STRATEGIES IN TEACHING - LEARNING OF INTEGRATED ENGLISH AND THEIR EFFECT ON PERFORMANCE IN PUBLIC SECONDARY SCHOOLS, KASARANI DIVISION, NAIROBI, KENYA

BY

NYAKUNDI RHODA MORAA
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MAY, 2012
DECLARATION

This thesis is my original work and it has not been presented to any other university for an award of a degree or programme.

SIGNATURE…………………… DATE……………………

Nyakundi Rhoda Moraa


This thesis has been approved for examination with our authority as supervisors.

SIGN…………………… DATE……………………

Dr. Orodho, Aluko John,
Senior Research Fellow,
Department of Educational Management,
Policy & Curriculum Studies, School of Education.
Kenyatta University.

SIGN ……………………… DATE ………………………

Dr. Itolondo, W.
Lecturer,
Department of Educational Management,
Policy & Curriculum Studies,
School of Education.
Kenyatta University.
DEDICATION

To my family who have given me unwavering support and never doubted my ability. My husband, Justus, my children, Diana and Daisy, all this is for you.
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First and foremost, to the Almighty God for the sound health and grace granted to me.

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LIST OF ABBREVIATIONS AND ACRONYMS

B Ed - Bachelor of Education

B o G - Board of Governors

H o D - Heads of Departments

I E – Integrated English.

K I E - Kenya Institute of Education.

MoE - Ministry of Education

TL - Teaching-Learning

QASO - Quality Assurance Officers

SPSS – Statistical Package for Social Sciences.

ABSTRACT

This study was concerned with finding out which strategies are used in the implementation of Integrated English in public secondary schools in Kasarani Division, Nairobi and the effect of these strategies on the performance of Integrated English. The objectives of the study were: First, find out the teachers’ awareness and use of the teaching-learning strategies, secondly, analyze the effect of resources on the choice of these strategies, thirdly, find out the extent to which the learners’ attitudes towards the strategies influence performance and finally, determine the relationship between the strategies and performance. The study used descriptive survey design and the target population was 1064 (24 teachers of English, and 1040 students). The sample size was 208 learners (20%) sampled using random stratified technique and 12 teachers of English (50%) sampled using simple random sampling. Data were collected using questionnaires for students and the teachers of English and observation schedules for the targeted classes. Pilot study was carried out to establish instruments’ reliability. Test-retest method was used to test the reliability of both the students’ and teachers’ questionnaires. These instruments were given to educational experts in the School of `Education; Kenyatta University to assess and improve content validity. The collected data were analyzed quantitatively using the Statistical Package for Social Sciences (SPSS). A 5 Point Likert Attitude Rating Scale was used to analyze the students’ attitudes towards the strategies used in teaching-learning Integrated English. The data were presented using descriptive statistics such as graphs and frequency distributions. The study revealed that expository strategies of teaching dominate Integrated English classrooms and that learners disliked the strategies where teachers dominated lessons. The study also revealed that there was a positive relationship between TL strategies and performance. The study concluded that teachers of English in Kasarani Division are aware of the TL strategies recommended by the MoE in teaching Integrated English, learners have a negative attitude towards the teacher-centered strategies predominantly used by teachers of English and finally, TL strategies influence performance of Integrated English. The recommendations of the study were: the government to make effort to avail adequate TL resources, in-servicing through seminars and workshops to emphasize on use of teacher-centered strategies and active involvement of learners in the learning process. The findings of this study will provide curriculum developers, educationists and policy makers with general information on the most appropriate TL strategies to be used in improving the implementation of Integrated English in Kasarani Division, Nairobi Metropolitan.
CHAPTER ONE

INTRODUCTION

1.1 Introduction

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

1.2 Background to the Study

English Language was the only official language in Kenya until August, 4th, 2010, when the new constitution was passed, which recognizes Kiswahili as the first official language and English second. English language is, in Kenya learnt as a second, third or fourth language (Gorman, 1970). Due to this fact, it has continued to be a challenge to learners despite several researches in an attempt to improve its performance in our schools. Trifonovitch, (1981) indicated that a student is automatically placed at a disadvantage when he/she already has a language of his/her own and he/she is asked to learn another language. Students in Kenya come from diverse backgrounds with different mother-tongues and these varied backgrounds have always interfered with the acquisition of the English Language as this diversity affects the reading and writing skills.
In Kenyan education (primary and secondary levels), English is along with Mathematics and Kiswahili, a compulsory subject. It is a medium of instruction and holds a special position in Kenya's social, economic and political spheres for it is the language of commerce, the judiciary, diplomacy and international relations. English is therefore regarded highly for it plays an important role both in school and outside school. Good, (1990) notes that English teaches the literacy on which the practice of other subjects is based. It is in the light of this function that fluency in all aspects of the English Language will enable the student to perform better in all other subjects. The teacher of English therefore, has a task to mould the students so that they can express themselves effectively both in oral and written English (Sereti, 1993). It is expected that students will develop repertoires of skills and strategies to use as they anticipate, predict and confirm meaning while reading, viewing and listening to Language.

Curriculum integration was as a result of the call for reform in the 1920's and 1930's by scholars like Dewey (1933, 1916) and Hopkins (1937) who felt that curriculum should be made relevant to life. This call for reform began a debate as to whether curriculum should be presented through subjects or integrated around real life themes or both. According to current theories of learning, to achieve comprehension, individuals invent a model or explanation that organizes the information selected from the text in a way that makes sense to them and fits their world knowledge. The course of action entails a dual cognition in which the reader builds relations (Wittrock, 1998). Integrating the English language course with the Literature in English was aimed at achieving this.
The current Integrated English syllabus offered in the secondary school system in Kenya is a result of several innovations, the 1988 revision of the English curriculum, the 1992 revision to further emphasize integration and the latest 2002 introducing major changes in the content of the English Language course offered at this level of school. Hanson (1979) defines innovation as a product such as an idea, technology ....that is intended to resolve a problem or improve performance in an educational system. According to Nyongesa (2007), there are three types of change:

**Spontaneous:** This takes place randomly and occurs within a short period of time due to natural circumstances.

**Evolutionary:** This takes place after a long period of time. Certain undesirable events accumulate for a fair length of time thus leading to a need for change. In 1975 for example primary education was made free in Kenya and this led to increased pupil enrollment hence most could not continue after primary. This led to the creation of more harambee schools to accommodate them. Events leading to harambee schools are therefore an evolutionary change.

**Planned:** This is purposely designed by people e.g. the Kenya government initiated the 8-4-4 system of education to meet pressing needs of citizens.

The current revised English curriculum is a planned change. It was initiated by the Ministry of Education through various reviews. First, the 8-4-4 system resulted from the Report of the Presidential Working Party on the Second University in Kenya (Mackay Commission) of 1981 replacing the 7-4-2-3 system of 1961. The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade
and Beyond (Kamuinge Report) of 1988 then was developed to enhance accommodation of the changes brought by the 8-4-4 system of education. Amongst the changes was the secondary school English language curriculum. English language was integrated with Literature and renamed Integrated English. As a result of these changes, an integrated course of English language and Literature was introduced into the secondary schools in 1986 [Ministry of Education (MoE), 1986]. Integration of English language and Literature meant that the same teacher would teach the two subjects as one subject (KIE, 1987). Language skills such as listening, speaking, reading and writing are taught in Literature where a teacher for example can generate a descriptive essay from a novel, hence testing writing skills and literary skills such as poetry and oral skills are taught in Language. In 1992, the Secondary English Curriculum was revised and the integrated approach further emphasized. The revision entailed re-organization of subject content in terms of coverage and structure. This re-organization was meant to improve the standards of teaching and performance in English (KIE, 2002; Magoma, 1999; MoE, 2006). Integration was however, not fully attained as evaluation was done separately, with the literature part of the syllabus being examined through a separate paper. The latest review was in 2002 when the Ministry of Education made major changes in the English syllabus. The English curriculum was to integrate emerging issues. The teacher of English language is therefore required to expose the learner through language skills to issues such as the HIV&AIDS pandemic, the need to conserve our environment, the fight against corruption, moral and spiritual values and technical advancement (K.I.E Syllabus 2002). This it felt, could make English language functional to learners inside and outside school. The English paper was restructured to have three papers (I, II, III) and a complete
integration of English and Literature was done. According to KNEC (2006), major changes have been introduced in secondary English examination format. It has now adopted an integrated approach where English language is tested together with Literature. In this format, English Paper One examines functional skills, Paper Two contains comprehension, literary appreciation and grammar and Paper Three examines writing through creative composition and composition based on Literature set books.

The 1999 National Assessment Survey by K.I.E revealed that some objectives were unrealistic and not easily achievable within the stipulated time, the curriculum was overloaded in terms of content and there were unnecessary overlaps within the subjects. Anderson & Pellicer (1998) and Beane (1993) noted that by connecting learning throughout the school curriculum, a deeper understanding of disciplinary content occurred. This prompted the emphasis on integration and reduction of examinable subjects to deal with these problems. There was a realization that education was not practically oriented and therefore it wasn't fully meeting the needs of the learners and needed to respond to the changing society by incorporating emerging issues like drug abuse, human rights, gender issues among others (Formative Evaluation Report, 1990; National Needs Assessment Survey Report, 1999; Summative Evaluation Report, 1995). Many research studies suggested that curriculum integration raised student achievement. Kerry (2007) noted that curriculum integration had been a successful method in education and that students' learning was found to be deeper and more effective in the integrated subjects. Students who participated in the integrated units improved their standardized assessment scores (Bolak, Bialach & Dunphy, 2005; Hill,
This is also supported by Adams and Pearce (1978) and Oxford (2001) who argue that integrating the two makes the teaching of Language more practical than separating the teaching of the two.

Despite integration of English to improve performance in the English language, it has continued to perform poorly both at the national and provincial levels since 1989 when the first 8-4-4 examinations were done (Magoma, 2011). The national mean percentage marks ranged between 24.50 and 42.74 between 1989 and 2010 which is below average (see Appendix IV). This could be attributed to the difficulties in implementation and as Magoma (2011) notes, 80% of teachers of English in Nairobi County, Kenya, found it difficult to implement Integrated English due to among other reasons lack of good understanding of the concept of integration, lack of quality and adequate teaching-learning resources and lack of time to cover the wide syllabus. According to Biyeam (1997), the difficulty of implementation depends on the degree to which a native language differs from English. This possesses a challenge to Kenyans as compared to other races like Germans. The major challenging areas are syntax and pronunciation because of the mother-tongue influence. Biyeam (1997) further notes that the difficulties in English Language teaching are as a result of heavy workload for teachers, congested classrooms, lack of resources, interference from mother-tongue and learners being generally passive in class. These difficulties are characteristic of the Kenyan situation. The National Assessment Report (1999) pointed out that challenges like lack of adequate resources, inadequate time to cover the wide English syllabus, learners’ attitudes towards
the subject and teachers being overloaded have constantly hindered successful implementation.

Another challenge that is experienced by teachers of English in Kenya is the proposed teaching-learning strategies by the Ministry of Education. Teaching-learning strategies are specific behaviours or thought processes that teachers and learners use to enhance learning of Integrated English. The word strategy comes from the ancient Greek word *strategia* which means steps or actions taken for the purpose of winning a war. The warlike meaning of strategia has fortunately fallen away, but the control and goal directedness remain in the modern version of the word (Oxford, 1990). Teaching-learning strategies are vital in learning of Integrated English. This is because the manner in which the content is presented to the learner determines the learners’ reception, retention and application of the content acquired. Strategies of teaching-learning are broadly categorized into two: expository strategies (teacher-centered) in which the teacher dominates instructional processes and heuristic strategies (learner-centered) where learners take a greater role in their learning. Examples of teacher-centered strategies are lecture, narration, demonstration and recitation. These strategies place teachers in authoritative positions where teachers are considered as the overall authority; the giver of all knowledge and wisdom. Examples of learner-centered strategies are role play, discussion, dramatization, discovery and debates. These strategies are based on educational philosophies which advocate for learning through experiment or learning by doing and applying of skills in real life situations. These are the strategies proposed by Kenya Institute of Education (KIE) for teaching Integrated English.
The complete integration of English equally posed a challenge to teachers of English for it affected the whole process whereby implementation required teachers with total integration skills. Complete integration as stipulated in the K. I. E syllabus involves several levels. First, there is curriculum level which involves use of knowledge, ideas and concepts, primarily from Literature which is closely related to Language and from other school subjects to teach English. Second, the skills level which entails a combination of reading, writing, listening and speaking skills during English language teaching and learning. Third, the resources level which is a combination of different learning resources such as graphics and three dimensional materials. Fourth, the methodology level which is a combination of different language teaching methods like discussion and simulation. Fifth, the techniques level which is a combination of different teaching techniques such as verbal exposition, questioning, use of examples, reinforcement and stimulus variation. Finally, the efforts level which is the support from teachers of subjects other than English in maintaining correct English language usage among students (K. I. E, 2002). Teachers were expected to have a good mastery of language and also a clear understanding and appreciation of Literature and be able to teach each as a function of the other. Most teachers of English lack these integration skills because Universities train Language and Literature as independent subjects and as such, their approach in teaching the two is different from the secondary approach where these subjects are integrated. The teaching-learning resources, the strategies and even content at the secondary level changed as a result of the integration thus proving more challenging to teachers of English. This study strove to find out which strategies have been put in place to achieve this integration and
the extent to which these strategies have been used to successfully implement Integrated English in Kasarani Division, Nairobi.

1.3 Statement of the Problem

Several studies have been carried out on the implementation of Integrated English in Kenya’s schools but not many of them have looked at teaching-learning strategies used in the implementation of the subject. There are two major types of teaching-learning strategies; teacher-centered and learner-centered. When the latter is used, it is believed that learning is more interactive and fulfilling. Stenhouse (1975) points out that when teacher-centered approaches are used, understanding of classroom and what goes on there is very limited. In most Kenya’s schools classroom interaction is limited. In 2002 when integration was re-emphasized, it posed a greater challenge to teachers of English for the integration called for a complete change in methodology, content as well as the setting of the national examinations and this innovation in the end affected performance. Most studies that have been carried out in Kenya on the implementation of Integrated English reveal that inappropriate teaching-learning resources, teachers’ preparedness and lack of enough time to cover the wide English syllabus were the main reasons for dismal performance of Integrated English (Alfassi, 2004; Gichuki, 2007; Magoma, 1999; Otieno, 2003). The teaching-learning strategies have been minimally addressed and in Kasarani Division, Nairobi, no known study has been carried out to address these strategies. This study was therefore concerned with finding out which strategies have been put in place by the teachers of English in implementing Integrated English as well as assessed the effect of these strategies on performance of the subject in Kasarani Division, Nairobi.
1.4 Purpose of the Study

The purpose of this study was to assess the strategies used in teaching-learning of Integrated English and their effect on performance in Kasarani Division, Nairobi.

1.5 Objectives of the Study

1. To find out teachers’ awareness of the teaching-learning strategies used in teaching-learning Integrated English and the extent to which they use them.

2. To analyze the effect of availability or unavailability of resources on the choice of teaching-learning strategies used in teaching-learning of Integrated English.

3. To find out learners' attitudes towards the strategies used in teaching-learning Integrated English.

4. To determine the influence of teaching-learning strategies on performance.

1.6 Research Questions

1. To what extent are the Integrated English teachers aware of the recommended teaching-learning strategies? And how often do they use them?

2. What is the effect of availability or unavailability of resources on the choice of teaching-learning strategies used in teaching-learning of Integrated English?

3. What are the learners' attitudes towards the strategies used in teaching I.E?

4. What is the influence of teaching-learning strategies on performance?
1.7 Significance of the Study

The study would provide policy makers, educationists and educational researchers with general information on the most effective instructional strategies in the implementation of Integrated English. It would contribute to a body of knowledge to assist the curriculum designers and developers in improving the curriculum design or the teaching-learning strategies of Integrated English. It would lead to a better understanding of the English course and its demands on teachers and their learners in the country.

1.8 Limitations of the Study

In terms of content, the study was limited to the strategies used in the teaching and learning of I.E. in public secondary schools. There are several factors that affect the teaching and learning of Integrated English but the study was confined to strategies. As for the setting, the study was based on an urban setting and may have findings that may not be generalized to other areas especially the rural areas. Due to limitation of time and funds, it was not possible to study a large population and therefore only one Division has been selected from the province. The Division has only seven public secondary schools which is quite a small number to be representative.

1.9 Delimitation of the Study

The study was restricted to public secondary schools at the expense of private secondary schools. This was majorly because of lack of time to cover a wide range of schools.
1.10 Assumptions

1. Teachers use the same Approved English Syllabus.

2. Learners’ attitudes towards the strategies used in I.E influence their performance.

3. All respondents will be co-operative and give reliable responses to the questions posed.

1.10 Theoretical Framework

This study was based on theories that propagate the need for learners to take a greater role in their own learning while teachers act as facilitators. Many strong claims for learning by discovery are made in educational psychology as enumerated by various theories for example Gestalt psychologists and Educational philosophies like Pragmatism.

Proponents of Inquiry- discovery method (heuristic) were Pestalozzi, Herbert Froebel, Montessori and Dewey. According to Pestalozzi in Kochlar, (1990), knowledge of the nature of a child was essential to best instruction and the methods of instruction could vastly aid or retard education. Hence, according to him, the most valuable lessons were to be learnt through direct experiences with objects and places and by observation- Inquiry. This laid the basis for heuristic strategies. Integrated English is one such subject that requires heuristic strategies in its teaching and learning. This study was therefore, not only looking at the teaching-learning strategies in implementing I.E but also trying to determine whether these strategies influenced the teaching and learning of I.E.
1.12 Conceptual Framework

The figure below shows factors affecting choice of teaching-learning strategies and how these strategies affect performance.

**Figure 1.1: The Correlates of Students’ Performance in Integrated English**

The independent variables were T L strategies, T L resources, teachers’ awareness of T L strategies and learners’ attitudes. These independent variables interact with each other and eventually influence performance of Integrated English, which is the dependent variable. Bloom (1984) noted that the blame for the failure of students rested on poor classroom practices and not the inability of the students to learn. Teaching-learning strategies are one of the classroom practices and based on Bloom’s assumption, the
researcher endeavored to find out whether these classroom practices which include strategies influenced performance of Integrated English.
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<th>Term</th>
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<td><strong>Attitude</strong></td>
<td>This refers to the way that one thinks and feels about something.</td>
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<tr>
<td><strong>Curriculum</strong></td>
<td>Refers to all the experiences/activities that enable a learner to attain the desired objectives.</td>
</tr>
<tr>
<td><strong>Curriculum Implementation</strong></td>
<td>The process of putting a new curriculum into use.</td>
</tr>
<tr>
<td><strong>Curriculum Innovation</strong></td>
<td>This is a deliberately planned and organized permanent change aimed at improving the existing curriculum.</td>
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<tr>
<td><strong>Curriculum Integration</strong></td>
<td>Merging two autonomous but related disciplines in order to strengthen and enrich both.</td>
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<tr>
<td><strong>Integrated Approach</strong></td>
<td>Refers to a method of teaching where two related subjects are merged to enhance each other.</td>
</tr>
<tr>
<td><strong>Learner-centered Approach</strong></td>
<td>Refers to teaching strategies that involve the learners actively in the learning process.</td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>Examining carefully with the aim of improving an existing curriculum.</td>
</tr>
<tr>
<td><strong>Teacher-centered Approach</strong></td>
<td>Refer to teaching strategies where the learner is passive and depends on the teacher for knowledge</td>
</tr>
<tr>
<td><strong>Teaching- Learning Strategies</strong></td>
<td>Different methods of teaching and learning.</td>
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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section discusses the available literature related to I.E. The chapter is divided into five sub-topics: Teachers’ awareness of teaching- learning strategies, effect of resources on the choice of teaching- learning strategies, learners’ attitudes towards teaching- learning strategies, the effect of teaching- learning strategies on performance and summary of literature review.

2.2 Teachers’ Awareness of Teaching - Learning Strategies

Teaching strategies are an integral part in any curriculum integration and as noted by researchers, knowing instructional strategies assisted in planning and implementing curricular integration (Adams & Bushman, 2006; Barton & Smith, 2000; Smith & Johnson, 1993; Werderich, 2008). The range and frequency of strategy use, the nature of strategies or the combinations of strategies is the key to successful language learning. There are two broad types of strategies: learner-centered and teacher-centered. In Kenya, concern over teaching- learning strategies in use has been an issue since independence.

The Kenya Educational Report (1964) blamed drilling, neglect of activity and lack of learner participation for the low achievement in education. The report recommended that teachers adjust their instructions to the needs of particular children and to use activity methods so as to make education learner- centered. Equally, Uwezo Kenya (2011) in
their report The Annual Learning Assessment Report, pointed out that in order to achieve learning in our schools, factors like motivation of teachers and holding them accountable, and creating environment for children that is engaging and interactive, should be emphasized. To achieve the latter, learner-centered strategies should be used in teaching and learning in schools for they allow learners to interact amongst themselves as well as with their teachers. The Integrated English course advocates for learner-centered methods of teaching. According to the Ministry of Education (1992), a skilled teacher in Integrated English is likely to use a variety of learner-centered techniques to facilitate understanding. They are a variety and the teacher should vary them according to the topic or item to be taught. Macaro (2005) points out that strategies are the raw material of conscious cognitive processing and their effectiveness or non-effectiveness derives from the way they are used and combined in tasks and processes. Fewell (2007) agrees by saying that the ability to directly manipulate and manage teaching-learning strategies for improved Language learning efficiency distinguishes them from other uncontrollable variables that impact Language learning process.

Stenhouse (1975) says teacher-centered approach is a traditional view where children were seen as "fools" and therefore had to be lectured on. Kisirikoi, Malusu & Wachira (2008) concur by pointing out that unlike the teacher-centered approach, the learner-centered approach trains learners to think and solve problems by themselves thereby making them active in learning and motivated to learn. Students who were allowed to utilize a self-directed approach to making connections with the actual topic they studied reported an increase in confidence with the material (Barton & Smith, 2000; Cook &
Martinello, 1994). Wilkins (1974), clearly points out that the teacher's understanding of language, language learning and the teacher's command of the methods and techniques of Language teaching are very important in the English teacher's professional skill. Goddard (1972) concurs by pointing out that effective teaching-learning depends on the teaching methods and techniques employed by the teacher. This therefore means that a good mastery of the language and use of variety of teaching techniques will enhance effectiveness in the implementation of I.E.

According to the Ministry of Education (2002; 1992), modern methods require more careful preparation and a greater display of pedagogic skills than more conventional methods. The teachers cannot be expected to put new methods into practice unless they are thoroughly familiar with both the principles and the details of the methods (Bloomfield, 1925; Clark, 1987; Fullan, 2007 & Wilkins, 1974). Waters (2009) concurs by pointing out that the new Language teaching methodologies in I.E are alien to Language teachers. This was evidenced in the Kenyan situation whereby the introduction of Integrated English in secondary schools became challenging for it required the teachers of English to adjust to the new teaching-learning strategies that were characteristic of the integration. Tyler (1949) says learning takes place through active behavior of the students. He further says that it is what the learner does that he/she learns, not what the teacher does. This view is supported by Freire (1970) who is against the teacher-centered approach of learning for he calls such learning oppressive." That the learner becomes a 'bank' to be 'deposited' knowledge without question or contribution."

The learner-centered approach allows the learner to participate actively in the learning
process whereby his/ her views are accommodated hence making the learning interactive rather than passive. Integrated English was a subject that required this approach. This study sought to find out if the teachers of English in Kasarani Division were aware of the teaching- learning strategies at their disposal for teaching and learning Integrated English and if they used teacher-centered or learner-centered strategies.

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

For any learning to take place, the availability of teaching- learning resources is integral. The purpose of using teaching- learning resources is to increase the learners’ perception through effective communication. Farrant (1988) notes that for any meaningful change and improvement in education there must be adequate resources. Stratemeyer (1957); Shiundu & Omulando (1992) concur by pointing out that teachers should access and acquire relevant instructional materials for the innovation in advance. These resources include physical for example buildings and equipment, material like textbooks and human like adequate staff. Bishop (1986) warns that unless there is a ready and continuing supply of teaching- learning equipment and adequate support services, any innovation introduced in the curriculum will be just a passing fancy. He further says that when a teacher has tools at hand, his confidence, effectiveness and productivity are increased. Integrated English was an innovation in Kenya and it therefore rendered the learning resources like books which schools had accumulated over time irrelevant. As noted from various researches, (Gichuki, 2007; Muutu, 1993; Osino, 2004), lack of adequate teaching- learning facilities & resources were one of the major challenges in implementing Integrated English in most secondary schools in Kenya. It is, however,
important to note that availability or lack of resources is not the only factor that influences choice of teaching- learning strategies. There are other factors like cultural background, educational experiences and language learning goals, attitude, individual learning styles and age (Cohen 1998; Oxford 1990).

It is also essential to note that in as much as availability of resources is integral, the degree of utilization of these resources determines the extent to which learning takes place. If a teacher does not adequately utilize the available resources, then their availability becomes irrelevant to learning. Levacic & Vignoles (2005) in their study ‘Researching the Links between Resources and Student Outcomes in the UK’ found out that there was a positive resource effect in secondary school level in the UK. That there was modest subject-specific positive effects from additional resources on attainment at age fourteen from both increasing the general level of resourcing and from proper utilization of these resources. Farrant (1988), however, argues that when resources are limited they compel the teachers to use teaching methods which are much less efficient than those that could be used if resources were better. This study sought to find out how the availability or lack of resources influenced the choice of teaching- learning strategies by the teachers of English in Kasarani Division, Nairobi.

2.4 Learners’ Attitudes towards Teaching- Learning Strategies

Students’ attitudes towards studying English Language have been the object of some studies and research. The studies and research carried out have shown the fact that students acknowledge the importance of English Language for life and career but have
also pointed out a significant drop in interest in the study of the Language because of various reasons (Goe, 2004; Keuk, 2006). Among the factors identified that relate to students’ attitudes towards Language learning are peer influence, strategies used by teachers, their interest in the subject and students’ cognitive style.

Keuk (2006) points out that students are interested in analyzing linguistic elements or textual evidence used in the texts they are reading to draw possible meanings of the texts. They were more positive to strategies that trained them to create their own questions, own statements or hypotheses about the texts they were reading. This involvement of learners in their own learning, would enable learners develop critical thinking skills so that they are able to gain both systematic knowledge of the Language and meanings interpreted.

Soo-Phing & Tse (2007) in their study ‘Interactive Multimedia Learning : Students’ Attitudes & Learning Impact in an Animation Course’ found out that students were positive towards active learning and were confident in enforcing self-paced strategy. They also noted that interactive learning using web-based environment is feasible and is a viable alternative to the traditional classroom learning which has proven to be limited in achieving the necessary needs of the students in the modern learning context.

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

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

2.5 Effect of the Teaching-Learning Strategies on Performance

Effective teaching-learning in the Kenyan system of education is measured by the quality of grades that candidates attain in the National examination. Wanzare and Ward (2000) note that improved teacher performance is as a result of teachers’ motivation, improved teaching-learning strategies and professional confidence. Several studies have proven that the teaching-learning strategies employed by the teacher affect performance. Varughese & Fehring (2009) in their study Effects of Students' Approaches to Learning on Performance pointed out that learners performed better when taught using Problem-
Based Learning (PBL) method as compared to those who learn using the Traditional Teaching and Learning (TTL) method. They further note that learning style is a personal quality that influences students' ability to acquire information and participate in learning experiences. Felder, Felder, & Dietz (2002) in their study The Effects of Personality on Engineering Student Performance and Attitudes also note that students score higher on tests when exposed to a teaching style that matches their learning style.

Song (2004) supports the view by adding that the more the test takers mechanically repeated information the worse they performed, the more the test takers synthesized what was learned and applied it to practice, the better they performed. Akuboe (2008) in her study Some Strategies in Effective Teaching with particular Reference to Social Studies equally points out that the use of appropriate strategy in teaching brings about effective teaching and the achievement of the objectives of the lesson. This therefore indicates that for the objectives to have been achieved, the result reflected must be good.

Zhi-hong (2004) in her study Effect of Learning Strategies on Reading Comprehension designed an experiment to investigate quantitatively the relationship between learning strategies and reading comprehension. The experiment proved that the learners who were using the cognitive strategies in reading had a better command of cognition as compared to those who weren’t.

Green & Oxford (1995) also pointed out that students who were better in their language performance generally reported high levels of overall strategy use and frequent use of a
greater number of strategy categories. Bruen (2001); Glenn (2000) concur by noting that in most but not all instances, the relationship is linear, showing that more advanced or more proficient students use strategies more frequently. Chamot & O’Molley (1994) equally found out that students who learn to consciously monitor their own learning and who have a storehouse of strategies to use when learning becomes difficult do better than students who do not have such strategies.

However, there are scholars who argue that greater use of a variety of strategies does not necessarily result to high performance in English Language. Purpura (1999) & Phakiti (2003) explored the relationship between strategy use and reading performance with Thai EFL University students and found out that though there was a positive relationship on reading performance, the relationship was weak. They therefore concluded that the greater degree to which a strategy was used did not necessarily correspond to the better performance. Rees-Miller (1993) referred to a number of unsuccessful interventions and argued that there was, as yet, no demonstrated casual relationship between strategy awareness and Second Language learning success, that few strategies were transferable beyond a specific task, and that not all strategy users appeared to be or to become good learners of the English Language. Oxford (1990) is also another scholar who concluded that although more successful learners tended to use more strategies, the number of strategies was less important than the relevance of strategy application to a given task.
From the cited views above, it is evident that the choice of teaching-learning strategy affects performance. This study sought to find out if the teaching-learning strategies used in teaching and learning I.E in Kasarani Division influenced performance.

2.6 Summary of Literature Review

From the literature reviewed, it is evident that when teaching-learning resources are inefficient, they affect the quality of instruction and outcomes. When appropriate teaching-learning resource materials are readily available, lesson management, individualized learning and content delivery are effected. In Kenyan schools however, large classes and heavy teaching workloads make it difficult to achieve this. This study sought to find out the resources at the disposal of the teacher of English and if indeed they affected the choice of teaching-learning strategies.

Effective classroom practices are a prerequisite to quality education. The studies reviewed also indicate that critical to the attainment of positive outcomes in Integrated English, is appropriate & effective classroom practices. Central to these practices are the teaching-learning strategies that facilitate content delivery. The fact that Integrated English entailed the use of new teaching-learning approaches was equally challenging for this required the re-training of the teachers in the field to handle these new changes in methodology. This study sought to find out the strategies that have been adopted by Kasarani teachers of English in implementing I.E. and the relationship between these strategies and performance in I.E. When all these identified gaps are filled, it is hoped
that it would help the school administration and the Ministry of Education to design intervention measures that would promote the teaching and learning of I.E.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section deals with various procedures and methods that were used in the study. These areas are: research design, location of the study, target population, sample and sampling procedures, research instruments and data collection and analysis.

3.2 Research Design

This study adopted a descriptive survey design. According to Lockesh (1984), descriptive research studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible, to draw valid and general conclusions from the facts discovered. The descriptive survey design is also commonly used to collect data for large population. The researcher found the design appropriate because the study involved a relatively high population and gathering of information on the strategies used in secondary school English classrooms and their influence on performance.

3.3 The Locale

The study was carried out in Kasarani Division, Nairobi. Kasarani Division is found in Nairobi Province and situated along the main Thika Highway and its immediate outskirts. Singleton (1993) noted that the ideal setting for any study should be easily accessible to the researcher and should be that that permits instant rapport with the informants.
Kasarani was chosen because it is easily accessible to the researcher and no similar study has been carried out in the Division recently.

3.4 Target Population

The DEO Kasarani indicated that “there are seven public secondary schools in Kasarani Division” (personal communication, May 4, 2011). However, the researcher studied six as one did not have form three and four. The six schools had a total of 1064 respondents: 1040 form three and form four students, and 24 teachers of English. The forms three and four were purposively selected by the researcher because these students have been exposed to Integrated English for at least two years and were therefore better placed to give the information sought by the study.

3.5 Sample and Sampling Procedures

Since the public schools were few (seven), no sampling of the schools was done. The teachers of English, however, were many (24), and thus sampling was done. The sample size was 208 learners (20%) and 12 teachers of English (50%). Simple random sampling was used to select the students in each school through the lottery technique of drawing from a common container, where ‘YES’ and ‘NO’ small folded pieces of paper of equal size, color, shape and texture for each class had been drawn to arrive at the 208 participants of the study. The teachers were also selected using simple random sampling. For the observation classes, simple random technique of tossing a coin was used to select one class between form three and four followed by the lottery technique to pick the stream, for all the schools had more than one stream.
3.6 Research Instruments

The researcher used questionnaires- one for the teachers and another for the learners and an observation schedule.

3.6.1 Questionnaires

Two types of questionnaires; the teachers’ questionnaires and the students’ questionnaires were used. A questionnaire has the ability to collect a large amount of information in a reasonably quick space of time (Orodho, 2009). Both questionnaires covered demographic questions - questions that elicited background information, attitude questions - questions that allowed respondents to give their opinion and knowledge questions- questions that sought to find out how much the respondents knew about the topic of study.

3.6.1.1 English Teachers’ Questionnaire

A self- administered English Teachers’ Questionnaire (ETQ) which comprised of a combination of both open- ended and close- ended questions aimed at finding out the extent to which the teachers of English used a variety of teaching-learning strategies and the effect of resources on the teaching- learning strategies chosen. Refer to Appendix I.

3.6.1.2 Students’ Questionnaire

The self- administered English Students’ Questionnaire (ESQ) also comprised of both open- ended and close- ended questions. It was divided into sections:
(i) Section A which was intended at finding out classroom practices as well as constraints to effective learning of Integrated English.

(ii) Section B which comprised of the Attitude Rating Scale which was used to assess students’ attitudes towards the strategies used in learning Integrated English. This instrument which is also referred to as the Likert- Rating Scale comprises of five sections with response ratings of (5) Strongly Disagree (SD), (4) Disagree (D), (3) Undecided (U), (2) Agree (A) and (1) Strongly Agree (SA) respectively. Items on the Attitude Scale were constructed on the basis of reviewed literature though they were modified to suit the present study. Refer to Appendix II.

3.6.2 Observation Schedules

These were used in the respective classes that were targeted in this study which were forms three and four. The researcher looked at the resources available and the nature of interaction between the teacher and learners and among the learners themselves. The schedules collected data on what strategies were used in the schools under study and the researcher sought to find out the availability and use of the resources.

During the lesson observations, the researcher sat at the back of the classroom and wrote down whatever she observed as the lessons progressed with regard to teaching- learning strategies used in the implementation of Integrated English. The number of textbooks in each session and how they were being used as well as classroom interactions were recorded.
Ten lessons were observed and this gave the researcher the opportunity to experience what actually happens in a natural classroom setting and also a chance to find out if information given in the students’ and teachers’ questionnaires were true.

### 3.7 Piloting

The researcher used the pilot study in one neighboring school to Kasarani Division that has similar characteristics to the schools under study which was not included in the final study. Two teachers of English and twenty students were selected for piloting. Both the Students’ Questionnaires and the Teachers’ Questionnaires were distributed to the respective respondents and collected after being filled. Two weeks later, the researcher gave out identical questionnaires to the pilot respondents to answer. She then went through the responses to check out any ambiguities inherent as well as find out the level of understanding and relevance exhibited by the responses.

#### 3.7.1 Validity of the Instruments

Validity is the accuracy and meaningfulness of inferences which are based on the research results (Mugenda & Mugenda, 2003). Borg and Gall (1989) noted that the validity of an instrument is improved through expert judgment. The researcher therefore sought assistance from the supervisor to improve the validity of the instruments that were used in the study. The instruments were given to the supervisors individually and after ascertaining their relevance, they were then put into use.
3.7.2 Reliability of the Questionnaire

The test-retest method was used to estimate the degree to which the same results were obtained with a repeated measure of accuracy of the same concept. Two teachers of English and twenty students sampled from the pilot school were given the questionnaires to respond to. The answered questionnaires were scored manually and kept for comparison after the second testing. Similar instruments were administered to the same group of respondents after a period of two weeks and again scored manually after which the researcher compared the responses of the first test and the second test using the Spearman Rank Order Correlation Coefficient in order to establish the extent to which the contents of the questionnaires were consistent in eliciting same answers every time the instrument was used. A correlation coefficient of about 0.75 is considered high enough to judge the instrument as reliable.

Spearman’s rank order, \( r = 1 - \left( \frac{6 \sum d^2}{n(n^2 - 1)} \right) \)

Given = \( \sum d^2 = 10 \)

\( n = 20 \)

Substitution of the relevant values in the formula:

\[
\begin{align*}
1 - \frac{6 \times 10}{20 (400-1)} &= 1 - \frac{60}{7980} \\
r &= 1 - 0.0075188 \\
r &= 1 - 0.0075188
\end{align*}
\]
The Correlation Coefficient was 0.992. The instrument was considered reliable.

3.8 Data Collection

The researcher sought permission from the Ministry of Education and was given a permit and ‘Research Authorization Letter’ to present to the D.E.O Kasarani Division who in turn, issued a ‘Research Authorization Letter’ to be presented for introduction to the principals of the public secondary schools in Kasarani Division. The researcher then visited each of the six schools and administered the questionnaires to the sampled teachers and learners. These visits followed a schedule and a diary that the researcher drew to guide her and as (Malinowski, 1967; Webb and Webb 1988) note, a diary is important to the researcher not only to record data but also to record their own actions and activities. Before the actual date visit, the researcher pre-visited the respective schools to seek permission from the administration as well as familiarize herself with the respondents. She then distributed the questionnaires to the schools and gave the respondents some time to respond after which she collected them. The class observation was done on a different day and the observation schedules filled accordingly. However, most teachers were uneasy when informed that their classes were to be observed and in some instances, the researcher had to go back another day for the observation lesson.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the data, its analysis and interpretation with regard to the research objectives. The purpose of the study was to assess the teaching-learning strategies that were used in the teaching and learning of Integrated English and their effect on performance in Kasarani Division, Nairobi County.

To facilitate presentation and analysis of data, tabular layouts and graphs were used. Harper (1988) observes that the use of tabular layout would enable any desired figure to be located more quickly and it would also help in comparison between two different categories to be made more easily. The Statistical Package for Social Sciences (SPSS) computer programme version 17.0 was used to analyze Quantitative data. Discussions of findings and conclusions were drawn from the data that had been clustered in themes. Some analysis has been presented in form of descriptive notes and for comparisons, frequencies and percentages were used.

The objectives of the study were:

1. To find out teachers’ awareness of the teaching-learning strategies used in teaching-learning Integrated English and the extent to which they use them.

2. To analyze the effect of availability or unavailability of resources on the choice of teaching-learning strategies used in teaching-learning of Integrated English.
3. To find out learners’ attitudes towards the strategies used in teaching-learning of Integrated English.

4. To determine the influence of teaching-learning strategies on performance.

4.2 Teachers’ Awareness and Use of Teaching-Learning Strategies in Integrated English

The first objective was to find out the teachers’ awareness of the teaching-learning strategies used in teaching Integrated English and the extent to which they used them. To achieve this objective, the researcher used questionnaires for the teachers of English. The items in the questionnaire sought to find out if the teachers of English were aware of the teaching-learning strategies used in teaching Integrated English and the teaching-learning strategies they frequently used in class to teach. The findings are in the table 4.4 and figure 4.2 below:
Table 4.1: Teachers’ awareness of teaching-learning strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>100</td>
</tr>
<tr>
<td>Dramatization</td>
<td>100</td>
</tr>
<tr>
<td>Lecture</td>
<td>100</td>
</tr>
<tr>
<td>Demonstration</td>
<td>100</td>
</tr>
<tr>
<td>Question &amp; Answer</td>
<td>100</td>
</tr>
<tr>
<td>Debates &amp; Speeches</td>
<td>100</td>
</tr>
<tr>
<td>Role play</td>
<td>100</td>
</tr>
<tr>
<td>Group work</td>
<td>100</td>
</tr>
<tr>
<td>Simulation</td>
<td>83.33</td>
</tr>
</tbody>
</table>

According to the table, all the twelve sampled teachers (100%), who completed and returned the questionnaires, indicated that they were aware of discussion, lecture, dialogue, dramatization, debates & speeches, role play, demonstration, question & answer and group work at the disposal of a teacher of Integrated English. However, ten out of the twelve (83.33%) said they were aware of simulation while two said they didn’t know simulation (16.66%). The researcher therefore sought to find out if they used them. The figure 4.2 indicates the strategies the teachers of English identified as using in teaching Integrated English and the frequency with which they used them.
From the information given, 58.3% of the respondents stated that they used discussion which is a learner-centered teaching-learning strategy, 25.0% indicated that they used other teaching-learning strategies which ranged from group work, debates, question & answer to demonstration. Only 16.7% indicated that they used lecture. From this information, it therefore indicated that these teachers used learner-centered strategies more frequently than they did with teacher-centered.

To authenticate the findings of the questionnaires, the researcher carried out an observation of form three and four classes. The researcher objectively filled in what was observed. The findings of those observations are presented in the figure below:
As observed from the figure 4.2, 50% of the respondents used the lecture method and another 30% used other methods which ranged from taking notes, listening, question & answer, dictation to writing exercises on the chalkboard. Only 20% used discussion and none used role-play, dramatization, simulation or activity. Given that the teachers may practice their best teaching skills when an observer is in class, it reinforces the fact that other strategies not observed might not be in practice at all. It is evident from the graph that teachers dominate lessons and this indicates an emphasis on content and knowledge acquisition. This is contrary to the English syllabus requirements which emphasizes learner-centered approaches to teaching Integrated English. Audio-visuals were rarely used and yet they are important in enhancing levels of interaction between learners and teachers, this was however, due to their unavailability. This finding is important because it shows that the mode of instruction in our classrooms is still very controlling, direct and undemocratic. Teachers must develop teaching strategies that not only transmit information but also encourage learners to learn independently.
An analysis of the findings presented in table 4.1 and figure 4.2 show that there is a sharp contrast between what teachers claimed to be doing and what they did in class. This discrepancy could be interpreted as a gap existing between the objective meaning of integration by the initiators and the subjective meaning by the teachers of English given that the teachers implement this syllabus depending on their understanding. On the same note, the researcher used the students’ questionnaire to find out about the methods the teachers of Integrated English frequently used when teaching Integrated English. The following figure shows the learners responses.

**Figure 4.3: The frequency of strategy use by teachers**

As shown in the figure, 99% indicated that teachers used the lecture method most frequently followed by discussion and question & answer which had 45% and 42% respectively, while group work had the least of 22%. This therefore means that the lessons were dominated by lecture method which is a teacher-centered strategy.
These findings lead to the conclusion that Integrated English classes are dominated by teacher-centered teaching-learning strategies as opposed to learner-centered teaching-learning strategies. The findings also agree with Bishop (1986) who contends that there is often a disagreement between the official curriculum and the actual practice in class; between the intent of the curriculum and what actually takes place in the classroom. They also confirm Magoma (1999) who, in his study on teacher related factors that influence the implementation of Integrated English in secondary schools in Ibacho Division found out that most teachers employ the teacher-centered learning strategies as opposed to the recommended learner-centered teaching/learning strategies. Bishop (1986) equally points out that one can only teach what they know and so cling to the text book and depend on a narrow framework of the system to give them sense of security. When in doubt, they fall back on the ways in which they were taught themselves a generation ago. This probably explains why most teachers of English use lecture method. Miheso (2002) also pointed out that most classrooms were didactic where teachers were very controlling, restricting and used little learner–centered teaching approaches.

In a bid to find out why the classrooms were teacher-centered, the researcher sought to find out if resources were a factor.

4.3 Effects of Resources on the Choice of Teaching–Learning Strategy

The objective sought to find out the effect of resources on the choice of teaching-learning strategies used to teach Integrated English. Towards this end the researcher used questionnaires for teachers and students and an observation schedule. In the teachers’ questionnaire, the questions regarding to the effect of resources on choice of strategy
were concerned with the teaching-learning resources used, whether they were varied, adequate and how the availability or lack of resources influenced choice of strategy. The figures below illustrate the findings.

Figure 4.4 Teachers’ views on adequacy of teaching-learning resources

As indicated by figure 4.4, the responses given implied that the resources for teaching/learning Integrated English were inadequate both in variety and number. This is because as reflected in the figure, 41.7% indicated the resources were adequate while 58.3% said they were inadequate. From the researcher’s observation during lesson observations, the availability or lack of adequate resources influenced the teacher’s choice of teaching-learning strategy. A teacher could for example be forced to dictate notes to the learners as a result of there being few set books to read in class. This observation points out that learning is theoretical as learners are denied experiential learning. Bishop (1993) observes that proper use of resources can extend education beyond the four walls of the
school and embrace a wider spectrum of people. Uses of Audio-Visuals (radios, computers, projectors among others) are vital as they vary the stimuli in a classroom. This enhances retention of content as they are powerful in holding the learner’s attention and interest for they involve more than one sensory channel which can in the long run be translated into better performance (Kisirikoi, Malusu & Wachira, 2008). To authenticate this, one of the items in the teachers’ questionnaire sought to find out if teaching-learning resources affected choice of teaching-learning strategy and the findings are shown in the figure below

**Figure 4.5: Teachers’ views on effect of resources on choice of teaching-learning strategy**

![Chart](image)

Figure 4.5: depicts that ten out of the twelve teachers of English indicated that lack of adequate TL resources encourage use of teacher-centered strategies while two said availability or lack of adequate resources does not influence choice of teaching-learning strategy. This figure thus verified the researcher’s findings from the class observation.
schedule that most lessons were teacher-centered and this was majorly because of inadequate teaching-learning resources.

The students’ questionnaire sought to find out how many textbooks of English and Literature they had and how they used them when learning Integrated English. The questionnaire also sought to find out if there was a library in the school and how well it was stocked with the Integrated English books and other teaching aids like radios, films, and magazines among others. The issue of access to the library was also one of the items in the students’ questionnaire. All these items were to enable the researcher establish the relationship between the resources and choice of teaching-learning strategy as illustrated in the figures below.

**Figure 4.6: Learners’ use of the available teaching-learning resources**

![Chart](image)

As illustrated in figure 4.6, majority of the classes use the available resources in groups, followed by the teacher dictating notes to learners and writing exercises on the
chalkboard respectively. Only 8.7% shows that the learners use other ways like taking notes.

The observation schedule in regard to effects of resources on choice of strategy looked at how sufficient the teaching-learning resources were, how they were utilized when learning Integrated English, the ratio of textbooks to learners, how the learners used the available resources and how the availability or lack of the resources influenced the choice of strategy used. The figures below illustrate the findings:

**Figure 4.7: Ratio of textbooks to learners**

![Graph showing ratio of textbooks to learners](image)

From the observation schedule, only 20% had a ratio of 1: 2 textbooks, 30% had 1: 4 and 50%, 1: more than 4. None had 1: 1. These findings indicate that the ratio of textbooks to learners was insufficient. Insufficiency means when one teaching-learning resource for example textbooks, is used by many learners. In this case, 1: more than 4 learners are insufficient. This insufficiency influences the choice of strategy by the teacher. The researcher therefore, further sought to find out how the teacher utilized these books and recorded the following:
Figure 4.8: Utilization of teaching-learning resources by teachers of English

![Bar chart showing utilization of teaching-learning resources](image)

Figure 4.8 depicts that due to inadequate teaching-learning resources, teachers utilize the available resources by grouping learners 20%, dictating notes 50%, writing exercises on chalkboard 10% and using other methods like discussion 20%. It is evident from the findings that lack of or availability of teaching-learning resources influence teacher’s choice of strategy for as shown in figure 4.8, the strategies used are teacher-centered as opposed to learner-centered due to lack of enough TL resources.

These findings affirm Farrant’s assertion (Farrant, 1988) that when teaching-learning resources are limited, they compel the teachers to use teaching methods which are much less efficient than those that could be used if resources were available and adequate. Magoma (2011) concurs by noting that inadequate quality and even unavailability of materials impair curriculum innovation projects.
4.4 Learners’ Attitudes towards the Strategies used in Teaching- Learning Integrated English

The study was also to determine learners’ attitudes towards the teaching- learning strategies that were used in teaching Integrated English. It is worth noting that this objective was not effectively achieved because to find out feelings of learners would require more time for a researcher to interact with the learners to arrive at a substantial finding. For this study, the researcher used students’ questionnaire which had a section that required them to state their feelings towards the strategies using the 5 Point Likert Scale. The questionnaire also sought to find out which strategies of teaching- learning Integrated English the students liked. The results are recorded in the figure below:

Figure 4.9: Strategy of preference by learners

In figure 4.9, it shows that the strategy the learners like most when learning Integrated English is discussion 45.7 %, followed by group work and question & answer respectively. From previous findings, it was noted that teachers of English use the lecture
method more often than the other teaching-learning strategies which as indicated by the learners is the least method they enjoy in learning Integrated English.

The Attitude Scale sought to find out the learners’ views on the teaching-learning strategies used in teaching and learning of Integrated English. Towards this end, they were to tick the strategy they preferred most and the one they did least. The results are shown in the table below:

Table 4.2: Learners’ views about the teaching-learning strategy they preferred in learning I.E

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating %</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy the question &amp; answer format of learning</td>
<td>75 62 0 0 0</td>
</tr>
<tr>
<td>Dramatization and Role play are the best methods of learning Literature</td>
<td>52 58 12 32 10</td>
</tr>
<tr>
<td>Discussion is the best method in learning Literature</td>
<td>71 79 10 13 0</td>
</tr>
<tr>
<td>I prefer the lecture method in learning Literature</td>
<td>20 15 11 75 89</td>
</tr>
<tr>
<td>Frequent exercises and group work will make learning English enjoyable</td>
<td>83 81 0 14 0</td>
</tr>
</tbody>
</table>

Key: SA – Strongly Agree   A- Agree   U- Undecided   D- Disagree   SD- Strongly Disagree
From Table 4.4, the learners show that they enjoyed using learner-centered strategies in learning Integrated English. The table further reveals that between 52% and 83% enjoyed using question & answer, discussion, dramatization and group work which are learner-centered strategies, while only 20% fully enjoyed lecture, which is teacher-centered. The findings concur with the responses given in the students’ questionnaire that the learners had filled. The findings also concur with Soo-Phing & Tse (2007) who observes that learners are positive towards learning strategies that enhanced active learning. The learners’ preferences were therefore geared towards heuristic and integrated strategies of teaching and learning and not the prevalent expository strategies. This therefore, led to the researcher’s conclusion that learners have a negative attitude towards teacher-centered strategies that are used more often by teachers of English.

4.5 The Influence of Teaching-Learning Strategies on Performance in Integrated English

The last objective of this study was to determine whether there was any influence of teaching-learning strategies on performance of Integrated English. Towards this end, the researcher used questionnaires for teachers and students as well as a record from the examination departments on the mean scores in KCSE English for the last five years. However, out of the six schools, only four were eligible for this analysis for two of them were still young and had not done KCSE examinations for five years. One of the items in the students’ questionnaire was to give reasons that the learners thought led to poor performance in Integrated English and the results were as follows:
It is indicated from figure 4.10 that learners felt the major reason for poor performance in Integrated English was poor teaching strategies, 40.3%. The other reasons given were the integration of English Language and Literature 20.1%, lack of T L resources, 19.2%, lack of physical facilities, 15.4% and other reasons like students’ attitudes, 4.9%.

When the teachers of English were asked whether teaching- learning strategies influence performance of Integrated English, all the twelve sampled teachers said they do. On the same note the researcher then asked them to further explain how the strategies influenced performance and the findings were as follows:

Figure 4.10: Students’ views on reasons for poor performance in I.E

<table>
<thead>
<tr>
<th>Reasons for Poor Performance</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of T/L resources</td>
<td>15%</td>
</tr>
<tr>
<td>Poor teaching strategies</td>
<td>40%</td>
</tr>
<tr>
<td>Lack of physical facilities</td>
<td>15%</td>
</tr>
<tr>
<td>The integration of English &amp; Literature</td>
<td>20%</td>
</tr>
</tbody>
</table>
As shown in figure 4.11, six out of the twelve sampled teachers of English said learner-centered strategies encourage learners to remember as learners are actively involved in learning when these strategies are used hence resulting to better performance of Integrated English, while four out of the twelve said teacher-centered strategies encourage laziness which in turn leads to poor performance. This response is backed up by Dale (1969) who said a well selected strategy would help the learners to remember the learnt content for a long time. Learner-centered strategies involve many senses, hence deeper perception of the content and longer period of remembrance. Two of the respondents said there were other factors other than T L strategies that influence performance in the Integrated English course. These opinions therefore were evidence that teaching-learning strategies influence performance of Integrated English. The researcher then sought to find out if these views were reflected in the examination results and collected the following information.
Table 4.3: Performance of I.E over five years

<table>
<thead>
<tr>
<th>School</th>
<th>Average Score 2006-2010</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.9856</td>
<td>D+</td>
</tr>
<tr>
<td>B</td>
<td>6.3638</td>
<td>C</td>
</tr>
<tr>
<td>C</td>
<td>5.522</td>
<td>C-</td>
</tr>
<tr>
<td>D</td>
<td>5.0734</td>
<td>C-</td>
</tr>
</tbody>
</table>

Source: Schools’ Examination Departments.

The performances reflected in the table confirm the previous observations. The best grade is a C plain and attained by one school. The rest are C- and below. No school has ever attained a mean score of B and above. These results confirm the responses that were recorded earlier for both teachers and students. These findings are in line with the KCSE (2006) report in English which identified poor teaching methods as a reason for poor performance in Integrated English.

The findings also concur with Varughese & Fehring (2009) who found out that learners performed better when taught using Problem-Based Learning (PBL) method as compared to those who learn using Traditional Teaching and Learning (TTL) method.

Romiszowski (1982) observes that learning can only occur at skill level if teaching is done heuristically, at knowledge level transmission approaches can be tolerated though knowledge is more received, retained and applied if imparted practically. Hence learning at skill level requires practice by learning practically and involving learners in their own learning process. The findings also concur with Masri (2011) who found out that learning
strategy has an effect on performance whereby he found out that response-based strategy which is learner-centered has a strong impact on performance as the experimental group scored a higher mean score than the control group (traditional strategy) hence affected students’ proficiency in poetry. Marefat (2003) equally pointed out that learning strategies had an effect on vocabulary retention whereby analyzing expressions stood in the first rank followed by highlighting and translation in both short-term retention and long-term retention. Poor performance in Integrated English can be therefore, explained by poor teaching methods.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study was about the teaching-learning strategies that are used in teaching and learning of Integrated English in Kasarani Division, Nairobi. The study further explored the factors that affect the choice of teaching-learning strategies and the effect of these strategies on performance of Integrated English.

This chapter summarizes the study, draws conclusions based on the findings and makes recommendations on issues pertaining to teaching-learning strategies for Integrated English. Finally, it recommends on areas that should be considered for further research.

5.2 Summary

English Language has a central role in the curriculum as a service subject and it is for this reason that there has been a lot of interest on the performance of the subject. This study set out to investigate how it is taught as a subject. The study accordingly explored the teaching-learning strategies used in teaching and learning of the subject, assessed the factors that affect the choice of the teaching-learning strategy and attempted to establish whether there is any relationship between performance of the subject and the teaching-learning strategy used. Towards this end, the researcher looked at selected factors like availability of teaching-learning resources, learners’ attitudes towards strategies used and
teachers’ awareness of teaching-learning strategies. The following is a summary of the findings:

5.2.1 Teachers’ Awareness and Use of Teaching-Learning Strategies

The study revealed that teachers of English are aware of the different teaching-learning strategies at their disposal. However, the researcher found out that these teachers do not use the strategies recommended by the Ministry of Education as they claim to. Learner-centered strategies are the recommended strategies but as found out, the teachers use teacher-centered. Most of the lessons were didactic where lessons were predominantly controlled by the teacher. These strategies emphasized a one-way flow of information where teachers talked and learners were only involved in writing down notes. More than 50% of classroom activities were teacher-centered while only 30% constituted learner activities.

5.2.2 Effect of Resources on Choice of Teaching-Learning Strategies

The study revealed that lack of adequate resources was a serious impediment to the use of learner-centered teaching-learning strategies. Though all the schools were well staffed, other resources like audio-visual aids were a major challenge. Most schools had a library but they were inadequately stocked. It was also revealed that lack of adequate resources resulted to use of teacher-centered approaches because learner-centered strategies required a great deal of resources.
5.2.3 Learners’ Attitudes towards Teaching- Learning Strategies

The study sought students’ opinion about strategies used in teaching and learning of Integrated English. Data revealed that their opinion was negative. This conclusion was arrived at because from the Attitude Scale that the learners filled, they explicitly indicated that they preferred learner- centered strategies to teacher- centered which was not happening in the schools and that they wanted to be involved in their own learning.

5.2.4 Influence of Teaching- Learning Strategies on Performance

The study revealed that there was a positive relationship between teaching- learning strategy used and performance. This was arrived at as there was consistence between teaching- learning strategy and performance at KCSE. However, it was also evidenced from collected data that other factors like lack of adequate resources and physical facilities also influenced performance.

5.3 Conclusions

Based on research objectives and findings of this study, the following conclusions were made:

Firstly, teachers of Integrated English are aware of the teacher- centered and learner- centered teaching- learning strategies. They are also aware that the Ministry of Education recommends learner- centered teaching- learning strategies in teaching Integrated English. This conclusion was drawn by the researcher because when asked to state the strategy they use in class, all the teachers of English identified the learner- centered strategies as the most frequently used. Secondly, the study concluded that Integrated
English classrooms in Kasarani Division were dominated by teacher-centered strategies. This conclusion was arrived at from the lessons that the researcher observed as well as the responses given by learners in the students’ questionnaire.

Thirdly, the study concluded that learners’ attitudes towards teaching-learning strategies used by teachers to teach Integrated English were negative. This is because when asked to state the strategies they enjoy learning with, the learners identified learner-centered strategies which were, on the contrary, not frequently used. Fourthly, the study concluded that lack of teaching-learning resources makes teachers to use teacher-centered strategies. This conclusion was drawn from the responses given by the teachers of English in their questionnaires who stated that lack of teaching-learning resources among other factors influenced their choice of TL strategy. Finally, there was a positive relationship between TL strategy and performance of Integrated English. This was because none of the schools in Kasarani Division has ever attained an average grade of B and above in the KCSE results and this could be attributed to the teacher-centered strategies dominant in the Division.

5.4 Recommendations of the Study

The following recommendations will be useful to policy makers in improving Integrated English:

1. Teachers’ awareness of learner-centered strategies does not necessarily mean usage. One of the items in the teachers’ questionnaire was to find out teachers’ awareness and use of TL strategies whereby the teachers categorically stated that though they
were aware of learner-centered strategies, it was not practical to use them because of obstacles like heavy workload, lack of adequate time to cover the English syllabus and limited resources. The government should therefore ensure that teachers are provided with a conducive working environment and liaise with curriculum developers to re-structure the English syllabus for it is too wide to motivate them to adopt the recommended strategies. They should also be exposed to interactive approaches plus other modern related trends on the teaching and learning of Integrated English through seminars and workshops.

2. T L resources are integral in implementing learner-centered strategies. Effort should therefore be made by the government to ensure that there are enough of these T L resources. This could be achieved by working towards purchasing enough and relevant material resources or alternatively stocking the libraries with these materials to allow teachers adopt varied teaching-learning strategies.

3. Learners’ active involvement in learning Integrated English would diminish the negative attitudes that learners have towards the T L strategies used in teaching Integrated English. This can be achieved by the curriculum developers restructuring the English Syllabus to reduce work load so as to allow for flexibility in terms of strategies used by teachers.
5.5 Suggestions for Further Research

The following are areas recommended for further research:

1. The researcher used the descriptive design to come up with the above conclusions. However, descriptive design observes phenomena in their natural settings without any manipulation of data. The researcher recommends that an experimental design be used where variables can be manipulated and measured accurately to bring out the effect of strategies of teaching-learning on the students’ performance.

2. Students play a great role in performance of Integrated English. This is because despite the use of similar strategies of instruction in classroom settings, individual students perform better than their fellow colleagues in the same classes. There is need to find out the role of learners in this difference in performance.

3. Another research should be carried out in other areas to see whether same findings are replicated. These can then validate findings of this study.
REFERENCES


APPENDIX I

QUESTIONNAIRE FOR TEACHERS OF ENGLISH

This study is intended to improve the implementation of Integrated English in Kasarani Division. Please respond to the questions honestly and your cooperation will be appreciated highly.

The information given will only be used for the purpose of this study.

Thank you in advance.

1. (a) Which of the following strategies are you aware of for teaching Integrated English?

   (Tick as many as appropriate).

   i) Lecture method (  )

   ii) Discussion (  )

   iii) Dialogues (  )

   iv) Dramatizations (  )

   v) Debates and speeches (  )

   vi) Simulation (  )

   vii) Role play (  )

   viii) Other, specify
(b) Which of the above mentioned strategies do you use most often?
   
   i. ________________________________________________
   
   ii. ______________________________________________
   
   iii. ______________________________________________

(c) Which ones are difficult for you to apply?

(d) Why?

2. (a) Which of the following teaching /learning resources do you use in teaching Integrated English in your school?

   (i) Integrated English textbook (    )
   
   (ii) Audio- Visual Aids (    )
   
   (iii) Teachers’ guides (    )
   
   (iv) Any other, specify______________________________

(b) Are these resources adequate?

   Yes (    ) No (    )

(c) How does the availability or lack of adequate resources influence the choice of the teaching strategy to be used?

3. In your opinion, do you think the teaching/learning strategies used influence the performance of Integrated English?

   Yes (    ) No (    )

(ii) If Yes, briefly explain

(iii) What suggestions would you give towards improving the performance of Integrated English?
APPENDIX II

STUDENTS' QUESTIONNAIRE

SECTION: A

1. Name of School

2. Form_______________________

3. (a). When learning English, which method of learning do you like?

   (i) Lecture method (  )
   (ii) Discussion (  )
   (iii) Group work (  )
   (iv) Answering questions (  )
   (v) Other, specify____________________________________________________

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

(c) When learning Literature, do you;

   Tick as many as appropriate

   (i) Discuss (  )
   (ii) Take notes (  )
   (iii) Dramatize (  )
   (iv) Read individually (  )
   (v) Other, specify____________________________________________________
4. (a) How many textbooks for Literature and Language do you have for your class?

(Tick one)

(i) None ( )
(ii) Less than five ( )
(iii) 5-10 ( )
(iv) More than 10 ( )

(b) How do you use them?

(i) In groups ( )
(ii) Teacher dictates notes ( )
(iii) Teacher writes exercises on the blackboard ( )
(iv) Other, specify __________________________________________

5. (a) Is there a library in your school?

Yes ( ) No ( )

(b) If Yes, how often do you get access to the library?

Always ( )
Sometimes ( )
Never ( )

6. (a) What do you think are the reasons for poor performance in English?

(i) Lack of teaching/learning resources like books ( )
(ii) Poor teaching methods ( )
(iii) Lack of physical facilities like the library ( )
(iv) The integration of English and Literature ( )
(v) Other, specify ___________________________
(b) Suggest ways of improving this performance.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

SECTION B

Indicate how far you agree or disagree with the following statements by ticking the most appropriate letter which best indicates how closely you agree or disagree with the feeling expressed in each statement.

Use the code given below.

(SA) Means strongly agree

(A) Means agree

(U) Means undecided (not sure)

(D) Means disagree

(SD) means strongly disagree.

1. I enjoy the question and answer format of learning.
   
   SA       A       U       D       SD

2. Dramatization and Role-play are the best methods of learning Literature.

   SA       A       U       D       SD

3. Discussion and debates will help in improving performance in English and Literature.

   SA       A       U       D       SD
4. I prefer the lecture method in learning Literature
   SA A U D SD

5. Frequent exercises and group work will make learning English enjoyable.
   SA A U D SD

6. Learning English with the Integrated English textbooks is boring
   SA A U D SD
APPENDIX III

LESSON OBSERVATION SCHEDULE

School : ............................................................

Class...........................................................

Subject : .....................................................  Topic being taught

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

Date : ..........................................................

No. of students present in class:.........................

1. Instructional Strategies:

(a) What method is used to develop the lesson?

   i) Lecture ( )

   ii) Discussion ( )

   iii) Reading ( )

   iv) Group work ( )

Other, specify..................................................................

(b) How does the lesson progress?............................

(c) Is the lesson presentation;

   (i) Teacher-centered

   (ii) Learner-centered

(d) If it is Learner-centered, how does the teacher involve the learners?
2. Material and Resources:

(a) What English textbook does the teacher use? 

(b) Which other teaching Aids does the teacher use? 

__________________________________________________  ....................................................... 

__________________________________________________  ....................................................... 

(c) Are the teaching/learning resources sufficient in number?  Yes (  )  No (  ) 

If not, how does the teacher utilize the available resources? ________________________ 

(d) What is the ratio of the English textbooks to students? 

(i) 1 : 1 
(ii) 1 : 2 
(iii) 1 : 4 
(iv) 1 : More than four 

(e) How are the students using the learning resources? 

i) In pairs  (  ) 

ii) In groups  (  ) 

iii) Individually  (  ) 

iv) Any other,________________________________________________________

(f) How do the available resources influence the teacher’s use of strategies?
3. Lesson Development

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

i) Teacher asks individual students questions?______________________

ii) Students ask questions?_____________________________________

iii) Any other,__________________________________________________

(b) How does the teacher evaluate the learners?

(i) At the beginning of the lesson?

(ii) During the lesson?

(iii) At the end of the lesson?

(iv) Any other?
APPENDIX IV

KCSE MEAN PERCENTAGE FOR INTEGRATED ENGLISH BETWEEN 1989 AND 2006 BY PROVINCE

<table>
<thead>
<tr>
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<th>COS</th>
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<th>EAS</th>
<th>NBI</th>
<th>RV</th>
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<th>NZA</th>
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Source: KNEC, 2011

Key: YR- Year      COS- Coast      CEN-Central

EAS- Eastern      NBI-Nairobi      RV- Rift Valley
WES-Western      NZA- Nyanza      NE- North Eastern

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