: Distribution of Teacher by Teaching Experience**

As shown in figure 4.2, most of the teachers (59.2%) of English had an experience of more than 5 years. The figure 4.2 indicated that most of the teachers that taught Integrated English were experienced.

Hence, it was important to note that the teachers teaching experience was worthwhile in relation to implementation of integrated English curriculum. This was in relation to Acleyemi, (2008) findings which showed that schools with more teachers with five years and above in experience achieved better results than schools with lower experience.
4.4 Findings on Implementation of Integrated English Curriculum

The teachers and students were requested to rate the frequency of use of teaching strategies used in teaching English as “never”, “rarely”, “occasionally”, “frequently”, and “always”. The given techniques had their own level during rating of the teaching strategies. The ranking of each by a teacher or student was a measure of how much the teacher valued that particular method. The results were displayed in the tables 4.4 and 4.5.

Table 4.4: Students’ Response on Rate of use of Teaching Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Never F</th>
<th>%</th>
<th>Rarely F</th>
<th>%</th>
<th>Occasionally F</th>
<th>%</th>
<th>Frequently F</th>
<th>%</th>
<th>Always F</th>
<th>%</th>
<th>Total 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debate</td>
<td>40</td>
<td>12.8</td>
<td>85</td>
<td>27.2</td>
<td>70</td>
<td>22.4</td>
<td>70</td>
<td>22.4</td>
<td>47</td>
<td>15.1</td>
<td>100</td>
</tr>
<tr>
<td>Group discussion</td>
<td>39</td>
<td>12.5</td>
<td>70</td>
<td>22.4</td>
<td>79</td>
<td>25.3</td>
<td>66</td>
<td>21.2</td>
<td>58</td>
<td>18.6</td>
<td>100</td>
</tr>
<tr>
<td>Recitation</td>
<td>114</td>
<td>36.5</td>
<td>70</td>
<td>22.4</td>
<td>54</td>
<td>17.3</td>
<td>42</td>
<td>13.6</td>
<td>32</td>
<td>10.3</td>
<td>100</td>
</tr>
<tr>
<td>Dramatization</td>
<td>72</td>
<td>23.1</td>
<td>58</td>
<td>18.6</td>
<td>38</td>
<td>12.2</td>
<td>49</td>
<td>15.7</td>
<td>95</td>
<td>30.4</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.4 shows that most of students (46.1%) said that dramatization was the most commonly used method of implementing Integrated English. This was followed by group discussion (39.8%) and debate (37.5%). Recitation was seen as the least used method at (23.9%). The values for each response were obtained by combining the values for the respondents “frequency” and “always” rates in each case. These findings were supported by Zyoud (2011) who argues that through dramatization students gain communicative competence which enables them to gain confidence and act and speak before others.
Table 4.5: Teachers’ Response on Teaching Strategies as per the Questionnaires

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Group discussion</td>
<td>16</td>
<td>59.3</td>
<td>11</td>
<td>40.7</td>
<td>0</td>
</tr>
<tr>
<td>Dramatization</td>
<td>10</td>
<td>37</td>
<td>8</td>
<td>29.6</td>
<td>7</td>
</tr>
<tr>
<td>Recitation</td>
<td>16</td>
<td>59.3</td>
<td>10</td>
<td>37</td>
<td>1</td>
</tr>
<tr>
<td>Debate</td>
<td>4</td>
<td>14.8</td>
<td>13</td>
<td>48.1</td>
<td>8</td>
</tr>
<tr>
<td>Resource persons</td>
<td>7</td>
<td>25.9</td>
<td>17</td>
<td>63</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 4.5 shows that most teachers (59.3%) supported group discussion and recitation as the best teaching strategies that enabled students to understand English language. The last method with the least support from the teachers was the debate with (14.8%) teachers. These findings coincided with Zyoud (2011) who asserts that drama can foster English through reading, writing, speaking and listening. The study also found out that students gained communicative competence which enabled them to gain confidence and act and speak before others.

4.4.1 Group Discussion and Implementation Integrated English Curriculum

The first objective of this study was to establish the use of group discussion in the integration of English curriculum in public Secondary schools in Kisii South Sub-County. According to Fresher world (2016), group discussion is a group of individuals with similar interests who gather formally or informally to bring out ideas, solve problems or give comments. It enhances the building of mutual relationships among students which promote learning even when they are not in class. It helps the learners to feel relaxed and feel anxious to attempt the target task. Nanan, (2000), asserts that, small groups give an air of autonomy and encourages students to learn
from each other. Group discussion was used to address four language skills: speaking, listening, writing and reading. The table below shows how teachers used the group discussion to teach the four language skills.

### Table 4.6: Distribution of Teachers’ Response on Group Discussion

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Speaking</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>51.9</td>
<td>11</td>
<td>40.7</td>
</tr>
<tr>
<td>Listening</td>
<td>1</td>
<td>3.7</td>
<td>4</td>
<td>14.8</td>
<td>13</td>
<td>48.1</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3.7</td>
<td>10</td>
<td>37</td>
</tr>
<tr>
<td>Reading</td>
<td>1</td>
<td>3.7</td>
<td>4</td>
<td>14.8</td>
<td>5</td>
<td>18.5</td>
</tr>
</tbody>
</table>

#### 4.4.2 Use of Group Discussion Teach Speaking Skills

From the findings on table 4.6, more than half of the teachers (51.9%) occasionally used group discussions to teach speaking skills. Less than half (40.7%) frequently used group discussion and almost a quarter (27.4%), always used it to teach speaking skills. The representation of Table 4.5 indicates that group discussion strategy was not always used to teach speaking skills which is culminated in stress, intonation and correct pronunciation. These findings agree with those of (Materi, 2011) who also found out that group discussion was rarely used in the teaching of speaking skills. Materi observed that, teacher centered methods of teaching were more commonly used than learner centered methods such as group discussion.

#### 4.4.3 Use of Group Discussion in Teaching Listening Skills

Listening skills is a language skill that greatly contributes to mastery of language. It is one of the essential skills needed in teaching language. It is a process of receiving constructing meaning from, and responding to spoken and all non-verbal cues (Nanda,
2016). In table, 4.6 almost half of the teachers (48.1%) occasionally used group discussion to teach listening skills. Less than half of them (33.3%) frequently used group discussion and less than a quarter (14.8%) never used the strategy to teach listening skills and enhance the implementation of integrated English. The information above indicated that a great number of teachers did not always use group discussion to teach listening skills. (Materi, 2011) recommends that teaching methods like group discussion should be used to teach listening skills and other language skills.

4.4.4 Use of Group Discussion to Teach Writing Skills

Writing skills are essential for effective communication. Writing is a language skill that enhances mastery and fluency of language. It can be developed through group discussion. When children learn how write, a whole world of possibilities open up for them. They can put their thoughts down in a journal or write a letter to a friend and create a story that comes from their imagination. Table 4.5 revealed that less than half (44.4%) of teachers frequently used group discussion to teach writing skills. Less than half (37%) of them occasionally used it. Very few teachers (3.7%) rarely used the technique. The information above indicated that most teachers occasionally and some frequently used group discussion to teach writing in integrated English. In line with the findings, Kennedy (2007) contends that students learn more effectively by actively analyzing, discussing, writing and applying content in the most meaningful way.

4.4.5 Use of Group Discussion in Teaching Reading Skills

Reading involves concentration and mastery of pronunciation, stress and intonation. The data on table 4.6 revealed that less than half (44.4%) of teachers frequently used group discussion to teach reading skills. Less than half (3.7%) of teachers never used the skill at all. The revelation in the data above was that the representation of the
teachers that used group discussion was below average. This implied that despite the fact that group discussion enhances implementation of Integrated English, it was not always used by teachers to teach language skills. Very few teachers used it and some rarely used it frequently. This was in spite of Girard’s (1972) observation that the use of discussion to teach reading skills would improve the learner’s command of language.

4.5 Use of Dramatization Implementation of Integrated English Curriculum

The second objective of this study was to explore the use of dramatization in implementation of integrated English curriculum in Kisii south sub county, Kisii County. Dramatization is an activity in which a student portrays self as another person in an imaginary situation. Dramatization is one of the most important methods that provide much more involvement for both the teacher and students in English classes. Dramatization helps the teacher to address the four skills of language learning such as speaking, listening, writing and reading (Kennedy 2007). Dramatization is useful in English because it enhances development of language oral skills. It encourages students to speak even with limited language (Aldavero, 2008) by using non-verbal cues such as body movement, gestures, eye contact, voice projection and intonation (Phillips, 1999).

Table 4.7 is a representation of the extent to which teachers used dramatization to implement speaking, listening, writing and reading.
Table 4.7: Distribution of Teachers’ Response on Dramatization

<table>
<thead>
<tr>
<th>Dramatization</th>
<th>Never F</th>
<th>Never %</th>
<th>Rarely F</th>
<th>Rarely %</th>
<th>Occasionally F</th>
<th>Occasionally %</th>
<th>Frequently F</th>
<th>Frequently %</th>
<th>Always F</th>
<th>Always %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>11.1</td>
<td>14</td>
<td>51.9</td>
<td>7</td>
<td>25.9</td>
<td>3</td>
<td>11.1</td>
<td>100</td>
</tr>
<tr>
<td>Listening</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7.4</td>
<td>12</td>
<td>44.8</td>
<td>13</td>
<td>48.1</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3.7</td>
<td>6</td>
<td>22.2</td>
<td>17</td>
<td>63</td>
<td>3</td>
<td>11.1</td>
<td>100</td>
</tr>
<tr>
<td>Reading</td>
<td>1</td>
<td>3.7</td>
<td>4</td>
<td>14.8</td>
<td>14</td>
<td>51.9</td>
<td>6</td>
<td>22.2</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

4.5.1 Use of Dramatization in Teaching Speaking Skills

The results from table 4.3 revealed that most teachers, slightly more than half (51.9%) occasionally used dramatization to teach speaking skills. A quarter (25.9%) of teachers frequently used drama and very few (11.1%) rarely used it. It meant that, drama is not always used to teach speaking skills. Dramatization is an effective method used in teaching speaking skills. In connection to the findings above, (Materi, 2007) advises that teachers should not underestimate the learners’ ability to feel and take pleasure in language learning through drama and reading a loud because it is an effective strategy to implement Integrated English. The use of drama in education presents a lot of chances for language learning. Phillips (1999) asserts that one of the most significant advantages of drama is that it encourages learners to speak and communicate through non-verbal cues such as body movement, facial expression and gestures. Athiemolam, (2013) also asserts that, drama enhances oral communication.

4.5.2 Use of Dramatization in Teaching Listening Skills

Listening skills are crucial in a language class. Listening enhances mastery and fluency in language. Table 4.7 is a representation of the percentage of teachers that used dramatization to teach listening skills. In relation to the table, almost half of the teachers (48.1%) frequently used dramatization to teach listening skills. Less than half
(44.4%) used the technique and very few teachers (7.4%) rarely used dramatization to teach listening skills. These information indicates that although teachers used dramatization to teach listening skills, not all of them used it and those who used it did not use it occasionally. These was in line with Materi (2002) who reports that the Kenya Institute of Curriculum Development (KICD) maintains that dramatization is a better way to create interest in learners to listen to skits, funny scenes and short plays.

4.5.3 Use of Dramatization in Teaching Writing Skills

Writing skill is presentation of written work. Writing enhances acquisition of vocabulary, use of correct spelling and use of correct structures in sentences construction. From the table, most teachers (63%) frequently used drama to teach writing skills in English. Less than half of the teachers (22.2%) occasionally used it, less than a quarter (11.1%) always used it and very few (3.7%) rarely used dramatization to teach writing skills. The information above revealed that dramatization was the most preferred strategy in teaching writing skills. Dialogue, e-mails, notices speeches could be discussed, dramatized and written. In support of the finding, Materi (2007) asserts that dialogues can be dramatized, practiced and written.

4.5.4 Use of Dramatization in Teaching Reading Skills

The representation of speaking skills on table 4.7 shows that the highest percentage of teachers, precisely, more than half of the teachers (51.9%) occasionally used dramatization to teach reading skills. Less than a quarter (22.2%) of teachers always used it and almost none (3.7%) never used it. These implied that dramatization was not often used to teach reading skills and yet it enhances mastery and speed in reading. In real sense, students need a lot of practice in order to improve their speaking skills. The study’s findings agree with Girard’s (1992) recommendations
that to improve the learners’ language mastery, dramatization and practice is important because fluency in speech improves participation of students who seem detached from classes and are unwilling to speak English. Murthie (2013) supports the use of dramatization as he asserts that it improves their communication and their confidence is enhanced after engaging in drama. Speaking skills enhance fluency in speech. They help the learners to develop confidence to speak before others with authority.

4.6 Use of Debate in Implementation of Integrated English Curriculum

The third objective for this study was to find out how debate activities are used in implementation of integrated English curriculum in Kisii South sub county, Kisii County. Popper (2016) defines debate as a formal contest of argumentation between two teams or individuals. It embodies the ideals of reasoned argument, tolerance for divergent points of view and rigorous self-examination. It is a way for those who hold opposing views to discuss controversial issues without descending to insult, emotional appeals or personal bias. It allows for a robust analysis of the question at hand. It provides opportunities for students to tale and listens, read, write and reflect on the content. Table 4.8 shows how debate was used to teach speaking, listening, writing and reading skills.

<table>
<thead>
<tr>
<th>Debate</th>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7.4</td>
<td>15</td>
<td>55.6</td>
</tr>
<tr>
<td>Listening</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>11.1</td>
<td>13</td>
<td>48.1</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>11.1</td>
<td>14</td>
<td>51.9</td>
</tr>
<tr>
<td>Reading</td>
<td>1</td>
<td>11.1</td>
<td>2</td>
<td>7.4</td>
<td>10</td>
<td>37</td>
</tr>
</tbody>
</table>
4.6.1 Use Debate in teaching Speaking Skills

Speaking is one of the language skills that should be mastered by the students learning English. It is an oral expression of an interactive process of constructing meaning which involves phonological and grammatical systems and requires ability to cooperate in the management of speaking in order to give information (Argawati, 2007).

The results from the table 4.8 shows that more than average of the teachers (55.5%) occasionally used debate to teach speaking skills. less than half (37%) always used it and very few teachers (7.4%) rarely used it and also (7.4%) frequently used debate to teach speaking skills. From the information on the table, there was an indication that debate was rarely used to teach speaking skills in integrated English. The findings above contrast with Kennedy’s (2007) finding that debate is the most effective strategy to use in teaching English, because it enhances critical thinking and speaking skills.

4.6.2 Use of Debate in Teaching Listening Skills

Debate provides an opportunity for learners to listen keenly. Debate motivates learners to participate and pay attention to the speakers (Orsteen, 2000). The results from the table portray the fact that almost half of the teachers (48.8%) of the teachers used debate to teach listening skills. 37 percent use debate frequently and another (37%) always used it. (11.1%) rarely used debate to teach listening skills. This information gave a hint that very few teachers used debate to teach listening skills.

4.6.3 Use Debate in Teaching Writing Skills

Cunico (2005) states that, debate is an under exploited resource in the classroom. Writing involves use of the right spelling, neat writing and right order of grammatical structures. Referring back to the table, only half (50.9%) of the teachers occasionally
used debate to teach writing skills. Less than half (37%) percent frequently used group discussion. Very few teachers (7.4%) always used the strategy and very few (11.1%) rarely used debate to teach writing skills, to implement integrated English curriculum. The above data revealed that debate is not always used to teach writing skills in integrated English.

4.6.4 Use Debate in Teaching Reading Skills
Reading is a skill that enhances pronunciation, stress and intonation. Using debate to teach reading is vital because it is a task that involves research (Kennedy 2007). The table 4.7 reveals that less than half of the teachers used debate to teach reading skills. In this case, less than half of the teachers (37%) used it occasionally, (29.6%) frequently used it, (18.5%) always use it and (7.4%) rarely use it and (11.1%) never used it at all. This means that, the strategy is scarcely used, and yet it is one of the effective methods to teach reading. In conclusion most teachers occasionally use debate to teach language skills. Apart from in reading skills which is a little higher in terms of use, the extent to which teachers use debate stands at average. Many instructors use debate to provide opportunity for students to consult particular sources, because it makes it easier to judge how well students have used the sources Kennedy (2007).

4.7 Use of Recitation in Implementation of Integrated English Curriculum
The fourth objective of this study was to examine the use of recitation in the implementation of the integrated English curriculum in Kisii south sub county in Kisii County. Recitation is the act of saying or repeating something aloud for an audience, Webster (2015). It is an art of speaking from memory or formal reading of a verse on other writing before an audience. Recitation is used to enhance oral, fluency and
confidence. Recitation influences fluency in language and contributes to reading and writing (Macharia 2010). Chakrabarty (2015) says recitation originated from the combination of the Latin prefix “re” meaning again and “citare” meaning to summon. Therefore recitation is an act of reciting from memory or a formal reading of a verse or other writings before an audience. It had long been a precious art before the arrival of the print culture when poetry was mainly oral and performative in nature. It is one of the important and effective modes of learning a language.

The table 4.9 gives a summary on how recitation was used as a teaching strategy to enhance speaking, listening, writing and reading.

<table>
<thead>
<tr>
<th>Recitation</th>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>14</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Listening</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>15</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>15</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>3</td>
<td>11.1</td>
<td>7</td>
<td>25.9</td>
<td>11</td>
<td>40.7</td>
</tr>
</tbody>
</table>

4.7.1 Use of Recitation in Teaching Speaking Skills

Recitation is another language skill that can be used to teach reading. Recitation is learning to speak from memory and can reduce the negative transfer of mother-tongue (Xu 2009). Learning from memory can enhance retention of vocabulary and sentence structure as well as pronunciation. Recitation and listening contribute to speaking skills (Macharia 2013) information from table 4.9 indicates that teachers used recitation to teach speaking skills. Half (51.9%) of teachers occasionally used recitation to teach speaking skills. Less than half of the teachers (37%) frequently used it as well and very few of the teachers (11.1%) rarely used it. Those that used it
occasionally and frequently added up to more than three quarters (88.9%). It is important to note that recitation was mostly used to teach speaking skills. This was in line with Macharia’s (2013) findings which state that, continuous use of recitation brought about mastery of content, fluency in reading, and improved pronunciation of words and can serve as a practical measure to improve oral communication skills (Xu 2009).

4.7.2 Use of Recitation Teaching Listening skills

Listening involves reflection and retention and mastery of language for effective listening. Recitation can be used to enhance memorization and practice to improve listening skills, (Macharia 2013). From table 4.9, it is revealed that more than half (55.6%) of teachers occasionally used recitation to teach language skills just as (37%) percent frequently used it. Only 7.4 rarely use it. From the information, the discovery is that most teachers used recitation to teach listening skills. This was encouraging because listening and speaking in language were enhanced.

4.7.3 Use of Recitation to Teach Writing Skills

Recitation enhances learning how to write out of memory. Students recite poems they have memorized and write them down after. The table 4.5 reveals that, less than half (37%) of teacher’s frequently used recitation to teach writing skills. Less than half (33.3%) occasionally used it and very few (14.8%) rarely used recitation to teach writing skills. The data above shows that very few teachers used recitation to teach writing skills. The findings are contrary to Jain (2013 ) who asserts that recitation if skillfully and tactfully integrated into learning, is an effective method to assist improve learners’ writing ability
4.7.4 Use of Recitation in Teaching Reading Skills

Recitation significantly contributes to reading skills (Mahcharia 2013). Using recitation to teach reading is aimed at developing the ability to express self intelligibly to enhance oral fluency. The representation on table 4.5 reveals that less than half of the teachers (40.7%) occasionally used recitation to teach reading skills. Less than a quarter (14.8% frequently used it, 7.4% always used it, as less than a quarter (25.9%) rarely used it and very few (11.1%) never used. The data indicated that most teachers did not always use recitation to teach reading skills yet it was one of the most effective ways of teaching reading skills. From the information on table 4.5, recitation was in most cases occasionally used. This meant that very few teachers used it and yet Brimful (1999) contends that recitation is the most autonomous and individualized ability in language learning and is a rich source of learning. This statement is related to Xu (2009)’s findings which revealed that, recitation strategy was one of the most effective strategies to improve student reading capability in English.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarized the outcome of the study. It provided a summary of findings and then laid down the conclusion drawn from the findings. The researcher then provided recommendations on the gaps identified in the study. Lastly, the researcher gave recommendations for further research studies to be carried out in this area.

English language competence is important in all aspects, Negash (2013) and facilitates cognitive, communicative and social skills development, (Williams, 2011). This study set out to explore teaching strategies employed in teaching English. Concentration was put on investigation of instructional teaching/learning techniques utilized as a part of implementation of Integrated English Curriculum. The variables were surveyed to find out whether there was any relationship between teaching strategies used and English performance. Towards the end, the researcher looked at group discussion, dramatization, debate and recitation, which were techniques used by teachers to implement integrated English.

5.2 Summary of the Study Findings

This study sought answers for the following research questions;

1. To what extent do teachers use group discussion to implement Integrated English Curriculum in Public Secondary Schools in Kisii South Sub-County, Kisii County?

2. How is dramatization used by teachers in implementation of Integrated English Curriculum in Public Secondary Schools in Kisii South Sub-County, Kisii County?
3. How do teachers use debate activities in implementation of integrated English curriculum in Kisii South Sub-County, Kisii County?

4. Is recitation used in implementation of integrated English curriculum in Kisii South Sub-County, Kisii County?

The conceptual framework applied in this study reveal that strategies impact on curriculum implementation. Theories of language learning to be precise, behavioral theory formed the theoretical framework.

The study reviewed related literature by examining strategies teachers used in implementing Integrated English Curriculum, as established by other studies. The literature review identified a gap in the previous studies in that, none of them established strategies teachers used in implementing integrated English in Kisii south Sub-County. As such it was necessary to carry out the research.

The research adopted a descriptive survey design. The population of the study comprised of all the teachers of integrated English in Kisii South Sub-County, Kisii County, Kenya. The study used stratified random sampling and simple random sampling. A sample of 44.2% of 34 schools was collected through self administration for teachers and students.

5.2.1 The Extent to which Teachers use group discussion

Findings on group discussion showed that, more of the teachers did not always use group discussion. Very few used it frequently, although many learners preferred group discussion to other strategies because of their full participation. Teachers also recommend the use of group discussion in their responses and yet they hardly used it
5.2.2 Use of Dramatization in Implementation of Integrated English Curriculum

The study also revealed that dramatization was used to teach speaking, listening, and writing but not for teaching reading skills. The research showed that most teachers used dramatization occasionally. The learners also identified dramatization after group discussion as another better option of teaching language and most especially speaking and listening skills.

5.2.3 Use of Debate in Implementation of Integrated English Curriculum

According to the study, it was also revealed that debate was used to implement integrated English but mostly to teach speaking skills. It was least used to teach reading skills according to the findings. From the findings, it was also revealed that students also preferred debate because they were fully involved, and it helped them to develop confidence.

5.2.4 Use of Recitation in Implementation of Integrated English Curriculum

Recitation was the least used and least preferred strategy as far as implementation of integrated English curriculum was concerned. However, it was at least used on occasional cases to teach speaking and listening skills and it was least preferred by students.

5.3 Conclusions

The study set out to investigate strategies teachers used to teach integrated English in Kisii south Sub-County Kisii, County Kenya. Survey responses indicated that most teachers always used group discussion, dramatization. Debate and recitation were used on rare occasions to implement Integrated English Curriculum.
To answer the question on to what extent teachers used group discussion to implement integrated English, the study concluded that teachers viewed group discussion as one of the best strategies to teach integrated English but they did not always use it. They preferred using the lecture method as observed by most of the students.

From the findings it was also revealed that dramatization was one of the best methods for implementation of Integrated English curriculum. However, very few teachers used it and on rare occasions despite the fact that dramatization was also preferred by students.

To answer the question on whether debate activities were used to implement Integrated English, it was evident from the study that debate was least used by the teachers to implement Integrated English. However from the student’s responses, debate was one of the preferred methods to implement Integrated English.

On whether recitation was used in implementation of Integrated English, the study concluded that teachers used recitation occasionally; it meant that, it was used few times as compared to other teaching strategies. From the student’s responses, the study also concluded that recitation was the least strategy used to implement Integrated English. Many teachers actually never used it, which meant that teaching of poetry was affected.

5.4 Recommendations

The responses from the respondents revealed that most teachers did not always use group discussion, dramatization, debate, and recitation to teach Integrated English. English, being a language of instruction and a medium of communication, all the
stakeholders have a mandate to work out ways to help teachers use these strategies to implement Integrated English.

The following recommendations are therefore made in line with the findings;

1. Pre-service and in-service of training teachers to teach learners needs to be considerably strengthened. The need to in-service teachers is particularly acute given that many did not take up the teaching careers because they were interested in them. The ministry of Education should put measures in place and use relevant bodies like KICD and CQASO to in-service teachers.

2. The English language strategies were highly avoided. Therefore there is need for teachers of English language to develop initiative to strengthen strategic liaisons with local universities and institutions for English language to development courses and refresher sessions.

3. There is need for a greater opportunity to share ideas and experiences among English language teachers both with the counties and nationally. This can be done though creating websites, radios, TVs, CDs and DVDs.

4. Teachers need an expanded range of material development and their use should become a key area for researchers and development.

5.5 Recommendations for Further Research

The findings of this research may not necessarily apply to all teachers who use Integrated English in all teachers in the country.

The accompanying are suggestions for further research:

1. Another exploration ought to be completed in different regions to see whether same discoveries are imitated.

2. Another research needs to be carried out on the same topic but using a larger sample.
REFERENCES


MOE (2012). Kisii County Education Statistics


APPENDICES

APPENDIX I: LESSON OBSERVATION GUIDE

The lesson observation guide will be used in observing strategies teachers use in integrated English classrooms. Detailed description of such activities will be recorded during and after observation.

District ........................................... Division...........................................
School ........................................... Class ...........................................
Subject ........................................... Topic being taught...................................
Date ........................................... No of students’ present ..............................

SECTION A: BACKGROUND INFORMATION

1. Teacher Male [ ] Female [ ]

2. Academic qualification............................................................................................

3. Job group................................................................................................................

SECTION B: INSTRUCTIONAL METHODS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Lesson introduction</td>
<td></td>
</tr>
</tbody>
</table>

4. What method is used to introduce the lesson?

- Discussion
- Dramatization
- Debate
- Recitation -
- Any other

ii) lesson Development

5. How is the lesson developed?

- Group Discussion
- Dramatization
- Recitation
- Any other
### iii) Conclusion

6. How is the lesson concluded?

- Teacher asks questions on content taught
- Exercise is given to be marked later
- Students ask questions and give their views
- Students write summary of main points individually

7. Is the lesson student centered or teacher centered ..........................................................

8. Are students given attention? ..........................................................................................

**SECTION C: STUDENTS PARTICIPATION**

9. Who initiates participation in class and which form does it take?

- Teacher asks individual students questions
- Students ask questions

**SECTION D: CHALLENGES**

10. Which challenges does the teacher encounter

a) Within language skills

- Listening
- Speaking
- Reading
- Writing

b) Within literally skills

- Drama
- Poetry
- Novel
- Oral literature

11. What other strategies do you think can enhance curriculum implementation of integrated English? ..................................................................................................
APPENDIX II: QUESTIONNAIRES FOR ENGLISH LANGUAGE TEACHERS

I am currently a student at Kenyatta University. This research is a partial requirement for award of Masters Degree in education. The research is based on strategies teachers utilize in implementation of the Integrated English Curriculum in public schools in Kisii South Sub-County, Kisii County. I request you to contribute to the achievement of the objectives of the study by giving honest responses. Any additional information that is relevant will be highly appreciated and you may write it behind the questionnaire. Information so obtained shall be exclusively confidential. You do not have to write your name.

SECTION A: BACKGROUND INFORMATION

Please read and answer the questions by putting a tick (/) within the brackets. Some questions require answers to be written down in the space provided.

Name of school.........................................................................................................................................................

1. What is your gender?
   Male [ ] Female [ ]

2. Kindly indicate your age
   21-30 yrs [ ] 31-40 yrs [ ] 41-50 yrs [ ] 51-60 yrs [ ]

3. What is your level of training?
   Diploma [ ] Bachelors Degree [ ] Masters Degree
   Others (specify) ...........................................................................................................................................................

4. What is your current job group?
   K [ ] L [ ] M [ ] N [ ]
   Other (specify) ...........................................................................................................................................................

5. What is your teaching experience in years?
   0-4 [ ] 5-9 [ ] 10-14 [ ] 15 and above [ ]
SECTION B: Teaching Strategies

Please read the following item and grade each one by putting a circle round it according to the frequency with which you use it.

1 Never   2 Rarely  3 Occasionally  4 Frequently  5 Always

6. Teaching Strategies

**Speaking skills**

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student discuss in groups and present</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students recite poems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students dramatize a comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students hold debates in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Listening skills**

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students discuss in groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students dramatize a passage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students use debate in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students recite poems in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reading skills**

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read in groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students dramatize in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students read and debate in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students recite poems in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Writing skills**

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students discuss in groups and write essays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students dramatize and write essays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students write poems in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students debate and write points during lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I assist students in forming paragraphs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION C: TEACHING STRATEGIES

7. Indicate with a tick the level of frequency with which you use them

<table>
<thead>
<tr>
<th>Teaching strategy</th>
<th>Frequency</th>
<th>Occasion</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group discussion</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>Recitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource persons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. How many students do you have in your class?
   - Below 30 [ ]
   - 30-40 [ ]
   - 40-50 [ ]
   - Above 50 [ ]

9. How have students performed in your class for the last one year?
   Indicate the class you teach.

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Class</th>
<th>Mean score</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Term 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION D: CHALLENGES

10. What challenges do you encounter when implementing the following skills?

<table>
<thead>
<tr>
<th>SKILL</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
</tbody>
</table>

11. Suggest other strategies that can be useful in implementation of integrated English curriculum?
APPENDIX III: QUESTIONNAIRES FOR STUDENTS

I request that you give honest responses when answering these questionnaires. You do not have to write your name.

SECTION A: BACKGROUND INFORMATION

1. Name of school
2. Form

SECTION B: STRATEGIES OF TEACHING

Please read the following items and grade each one by putting a circle around it according to the frequency with which it is used. 1) Never  2) Rarely 3) Occasionally 4) Frequently  5) Always

1. Which of the following methods do you prefer during learning?
   i) Lecture method
   ii) Debate
   iii) Dramatization
   iv) Recitation
   v) Discussion groups
   vi) Mention any other

2. Mention the method teacher’s use most

Teaching strategies

3. The teacher uses group discussion to teach

<table>
<thead>
<tr>
<th></th>
<th>a) Listening skills</th>
<th>b) Speaking skills</th>
<th>c) Reading skills</th>
<th>d) Writing skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>grade</td>
<td>1  2   3   4  5</td>
<td>1  2   3   4  5</td>
<td>1  2   3   4  5</td>
<td>1  2   3   4  5</td>
</tr>
</tbody>
</table>
4. The teacher uses drama to teach
   a) Listening skills 1 2 3 4 5
   b) Speaking skills 1 2 3 4 5
   c) Reading skills 1 2 3 4 5
   d) Writing skills 1 2 3 4 5

5. The teachers uses debate to teach
   a) Listening skills 1 2 3 4 5
   b) Speaking skills 1 2 3 4 5
   c) Writing skills 1 2 3 4 5
   d) Reading skills 1 2 3 4 5

6. The teacher uses recitation to teach:
   a) Listening skills 1 2 3 4 5
   b) Speaking skills 1 2 3 4 5
   c) Writing skills 1 2 3 4 5
   d) Reading skills 1 2 3 4 5

7. Mention any other method that the teachers use to teach ............................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
APPENDIX IV: SCHOOLS IN KISII SOUTH SUB-COUNTY

ST. CHARLES GESERO
BISHOP CHARLES MOGENDI NYAMOKENYE
ST PETERS SUNEKA
ST. PAULS IGONGA
ITIERIO BOYS
ITIERIO GIRLS
EKERUBO MIXT
BOGITA ELCK
IRUMA SDA
MATONGO DEB MIXT
ST. VINCENT OMWARI
KERINA
SUGUNANA DEB
ST. LAWRENCE NYABIYEYO
BOTORO ELCK
ST. ANDREWS MOGUMO
KIABUSURA DOK
ISAMWERA
GENGA DOK
NYABINWA SDA
BITARE SDA MIXT
RIAMONTINGA
MOSANDO SDA
MWATA ELCK
ELCK ITIBO BOYS
EKERORE DEB
ST THERESA BOGIAKUMU
BONYAORO GIRLS’
ST. ANNE’S NYANGOGE GIRLS’
APPENDIX V: STUDY MAP

Source: Kisii South Sub-County Education office
Source: comprehensive social studies Kisii County (Standard 4)
Source: Comprehensive Social Studies Kisii County (Standard 4)
APPENDIX VI: LETTER OF AUTHORIZATION FROM
KENYATTA UNIVERSITY

KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

Internal Memo

FROM: Dean, Graduate School
TO: Sr. Florence Kerubo
C/o Educational Management Policy & Curriculum Studies Department

DATE: 19th November, 2015
REF: E55/CE/25000/12

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that Graduate School Board, at its meeting of 4th November 2015, approved your Research Proposal for the M.Ed. Degree Entitled, “Strategies Teachers Utilize Implementing Integrated English Curriculum to Improve Performance in Public Secondary Schools in Kisii South Sub-County, Kisii County, Kenya”.

You may now proceed with data collection, subject to clearance with the Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking forms per semester. The form has been developed to replace the progress report forms. The supervision Tracking Forms are available at the University’s website under Graduate School webpage downloads.

Thank you.

ANNBELL MWANIKI
FOR: DEAN, GRADUATE SCHOOL

cc. Chairman, Department of Educational Management Pol & Curr Studies Department

Supervisors:

1. Dr. Wilfrida Itolondo  
C/o Department of Edu, Mgt, Pol & Curriculum Studies  
Kenyatta University

2. Dr. Charity Limboro  
C/o Department of Edu, Mgt, Pol & Curriculum Studies  
Kenyatta University
APPENDIX VII: LETTER OF AUTHORIZATION FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacostii.go.ke
Website: www.nacostii.go.ke
When replying please quote

Ref: No. NACOSTI/P/16/52586/9057
Date: 4th April, 2016

Florence Kerubo Sereti
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Strategies teachers utilize implementing integrated English curriculum to improve performance in public secondary schools in Kisii South Sub county Kisii County Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kisii County for a period ending 1st April, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Kisii 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.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Kisii County.

The County Director of Education
Kisii County.
APPENDIX VIII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. FLORENCE KERUBO SERETI
of KENYATTA UNIVERSITY, 2268-40200
kisii, has been permitted to conduct
research in Kisii - County
on the topic: STRATEGIES TEACHERS
UTILIZE IMPLEMENTING INTEGRATED
ENGLISH CURRICULUM TO IMPROVE
PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS IN KISII SOUTH SUBCOUNTY
for the period ending: 1st April, 2014.

Applicant's Signature

Date of Issue: 4th April, 2016
Fee Received: Ksh 1000

REPUBLIC OF KENYA
National Commission for Science
Technology & Innovation

CONDITIONS:
1. You must report to the County Commissioner and
the County Education Officer of the area before
commencing on your research. Failure to do so
may lead to the cancellation of your permit.
2. Government Officers will not be interviewed
without prior appointment.
3. No questionnaire will be used unless it has been
approved.
4. Observation, filming and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.
5. You are required to submit at least two (2) hard
copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.

Serial No. A:

RESEARCH CLEARANCE
PERMIT

CONTRACTIONS: see back page.