TEACHING TECHNIQUES THAT ENHANCE INTEGRATION IN THE DEVELOPMENT OF ENGLISH LANGUAGE SKILLS IN SECONDARY SCHOOLS IN GATUNDU DISTRICT, KENYA

BY

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FEBRUARY, 2011.
Declaration

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

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We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University supervisors.

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DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY
Dedication

This thesis is dedicated to my entire family; Gladys, Rita, Cheryl and my mother, Priska for her tremendous influence and who gave me a language.
Acknowledgement

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<table>
<thead>
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<th>Acronym</th>
<th>Full Form</th>
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<tr>
<td>B.Ed</td>
<td>Bachelor of Education</td>
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<td>CLT</td>
<td>Communicative Language Teaching</td>
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<td>ESL</td>
<td>English as a Second Language</td>
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<td>HODs</td>
<td>Heads of English Department</td>
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<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>KIE</td>
<td>Kenya Institute of Education</td>
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<td>KNEC</td>
<td>Kenya National Examinations Council</td>
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<td>KU</td>
<td>Kenyatta University</td>
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<td>L2</td>
<td>Second Language</td>
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<td>LSD</td>
<td>Language Skills Development</td>
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<td>M.Ed</td>
<td>Masters Education</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>NCDE</td>
<td>National Curriculum Development Center</td>
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<td>NCST</td>
<td>National Council for Science and Technology</td>
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<td>SELP</td>
<td>Secondary Education Language Project</td>
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<td>SLT</td>
<td>Second Language Teaching</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>TESOL</td>
<td>Teaching of English as Second Language</td>
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Abstract

This study examined teaching techniques that enhance integration in the development of English language skills in secondary schools in Gatundu District, Kenya. The researcher used survey design. The overall purpose of the study was to investigate teaching techniques that enhance the integration in the development of English language skills. Both purposive and stratified random samplings were used to select schools and respondents. A sample of 20 English language teachers and 10 heads of departments of English (HOD) were selected. Purposive sampling was used in the selection of 2 provincial schools and Gatundu District. Teachers were drawn mainly from forms 1 and 2 classes. Data were collected using three instruments: questionnaires, interview schedule, and classroom observation schedule. The statistical package for the social sciences (SPSS) was used for data processing and analysis. The data were mainly analyzed using descriptive statistics in form of frequency distribution, cross tabulation and percentages. The following were the main findings of the study: It was not possible to integrate the four language skills in a 40-minute lesson; respondents attributed the absence of integration of the four language skills to the large class size and time; listening and speaking are rarely given attention; English language teachers used very few activities in their teaching; lecture technique was the most commonly used in teaching; most teachers had a bachelor degree. Some conclusions drawn were: Teachers of English don’t integrate the four language skills when teaching; forty minutes and large class size don’t allow integration in the development of language skills; teachers of English concentrate on developing writing and reading skills ignoring listening and speaking skills. Teachers still dominate classroom interactions by employing lecture as a teaching technique. Emanating from the findings and conclusions the following recommendations were made: teachers should explore the use of a variety of teaching techniques that enhance integration in the development of four basic English language skills when teaching, teachers lay emphasis on techniques that enhance linguistic and communicative competence in the four language skills, the techniques or activities chosen by teachers should reflect integration of the four language skills, and that the skills should not be taught in isolation as recommended in the English language syllabus. Therefore, it is recommended that for the integration in the development of English language skills to be realized, teachers should use techniques such as: group work, discussion, dialogue, debate, hot seating and questions and answer techniques. English language teachers also need to modify the lecture technique to make it better, English language teachers need also to use a variety of activities which involve the students to participate such as: games, role-play, debate, and discussions. Finally there is a need to lay emphasis on listening and speaking skills, be tested in the national examination.
1.0 Introduction

This chapter focuses on: background to the study, statement of the problem, objectives of the study, research questions, and significance of the study, scope and limitations of the study, assumptions of the study, theoretical framework and operational definition of terms.

1.1 Background to the Study

Teaching is a complex and demanding profession. All over the world, societies change in response to new innovations and knowledge gained, technological developments, globalizations and a requirement for an ever more sophisticated and educated population. Teachers are in the forefront of such social change, responding with speed and confidence to the new demands made of them in terms of both their knowledge and the way they teach. Curriculum changes in the countries are putting increased emphasis on the teaching and acquisition of English language skills as well as subject knowledge, so that students will have the ability to respond to this swiftly changing modern environment. The aim of teaching language is, therefore, to open up its resources to the learners so that they may find the right words and sentences to convey the meaning intended. The teaching of English language is by no means a recent or novel activity and there has always been a constant search for effective ways of optimizing learning in various parts of the world (Verma and Krishnaswamy 1994).
If we consider language as a system, it has elements that have to work in harmony. Grammar which is part of language is normally seen as a central element in the language system as learners need it for the development of their language skills, namely: listening, speaking, reading and writing and vocabulary since these skills relate to each other through grammar.

Johnson (1995) observed that, promoting communication in a second language (L2) classroom is hinged on whether or not teachers allow for greater variability in the patterns of the communication so as to maximize learning. He argued that one way of facilitating variability is in employing different techniques and a multimedia approach in teaching. However, the availability of such diverse techniques may be lacking in teachers, and this may affect the way teachers teach hence affecting the students’ performance in English language.

Kelly (1969) and Howatt (1984) have demonstrated that many current issues in language teaching are not particularly new. They pointed out that today’s controversies reflect contemporary responses to questions that have been asked often throughout the history when foreign language learning had always been an important practical concern. Whereas today English is the world’s most widely studied foreign language, five hundred years ago, it was Latin, commerce, religion and government in the Western world.

Richard and Rodgers (2000) pointed out that in the sixteenth century, however, French, Italian and English gained an importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication.
They went on to say that as the status of Latin diminished from that of a living language to that of an “occasional” subject in the school curriculum, the study of Latin took on a different function. They also say that the study of classical Latin (the Latin in which the classical works of Virgil, Ovid and Cicero were written) and analysis of grammar and rhetoric became the model of foreign language study from the seventeenth to the nineteenth centuries. Consequently, children entering “grammar school” in the sixteenth, seventeenth and eighteenth centuries in England were initially given a rigorous introduction to Latin grammar, which was taught through a rote learning and grammar rules, study of declension and conjugation, translation and practice in writing samples, sentences, sometimes with no use of parallel bilingual text and dialogue (Kelly 1969, Howatt 1984).

Brumfit (1985) acknowledges that English is a means of international communication. This is because of the number and geographical spread of its speakers who use it for part of their international contact and therefore, its mastery is crucial. He observes that the possession of any language leads us to communicate with groups other than our own, and by trade, improved communication, medical, political and cultural demands, need for communication as a way of enabling to control and influence the destinies will increase.

1.1.1 Language Teaching Innovations

In the nineteenth century, and in Germany, England, France, and other parts of Europe, new approaches to language teaching were developed by individual language teaching specialists, each with a specific method for informing the teaching of modern
languages. Marcel, C. (1793 – 1896) proposed that reading be taught before other skills, tried to locate language teaching within a broader educational framework. All these were aimed at finding out how best language could be taught. Other educators recognized the need for speaking proficiency rather than reading comprehension, grammar, or literary appreciation as the goal for foreign language programme. However, all these were done when there was no sufficient organizational structure in the language teaching profession. Towards the end of the nineteenth century, things had begun to change, however, when a more concerned effort arose in which the interests of reform-minded language teachers, and linguists coincided, teachers and linguists began to write about the need for new approaches to language teaching.

### 1.1.2 English in Education in Kenya

Language policy during the final years of colonial rule in Kenya had a major impact on language policy after independent. From the late 1950s to the early 1960s, the change of policy against Kiswahili was accompanied by the promotion of English language. The promotion of English as the language of education during the last decade of colonial rule in Kenya helped in making it acceptable to the people who were fighting for independence from the English speaking colonizers (Mbaabu, 1996).

According to Mbaabu, Education Department’s Annual Report for the year 1957 called for the teaching of English in lower classes in primary schools. This call was taken enthusiastically by Asian schools under the ownership of Aga Khan which started using English as the medium of instruction from standard 1. In 1957, a centre
was set up in Nairobi to train teachers who would use English as the medium of instruction in the Asian schools.

1.1.3 The Politics of English Language in Kenya

At the dawn of Kenya’s independence and at the onset of renewed efforts by the new nation to reform its education in line with social and economic needs, Kenya Education Commission Report (Ominde, 1964) noted that English language provides a wonderful means of human communication, bridging the outside world into the school in a way never before possible. These sentiments, stated at such a significant period of Kenya’s history, signaled the beginning of the development of English language teaching in the country’s major features of curriculum implementation in secondary schools as well. It is not only in Kenya that new innovations and techniques were required to jumpstart educational advancement after the end of colonial period. In all post-colonial African countries, new and more effective techniques were required to support educational expansion.

Political independence was accompanied by an increased demand for education to meet the growing labour force needs of the emerging nations. It was considered that education, as a means of human resource development, was a viable capital investment necessary to support both social and economic development. However, in many of these nations, the education systems and the traditional teaching methods inherited from the colonial rule could not satisfy the increased demand for the required skilled personnel. In response to the needs for educational reform and expansion to meet this demand, governments of African countries invested heavily in the development of their education systems.
However, these educational expansion efforts also increased shortages of qualified and competent teachers, equipment and physical facilities. This hampered development efforts of English. New techniques and resources were therefore required to solve these increasing problems. Since those early years, English language has been used widely as instructional medium in many African countries. English language teaching in second or foreign language situations is usually formal. However, teachers in schools face the challenge of teaching a new language, which in most cases also a second language to them. To succeed in this, they needed to use language teaching techniques that work for them in their situations. In spite of this widespread use of English as medium of instruction, little research has been done focusing on such issues as the integration of English and literature, resources and to some extent, little research on English language skills done individually.

The researcher considers that most of what is known about language instruction is not necessarily what takes place. Research describing classroom interaction can yield useful information. Such information is essential for the understanding of various teaching techniques, hence the control of the teaching/learning variables with the intention of improving instruction, and adequately addressing the integration and development of English language skills. In Kenya, English is the official language of civil service correspondence, and of the legal system, the police, and generally of all modern sectors of socio-economic activity, including the commercial and industrial sectors (Abdulaziz, M. H.1996).
Due to colonial influence and emergence of sociopolitical, economic and cultural policies after independence, in the early 1960s, English has faced differently in Kenya. The importance of English increased after independence and it occupies as a second language, a secure role as the language of education, administration, commerce and modernization in general. English in Kenya therefore is exclusively a high status language; it is associated with white collar jobs and major responsibilities within the government and the private sector. Mastery of English is a ladder to success. Therefore, there is a motivation for learning the English language. English is a national language but as pertains to the teacher/learner/speaker in Kenya, it is a second language (L2). Due to its importance and role, the Kenya government through the Ministry of education more than anyone else, realizes that it holds the key to the acquisition of English language skills. Kenya syllabus stated the following objectives for primary school English (1979a:1):

All children should acquire a sufficient comprehension of English in spoken and written form, to enable them to communicate freely, follow subject courses and textbooks, and read for pleasure in language………

This objective is also emphasized in the introduction to the teaching English in Kenya secondary schools (K.I.E, 1980).

1. 1.4 Teaching of English in Kenya Secondary Schools

The teaching of English has been an important issue in Kenya ever since the colonial rule. Throughout this period, discussions by individuals and commissioners ranged over the whole question of the relative merits of indigenous languages and English. Until the 1950s, however, when independence was imminent, the number of secondary schools was so small that discussions of language policy at the individual
level were rather academic. The few secondary schools in existence before independence tacitly regarded English as one of the most important subject, and in most of the schools both language and literature carried considerable prestige, as the allocation of periods in the timetable clearly shows(eight lessons per week) (Musimbi. R. A. (1996).

This prestige arose partly because of the obvious necessity of a mastery of the language for advancement in government service, a fact which was recognized in the stressing a strong pass (C plain) in English language essential to the obtaining of a school certificate, a credit essential to do prestigious courses like engineering, medicine, and law. The general approach to language teaching was much more literary than is favoured now, and teachers no doubt viewed their role as that of cultural missionaries, introducing students to the great English literary tradition. Since independence (1963) and prior to the introduction of 8-4-4 system of education, the status of literature as a school certificate choice (and therefore a secondary school subject) has declined steadily, but English language retains a strong position partly because it has been the medium of instruction (Kanyoro, 1996). The obvious response to this situation was to increase central control and to concentrate on providing up to date training of English language skills. English has been the medium of instruction in Kenya secondary schools for the whole of the post-colonial period. English is taught as a second language (TESOL) in Kenya. English language instruction constitutes the largest segment of the curriculum in Kenya schools, eight 25-45 minute lessons allocation per week are allocated to English instruction. The objectives of English instruction in Kenya schools are to assist the student to master four Basic English
language skills: (1) Listening, (2) Speaking, (3) Reading, and (4) Writing. The report of the National Committee on Education Objectives and Policies (NCEOP1976:54-55) made the following recommendations which were aimed at facilitating initial progress of those children who started school using languages other than English:

To use a language of instruction, the predominant language spoken in the schools’ catchments areas for the first three years of primary education, and to introduce English as a subject from primary to make it super cedes the predominant local language as the medium of instruction in primary four.

This means that the education system was to make better use of the local language for instruction at the beginning of the primary education. However, English was to be taught as a subject from standard one and then be used as a language of instruction from standard four upwards. In Kenya, therefore, English is the official medium of instruction in all school subjects (starting from standard four) except for other languages like French, German, Arabic and Kiswahili. In view of this, fluency in English as well as mastery of basic language skills is crucial in order to enable the students to perform better in other subjects whose instructions are in English. Due to the role that English plays in Education in Kenya, the Ministry of Education (MoE) places a lot of emphasis on its development. However, these can only be achieved when teaching techniques are appropriately employed. The teaching of English language in Kenya secondary schools has undergone several changes since the inception of the 8-4-4 system of education, resulting into the current secondary school English language syllabus reviewed in 1984/85, 1992, 2002 and later in 2005.

Among the changes was an integration of English language and Literature. The changes consequently affected the teaching approaches and techniques used by
English language teachers. As a result, teachers must be able to teach and assess the integrated English course as well as integrate within the basic English language skills when teaching, and to adjust their own teaching methods to embrace a wide range of techniques for teaching in the classroom. Currently, the English syllabus adopts an integrated approach in the teaching of the four language skills and grammar. The stated rationale for the adoption of the integrated approach was based on the premise that good mastery of language enhances good communication and effective appreciation of literary materials.

On the other hand, literary material provides a natural context for the teaching of language. This means that the methods and techniques used in the teaching and learning of language and literature should facilitate integration (K.I.E., 2006).

Gathumbi and Ssebbunga (2005) point out that the integrated approach to language teaching aims at maximizing meaningful communication. They observe that integration fosters whole person learning such as sharing of information, experiences and development of values. It gives language skills their most meaningful, practical and relevant application, while at the same time giving the learner the necessary tools for full exploitation and creation of literature, thus the English syllabus adopts an integrated approach in the teaching of the four basic language skills; grammar and vocabulary are imbedded in the four skills. However, there are still challenges facing English language teachers in secondary school classrooms such as teaching techniques these teachers use. The teachers are from different training institutions; therefore, the researcher wanted to find out which techniques these teachers actually use that enhance integration in the development of language skills when teaching.
Magoma (1999) observes that the result of the syllabus review of 1984/85 brought about the 8-4-4 system of education. The 8-4-4 system of Education also brought changes in the education structure, curriculum and in teaching approaches and techniques. With the merger of English language and literature, which was introduced into Kenyan secondary schools in 1986, there was also a need to train English language teachers on approaches and appropriate teaching techniques of integration in order to effectively implement the integrated English course.

1.1.5 Methods of Teaching English Language Skills and Grammar

There are many teaching approaches that can be used in teaching English. The teacher is advised to choose the method to use depending on: objectives, content, resources available, learners’ abilities and interests as well as class size. The manner in which teaching takes place is a major factor that may influence students’ development of language skills. Integration of English language and literature means that teachers are assumed to have a good mastery of the language and also a clear understanding and appreciation of literature, and are able to teach each as a function of the other. This means that the teachers are expected to teach English language using literary texts, and also to teach literature using various skills of English (Magoma, 1999).

Indangasi (1991) observed that the merger of English language and literature has meant that integrated English course may not be taught well since some of the teachers were trained in the 1970s when language teaching was separated from that of literature. This is because the integrated English course also requires integration of English language skills in teaching.
Teachers, therefore, needed adequate training and retraining in the integrated approach for them to function well in their teaching of integrated English course. Unless this is done, teachers who are trained to teach either English or literature together with an unrelated subject such as History, Geography, or Kiswahili may align themselves to their preferred subject of specialization at the expense of English.

In view of this, the teachers’ teaching techniques may not be suitable for the integration and development of the English language skills. When the integrated English course was fully introduced in 1992 and later revised in 2002 and 2005 respectively, it was felt that there was need for massive in-service training for teachers of English so that they could cope with the demand of the new course, which required new approaches and techniques to teaching English. The revised course, therefore, required the teachers to know how to integrate, not only English language and literature, but also how to integrate within the various aspects of English language skills namely: listening, speaking, reading and writing.

This was aimed at equipping the students with relevant skills to be able to perform better in English language. Following the proceedings, “New teacher requirement between 1988 and 1992”, the Kenya Institute of Education (KIE), the Ministry of Education (MoE) and British Council introduced the Secondary English Language Project (SELP 1988-1992). The purpose of SELP was to acquaint the already serving teachers with integrated English innovation and to quip them with new skills to enable them implement the course fully. Although SELP was meant to be massive in-service training for teachers of English, it was conducted in only three phases. The first phase was at the national level.
Teachers were selected nationally for training at a central place. Those trained at the national level were supposed to train others selected at the provincial level. This formed the second phase of SELP. Those trained at the provincial level were supposed to train others selected at the district level. This, formed SELP third and final phase (Magoma 1999). General observations were made latter that the third phase was hardly done due to lack of funds. However, feedback from secondary schools indicates that there are still problems. During this early stage of the development of English language in Kenya, several attempts have been made including teaching techniques, methodologies in the integrated English. A research which focuses on teaching techniques that enhance integration in the development of language skills was therefore crucial. Even though there is evidence that some researches have been conducted on English language, the researcher was not aware of any research that has been conducted on teaching techniques that enhance integration in the development of English language skills in Gatundu District. Gatundu District was newly curved out from the larger Thika District in the year 2007.

1.2 Statement of the Problem

In Kenya, and before the introduction of 8-4-4 system of education, English language was taught as a separate subject from Literature in English. Since the inception of 8-4-4 system of education in the year 1985, English language syllabus has undergone several reviews. The reviews have seen the merging of English language and Literature in English now commonly known as Integrated English. The current English language syllabus adopts an integrated approach in the teaching of the four English language skills and grammar to go a long way in the reinforcing the
implementation of the revised curriculum. Despite all these efforts to make the teaching of integrated English and to help improve the students’ mastery of the English language, there are still many challenges facing the teacher in her/his efforts in the realization of teaching and learning English as a second language in Kenya secondary schools. The main purpose of this thesis was therefore to examine teaching techniques that enhance integration in the development of the four English language skills in secondary schools in Gatundu District, Kenya.

1.3 Objectives of the Study

The overall purpose of this study was to examine teaching techniques that enhance integration in the development of the four English language skills in secondary schools in Gatundu district, Kenya.

The specific objectives of the study were:

i. To examine teaching techniques which enhance integration in the development of English language skills?

ii. To find out whether teachers integrate the four English language skills when teaching.

iii. To find out which language skill (s) teachers find difficult to integrate when teaching English.

iv. To find out which technique(s) teachers use to help overcome difficulties encountered when integrating and developing language skills.
1.4 Research Questions

The current study sought to answer the following research questions:

i. Which teaching techniques enhance integration in the development of English language skills?

ii. Do teachers integrate the four Basic English language skills when teaching?

iii. Which language skill(s) do teachers find difficult to integrate when teaching English?

iv. Which technique(s) do English languages teachers use to help overcome difficulties encountered?

1.5 Significance of the Study

The study was very important given the crucial role English language plays in Kenya. It was hoped that the findings would serve as a basis for assisting English language teachers adopt teaching techniques which would enhance the integration and development of the English language skills. Secondly, the study could contribute to knowledge of classroom research in the language teaching and learning process. The study would also enable curriculum developers and textbook writers adopt techniques that motivate learners to use language skills with confidence. The researcher hoped that the findings of the study would be relevant in teacher education as a whole especially regarding language education, and that it would open areas for further research in this area. It was also hoped that the findings would help the English language teachers to accommodate the approaches and techniques advocated in the integrated English syllabus.
Finally, it was hoped that this study would add to existing knowledge in this area and would form a bank of information for others who may want to conduct similar studies in different environment.

1.6 Scope and Limitations

This study focused on teaching techniques that enhance integration in the development of English language skills when teaching in secondary schools in Gatundu District of Central province, Kenya. Gatundu District has 52 public secondary schools. The study covered secondary schools namely: Muhoho Boys, St. Francis Girls (Mangu ), Karinga Girls, Muthiga Girls, Gatiru Girls, Ituru Boys, Mururia Boys, Nembu Mixed, Ngenda Mixed, Kiganjo Mixed, and Kiamwangi Mixed secondary schools. The study was delimited to the teaching techniques that enhance integration in the development of English language skills.

The study was limited to 10 public secondary schools since the study did not target private schools. Due to the nature of data collection instruments, especially classroom observation, some respondents became reluctant to participate. Therefore, teaching techniques might influence the outcome. The sample size of 10 secondary schools in the area under study however, reduces the generalisability of the findings to the rest of the District, which has 52 secondary schools. Gatundu is a rural district similar to many other rural districts in Kenya. Hence generalization of the findings would only be possible to rural schools but not to urban schools whose settings, facilities and provision of materials are better. One of the limitations the researcher experienced was the scarcity of literature on the integration of language skills in Kenya.
The time allocation for the research and the writing of the report did not allow the researcher to carry out an extensive study over a long period of time.

1.7 Assumptions of the Study

This study assumed the following:

i) That, teachers of English integrate the four basic English language skills when teaching.

ii) That, teachers of English language use the prescribed syllabus by Kenya Institute of Education (KIE) on integrated English syllabus.

iii) Teachers’ professionalism greatly influence teaching and learning outcome including teaching techniques.

iv) Teachers’ professionalism greatly influence teaching and learning outcome including the way teaching techniques may enhance integration in developing English language skills.

1.8 Theoretical Framework

This study was based on a modified Shannon and Weaver (1994) Mathematical Model theory of Communication. Shannon and Weaver’s theory, a result of research conducted for the AT and Telecommunication Company aimed to account for how a unit of information which is produced by a sender at one end of a communication channel is able to faithfully be reproduced at the other end by a receiver. The source may be speech on the telephone, writing a book or beeps on a telephone wire, which is conducted on a channel and received by another person with or without the aid of a
decoding device. Such sensitivity about information has entered into everyday popular conceptions. The idea that teachers impart knowledge to the minds of students who must then be regurgitated in an exam presupposes that all knowledge is comprised of stable quanta of information and, the much information is understood by sender and receiver in exact duplication. Shannon and Weaver’s theory is purely a medium theory; they were interested neither in the content nor the social and psychological condition of their reception. Yet their theory became a standard departure point for information theory as it was appropriated by other disciplines and perceptive, including structural linguistics (particularly Roman Jakobson) and media effects theory.

The distinction of this theory is that it rapidly claimed for itself a universal applicability whether the kind of communication being examined was between machines, biological entities or human institutions. To achieve their intended goal, they developed a model of communication, which was intended to assist in developing a mathematical theory of communication. It contributed to computer science and also led to very useful work on redundancy in language. To make information measurable it gave birth to the mathematical study of “Information Theory.”

Shannon and Weaver model consisted of the following elements: (1) An information source, which produces a message, (2), a transmitter, which encodes the message into signal, (3) a channel, to which signals are adapted for transmission, (4) a receiver, which decodes (reconstructs) the message from the signal, (5) a destination, where message arrives. (6) The ‘noise.’ The sixth element, ‘noise’ is any interference with
the message traveling along the channel which may lead to the signal received being different from that sent or intended. This is summarized in the following diagram:

**Fig. 1.1 Mathematical Model of Communication**

![Diagram](image)

**Source: Adapted from Shannon and Weaver (1994)**

For the telephone, the channel is a wire, the signal is an electric current in it, and the transmitter and receiver are the telephone handsets. Noise would include cracking from the wire. In conversation, the sender’s mouth is the transmitter, in this case the teacher, the signal is the sound waves, and the ear of the listener (student) is the receiver.

Noise includes any distraction experienced as the sender (teacher) speaks. It can also be physical, physiological or psychological. In the teaching of English language, ‘noise’ may not be actual physical. Message may be contaminated because it has not been understood properly and therefore in moving further within the communication system, it can be misinterpreted or misunderstood and lose all resemblance to the original message. Due to psychological reasons, it may become a rumor, a gossip or even propaganda. In relation to the techniques of teaching English language skills, ‘noise’ could be experienced through various variables.

Shannon and Weaver (1994) model therefore, relate to the teaching techniques that enhance the integration in the development of language skills.
The tenets of the theory also relate to study population and sample; the field data-how the field was collected, processed, analyzed, and discussed. The model finally helped to account for the study findings. The model described above only provided the background to understanding the language skills processes as part of communication but were not used directly to inform the present study.

1.9 Operational Definition of Terms

The following are the operational definition of terms as used in this study.

**Approach:** The way things are done in the classroom and which provide reasons for doing it.

**Development:** Language skills teaching and learning within a framework of how such knowledge actually develops over time in the learner.

**Develop:** Help to mould in order to acquire or gain knowledge gradually.

**8-4-4 System of Education:** The structure of Kenya’s education system with eight years of basic (primary) education, four years of secondary education and four years of university education.

**Integrate:** Merge two or more items together to become one.

**Integrated syllabus:** A course in which English and literature are brought together and taught as one single discipline called English language.

**Integrating skills:** The natural process of skill-mixing.

**Language skills:** Skills of listening, speaking, reading and writing.

**Method:** The practical realization of an approach.
**Procedure:** Is an ordered sequence of techniques which can be described in terms of; such as first, then do that…

**Teaching:** A process in which one person assists the other to acquire knowledge skills and desired attitudes.

**Technique:** The level at which classroom procedures are described or used to accomplish an immediate objective.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

The purpose of the literature review in this chapter was to establish a benchmark upon which the problem being investigated was rooted. The literature reviewed, therefore, formed a basis for the study. A review from both the empirical and theoretical Literature is presented in this chapter. The empirical review gave first an over view of trends in English language teaching globally, regionally and finally nationally, Kenya. The empirical studies located this study in the growing body of Literature on teaching techniques in Kenya secondary schools, where knowledge gaps were identified and therefore a need to bridge them. The English language teaching theory was found relevant to this study. This has been utilized to discuss the teaching techniques and their influence on integration in the development of English language skills when teaching.

2.1 Theories about language teaching and learning

Behaviorists’ theory of language learning states that language learning is like any other kind of learning. It involves habit formation. Habits are formed when learners respond to stimuli in the environment and subsequently have their responses and reinforcement that they are remembered (Rod, 1997). This means that language learning takes place effectively when learners have the opportunity to fully participate and practice and make the correct responses to a given stimulus.

Early research into language learning (both first and second) was heavily depended on the dominant linguistic and psychological paradigms.
The typical behaviourist position is that language is speech rather than writing. Furthermore speech is a precondition for writing. This came from 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 (Selinker and Gass 2008).

With the behaviourist framework speaking consists of mimicking and analogizing. Basic to this view is the concept of habits. Older people establish habits as children and continue our linguistic growth by analogizing from what we already know or by mimicking the speech of others. In the behaviourist view (Watson, 1924; Thorndike, 1932; Bloomfield, 1933), language learning is seen like any other kind of learning, as the formation of habits. It stems from work of psychology that saw learning of any kind of behavior as being based on the notions of stimulus and response (Myles and Mitchell 2004).

In behaviourist theory, conditioning is the result of a three-stage procedure—stimulus, response and reinforcement. For example in a classical experiment, when a light goes on (stimulus) a rat goes up to a bar and presses it (response) and is rewarded by the dropping of a tasty food pellet at its feet (the reinforcement). In a book called Verbal Behaviour, Bernard Skinner suggested that much the same process happens in language learning, especially first language learning (Skinner 1957).

The baby needs food so it cries and food is produced. Later the infant swaps crying for one or two-word utterance to produce the same effect, and because words are more precise than cries, it gradually learns to refine the words to get exactly what is wanted. In this behaviourist view of learning a similar stimulus response-reinforcement pattern occurs with humans as rats or any other animal that can be
conditioned in the same kind of way. In language learning, a behaviourist slant is evident when students are asked to repeat sentences correctly and are rewarded for such correctness by teacher praise or some other benefit. The more often this occurs, the more the learner is conditioned to produce the language successfully on all future occasions (Harmer, J. 2007).

### 2.2 Methodology in Language Teaching

The terms, method, approach, procedure and technique have been used interchangeably in language books over the years (Anthony, 1964; Halliday, 1975; Richards and Rodgers, 1986). Changes in language teaching method throughout history have reflected recognition of changes in the kind of proficiency learners’ need, such as a move towards oral proficiency rather than reading comprehension as the goal of language study. They have also reflected changes in theories as the nature of language and of language learning (Richards and Rodgers 2000). They estimated that some sixty-percent of today’s world population is multilingual. Both from contemporary and historical perspectives, bilingualism or multilingualism are the norm rather than exception. It is fair, then to say that throughout history foreign language learning has always been an important practical concern (Richards and Rodgers 2000).

They argue that for the goals and objectives to be achieved, Educational practices should be well applied and that the effectiveness of teaching and learning is determined by the type of teaching techniques approaches and methods applied.
2.2.1 Approaches

According to Anthony (1963), approach refers to theories about the nature of language and language learning that serves as the source of practices and principles in language teaching. He says that approach is the level at which assumptions and beliefs about language and language learning are specified. He explains that a theory of the nature of language gives an account of the nature of language proficiency as well as the basic units of language structure. A theory of the nature of language learning gives an account of the psycholinguistic and cognitive processes involved in language learning as well as the condition that allows for successful use of these processes. An approach describes how language is used and how its constituent parts interlock—it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.

2.2.2 Methods

In describing methods, the difference between a philosophy of language teaching at the level of theory and principles, and a set of derived procedures for teaching a language is central.

According to Richards and Rodgers (2000), method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approaches. Such include: audio-lingual, direct method, communicative language teaching, Grammar-translated method, the silent way to mention a few. According to Gathumbi and Ssebbunga (2005), methods are seen as a general term includes the theoretical underpinning as well as techniques which are the
actual classroom activities. They point out that a number of language teaching methods have been developed over the years as a result of dissatisfaction in the way grammar was being taught, some of which have been vague for the last two centuries, and which are still being used in some parts of the world. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kind of material which will be helpful and some model of syllabus organization. Methods include various procedures and techniques.

2.2.3 Procedures

Procedure encompasses the actual moment-to-moment techniques, practices, and behaviours that operate in teaching a language according to a particular method. It is the level at which teachers describe how a method realizes its approach and design in classroom behaviours (Richards and Rodgers, 2000).

2.2.4 Techniques

Technique is the level at which classroom procedures are described. It is implementation—that which actually takes place in a classroom. It is the particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well (Anthony 1963:63-7).

Anthony (1963) and Richards and Rodgers (1986) elaborate further on teaching style. Their traditional descriptions of classroom teaching within a second language field have used such constructs as “approach”, “method” and “technique” to define specific features of different methodologies that have come in and out of language teaching.
fashion. They analyze method in terms of “approach”, “design” and “procedure”. Approach designates both a method theory and the nature of language and its theory of the nature of language learning. Design includes a definition of linguistic content, and a specification of the role of learners, teachers and materials. Procedure encompasses the techniques utilized in the classroom. For the purpose of the study, Anthony’s classification was taken to be sufficient. Teaching techniques are used in this study to be a reflection of the teaching behaviour patterns of English language teachers in the classroom.

According to Richards and Rodgers (1986), some of the questions that prompted innovations and new direction in language teaching in the past included: What should the goal of language teaching be? What is the basic nature of language and how will this affect teaching methods? What are the principles for the selection of language content in language teaching? What principles of organization, sequencing and presentation best facilitate learning? What should the role of the native language be? What process do learners use in mastering, and can these be incorporated into a method? What teaching techniques and activities work best under what circumstances? The first, second, fourth, fifth, and seventh questions were relevant to this study since they guided the researcher to come up with answers that were based on classroom processes. It was against this background that this study was set out to examine the teaching techniques employed in SLT and the difficulties if any encountered in integrating and developing English language skills when teaching in secondary schools. With so many different approaches and methods available many teachers are unsure of which to choose and how to go about making the choice.
Within the general area of methodology, people talk about approaches, methods, techniques, procedures and models, all of which go into the practice of English language teaching. The use and misuse of these terms can make discussions of comparative methodology somewhat confusing. Some methodologists, for example, have new insights and claim a new approach as a result. Others claim the status of method for technique or procedure. Some methods start as procedures and techniques which seem to work and for which an approach is then developed. Some approaches have to go in search of procedures and techniques with which to form a method. Some methods are explicit about the approach they exemplify and the procedures they employ. What the interested teacher needs to do when confronted with a new method, for example, is to see if and or how it incorporates theories of language and learning. Popular methodology includes ideas at all the various levels already discussed, and it is these methods, procedures, and approaches which influence the current state of English language teaching. Despite the various advice by the educators, research has shown that teachers in most classroom situations today in Kenya are still controlling, restricting, inhibiting and do most of the talking (lecture). A classroom research like this one was therefore necessary and would yield a bank of information about the phenomenon.

Flanders (1975) recorded that 70% of the talking in the average primary and secondary classrooms is done by the teacher. In Kenya’s education history, same concern over teaching techniques and methodologies was voiced in ‘The Kenya Education Commission. (1964)’. The report blamed the drill method of teaching, neglect of activity and student participating method for the low achievement in education.
The report encouraged teachers to adjust their instruction to the needs of the particular student and to use activity methods so as to make learning students-centered. The same concern was taken up by the Gachathi report (1976). The report observed that one of the basic requirements in making education relevant to the day-to-day problems of learners was to enable the learners to observe phenomena of the environment, gather data about them, and interpret the data and then use them to solve problems. The report suggested that teaching methods and techniques should be used to develop ability to gather information by observing the environment by experience as well as the ability to draw vivid scientific references from the observed data. Teaching of English language skills would therefore require such techniques that would enhance integration and development of these skills to the learners. The current English language syllabus, the integrated syllabus, has also called for proper use of teaching techniques, approaches and methods in order to effectively implement the integrated English course.

This in turn was hoped would improve teachers’ understanding of the concept related to integrated English language skills which would enable them improve in their performance in teaching. However, feedback from secondary schools has continually indicated that there is a problem as earlier stated in chapter one. Despite the recommendations from different commissions and from different educators, English curriculum designers, teachers have not changed much even after undergoing relevant training. The role of the teacher in the context of classroom teaching and learning may be influenced by the techniques and methodology the teacher is following. While not all teachers may see these as trying to implement a particular technique or methodology (e.g. communicative language teaching, a process writing method,
whole language method), many teachers may describe their teaching in these terms and many have been trained to work within a specific methodology. Implicitly, in every methodology are particular assumption about the role of the teacher and the technique used and how students should learn.

Yalden (1987) advises that, if using language involves the ability to participate in meaningful discourse and if the goal of second language teaching (SLT) is to assist the learner to use the language, then how does the teacher intervenes in the development of this ability? Supporting the above view, Nunan (1989) says that any comprehensive curriculum that needs to account for both means and ends must address both content and process. He concludes that communicative language teaching (CLT) has had a profound effect on both methodology and syllabi design, and has greatly enhanced the status of the learning “task” within the curriculum. For instant the present 8-4-4 system of education in Kenya attempts to move towards a more learner-centeredness by integrating both English and literature and including the language skills. This study examined various techniques teachers use for this task of making language learning learner-centered. From the literature on approaches, methods and techniques in language teaching, it could be noted that the teachers’ command of the methods of language teaching is very important. However, their concentrations were on general methodology. To bridge these gaps, the current research sought to examine teaching techniques that enhance integration in the development of the four basic English language skills when teaching.
2.3 Teaching English Language Skills

2.3.1 Teaching Listening and Speaking

According to Gathumbi and Ssebbunga (2005) listening and speaking are normally integrated as they go together. As for skill, Collin’s English Dictionary describes it as a special ability in a task, sport-especially ability acquired by training. They argue that teaching speaking skills therefore entails bringing learners from a stage where they are mainly initiating a model of some kind or responding to verbal cues to the point where they can use language freely to express their own ideas. Although speaking as a productive skill is complete in itself, there is an interdependent of oral skills in communication. Oral skills transcend just mere making of verbal utterances. They pointed out that, although in the classroom situation one often finds it necessary to concentrate on developing one of the oral skills rather than speaking or listening, we should not be oblivious of the fact that oral communication is a two-way process between speaker and listener. They further say that speaking is an integral part of listening since both speaker and listener are constantly changing roles. They also point out that the main goal of the language teacher in striving to improve learners’ oral skills or interaction skills should be to equip such learners with the full repertoire of language skill needed to function with confidence in any situation outside the classroom, where they no longer have any control over what is said to them. For this reason poor skills development would automatically cause breakdown of understanding almost immediately, resulting into nervousness, which in turn may further inhibit the ability to speak. They further point out that unless a learner is able to deal with English only in its written form, there is no escape from the acquisition of at least the rudimentary elements of English pronunciation.
Therefore, amount of time should be devoted to practice in the spoken language. Since opportunity to engage in genuine communication in a second language or foreign language learning situations are rare, the teacher has to create opportunities and situations that promote this intentionally. To bridge the gap between the classroom and the real world outside, the teacher can use teaching techniques that promote this, such as role play, dramatization, discussions and communication games among others.

2.3.2 Teaching Reading

Reading is an important skill that not only helps the learners in the mastery of English, but also enhances their performance in other subjects in the school curriculum. The teacher of English should therefore provide opportunities for learners to develop the various reading skills in order to undertake successfully intensive reading, extensive reading and comprehension.

According to (KIE 2006), the syllabus presents the content for reading skill in a spiral approach. For example, comprehension skills are covered from Form One to Form Four. The skills taught in Form one includes recall, comprehension and application. In Form Two analysis is introduced and in Form Three synthesis and evaluation are introduced. It is recommended that the teaching of reading be integrated with the teaching of other language skills and grammar. This should be done through debate or a writing task from an extract of a literary text. Unfortunately, we are getting students who are less and less interested in reading in English language. The effect is that many of them are not fully literate by the time they get to form 4. Some students read the passage casually and then attempt answering the questions from memory.
Students generally tend to be too brief in answering questions. The teacher should aim at training the learners to read fluently and efficiently. It is the acquisitions of these skills that will enable the learners to undertake extensive and intensive reading in order to develop comprehension.

2.3.3 Teaching Writing

Writing is the advanced language skill that requires the learner to communicate ideas effectively. It trains the learners to be organized and to think critically and creatively as he or she responds to situations. The ability to write well is, therefore, essential for success in any academic discipline. Writing is also a lifelong skill. It is part of the personal development skills that are useful beyond the classroom. Teachers should, therefore, engage the students in as much writing sub-skills as possible.

Gathumbi and Ssebbunga (2005) point out that many teachers of writing have long been dissatisfied with the traditional paradigm and its implications for classroom practice. Consequently, research into the intensive and comprehensive studies of the development of writing abilities has aroused the need for a new pedagogy of writing. In view of these discussions, classroom procedures of teaching writing skills should therefore follow certain principles and techniques which enhance integration in the development of the four language skills which the thesis sought to examine.

2.3.4 Techniques in Integrating Skills

Read (1991) views the integration of skills in the language classroom simply as a series of activities or tasks which use any combination of the four skills—Listening (L), Speaking (S), Reading (R) Writing (W) in a continuous and related sequence.
She says that the activities in the sequence may be related through the topic or through the language or through both. She observes that an important feature of the sequence is the interlocking nature of the activities; to a large extent each task develops from those that have come before and prepares for those that are to follow. The skills are thus not practiced in isolation but in a closely interwoven series of tasks, which mutually reinforce and build each other. She points out that if students are provided with integrated skills practice, it allows for continuity in the teaching/learning programme. Those tasks and activities are not performed in isolation but are closely related and dependent on each other. She also argues that if the four skills are integrated, it will provide variety and can be invaluable in maintaining motivation. It also allows naturally for the recycling and revision of language, which has already been taught and is therefore, often helpful for remedial teaching.

Byrne (1988) stressing on the importance of integrating skills, says that the need to integrate skills in English language teaching has been emphasized and is not a new feature of writing program. He says that many of the communication activities and ‘fun’ writing integrate talking and writing (and sometimes reading) in a natural way. He therefore, proposes that if the teacher wants to increase the amount of skill integration in her daily teaching and this is worthwhile because it allows the learners to use language naturally.

Mathews et al. (1991: 73) justifies integration of language skills by giving two main reasons; to practice and extend the student use of a particular language structure or function and to develop the students’ ability in two or more of the four skills within a constant context.
This, they claim ensures, continuity of the learning program because the activities are closely related either in terms of content and are dependent on each other, the four skills are developed in a realistic situation which allows flexibility, an opportunity is given to the learners to use language in different contexts, modes and with different participants. This variety breaks the monotony of having to deal with one variety at a time and finally, there is a linkage of the skills. In support of integration, Gathumbi and Ssebbunga (2005: 66) suggest that classroom procedures of teaching writing skills should follow certain principles. They argue that, even though the language learning is divided into four skill areas, the skills should not be treated in total isolation of each other. This implies an integrated skills approach that acknowledges the support of other skills even where one skill, like writing is the primary focus. Since this area is very crucial in any language learning, there was need to conduct a research to establish whether teachers of English language integrate these skills when teaching. The current research therefore, sought to find out teaching techniques that enhance integration and development of English language skills when teaching in secondary schools. The classroom observation by the researcher would therefore be very crucial for this study.

Omollo (1990) carried out a research to investigate the techniques and problems in interacting the teaching of English language and literature in English in Kenya Secondary schools within Kisumu District. On the extent of integration taking place between Language and Literature, Omollo found that integration was taking place at varied levels. A total of 425 elements of integration were found in the 43 lessons analyzed.
She observed that more language elements (225) appeared in the literature lessons than literature elements (220) in the language lessons. She therefore concluded that integration was taking place and the literature lessons were marginally better integrated than the language lessons. She also concluded that public school teachers had more knowledge and were more willing to integrate than private school teachers. On the techniques teachers used to teach integrated syllabus, Omollo observed that the instructional strategies which were most frequently used during the teaching of syllabus were expository techniques such as lecture and heuristic techniques such as question and answer based on the text books. Teachers complained of overcrowded classes with large number of students yet none of the teachers observed used group work-the best method to be used for large classes. The other techniques like fieldstrips and resource persons were never used at all during the lesson observed. Few of the teachers she observed used discussions but for only a small part of their lessons.

She observed that teachers had ignored or were not trained on how and where to use all the teaching techniques. From the methods and techniques used by the teachers, she concluded that the teachers lacked information on the integrated English syllabus and as such, they found it hard to handle the syllabus. Omollo further claimed that one reason why grammar lessons are tedious and meaningless is that all too often they consist of a teacher explaining a few terms and expressions and then asking students to write out a few exercises. Learners need to know and identify certain terms, but is far better to relate the structures to contextualized exercises. The learners need to hear and see a number of examples of the structure in question to aid in understanding what the teacher is putting across and the more examples the better.
Writing is a very important skill in language study. Other educationists argue that integrating the teaching of literature and English can enhance writing skills. The curriculum developers define writing as the varieties which include narration, description, exposition, discussion, drama, dialogue, poetry, letters (both formal and informal) diaries, notes, instructions, notices, reports, minutes, recipes and dictation, thus writing embraces both literary and non-literary varieties. Curriculum developers at Kenya Institute of Education (KIE) affirm that the teaching techniques need to change from the former practice, relying on textbooks and sterile exercise to the modern way of learning grammar in a meaningful context. They recommend that teachers should use group and pair work, which are some of the most effective methods in language learning classrooms. In support of integration, some language specialists have pointed out that integrating the teaching of language and literature is beneficial as far as reading skills are concerned. The language curriculum developers in Kenya, however, warn that “the right balance should be established between literary reading and essential communication reading”.

Collie and Slatter (1987) observe that in reading literary texts, learners have also to cope with language intended for native speakers and thus they gain familiarity with different linguistic uses, forms and conventions of the written mode. They argue that in extensive reading (of novels and plans) learners develop the ability to make inferences from linguistic clues and deduce meanings from the context, both useful tools in reading other sorts of materials. Carter (1982) further maintains that creative writing can spring from the involvement with literary aspects especially when language and literature are taught
complementarily. Wring skills such as narration are best enhanced and developed when learners read and appreciate literary works where such style and writing are used. The same applies to the writing of poems. The learners can be exposed to different patterns of writing poetry through choral reading before they are asked to write their own poems. Dialogues and plays of all types can also be practiced and written by learners after having been exposed to a number of plays. Through constant writing practices that the teacher of English can ensure that the format of writing is mastered. Speech is a very important language skill. Human communication depends very much on one’s proficiency in and appropriate use of language. Linguist and educationist maintain that the main aim of teaching speaking is to gain oral fluency, the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation.

According to Ministry of Education (MoE) (2005) the English syllabus has been re-organized to effectively address integration where English would be taught through the four language skills and grammar. The content for language and literature was therefore covered under these skills. This meant that the teaching would focus on both the skill and the content. In the teaching of listening and speaking for example, the teacher is required to use content from oral literature and poetry to teach these skills. By doing this, oral literature and poetry would be taught in natural content thus making learning meaningful and interesting. Since the two genres call for reading, they would also be taught under the reading skill. It further states that the syllabus was organized in such a way that none of the language skills should be taught in isolation, and that the teacher should as much as possible integrate the teaching of the skills. For example, while teaching, the teacher may reinforce the mastery of grammar by
pointing out instances of effective use of grammatical items already taught and that the teacher may also generate writing tasks and debates from the reading materials. In view of all these, there was good cause for integrating the teaching of English and literature. The main aim was to improve both quality and performance in English examination. Omollo, Mogaka, Magoma and others did the same on integration. The current study focused on teaching techniques that enhance integration in the development of English language skills in secondary schools but in a different location (Gatundu District).

2.4 Review of Related Studies

Mogaka (2001) carried out a research to investigate the teaching and learning of English language in the public secondary schools in Kenya. The studies focused on teachers’ instructional behaviors and learners’ participation in secondary school English language classrooms in Nairobi, Kenya. His objectives were to determine the classroom interaction patterns in English language classroom and to identify which teaching techniques encouraged learner participation. He employed Second Language Interaction Analysis Schedule (SLIAS) adapted from Gathumbi (1995) and interview schedules to collect the data. The results indicated that most teachers dominated the classroom interaction. It was also evident that the teaching techniques used were mainly teacher-centered such as lecturing, and question and answer. The study also observed a tendency by the teachers of English to strive towards covering the syllabus. According to Mogaka, this meant using textbook leaving no room for their own innovativeness and creativity in the classroom. He also found that all the teachers in the study employed at least three different teaching techniques, according to the
results from data collected by (SLIAS) category. Despite these results, there were some teaching techniques allowing for learner participation while other did not. He observed that the lecturing technique was the mostly used technique because it made delivery of information easy and fast. However, it gave no room for students’ participation. He also pointed out that the lecture method by its nature allowed for teacher domination in the classroom. However, in learning, the teacher is not the holder of the knowledge filling the learners’ empty minds, learners need to participate actively in the learning process and must not be passive participants. However, the study did not indicate whether these are some of the factors that contribute to students’ poor performance in K.C.S.E. in English examination. It did not also touch on the teachers’ teaching techniques and integration of English language skills. The current study, therefore, sought to examine teaching techniques that enhance integration in the development of English language skills when teaching in secondary schools with particular interest in Gatundu district.

Mwangi (2004) carried out a research to find out how teachers of English select and utilize instructional resources in secondary schools. His main purpose was to investigate some of the constraints that teachers of English encounter in the process of utilizing instructional resources. This is in the line that resources play important roles in teaching and learning of English language. If well utilized, they impact positively in students’ knowledge that may result into good performance in English examination. He used classroom observation schedule as one of the instruments for data collection. He found out that most teachers did not utilize authentic instructional resources or a multimedia approach when teaching English. The researcher felt that these elements together with others that have been discovered through different researches when
properly utilized could help in improving the performance and competence of the students in the English language. Mwangi’s study was based on resources and utilization of resources. The current study sought to examine teaching techniques that enhance integration in the development of English language skills because I believe this area is crucial in learning of English language.

Kuria (2001) researched on verbal discourse to investigate the cognitive level of question used in English classroom by the teachers of English. She observed various English language teaching areas while collecting the data. The teachers’ lessons were recorded, coded and analyzed into their respective redefined categories. Kuria observed that the English language teachers seemed to emphasize on low-level thinking and recall learning among the learners and manipulation of information learnt. Teachers of English also predominantly used lower cognitive order question within the lesson, emphasizing on the lower level of thinking. In view of these research findings, it was necessary that English language teachers should be encouraged to use higher order cognitive questions to maximize learning output and to develop higher level of thinking among the learners as these are very crucial in learning of any language and would improve their competency and performance in English language.

Mundui (2002) did a research to describe the practice of teaching spoken English (speaking skills) in secondary schools.

One objective of the study was to observe the activities teachers use to enhance learners participation. She found out that none of the teachers made use of both authentic materials and audiovisual materials.
Unlike the above-related studies, the current study was interested in the teaching techniques that enhance integration in the development of English language skills in secondary schools. It is implicit from the review of the above-related studies that only one study dealt with the aspect of English language skills-speaking skill. This was done in isolation hence the need to carry out the study to include all the four basic language skills.

Ouma (2005) did a research on relationship between achievement, motivation and performance in English composition writing among secondary school students. He observed that students with integrative motivational orientation in language learning, also known as intrinsic motivation, perform better than those with instrumental orientation (extrinsic motivation). He also observed that use of process approaches to composition writing led to better results than product oriented approaches. To establish the existence of any relationship, pupils’ performance in the achievement test in composition was correlated with their motivation level as obtained from both the questionnaire and Thematic Appreciation Test. He used Pearson’s’ product moment correlation coefficient for this purpose. Results from the study indicated that though students were highly motivated in composition writing, there was no significant correlation between motivation as obtained through self attributed motives and performance. Secondly, self-report questionnaire required self-reflection and students tended to overrate the effort they invest in writing practices, which might not be commensurate with their actual performance in writing task.

He also attributed it to other intervening personality, school and instructional variables that account for performance in composition writing.
Such may include: intelligence aptitude, resources and quality of presentation among others. It is implicit from the review of the related studies that none had dealt with the aspect of integration of the four basic English language skills. Not considered was the integration and development of English language skills. There was a need to conduct a research to investigate teaching techniques that enhance integration in the development of English language skills when teaching in secondary schools. The present study sought to bridge these gaps by exploring which techniques teachers of English use to enhance integration in the development of these language skills. This effort was designed to improve performance in written communication and grammar. While studies reviewed above were based on questionnaire and interview as the major instruments for collecting the data, the current study included classroom lesson observation schedule to collect the data. Richness of data obtained through observations and interview schedule would permit a fuller understanding of the topic under study.

**Chapter Summary**

This chapter has provided an overview of concepts useful in understanding integration, knowledge about integration of language and literature as well as integration of language skills. Research on language skills has also been reviewed. Their findings have been cited and which point to the fact that research was needed in a wider area particularly in the pedagogy of the four English language skills. The current study explored this possibility in domain of teaching techniques that enhance integration in the development of English language skills in secondary schools.
In the following chapter, the methodology for research is presented, the approach and procedure of the refinement and standardization and use of research instruments are discussed.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that the researcher used while undertaking the study. It is covered under the following: Research design, variables, location of the study, target population, sampling techniques and sample size, research instruments, pilot study, data collection procedure data analysis and finally logistical and ethical issues.

3.1 Research Design

The researcher used descriptive survey design. According to Cohen and Manion (2002) a typical survey style gathers data at a particular point in time with the intention of describing the nature of existing condition or identifying conditions against which the condition can be compared or determined, and the relationship which exists between specific events. The design was chosen because of its strengths as it involves gathering information from the sampled schools, direct quotation from the respondents and other sources, and it allowed for the use of multiple sources of data collection, that is triangulation. A survey is the best method available for social scientists who are interested in collecting original data to describe a population that is too large to observe directly. It also gave the researcher a considerable flexibility of the analysis. This design was chosen because it is good in obtaining both qualitative and quantitative data with regard to the teaching techniques that enhance integration in the development of English language skills when teaching in secondary schools. It also involved observing teachers teach in their actual practices in the classroom.
This research design is good because it uses logical methods of inductive deductive reasoning to arrive at a generalization. It employs methods of randomization so that error might be estimated when reserving population characteristics from observation of samples. Cohen and Manion (2002) also point out that descriptive studies are not only restricted to fact-findings, but may often result in the formulation of important principles of knowledge and solution to significant problems. In supporting this view, the current research was not only used as fact findings about the phenomena but also helped formulate principles of knowledge and the solution to significant problems that contribute to the knowledge of integrating and developing English language skills when teaching. It was, therefore, hoped that the research design would contribute to accurate and fair interpretation of results. The summary of the design is as shown in figure 3.1 below.

3.1.1 Variables

The two main variables for the study were:

**Independent variables:** Teaching techniques, enhancing integration, professional qualification, teaching experience.

**Dependent variables:** Mainly language skills: Listening, speaking, reading, writing, skills development.
Figure 3.1 Research Design

Research Population
Secondary Schools of Gatundu District

Sampling techniques
Purposive, stratified random sampling

Sample
10 HODs, 10 Sec. Schools, 20 Eng. Lang. Teachers.

Subjects:
20 Eng. Lang. Teachers teaching forms 1 and 2, 10 HODs- English

Data collection
- Data on teachers teaching techniques
- Integration of English language skills in teaching
- Background information

Data analysis and presentation
- Descriptive statistics
- Frequencies & percentages
- Tables
- Observation notes

Summary and Conclusions

Recommendations
Suggestions for further studies

Source: Adapted from Cohen and Mannion (2002)
3.2 Location of Study

The study was carried out in Gatundu District in Central Province, Kenya. Gatundu is a small town in the Central Province, Kenya. Gatundu is located 15 kilometers west of Thika and 15 kilometers north of Kiambu Districts. Gatundu town is the newly created Gatundu District since June, 2007. The District was curved out of the bigger Thika District. The District has an area of 192.1 square kilometers, a population of 113,699 with a density of 592. According to District Development Plan (2008), the District 2002 population was 123,551 with a density of 643. By the time of the research, the district map had not been drawn off from the larger Thika District. This area was selected because of the following reasons: It was easy to find and get the target sample due to the advantages that the region had over the other regions in Central Province. In this region, many schools were located closely thus providing easy accessibility to the researcher and subsequently reducing the finances and time the researcher could encounter. This in turn would increase efficiency in the administration of the instruments. Similarly its wide sampling strata, that is, all categories and types of schools required in sampling by the researcher, could conveniently be found in the district. Finally, the area was favourable to the researcher in terms of time and budgetary considerations.

3.3 Target Population.

The study target population included: All heads of English department in public secondary schools in Gatundu District, all English language teachers teaching forms 1 and 2 classes, all public secondary schools in Gatundu District.
The district had fifty two (52) public secondary schools with forms one to four and offering 8-4-4 system of education.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

Purposive sampling involved deliberate selection of the unit analysis which conformed to the determined criteria. The researcher was more interested in the typically and the specific relevance of the units of analysis to the study, rather than representatives of the sample. Involvement of the teachers allowed the researcher to get views and perfectives on the area of study. Purposive sampling was used to sample Gatundu District. A list of all the schools was obtained from the DEOs office Gatundu. The district had 52 public secondary schools by the time of the study. The district has two provincial secondary schools. These were purposively selected. The other schools were either district boarding or district (mixed) day schools.

Stratified random sampling was used to sample other 8 secondary schools. Two girls’ boarding secondary schools and two boys boarding secondary were purposively sampled. Four mixed secondary schools were randomly picked using “Lucky dip” method. The names of the 45 mixed secondary schools were written down and put in a container. The researcher randomly picked one piece of paper with the name of the school. The exercise was repeated four times to get four schools. Stratification was done according to school type as well as school category. Two teachers of English language teaching forms 1 and 2 classes from each school were selected using lucky dip as well where initials of the teachers were also written down on a piece of paper.
This was done with such schools where the numbers of English language teachers were more than the number required to participate in the study. Stratification by school type was done as follows: Boys school, Girls school, mixed school (See table 3.1 below)

Table 3.1: Grid showing Category and Type of schools in the Study

<table>
<thead>
<tr>
<th>Category</th>
<th>Type</th>
<th>No. of Schools</th>
<th>Sample Chosen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Provincial</td>
<td>Boys</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Public District</td>
<td>Boys</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Mixed</td>
<td>45</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>52</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: DEOs Office, Gatundu (2008)
The strata were further classified as provincial, district boarding and district (mixed) day schools. In each category one school was sampled using “Lucky-dip” type of simple random sampling for the categories with more than one school. This was done to avoid any bias. Gathumbi (1995), states that in “lucky dip” method of sampling, the same samples are put in one container and then the required sample is picked at random one at a time. It is good because it gives a wide freedom to pick the required samples without any kind of bias. Out of 52 public secondary schools in the district, 10 schools were used for the study. The 10 schools were selected from each of school type through systematic random sampling where names of all public secondary
schools in each school type were written down on a piece of paper and desired number of schools picked at random using ‘Lucky dip’ method. It was from these samples that classroom observation was made. A smaller group of 10 teachers were sampled from their school for classroom lesson observations using systematic sampling, a further 10 teachers were sampled for administration of teachers questionnaire. Ten (10) heads of department, one from each school was purposively selected for interview schedule (See table 3.2 below)

<table>
<thead>
<tr>
<th>School type</th>
<th>No. of schools</th>
<th>Target schools</th>
<th>Targeted No. of teachers</th>
<th>H.O.D.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Boys</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Mixed</td>
<td>45</td>
<td>4</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Grand Total</td>
<td>52</td>
<td>10</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

3.4.2 Sample Size

According to the District Annual Report (Gatundu District, 2008) for the year 2002, the District had fifty two public secondary schools. Private secondary schools were outside the target of this study as the sole target was teachers in public secondary schools. A total of ten (10) public secondary schools, twenty (20) English language teachers, and ten (10) Heads of English Department (HODs) were involved. Gatundu District had 142 English language teachers in total by the time of the study. The ten HODs were purposively sampled. The sample size comprised thirty (30) subjects.
Twenty English language teachers teaching forms one and two were sampled. Sampling was done on the basis of school type as; boys, girls and mixed secondary schools in the district. The three types of schools were important because they represented both the single sex and co-educational institutions as teaching techniques across school type might vary due to entry behavior.

3.5 Research Instrument

This study used three different instruments namely: (1) Questionnaire, (2) Classroom observation schedule, and (3) Interview schedule

3.5.1 Questionnaire

A questionnaire is printed forms for data collection which include questions to which the subject is expected to respond, often anonymous. The questionnaire was divided into four sections according to the traditional four language skills (listening, speaking, reading, and writing). Section one sought biographical data of the English language teachers, section two, language skills development, section three, resources used to integrate and develop language skills and section four teaching techniques and activities in integrating language skills. This instrument involved the use of written items in which the respondents individually responded in writing. It helped the researcher to collect as much as possible the information within the shortest time possible and which were not covered by the classroom observation as well as interview schedule. Five statements were made regarding each skill, for instance. ask students to make summaries of what they read, plan my writing before the students start, the students listen for key words, and plan in advance the skill want to develop.
A teacher’s questionnaire (TQ) was developed for teachers of English who would not be sampled for observation. The questionnaire also had items that sought general information about the teachers’ teaching techniques that enhance integration in the development of English language skills when teaching (See Appendix A).

### 3.5.2 Interview Schedule

This is the method of data collection where the researcher approaches the respondent face to face, through telephone, or done orally. Interview was purposely for Heads of English Language (HODs). Responses method of data collection where the researcher approaches the respondent face to face, through telephone were recorded; questions were mainly based on administration and information about the HODs as they are presumed to be the quality assurance officers as they ensure the implementation of the syllabus in their departments. An interview schedule was administered to the heads of English departments (HODs). An interview schedule was designed to address the following: General information about the HODs, their roles in the implementation of the integrated English syllabus, their administrative roles, their views on the integrated English syllabus, problems faced by English language teachers and the way forward in ensuring English language used prescribed techniques as advocated by Kenya Institute of Education (KIE).

### 3.5.3 Classroom Lesson Observation Schedule

This is one of a family procedures used to collect data in qualitative research. Observations have always been considered a major data collection tool in qualitative research.
This instrument was used by the researcher during one of the regular class times. The schedule looked for any instances of various uses of teaching techniques in integration of language skills and other behaviors which seemed to indicate that teachers are employing techniques to assist students’ language skills development. According to Prasad and Reddy (1983), one of the most important and extensively used instruments for data collection is observation. They point out that an observation schedule is one of the primary research instruments. In developing this observation schedule the researcher first defined in precise terms what would be observed. The researcher then narrowed the purpose to obtain specific, measurable units that could be observed. The researcher then decided on the variables on units of analysis that were most important and then defined the behaviour so that it could be recorded objectively. It was also used to provide information on various techniques in teaching. During the observation, the researcher also noted the verbal classroom activities. Notes were to assist the researcher in analyzing and recording the teaching techniques and difficulties, if any, encountered in integrating and developing English language skills (See Appendix C).

3.6 Pilot Study

Pilot study was conducted in three secondary schools. The purpose was to assess whether or not the topic would be researchable. The instruments were first pre-tested before the main study. In pre-testing the instruments, three secondary schools with similar characteristics but outside the sample population were randomly selected. The purpose was to test validity and reliability of the research instruments. It provided some insight that made the researcher modify and make the necessary amendments to
the instruments. The researcher worked closely with the supervisors. This enabled the instruments to be refined so that they might be administered with confidence during the main phase of data collection. Piloting provided some insights that made the researcher modify some of the questions and also shed light on what was to be expected in the actual research.

### 3.6.1 Validity and Reliability of the Instruments

The validity of the instruments was initiated at the design stage. Opinions of experts including the researcher’s supervisors were sought. The findings of the pilot study became the basis for revising the research instruments; questionnaire and interview schedule, and clarified questions. The results obtained enabled the researcher to modify and improve questions that were ambiguous and discarded all the irrelevant items. This helped ascertain both content and contract validity. The pilot phase helped in validation, which also helped confirm that the methodology and instruments used provided the required data.

### 3.7 Data Collection Procedure

The exercise was done using already prepared questionnaires, interview schedule, and classroom observation schedule. Triangulation was used as the main data collection procedure. According to Cohen and Manion (2002) triangulation refers to the use of more than one technique of data collection. The instruments used were mainly: Questionnaires, interview schedule, and spot observation. Specific data was collected for each objective. Face to face interviews were conducted with HODs-English.
The researcher administered questionnaire to teachers who did not participate in the classroom observation schedule and vice versa. Questionnaires were distributed, completed and collected. With the consent of the interviewees, the responses from the interview were recorded manually for easy transcription. Ten (10) heads of English departments were interviewed based on the administration, about their knowledge on integration and development of English language skills, the skill teachers find difficult to integrate. Any other insights about English teacher training and the way forward (See Appendix B).

3.7.1 Teaching techniques that enhance integration in the development of English language skills.

The following data were collected;

i) English language skills development (Listening, Speaking, Reading and Writing).

ii) Types of resources used to integrate language skills; print materials, handouts, magazines, textbooks as well as non print materials; models, realia, graphs and cartoons.

iii) Teaching techniques and activities used to enhance integration in the development of language skills. These data were collected using questionnaire with both structured and unstructured items which were administered to the English language teachers (See Appendix A).

3.7.2 Integration of four English language skills.

Data on integration of language skills concentrated on the teaching techniques and activities, instructional method starting with introduction to teachers’ evaluation
techniques. The question sought to examine the extent to which the techniques used allowed for the integration in the development of the language skills.

3.7.3 Language skills found difficult to integrate.

Data on language skills found difficult to integrate was collected using structured interview schedule and questionnaire. The questions sought to find out if any, the difficult skills to integrate. The data collected also constituted challenges experienced by English language teachers when trying to integrate English language skills. Specifically, the issues highlighted include: Mother-tongue interference, class size, workload, time limit and resources. The views and suggestions from the teachers on these issues were recorded. The interviews were conducted with heads of English language departments. Questionnaires were administered to the English language teachers.

3.7.4 Techniques used to help overcome the challenges encountered.

Data on this objective was collected using an interview schedule with structured and unstructured items. It focused on the techniques teachers used to help overcome problems encountered. Their views and suggestions were also sought and noted. The interviews were conducted after classroom observations and questionnaires were administered, lasting for forty minutes. The researcher interviewed the HODs. This was done face to face and the responses recorded for future interpretation later. Apart from interview, the researcher administered questionnaire to English language teachers who did not participate in the classroom observation. Questionnaires were distributed, filled and later collected after completion.
3.8 Data Presentation and Analysis

Content analysis was the main technique for data analysis. The data were classified, tallied and totaled according to the objectives of the study. Quantitative data were tabulated and manipulated into frequencies and percentages to fit the objectives of the study. Qualitative data were subjected to content analysis in which the main themes were identified, analyzed and presented in relation to the objective of the study. The analyses of data collected were done in stages. The first stage involved computation and presentation of descriptive statistics using tables, frequencies and percentages. Descriptive statistics were used to describe the main features of data collected quantitatively. These provided simple summaries about the sample and the measures. Together with simple analysis, they formed the basis of quantitative analysis of data. Main analysis started with checking the raw data for accuracy and usefulness. The data were then divided into two categories- Heads of English departments, English language teachers. Responses from the three instruments were coded, stored and analyzed both quantitatively and qualitatively using computerized system. Questionnaire data were examined for mean frequency of reported language skills development (LSD) and techniques used. The interview and observation data were subjected to a content analysis to investigate any useful insights relating to LSD technique used by English language teachers. Data were analyzed using Statistical Package for Social Sciences (SPSS). The results were presented in statistics in form of frequency distribution cross tabulation and percentages.
3.9 Logistical and Ethical Issues

It was important when carrying out this study that the rights of the teachers participating were carefully protected. Participants’ sensitivity was respected by wording questions about age, sex, and professional qualification, the integration in the development of the language skills in such a way as to avoid giving offence. On the classroom observation, the researcher gave assurance that the purpose of observation was purely for academic purposes and not to find faults with the concerned teachers. The researcher obtained a research permit from the National Council for Science and Technology (NCST) and from Kenyatta University (KU) authorizing the conducting of the research. The researcher ensured all subjects participated voluntarily by obtaining their consent.

The researcher explained the need for data collection, which also explained the purpose of carrying out the research. The researcher played honesty and openness in dealing with the subject. Full explanation was made in order to remove any suspicion among the subjects. The researcher informed the participants about the results, and informed the subjects of all the aspects of the research that might influence willingness to participate. Letters requesting permission to conduct the study were also sent to the heads of the sampled schools, with whose permission this study was conducted.

Chapter Summary

The sampling procedure used and outlined in this chapter guided the researcher regarding the school type, category and population. The detailed preparation of the instruments was useful in giving focus in the field.
Detailed work on constructing and refining the research instruments goes along way in building the confidence in the reliability and validity. A detailed report of what guided field work has been given in this chapter. The next chapter presents the analyzed data from the instruments described above.
CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction
This chapter presents the study data, analysis its interpretation and discussion. Responses from the instruments were coded, stored and analyzed both quantitative and qualitative using computerized system. Data were presented in frequencies, percentages and tables for all categories of the respondents. Qualitative data were interpreted, and discussed. Specific data was collected for each objective and analyzed using SPSS as briefly discussed below. On teaching techniques that enhance the integration in the development of English language skills data was collected using both structured and unstructured questionnaires (Appendix A). These were administered to English language teachers. Data on teaching experience, gender, professional qualification and age were also collected using structured questionnaire.

Data on the integration of four basic English language skills were collected using both structured and non-structured questionnaire and classroom observation schedule respectively that also targeted the English language teachers in the sampled schools. Ten English language teachers were observed live while the results recorded. Another ten teachers answered the questionnaire. The specific focus of the study was to examine whether teachers of English integrate the four language skills when teaching, which included techniques, activities and resources. Views and suggestions from the respondents were also sought. The data collected on language skills found difficult to integrate constituted problems experienced by the English language teachers within each language skill.
Questionnaires (See Appendix A) were used to collect the data and targeted English language teacher teaching forms one and two. Ten teachers were provided with the questionnaires which they filled and collected after the exercise by the researcher. It was found out that listening and speaking skills were difficult to integrate. Teachers also reported that listening and speaking skills are in most cases ignored simply because they are not tested in the National Examination. Data on the techniques used by English language teachers to help overcome the challenges encountered when integrating the language skills were collected using both the structured and semi-structured questionnaires. Views from the respondents were recorded and the results discussed. Teachers attributed the problem of integration to the many students enrolled in classroom. It was reported that classroom activities such as group work was not easy with 70 and above students present in classrooms.

Time allocation for the English lessons was also cited to hinder integration of the four English language skills. Teachers, therefore, suggested that the maximum number of students per class be strictly 40. They also said that time be increased to 80 minutes, that is, all English lessons be double lessons or be increased to 9 lessons fro 8 lessons. This would increase time for the many number of activities required such as group work, role play, discussions, which are presumed would enhance the integration in the development of English language skills.

### 4.1 Information about Sample Schools

Information covered two factors about schools used in the research namely; category and type of school.
Under the category of school, there were provincial and district schools. Under school type there were boys, girls and mixed (boys and girls). This information is summarized in Table 4.1 below:

**Table 4.1 Frequency and Percentage of category and type of schools used in the research**

<table>
<thead>
<tr>
<th>Category</th>
<th>Type</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Provincial</td>
<td>Boys</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Public District</td>
<td>Boys</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Mixed</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

N = 10

Table 4.1 above gives a summary of frequency and percentage distribution of category and type of school used in the study. Majority (40%) of the schools were district mixed secondary schools. Mixed schools were those that had both boys and girls. The least category (10%) was the provincial secondary schools. There were no National schools in Gatundu district. In total two provincial schools, four district boarding schools (two boys’ and two girls) and four districts mixed day secondary schools were sampled for the study. Generally the result shows that there were more mixed day secondary schools in Gatundu district than other types of schools, which are girls or boys boarding secondary schools.

**4.1.1 HODs, Teachers of English Information**

Teachers’ information was put into two categories namely: Heads of English Departments (HODs) and teachers of English language.
Table 4.2 HODs-English Information Data

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Professional Qualifications</td>
<td>Dip. In Education</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>B.Ed</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>M.Ed/ MA</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>0-4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>5-9</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>10-14</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>15 and above</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Age Brackets (Yrs)</td>
<td>26-30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>31-35</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>36-40</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>41 and above</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

N= 10

Table 4.2 gives a summary of frequency analysis of heads of English departments (HODs) in terms of gender, professional qualifications, teaching experience and their ages in this study data. In terms of gender, the results show that seventy percent (70%) of the HODs who participated in the study were female while 30% were male. It also shows that the majority ninety percent (90%) of the HODs had a Bachelor of Education degree and only one HOD ten percent (10%) had a Diploma in Education. None of them had received any higher degree certificate. In terms of teaching experience, the results show that majority (70%) of these HODs had taught for more than four years. Those who had taught for between 5-9 years constituted ten percent (10%), those who had taught for between 10-14 years constituted twenty percent...
(20%) while those who had taught for 15 years and above constituted seventy percent (70%). In terms of age brackets, majority sixty percent (60%) of HODs were aged between 36-40 years, 30% were aged 41 years and above while 10% were aged between 31-34 years. There was no HOD aged between 26-30 years. The researcher examined these variables because he considered them important assuming that HODs- English are the quality assurance officers who ensure the English curriculum is properly implemented. Based on these facts, the results reveal that those HODs were mature in age, experienced enough in terms of teaching to ensure English language teachers are using appropriate teaching techniques and integrate among language skills because it was assumed the HODs had a bank of knowledge in the area of teaching techniques that enhance integration of skills in English language when teaching.

4.1.2 English Language Teachers Background information

In the questionnaire, teachers’ background was sought. Though not very important in the research, it was hoped that this information would provide some information that would be crucial to the researcher. The results are summarized in the table below:
Table 4.3 English language teachers information

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Professional Qualification</td>
<td>Dip. In Education</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>B.Ed</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>M.Ed/MA</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Teaching Experience (Yrs)</td>
<td>0-4</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>5-9</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>10-14</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>15 and above</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Age Brackets (Yrs)</td>
<td>21-25</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>26-30</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>31-35</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>36-40</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>41 and above</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

N = 20

Table 4.3 gives a summary of frequency analysis of English language teachers related to gender, professional qualifications, teaching experience and their age brackets. The ages of the 20 teachers of English were distributed as follows: 21-25 (0%), 26-30 (15%), 31-35 (25%), 36-40 (35%) and those who were 41 years and above were twenty five percent (25%). Based on gender, eighty five percent (85%) were female while fifteen percent (15%) were male. Their lengths of teaching were also distributed as follows: 0-4 (10%), 5-9 twenty five percent (25%), 10-14 (35%) and those with 15 years and above were thirty percent (30%). Although these variables were not the main focus of the study, the researcher felt that they were important and have been
known to affect the way teachers teach. They could therefore help answer some of the questions not captured in the research instruments but which could help yield important information. The result reveals that out of the 20 teachers of English who participated in the study, eighty five percent (85%) were female while their male counterparts constituted only fifteen percent (15%). It also shows that majority eighty five percent (85%) had a Bachelor of Education degree with specialization in English and Literature. Two English teachers ten percent (10%) had Masters of Education degree while only one teacher five percent (5%) had a Diploma in Education. No teacher among these had a PhD degree according to the results. As per length of teaching, the results show that seven out of twenty thirty five percent (35%) had taught for between 10-14 years, thirty percent (30%) had a teaching experience of 15 years and above, twenty five percent (25%) had a teaching experience of between 5-9 years while ten percent (10%) had a teaching experience of between 0-4 years.

4.2 Teaching Techniques that Enhance Integration in the Development of English Language Skills

4.2.1 Activities/Techniques
The first objective of this study was to examine teaching techniques that enhance integration in the development of English language skills. In the question, the researcher wanted to find out the frequency of use of the various teaching techniques used by English language teachers. To achieve this objective, data was collected using questionnaire which was administered to English language teachers who did not participate in classroom observation schedule.
The item had various activities and techniques teachers used in teaching. These activities included: Group work, drills, use of tongue twisters, games and registers, reading newspapers among other activities. The results were rated according to degree of use in which it was applied. Table 4.4 was drawn after the analysis and interpretation.
Table 4.4: Activities used to integrate and develop English language skills

<table>
<thead>
<tr>
<th>Language Skill</th>
<th>Activity</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F %</td>
<td>F %</td>
<td>F %</td>
<td>F %</td>
</tr>
<tr>
<td>Speaking</td>
<td>1) Use pair/Group work</td>
<td>6 60</td>
<td>3 30</td>
<td>1 10</td>
<td>0 0</td>
</tr>
<tr>
<td></td>
<td>2) Use Drills and Minimal pair</td>
<td>3 30</td>
<td>5 50</td>
<td>2 20</td>
<td>0 0</td>
</tr>
<tr>
<td></td>
<td>3) Use Tongue Twisters</td>
<td>5 50</td>
<td>4 40</td>
<td>1 10</td>
<td>0 0</td>
</tr>
<tr>
<td></td>
<td>4) Students repeat new lang.</td>
<td>5 50</td>
<td>0 0</td>
<td>5 50</td>
<td>0 0</td>
</tr>
<tr>
<td></td>
<td>5) Students Speak with people in target language</td>
<td>5 50</td>
<td>2 20</td>
<td>2 20</td>
<td>1 10</td>
</tr>
<tr>
<td>Reading</td>
<td>1) Give set of words and blank cards</td>
<td>1 10</td>
<td>3 30</td>
<td>5 50</td>
<td>1 10</td>
</tr>
<tr>
<td></td>
<td>2) Use Print from the Environ.</td>
<td>5 50</td>
<td>2 20</td>
<td>2 20</td>
<td>1 10</td>
</tr>
<tr>
<td></td>
<td>3) Use Genres and registers</td>
<td>9 90</td>
<td>1 10</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td></td>
<td>4) Use Literary Materials</td>
<td>6 60</td>
<td>3 30</td>
<td>0 0</td>
<td>1 10</td>
</tr>
<tr>
<td></td>
<td>5) Students skim read texts</td>
<td>9 90</td>
<td>0 0</td>
<td>1 10</td>
<td>0 0</td>
</tr>
<tr>
<td>Writing</td>
<td>1) Write letters and E-mails in target language</td>
<td>3 30</td>
<td>0 0</td>
<td>3 30</td>
<td>0 0</td>
</tr>
<tr>
<td></td>
<td>2) Write and correct spelling mistakes</td>
<td>8 80</td>
<td>2 20</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td></td>
<td>3) Write a variety of notes</td>
<td>7 70</td>
<td>2 20</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td></td>
<td>4) Aids students in sentences building</td>
<td>7 70</td>
<td>2 20</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td></td>
<td>5) Use dictionaries</td>
<td>7 70</td>
<td>1 10</td>
<td>1 10</td>
<td>0 0</td>
</tr>
<tr>
<td>Listening</td>
<td>1) Use media(Audio)</td>
<td>0 0</td>
<td>0 0</td>
<td>6 60</td>
<td>4 40</td>
</tr>
<tr>
<td></td>
<td>2) Attend class activities out</td>
<td>3 30</td>
<td>4 40</td>
<td>3 30</td>
<td>1 10</td>
</tr>
<tr>
<td></td>
<td>3) Read newspapers</td>
<td>8 80</td>
<td>2 20</td>
<td>2 20</td>
<td>0 0</td>
</tr>
<tr>
<td></td>
<td>4) Use guest speakers</td>
<td>2 20</td>
<td>2 20</td>
<td>5 50</td>
<td>2 20</td>
</tr>
<tr>
<td></td>
<td>5) Students give talks in class</td>
<td>8 80</td>
<td>2 20</td>
<td>1 10</td>
<td>0 0</td>
</tr>
</tbody>
</table>

Table 4.4 above gives a summary of frequency and percentage distribution of activities used by English language teachers to enhance integration in the
development of the four English language skills. The main focus was on the activities teachers of English language used in each language skill. In the questionnaire, teachers were asked to grade each one of the activity against the skill according to the frequency with which they used it using a circle (o) using the four scales given as; frequently, occasionally, rarely and never. The results show that majority sixty percent (60%) frequently used pair work, thirty percent (30%) used it occasionally, ten percent (10%) used it rarely in order to enhance integration in the development of English language skills while none indicated never used it.

Ninety percent (90%) of English language teachers frequently used a variety of genres and register and skim read texts in classroom in order to integrate and develop reading skills, ten percent (10%) used it rarely. Eighty percent (80%) of English language teachers correct students spelling mistakes as well as used newspaper reading, and helped students give talks in class in order to integrate and develop writing skills when teaching, 20% used it occasionally, no response for rarely and never respectively. This is in support of Gathumbi and Ssebbunga (2005) who state that when reading literary texts, the skillful reader also possesses the ability to visualize the scenes and events the world conjures up. The students know that literary text is nothing but blank marks on paper until they are re-created by a reader’s responsive mind. Eighty percent (80%) of English language teachers frequently used write and correcting students’ spelling mistakes in order to integrate and develop writing skills; twenty percent (20%) used it occasionally, no response for rarely and never respectively. As per listening skills, eighty percent (80%) of the teachers frequently used student talk in classroom as well as reading newspapers in order to enhance
integration in the development of listening skills. Interesting enough, sixty percent (60%) of the respondents indicated they rarely used media to integrate and develop listening skills while forty percent (40%) indicated they never used media. Mundui (2002) found that none of the English language teachers made use of both authentic materials and audio-visual materials. Her research was on description of practices of teaching spoken English (speaking skills) and one of her objectives was to observe the activities teachers of English use to enhance learners’ participation.

4.2.2 Resources used that enhanced integration in the development of language skills
This section of the item in the questionnaire required the teachers of English language to indicate the frequency of use of a particular resource in their respective classrooms using a four point scale by checking if she/he used it frequently, occasionally, rarely or never. This question was divided into print and non-print materials. The analysis of the responses and the interpretation are given in table 4.5 below:
Table 4.5: Resources used to enhance integration in the development of language skills.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>1) Print Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handouts</td>
<td>1</td>
<td>10</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Magazines/Newspapers</td>
<td>3</td>
<td>30</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Text Books</td>
<td>10</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Extracts</td>
<td>6</td>
<td>60</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Class Readers</td>
<td>5</td>
<td>50</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Periodicals</td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>9</td>
<td>90</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Reference Books</td>
<td>5</td>
<td>50</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>2) Non-Projected Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Realia</td>
<td>2</td>
<td>20</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Charts</td>
<td>2</td>
<td>20</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Graphs</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Cartoons</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Flash cards</td>
<td>2</td>
<td>20</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Diagrams</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Pictures</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Photographs</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

N. = 20

Table 4.5 above gives a summary of frequency and percentage distribution of resources used by English language teachers to integrate and develop English language skills when teaching. The results show that one hundred percent (100%) English language teachers who participated in the study used English language syllabus textbooks frequently as an instructional resource to integrate and develop the
language skills. Ninety percent (90%) used dictionaries frequently to integrate and develop the language skills. Sixty percent (60%) used handouts frequently and another sixty percent (60%) indicated they used extracts frequently to integrate English language skills when teaching while forty percent (40%) indicated they used class readers occasionally. Fifty percent (50%) of the teachers indicated they used other reference books other than those in the syllabus as supplementary to integrate and develop English language skills. It can therefore be said that the most frequently used print media in secondary schools in Gatundu district by English language teachers are no doubt use textbooks, one hundred percent ((100%). On non print materials, a sizeable percentage of English language teachers, the results show that they rarely or never used these resources.

Mogaka (2001) observed a tendency by English language teachers to strive towards covering the syllabus. According to Mogaka, this meant using textbooks leaving no room for their (teachers) own innovativeness and creativity in the classroom and also denying the students active classroom participation. The current study confirmed Mogaka’s observation which found that English language teachers strive to achieve the syllabus, with this it is very difficult to effectively integrate and develop English language skills, hence weakening acquisition and development of these language skills by the learners. This may reflect negatively in their general performance in English language where they require these skills to perform different tasks in English language. These results show that non print materials are not popular in use among the English language teachers in Gatundu District Central Province, Kenya. Use of these non print materials help in reinforcing what is being taught by arousing the learners’ interests.
It is said that we retain eighty percent (80%) of what we see and hear but only fifty percent (50%) of what we hear. By using these resources to teach language skills, the learners are able to conceptualize teacher’s explanation of abstract ideas. It is also worth noting from the above results that English language teachers in Gatundu District have not varied and fully utilized these instructional resources which could enhance integration in the development of English language skills when teaching. Some of the resources seem to have been over utilized against others such as text books, class readers, dictionaries and other reference books outside those in the syllabus but which teachers said are used as supplementary resources. Instructional resources such as text books are not teaching substitutes and therefore should be used alongside various techniques in order to realize the lesson objectives. In support of this sentiment, Richards and Rodgers (2000) argue that for the goals and objectives of teaching and learning to be achieved, educational practices, participatory method should be well applied and that the effectiveness of teaching and learning is determined by the type of teaching techniques, approaches and methods applied.

4.2.3 Techniques that enhance integration in the development of language skills

One of the items in the research questionnaire was meant to find out the frequency of use of various teaching techniques in integrating and developing English language skills. In this regard the researcher through an item in the teachers’ questionnaire sought to establish the frequency of use of various teaching techniques.
Table 4.6 Techniques which enhance integrating and developing English language skills

<table>
<thead>
<tr>
<th>Technique</th>
<th>Always</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Group Work</td>
<td>8</td>
<td>80</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Discussions</td>
<td>9</td>
<td>90</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Dialogue</td>
<td>9</td>
<td>90</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Demonstration</td>
<td>6</td>
<td>60</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Lecture Method</td>
<td>5</td>
<td>50</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Language Games</td>
<td>2</td>
<td>20</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Role Play</td>
<td>7</td>
<td>70</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Dramatization</td>
<td>5</td>
<td>50</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Story Telling</td>
<td>5</td>
<td>50</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Exercises/Assignments</td>
<td>9</td>
<td>90</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Questions Answers</td>
<td>4</td>
<td>40</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Drills</td>
<td>2</td>
<td>20</td>
<td>8</td>
<td>80</td>
</tr>
</tbody>
</table>

Total=10

Table 4.6 above gives a summary of frequency and percentage distribution of the teaching techniques English language teachers used to enhance integration in the development of language skills. The results show that English language teachers used some techniques more than the others. Discussions, dialogue, exercises and assignments and question answer were the most commonly used techniques ninety percent (90%), indicating that they used them always. Eighty percent (80%) always used group work, and seventy percent (70%) always used role play as summarized in the table above. Fifty percent (50%) shows that they used lecture method always. A good percentage of teachers of English indicated that they used drills occasionally eighty percent (80%) and language games seventy percent (70%) occasionally. Despite the fact that the lecture as a teaching technique does not cater for realizing the aims of teaching, a number of circumstances can call for its popularity, such as class size, limited resources which at times forced the students to share textbooks in some
schools, and these are some of the problems which were highlighted by teachers in responding to teachers’ questionnaires. The researcher can confirm this from the results from the observation schedule. Some classrooms were overcrowded in terms of students per each class, up to 70 students. But apart from these limitations, the lecture method has got some advantages:

Ayot and Patel (1987) point out that lecture method as a teaching technique can be applied to explain certain difficult and theoretical points which cannot be demonstrated. They also say that lecture method can be used in summarizing and recapitulating certain generalizations and principles at the end of the lesson. These activities, however, were lacking among the lessons observed, as lecture method was used throughout the lessons. The researcher found out that majority, eighty percent (80%) used lecture method. This was noted during live lesson observations.

**4.3 Integration of the Four English Language Skills**

The second objective of this study was to find out if teachers of English language integrate the four basic English language skills when teaching. To achieve this objective, data was collected using classroom lesson observation schedule. The major focus was mainly teachers’ teaching techniques and whether teachers of English language integrate these language skills. The results showed that all teachers employed at least three or more different teaching techniques. Despite these results, there were some techniques allowing and enhancing integration and development of English language skills while others did not. Those that allowed integration and development were: Group work, discussions, dialogue, role play, language.
However, during the lesson observation, it was found that the lecture technique was commonly used because it made delivery of information easy and fast. Commonly recorded teaching techniques at the introduction and lesson development were questions answers, lecture method, and to some extent discussions. All the English language teachers observed used a variety of teaching techniques ranging from two different ones to an integration of three different techniques such as; demonstrations, dialogue, discussions, lecture, group work, and exercises/assignments. Out of the ten English language teachers observed, majority, eighty percent (80%) used lecture technique, while the remaining twenty percent (20%) used questions and answers and group discussions.

Data collected through this instrument contradicts earlier one by teachers’ questionnaire, where teachers indicated that they rarely used lecture method. As cited before, this is a serious limitation that would influence the overall outcome of this research. The researcher therefore concluded that teachers of English language still dominate and control their classroom interactions. The research findings affirms the observation by Flanders (1975) who recorded that 70% of the talking in the average primary and secondary classrooms is done by teachers. Similarly, out of ten (10) lessons observed and analyzed, integration of the four English language skills were recorded from two teachers, representing twenty percent (20%) of the total number of teachers who participated. Majority eighty percent (80%) did not integrate the four language skills. When asked to comment on such instances, the teachers reported the following challenges: workload- number of lessons per week, time allocation especially single period of 40 minutes, shortage of instructional resources- books
shared up to among four students, class size, in some situations, 70 students in a one
streamed classroom in schools with more than one stream as well as mother tongue
influence. As a result, the teachers resort to teaching of grammar, where teacher talk
is the main activity. As a result, the teacher used either one or two skills when
teaching grammar. The researcher observed that listening and speaking were not
given the prominence (not integrated) or ignored altogether, representing forty percent
(40%) of the total respondents. Twenty percent (20%) integrated the four language
skills when teaching while twenty percent (20%) did not integrated the four language
skills when teaching. It was found out that speaking and listening skills are ignored by
teachers of English. Teachers attributed this to the fact that speaking and listening
skills are not assessed in the national examinations. From the findings, the researcher
concluded that teachers do not integrate the four English language skills when
teaching, a technique limiting their development in the learners.

According to MoE (2005), the English language syllabus has been reorganized to
effectively address integration where English language would be taught through the
four language skills and grammar. In support of this, Mathews et al. (1985:73) justify
integration of the four language skills by giving two reasons: to practice and extend
the students’ use of a particular language structure or function and to develop the
student’s ability in two or more of the four skills within a constant context. On the
same sentiments, Gathumbi and Ssebbunga (2005: 66) argue that, even though the
language learning is divided into four skills areas, the skills should not be treated in
isolation of each other. Looking at importance of English language skills and with the
emphasis on how to teach them effectively, the researcher supports integration in
teaching them, as this is believed is the only way students can be motivated to learn and develop the skills.

4.4 English Language Skills Teachers Found Difficult to Integrate

The third objective of this research was to find out which language skill(s) teachers found difficult to integrate. Teachers were asked to state language skills they found difficult to integrate. The responses recorded and the frequency showed the level of responses. The frequency indicates how many times the responses were recorded.

Table 4.7 Language skills difficult to integrate

<table>
<thead>
<tr>
<th>Skill(s) difficult to integrate</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Speaking</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Reading</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.7 above gives a summary of frequency and percentage distribution of English language skill teachers found difficult to integrate when teaching. This item appeared in both English language teachers questionnaire (TQ) and the HODs’-English interview schedule. Teachers were asked which language skill(s) they found difficult to integrate. Based on the results, majority, seventy percent (70%) indicated that listening skill was difficult to integrate, fifteen percent (15%) speaking, ten percent (10%) reading while only five percent (5%) cited writing to be difficult to integrate. Results show that speaking and listening were difficult to integrate by English
language teachers when teaching. Teachers attributed this to the fact that wrong forms of spoken English have over time, become institutionalized in society. They also said that in schools, both teachers and learners are drawn from different ethnic groups, speaking a variety of either related or non-related languages, and that these languages do not have similar sounds to those found in the English language. As a result a great deal of confusion occurs in the process of the teacher’s bid to teach and develop these two skills and therefore ignored all together. Teachers also listed the following as challenges affecting their teaching and integrating language skills: (1) Teachers felt that the time given for integration of skills was not enough to enable them teach them effectively. Due to this they could not use the recommended techniques or improvise some resources, (2) some teachers complained that since they trained on specialized in one area (English or Literature) they found it difficult to teach the other area which they had no interest, (3) some teachers complained of lack of knowledge on integrated skills leading to poor lesson preparation. They also said that speaking and listening calls for a lot of involvement of the students.

Teachers explained that, given the class size and time, it was not easy to group student for various activities which initiate speaking and listening and that forty minutes is so short to include many activities such as discussion, demonstration, language games among other activities. This affirms Lucantoni’s argument that speaking as an L2 skill is often neglected in the classroom, sometimes because teachers themselves may lack confidence in speaking in the target language or because it is not tested in the final examination (Lucantoni, 2002).

Bwire (2007) conducted a research to investigate learner competencies and proficiency in English Listening Comprehension in selected secondary schools in
Kenya. On coverage of listening skills, Bwire observed that analysis of the integrated English books in use revealed that the coverage of listening skills and listening comprehension materials was inadequate (1.63%) coverage compared to other language skills. She also found that available materials were too brief to help learners develop meaningful listening competencies and proficiencies in listening skills. According to Bwire, the percentage distribution of the four language skills in the integrated English book 3 was found to be very imbalanced, with only (9.52%) of 21 units for listening and 1.45% of 133 sections dedicated to listening and 0.99% of 252 pages for the same. Yet the skills of reading and writing had the bigger share of concentration, taking 100% of the average in the integrated English language course book and Grammar taking 80%. On adequacy of listening materials, through the content analysis, it was found that the recommended secondary school books for English for students and for teachers’ guide book were lacking the materials and coverage of the listening comprehension skills, relegating it to the bottom and taking it for granted. The coverage favoured other skills, (especially reading). Students had little exposure to listening exercises, considering that in form one, only three (1.21%) pages of listening comprehension exercises were used (2.53%) pages in form two and (1.05% in form four. She said that this would obviously make students disinterested in listening skills, a possible factor contributing to the observed low listening comprehension proficiency of form three students.

On instructions for the teacher/developing listening skills using other materials Bwire (2007) found that in addition to minimum provision of exercises that would be useful for listening comprehension, there was lack of the direction for the teacher on how to
use these materials. She said that it seems that it was expected that teachers would use their discretion to make use of the provided exercises to train students in the listening skills and that the reading and speaking exercises would easily provide opportunity for listening practice, but these were not consciously brought out as listening activities and instructions to teachers were lacking. She concluded in general that listening skills were found to be inadequately incorporated in the syllabus and insufficiently covered by the then secondary school course books of integrated English. Yet the questionnaire results showed that most teachers (90.45%) confessed that they relied heavily on the integrated English books. She also found that students’ competencies and proficiency in the subtest and test total levels in students’ listening comprehension in English were generally below average—they were found to have between poor and very poor proficiency in ability to draw inferences, deduce meaning of unfamiliar words, and predict outcome and paraphrase. On factors that influence the listening comprehension proficiency of the learners in secondary schools, Bwire observed that the major factors that came out clearly were the inadequate attention paid to the teaching of listening skills in terms of methodology, teaching materials and lack of assessment provision. She also found out that the listening skills were given less coverage in the syllabus because they were not examined both at school level and in the national examination.

Bygate, (1995: vii) says that the importance of speaking cannot be underestimated as our students often need to be able to speak with confidence in order to convey their ideas opinions and feelings in most of their most basic transactions. Teachers cited the following as the major causes of challenges: that there is a temptation to lean on what
the teacher is more competent in and avoids activities that would involve speaking, difficulty in understanding the English language by the students due to the location of the school, mother-tongue influence, which results in mispronunciation of sounds, such as words with sounds /r/ and /l/, for example, learn and run. Both learners and teachers had difficulties in a particular sound, resources that would be used to involve the students in speaking were lacking in many schools especially most mixed secondary schools, content being too broad and in which case lack the integration of the four language skills, class size, where the teacher was unable to involve the students in such activities which involve speaking.

To address such phenomena and for better integration, teachers suggested the need for enough time for English language lesson, proper preparation by the teacher and fair teacher-student ratio that is, maximum thirty five students per class, be considered. This section also covered the problems if any, teachers faced when using technique that enhance integration in the development of English language skills. The problems that were discussed cut across those that affect the integration in the development of English language skills when teaching. They include: Number of students per stream for those classes with more than one stream (70-100 students per stream), forty minutes is not enough to accomplish the required activities, and the space in the classrooms among other problems. Teachers reported that such problems limit the necessary activities which can enhance the integration in the development of the four language skills.
4.5 Techniques Used to Overcome the Challenges Encountered

The final research objective was to find out which teaching technique English language teachers used to overcome the challenges encountered in integrating and developing language skills. On their part, teachers mentioned several activities and teaching techniques they did to sustain the integration of the four language skills in the classroom such activities would include: (1) group work, (2) discussion, (3) dialogue, (4) creating a friendly atmosphere, (5) demonstrations, (6) language games, (7) role play, (8) dramatization, (9) story-telling, (10) drills, (11) questions answers, (12) exercises and assignments, and hot seating. In hot seating, the teacher presents a scenario involving some characters and then asks a student to assume the role of one character. Other students then ask him or her interrogative questions to account for his/ her behaviour.

The teacher divides the class into four groups and assigns the names of prominent people to each of the role of the assigned character they have been given. The teacher can use the method to teach interrogative sentences and to integrate the four language skills. In role play, the teacher picks two or more students from the class to act the roles of certain characters. The teacher can use this to teach speaking and listening skills, just to mention a few examples. It was also noted that reading proficiency and therefore speech proficiency acquired through intensive reading of the literary texts could also help develop the four language skills in secondary schools. It was also suggested that the content of integrated skills material was very crucial in helping to improve the proficiency in the four language skills, hence need to use familiar content such as students’ own composition and within factual information.
This implies that techniques for improving students’ speaking and listening proficiencies. In the discussion, students are given the opportunities to get involved by participating in learning. Group discussions help in the integration of skills as it is during the activities, that the learners have a chance to improve their listening, speaking, reading, writing skills. This supports the assertion that discussion is one way of getting learners to talk (Gathumbi and Ssebbunga, 2005: 25).

Other responses showed that to some extent they used question and answer technique, exercises and assignments and dialogue in order to integrate the four language skills when teaching. No teacher indicated that she or he used story-telling technique to overcome the challenges of encountered in the integration of English language skills when teaching. However, story-telling technique has been found as the effective way of developing the speaking skills since learners have to speak and listen and in some cases using paralinguistic cues (Gathumbi and Ssebbunga, 2005: 28). The results also showed that role-play was not popular among many English language teachers and its role is much neglected by these teachers as a teaching technique. Role-play helps in the development of speaking skills; when its crucial role is required Gathumbi and Ssebbunga (2005).

On assessment, teachers saw the need to include speaking and listening skills in the school assessment tests and national examinations. This would improve the attention given to speaking and listening skills by teachers. Results from lesson observations revealed that the following are the evaluation techniques: Question and answer, oral question, oral exercises, written exercises (take home), reading and answering passages (comprehension). Some of these were given during the lessons or as take home assignments.
Chapter Summary

This chapter has presented results from the research instruments. The content analysis revealed that the English language teachers did not provide sufficient teaching techniques that enhance integration in the development of the four language skills. Discussions on the main findings of this study were also discussed. It has shown that the provision and integration of listening and speaking skills in teaching were wanting just like writing and reading skills. A number of factors that affect integration of the four language skills when teaching are outlined and several insights into issues on teaching these skills brought out. Inferences generated from this chapter will be highlighted in chapter 5 where conclusions and appropriate recommendations about the improvement of the four language skills are presented in addition to suggestions for further research.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
This chapter gives a summary of the study. It highlights the findings of the study, the conclusions drawn from it and the recommendations. Suggestions are also made for further areas of research.

5.1 Summary of the Findings
The purpose of this thesis was to examine teaching techniques that enhance integration in the development of English language skills in secondary schools in Gatundu District, Kenya. The research was guided by the following:

1) To examine teaching techniques those enhance integration in the development of English language skills
2) To find out whether teachers integrate the four English language skills when teaching
3) To find out which language skill(s) if any teachers find challenging to integrate when teaching
4) To find out which technique(s) teachers use to overcome the challenges encountered in language skills integration

Survey design was used. The study’s target population included all Heads of English Department (HODs), English language teachers in the Gatundu District. Purposive and Stratified Random Sampling were carried out to obtain a sample of 10 secondary schools, 10 heads of English department, 20 English language teachers teaching Forms 1 and 2. Two provincial secondary schools and ten (10) heads of English language were obtained through purposive sampling.
Three instruments were used namely: interview schedule, questionnaire, and classroom lesson observation schedule-questionnaire for English language teachers who didn’t participate in the classroom lesson observation, interview schedule for HODs-English, classroom lesson observation schedule for English language teachers who didn’t participate in the questionnaire. The questionnaires elicited the respondents’ biographical information, and their views on the teaching techniques that enhance integration in the development of English language skills. Open-ended and closed-ended items were used in the questionnaires. Interview schedule was used to elicit HODs views, and their involvement levels in English department, and their suggestions on the future of integrated English language. Instruments were piloted in three secondary schools outside the research sampled schools to determine reliability and validity of the instruments. Data were obtained and analyzed using descriptive statistics (frequencies, percentages) and presented in tables. Data was supported with relevant table and direct quotes. Thus both quantitative and qualitative methods were employed. The following are the findings of the study:

5.1.1 HODs-English, Teachers of English Personal Information

Based on the findings about heads of English department personal information, analysis of the responses related to gender reveals that out of ten HODs who participated in the study, seventy percent (70%) were female while thirty percent (30%) were male. Ninety percent (90%) had Bachelor of Education degree, with only one; ten percent (10%) had a Diploma in Education. None of the teachers in the study had as heads of department had attained any postgraduate qualifications. It was also found out that seventy percent (70%) of these HODs had a teaching experience of
fifteen years and above, with majority sixty percent (60%) falling in the age brackets 36-40 years. The results from twenty teachers of English who participated in the study revealed that majority eighty five percent (85%) were female while fifteen percent (15%) were male. Ninety percent (90%) had Bachelor of Education degree; ten percent (10%) had Masters of Education degree while five percent (5%) had a Diploma in Education. Majority thirty five percent (35%) of the English language teachers had teaching experience of between 10-14 years. Majority, thirty percent (30%), fell between age brackets fourteen and above. In brief, it was found that both the HODs-English, and English language teachers, though had no higher qualifications other than first degree, they were experienced in teaching.

5.1.2 Activities that Enhance Integration in the Development of English Language Skills

From the results, all the teachers in the study used at least three or more activities in the teaching of English language skills namely: 1) pair /group work, 2) tongue twisters, 3) write and correct spellings, 4) write a variety of notes among other activities. Despite these results, there were some activities that enhanced the integration and development of the four English language skills. Use of group/ pair work, use of print from the environment, use of wide range of genres and registers, reading newspapers and listen to talks as well as students giving talks in class were the most frequently used activities to enhance integration and development of language skills according to the results. Results also reveal that majority sixty percent (60%) of the teachers observed did not employ the use of media in their teaching in order to enhance integration in the development of especially speaking and listening
skills. On resources used by English language teachers, results showed that all English language teachers one hundred percent (100%) used English text books approved by the Kenya Institute of Education (K.I.E.) as instructional resources. Also available for use as resources were dictionaries, handouts and extracts.

5.1.3 Teaching Techniques Enhancing Integration in the Development of English Language Skills

It is clear from the research evidence that in virtually all classroom contexts implicit learning takes place but it is enhanced by drawing attention of the learner, explicitly, to English language skills, vocabulary and grammar embedded in them. Explicit teaching of any sort, whether it is language skills, grammar or vocabulary, seems to result in improvement in tasks which are directly related to that kind of teaching technique, but not to overall free and creative performance. There was little evidence for the efficacy of explicit skills integration in English language teaching by majority of the teachers who participated in this study. From the classroom lesson observation, it was found that teachers took long time out from meaning-based interaction, usually at the beginning of a topic (introduction), and explaining the rules of the language through examples and paradigms. It was observed that students had to listen or take notes as the teacher lectured hence students were passive participants. Although the exercise and assignments technique was commonly used, and that it gave a chance to students’ participation, it was basically designed by the teacher. The teacher had to answer questions posed by the student in those related to an activity being done. This limited the extent to which students could ask question, hence hindering integration in the development of English language skills.
5.1.4 Integration of the Four English Language Skills

Language learning involves exposure to the basic skills namely: 1) listening, 2) speaking, 3) reading, 4) writing, 5) grammar and vocabulary imbedded in the skills. It is therefore the teacher’s responsibility to see that all the skills are practiced. All the teachers in the study taught a variety of language skills ranging from two different ones to an integration of the skills. However integration of four language skills was only recorded in two instances, twenty percent (20%) of the total observed. Majority, eighty percent (80%) of the teachers observed didn’t integrate. Many teachers observed chose simple grammar items to teach. This limited the students’ active participation in classroom interactions. At least two, writing and reading skills were integrated, just by nature of their presence in the topic taught.

It was also observed that speaking and listening were difficult to integrate. Teachers also cited that discussion was the most commonly used technique to help overcome the problem of integrating speaking and listening skills.

5.2 Conclusions

Emanating from the findings discussed above, the following are the conclusions:

(a) That the English language teachers were professionally qualified and had long teaching experiences and therefore expected that these teachers were well versed with the integration of English language skills, and be able to adequately utilize teaching techniques which would enhance integration in the development of English language skills in secondary schools.

(b) That the HODs- English were mature teachers of English language in terms of age with a bank of experience to ensure English language teachers under their mentorship
employ appropriate teaching techniques to integrate and develop English language skills appropriately.

(c) That the English language teachers sampled for the study had both adequate educational background and teaching experience.

(d) Speaking and listening skills were found to pose challenges to integrate and in most cases were ignored by the English language teachers in their teaching.

(e) Teaching techniques enhancing integration in the development of four language skills in the classroom were inadequately incorporated in the teaching processes. The teaching processes lacked activities and tasks for integrating the four language skills, rendering the process an unimportant position and taking them for granted.

(f) English language teachers continue to use predominantly expository techniques while learners centered methods such as group work, dramatization, simulation games, discussions, role play and many others are not being used in the teaching/learning of integrated syllabus.

(g) That out of ten (10) teachers observed, only twenty percent (20%) integrated the four language skills while majority eighty percent (80%) did not. It may therefore concluded that teachers of English language do not integrate language skills when teaching, and that speaking and listening skills were difficult to integrate.

(h) That lecture as a teaching technique was the most frequently used by those teachers observed. This technique does not enhance integration in the development of English language skills questioning the efficacy of lecturing to integrating the four language skills.

(i) The teachers felt that the time for integration of skills was not enough to enable them teach it effectively. Due to this they could not use the recommended techniques
or improve some resources to enhance integration in the development of language skills.

5.3: Recommendations

The conclusions drawn from the findings of this study have prompted the following recommendations: Teachers should offer students a range of activities which incorporate and promote implicit and explicit process; these would improve development of the four language skills in the learners.

1) English language Teachers’ Preparation and Professional Development

a) Pre-service and in-service teacher education should provide sound grounding in structure of English language as well as features of the four language skills and the teaching of these skills.

b) Constant monitoring and evaluation, coupled with frequent in-service courses, workshops and seminars through quality assurance office should become a common feature in the teaching of English language since it is the central means of ensuring the teaching techniques that enhance integration in the development of language skills in secondary schools English course at Forms 1 and 2.

c) Participatory teaching methods, teaching techniques and approaches should be adopted by the Kenya Institute of Education (KIE) so as update the current English course on the integration in the development of the four English language skills.
d) Teachers should explore and use a variety of techniques that enhance integration and development of skills and lay emphasis on teaching that enhance linguistic and communicative competent in all the four language (especially speaking and listening) skills by exposing students to a variety of activities and tasks in these skills.

e) The Ministry of Education to constantly monitor and evaluate the delivery of the integrated English course, the amount of time allocated to English lessons to give it more time. The focus of such monitoring would be to determine, assess, and evaluate the success of the delivery of each aspect of the syllabus of the course, with particular emphasis on the integrating the four language skills. This would be undertaken with a view to providing strategies for addressing the challenges these teachers face in delivering the integrated course.

f) Extra time allocation on the timetable with increase of demands of the teacher of English to teach and assess the oral skills. It would suffice to allocate more time to English lesson from eight to nine lessons in a week in order to give integration of skills more (especially speaking and listening) attention.

5.4 Suggestions for Further Research

Due to the limited scope of this study, the researcher was not able to carry out extensive research. However, it was hoped that the study would raise challenges that would lead to further research in many areas that were not covered. The following are areas for further research:
(a) Since this was a descriptive survey, it could be replicated probably using a different research design such as experimental design in schools within a bigger context.

(b) There is much need by both the teachers of English as well as the curriculum developers of English language syllabus to give emphases on the use of the four language skills for the purpose of communication; giving the teaching of these language skills their authenticity.

(c) Research related to the nature of the present study should be conducted to cover secondary schools in different geographical areas of Kenya in order to discover the problems that impede the integration of English language (especially speaking and listening) skills.

**Chapter Summary**

This chapter has provided an overview of the main conclusions drawn from the findings of the study. Relevant recommendations regarding the teaching techniques that enhance integration of four language skills and factors affecting the same have been put forward with the hope that they will be implemented by the concerned. The scope of generalization indicates areas for further research as outlined in section 5.4.
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Richards, C.J. and


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Verma, S. K. and


APPENDIX ‘A’
ENGLISH LANGUAGE TEACHERS’ QUESTIONNAIRE

The purpose of this questionnaire is to gather information that will assist the researcher in his study. Feel free to give the answer you consent appropriate. No answer is necessarily correct or wrong.

Section 1: Biographical data.

1. Name of School ________________________________
2. School Type ________________________________
3. State gender: Male [ ] Female [ ]
4. Age: 20 – 25 [ ]
   26 – 30 [ ]
   31 – 35 [ ]
   36 – 40 [ ]
   41 and above [ ]
5. Teaching experience (yrs)
   0 - 4 [ ]
   5 - 9 [ ]
   10 - 14 [ ]
   15 and above [ ]
6. Professional qualification
   i. Diploma in Education [ ]
   ii. BEd [ ]
   iii. MEd [ ]
   iv. Teaching subjects ________________________________
   v. Others (specify) ________________________________
7. Which subject’s combination did you specialize on?
8. Do you enjoy teaching integrated English language? Yes [ ] No [ ]
   Comment on the answer above ________________________________
9. Which course book(s) do you and your colleagues in English use?
   Course book(s) Publisher
   i. ________________________________ ________________________________
   ii. ________________________________ ________________________________
   iii. ________________________________ ________________________________
   iv. ________________________________ ________________________________
10. What meaning do you attach to integration of language skills?

11. What are your feelings about integration of language skills in teaching?

12. What are your major roles as head of English language ……………………………

13. With your experience, what have been the achievements of integrated English since …………?

Section II: Language Skills Development

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

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always
### Speaking Skills
1. I use group/pair work to develop speaking skills
2. I use drills through minimal pairs
3. I use tongue twisters and games
4. Students repeat new language to themselves
5. Students speak out with people in the target language

### Listening skills
1. Listening comprehension passages
2. Listening to speeches
3. Use of oral communication in classroom
4. Use Language Laboratory
5. Use recorded CDs and Radio Cassettes

### Reading Skills
1. I give sets of words and blank cards on which to add new words of their own
2. I use print from the environment for reading activities
3. I expose the students to a wide range of genres and registers in Classroom
4. I first use library to obtain reading materials at their level, form 1 and 2
5. Students first skim read a text then go back and read it more carefully

### Writing Skills
1. Students write letters and e-mails to friends in the target language
2. I correct students spelling mistakes
3. Students write varieties of texts in the target language (e.g. notes, Messages, lists)
4. I aid the students’ in sentence building skills and paragraphing
5. I use dictation through reading out words, groups of words or sentences to the class to write them down.

Any further suggestions/comments

---

**Section III: Types of Resources used to integrate language skills.**
Please indicate the level by which you use these resources by putting a tick against the level

**i. Print materials.**

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<th>Materials</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
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<td>Hand outs</td>
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<td>Magazines</td>
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<td>Textbook</td>
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<td>Extracts</td>
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<td>Class readers</td>
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<td>Periodicals</td>
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<td>Dictionaries</td>
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<td>Other reference books</td>
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**ii. Non projected materials (please put a tick against the level of use)**

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<tr>
<th>Materials</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
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<td>Models</td>
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<td>Diagrams</td>
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<td>Photographs</td>
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**Further suggestions/comments**

**Section IV: Teaching Techniques and Activities**

(a) Indicate with a tick (✓) the level of frequency you use the following.
Methods in teaching and integrating language skills

<table>
<thead>
<tr>
<th>Methods</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
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<tbody>
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<td>i.  Group work</td>
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<td>ii. Discussion</td>
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<td>iii. Dialogue</td>
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<td>iv. Lecture Method</td>
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<td>v.  Demonstrations</td>
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<td>vi. Language game</td>
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<td>vii. Role play</td>
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<td>viii. Dramatization</td>
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<td>ix  Story telling</td>
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<td>x.  Drills</td>
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<td>xi  Exercises</td>
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<td>xii Others (specify)</td>
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(b) Which method(s) do you find useful for development and integration of language skills from (a) above?

i. __________________________________________

ii. __________________________________________

iii. __________________________________________

iv. What difficulties if any do you encounter in teaching integrated English?

(c) Which skill(s) do you find difficult to integrate?

(d) Which method(s) have you used to help overcome the difficulty if any ____________________?

Thank you for your participation.
APPENDIX ‘B’

CLASSROOM OBSERVATION SCHEDULE

The purpose of classroom lesson observation is to help the researcher mainly in his study and not to find any faults. You are requested to be as natural as possible. Detailed description of such activities will be recorded during and after the observation.

1. Name of School_____________________________________
2. Category of school ________________________________
3. Teacher’s gender: Male [ ] Female [ ]
4. Form ___________________
5. Topic ______________
6. No. of students present ____________________________________
7. Professional qualification ______________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Comment</th>
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<tbody>
<tr>
<td><strong>1. Instructional methods</strong></td>
<td></td>
</tr>
<tr>
<td><em>(a) Lesson introduction</em></td>
<td></td>
</tr>
<tr>
<td>Which technique(s) used to introduce the lesson?</td>
<td></td>
</tr>
<tr>
<td>▪ Giving definitions</td>
<td></td>
</tr>
<tr>
<td>▪ Explain the concepts</td>
<td></td>
</tr>
<tr>
<td>▪ Use induction by giving examples</td>
<td></td>
</tr>
<tr>
<td>▪ Demonstrations</td>
<td></td>
</tr>
<tr>
<td>▪ Reading/Discussions</td>
<td></td>
</tr>
<tr>
<td>▪ Recitation</td>
<td></td>
</tr>
<tr>
<td>▪ Teacher checks students work</td>
<td></td>
</tr>
<tr>
<td>▪ Students carry out exercise</td>
<td></td>
</tr>
<tr>
<td><em>(b) Lesson development</em></td>
<td></td>
</tr>
<tr>
<td>The teacher used the following technique(s)?</td>
<td></td>
</tr>
<tr>
<td>▪ Demonstrations</td>
<td></td>
</tr>
<tr>
<td>▪ Discussion</td>
<td></td>
</tr>
<tr>
<td>▪ Recitation</td>
<td></td>
</tr>
<tr>
<td>▪ Explanation</td>
<td></td>
</tr>
<tr>
<td>▪ Group discussions</td>
<td></td>
</tr>
<tr>
<td>▪ Exercise. (At what level is this given and how is it administered. Does the teacher mark the exercises or does she or he</td>
<td></td>
</tr>
</tbody>
</table>
ask students to do it?).

- Students read out texts e.g. in English.

**NB:** Is lesson student or teacher centered.

(c) **Lesson conclusion**

How is the lesson concluded? (technique)

- Teacher asks students question on content taught.  •  Exercises given to be marked later.
- Exercises are given, marked/corrected at the end of the lesson.
- Students ask question/give their views.
- Summary done on the chalkboard and students copy.
- Students are asked to summarize main points individually or in groups.

2. **Students’ activities and participation**

Who initiates the interaction in class and in what form? (technique)

- Teacher asks question to individual students  •  Students ask questions
- How often does student seek clarification?
- How does the teacher respond when student asks questions, are students attempt acknowledged?

3. **Incentives**

What kind of reward (positive or negative) are given to students to encourage learning?

- Teacher expounds on correct answers given by students.
- Teacher praises students verbally.
- What is the response when wrong answer is given?  •  Are students encouraged speaking on when their ideas do not appear clear?
- Are soft speakers encouraged speaking up?

4. **Integrated English approach**

Does the teacher integrate?

(a) **Within language skills**

- Listening
- Speaking
- Reading
- Writing

(b) **With literary skills**

- Drama
5. **Teacher Teaching Technique(s) used.**

   i.  
   ii.  
   iii.  
   iv.  
   v.  
   vi.  
   vii.  
   viii.  

6. **Teacher evaluation techniques**

   i. During the lesson  
   ii. Assignment/homework  
   iii. Forms of assignments  
   iv. Written end term Exams/Final Exams  

7. **Overall assessment, comment by observer:**  

---

- Poetry
- The novel
- Short stories
- Oral literature

(c) **Language and literature**

- Vocabulary
- Listening
- Speaking
- Reading
- Writing
- Teacher uses comprehension
- Teacher uses novel to teach grammar.

*Source: Omollo, D. A. (1990)*
APPENDIX ‘C’

HEADS OF ENGLISH DEPARTMENTS INTERVIEW SCHEDULE

The following questions aim at obtaining information, which will help the research find out teachers teaching techniques and difficulties encountered in integrating English language skills in secondary schools. Please feel free to give the information to the best of your knowledge.

<table>
<thead>
<tr>
<th>School ______________________</th>
<th>Type ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.O.D’s gender _______________</td>
<td>Date ______________________</td>
</tr>
<tr>
<td>Professional qualification _______________</td>
<td>Date _______________</td>
</tr>
<tr>
<td>Age _______________</td>
<td>Teaching experience _______________</td>
</tr>
</tbody>
</table>

Guiding Questions

1. How long have you been the Head of English department (HOD)?
2. To what extent has the integrated English course succeeded in the objectives of equipping secondary school students with language skills?
3. How do you involve your English language teachers in staff development?
4. Are you satisfied with the training given to English language teachers on the integrated English course?
5. Which teacher teaching techniques do you recommend for use to enhance integration of English language skills?
6. Please comment on the integration of the four Basic English language skills in teaching and learning in terms of:
   i. Methodology ______________________________
   ii. Content ________________________________
   iii. Resources ______________________________
7. How feasible do you think it is to adopt integrated teaching techniques to your teaching?
8. Which language skill (s) do you think English language teachers find challenges when teaching?
9. Which language skill (s) English language teachers need to develop most in student?
   Please give reasons ________________________________
10. What is the way forward in your department to ensure the teaching and learning integrated course is maintained and sustained?

11. Please comment freely on any other aspect of integrated English syllabus.

Thank you for your cooperation.
## APPENDIX ‘D’

A LIST OF PUBLIC SECONDARY SCHOOLS IN GATUNDU DISTRICT.

<table>
<thead>
<tr>
<th>S/N</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ngenda secondary *</td>
</tr>
<tr>
<td>2.</td>
<td>Muthiga secondary *</td>
</tr>
<tr>
<td>3.</td>
<td>Kibiru secondary</td>
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<tr>
<td>4.</td>
<td>Gikure secondary</td>
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<tr>
<td>5.</td>
<td>Mururia secondary</td>
</tr>
<tr>
<td>6.</td>
<td>Karinga girls secondary *</td>
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<tr>
<td>7.</td>
<td>Ndarugu secondary</td>
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<tr>
<td>8.</td>
<td>Kamutua secondary</td>
</tr>
<tr>
<td>9.</td>
<td>Njahi secondary</td>
</tr>
<tr>
<td>10.</td>
<td>St. John secondary</td>
</tr>
<tr>
<td>11.</td>
<td>Kamwirigi secondary</td>
</tr>
<tr>
<td>12.</td>
<td>Ng’ethe secondary</td>
</tr>
<tr>
<td>13.</td>
<td>Kiamworia secondary</td>
</tr>
<tr>
<td>14.</td>
<td>Gachege secondary</td>
</tr>
<tr>
<td>15.</td>
<td>Immaculate Heart of Mary – Kairi secondary</td>
</tr>
<tr>
<td>16.</td>
<td>Gatunguru secondary</td>
</tr>
<tr>
<td>17.</td>
<td>Kairi rumwe secondary</td>
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<tr>
<td>18.</td>
<td>Kiriko secondary</td>
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<tr>
<td>19.</td>
<td>Kairi secondary</td>
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<tr>
<td>20.</td>
<td>Mbichi secondary</td>
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<tr>
<td>21.</td>
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<tr>
<td>22.</td>
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<tr>
<td>23.</td>
<td>Ndekei secondary</td>
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<td>24.</td>
<td>Mataara secondary</td>
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<td>25.</td>
<td>Nyamang’ara secondary</td>
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<tr>
<td>26.</td>
<td>Nyamathumbi secondary</td>
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<tr>
<td>27.</td>
<td>Gikindu secondary</td>
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<tr>
<td>28.</td>
<td>Mutuma secondary</td>
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<tr>
<td>29.</td>
<td>St. Francis Girls’ Mang’u *</td>
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<tr>
<td>30.</td>
<td>St. Joseph the worker</td>
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<tr>
<td>32.</td>
<td>Kiganjo secondary</td>
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<tr>
<td>33.</td>
<td>Munyu-ini secondary</td>
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<tr>
<td>34.</td>
<td>Mutunguru secondary</td>
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<tr>
<td>35.</td>
<td>Gathuri secondary</td>
</tr>
<tr>
<td>36.</td>
<td>Muhoho high *</td>
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<tr>
<td></td>
<td>School Name</td>
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<td>---</td>
<td>------------------------</td>
</tr>
<tr>
<td>37</td>
<td>Kiamwangi secondary</td>
</tr>
<tr>
<td>38</td>
<td>Gachika secondary</td>
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<tr>
<td>39</td>
<td>Ndundu secondary</td>
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<tr>
<td>40</td>
<td>Nembu secondary</td>
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<td>41</td>
<td>Uceke-ini secondary</td>
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<tr>
<td>42</td>
<td>Gitare secondary</td>
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<tr>
<td>43</td>
<td>Gatitu secondary</td>
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<tr>
<td>44</td>
<td>Icaciri secondary</td>
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<tr>
<td>45</td>
<td>Kagio secondary</td>
</tr>
<tr>
<td>46</td>
<td>Kimunyu secondary</td>
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<tr>
<td>47</td>
<td>Wamwangi secondary</td>
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<tr>
<td>48</td>
<td>Kahugu-ini secondary</td>
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<td>49</td>
<td>Ituru secondary</td>
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<tr>
<td>50</td>
<td>Githaruru secondary</td>
</tr>
<tr>
<td>51</td>
<td>Makwa secondary</td>
</tr>
<tr>
<td>52</td>
<td>Igegania secondary</td>
</tr>
</tbody>
</table>

**NB:** * = Sample schools