

**STRATEGIES EMPLOYED IN TEACHING THE INTEGRATED ENGLISH
AND THEIR INFLUENCE ON PERFORMANCE AMONG SECONDARY
SCHOOLS IN KENYENYA, KISII COUNTY, KENYA**

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DECLARATION

I declare that this research thesis is my original work and has not been presented in any other university/institution for consideration.

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DEDICATION

To my beloved family for their tireless support and dedication throughout the study period. My husband Samuel and my daughters Permute, Blessed and Beverly all this is for you.

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ABBREVIATIONS AND ACRONYMS

DEO:	District Education Office
ESL	English as a Second Language
IE:	Integrated English
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
KU-ERC:	Kenyatta University Ethics Review Committee
L2:	Second Language
LOI	Language of Instruction
LOT:	Language of the Text
LST:	Literature Set Texts
NACOSTI:	National Commission for Science, Technology and Innovation
PBL:	Problem Based Learning
SPSS:	Statistical Package for Social Sciences
TTL:	Traditional Teaching and Learning

ABSTRACT

The purpose of this study was to examine the teaching strategies in teaching the Integrated English and their influence on learner performance in secondary schools in Kenya Sub-county, Kisii County and their influence on learner performance. The objectives of the study were: To establish the strategies that teachers use in teaching integrated English, to explore the challenges that influence the choice of strategies of teaching the Integrated English and to determine the influence of teaching strategies on learner performance among secondary schools in Kenya Sub-county, Kisii County. The study utilized the descriptive survey design and the target population was 612 comprising 528 students and 84 English teachers. The sample size was 79 students (15%) sampled using simple random technique and 26 teachers of English (30%) sampled using stratified simple random sampling. Data collection instruments were the teachers and students questionnaires and lesson observation schedules for the target 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 Department of Educational Communication and Technology, Kenyatta University to assess and improve content validity. Data analysis was done using qualitative and quantitative approaches through the aid of SPSS version 20.0. Data were presented using descriptive statistics such as charts and frequency distribution tables. Regarding the teachers' knowledge about the teaching strategies, all teachers (100%) mentioned that they had knowledge of the teaching strategies except on stimulation teaching approach where 12% of the teachers were not aware of it; 50% of the teachers preferred discussion method which is learner-centred, 15% preferred lecture method while 35% preferred other methods. This was in contrast to what was observed in class whereby 55% of teachers used lecture method, 20% discussion and 25% preferred other methods. In relation to challenges facing the choice of teaching strategies in teaching integrated English, 88% of English teachers were affected by large class population, 92.31% teachers noted that heavy workloads also influence their choice of teaching strategy that they adopt. Regarding the influence of teaching strategies on performance, 50% of the teachers responded that learner-centred strategy encourage remembrance which contributes to improved performance as opposed to 30% who viewed that teacher-centred strategy encourages laziness that negatively affects the student performance. This study recommends that learner-centred strategy should be employed by English teachers as it gives the learner the opportunity to be part of the learning process hence improves the learners' remembrance ability that leads to improved performance. The government should allocate more resources towards the teaching of integrated English as well as train more teachers in the English subject. School management and other stakeholders may develop mentorship programmes that will motivate and encourage teachers to apply the effective teaching strategies to improve performance in English especially in Kenya Sub-county, Kisii County.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the Background to the Study, Statement of the Problem, Purpose of the Study, Research Objectives, Research Questions, Significance of the Study, Scope, Delimitations, and Limitations of the Study, Assumption of the Study, Theoretical Framework, the Conceptual Framework and Operational Definition of Terms.

1.2 Background to the Study

The word strategy was borrowed from the ancient Greek word strategies which imply steps or actions made to win a war. The warlike meaning of strategies has luckily fallen away, yet the control and objective directedness remain in the advanced version of the word (Oxford, 1990). Teaching strategies are crucial in learning of Integrated English. This is on account of the way in which the content is displayed to the student determines the learners' reception, maintenance and use of the content acquired.

Strategies of educating learning are comprehensively sorted into two: expository approaches (teacher based) in which the educator overwhelms instructional procedures and heuristic techniques (student-focused) where students play a more prominent part in their learning. Cases of teacher focused strategies are like lecture, narration, demonstration and recitation. These strategies constitute the teacher-centred methods while the heuristic strategy includes all the student-centred methods that include group discussions, dramatization, role play, discovery and debates. These techniques depend on instructive rationalities which advocate for

learning through experiment or learning by doing and applying of skills in all real-life circumstances. These are the strategies proposed by Kenya Institute of Curriculum Development (KICD) for teaching Integrated English.

Language is at the heart of teaching and learning. The medium through which concepts and skills are learned and assessed, social relationship and identities are formed, and increasingly deeper and more disciplinary understandings are constructed over time (Beiley, Burkett & Freeman, 2010).

Given that English has turned into the most widely used language of the world, and the general dialect of correspondence. The pace of life has been quickened because of advances in innovation, and the world has turned out to be one little town. Along these lines springs from the requirement for learning English which is an overall most widely used language as it has turned into the dialect of a lot of cutting-edge human sciences, generation and innovativeness. It is additionally a dialect of globalization and social extension, through form and motion pictures (UWEZO, 2015).

Integrated English is more than just entertainment, so it has a very close relationship with language and linguistics. In most parts of the world, English is considered a second language to many people. For example in the Asian and African continent, English is taught as a second language acquired through colonization (Crystal, 2012). Crystal further reports that the incorporation of integrated English in language teaching had taken centre-stage in the tertiary levels of education in Japan. However, Crystal recognizes that much research has not been done on how the integrated English is taught in class, a view that has been shared by Fogal, (2010) who studied learner's perspectives on the methodology of English teaching instruction.

Fogal (2010) later conducted research on students' perceptions but from tertiary education in Japan.

Similarly, the educationists in Singapore have been concerned about the concept of teaching integrated English and thus have gone ahead to formulate a book report on the broad issues that exist in the teaching integrated English like policy changes and approaches to implementing integrated English programme (Chew, 2012). Chew's book also looks at specific research pedagogies for teaching drama, poetry, prose, and film. In Turkey, much focus has been given to criteria of the language of instruction and integrated English especially for students who were in their final stages of the secondary school education (Cetin & Demiral, 2012). In a somehow similar study of teaching English language in United States (US) schools.

Rogers, (2011) acknowledges that there are critical issues facing English language in high schools especially when it comes to the teaching methods of instruction. In his research, Rogers takes a stand that teachers tend to follow guides in integrated English methodologies, but these guides do not explicitly teach comprehension strategies. He further acknowledges certain critics who have raised the issue that some teachers present lessons to students that only focus on certain comprehension skills in isolation (Rogers, 2011). Finally, Rogers claims in the research that teachers dominate classroom discussions and thus do not give students a chance to give their opinions on works of integrated English being covered.

In the African context, English as a Second Language (ESL) has been discussed in the perspectives of developing literacy skills. Smit (2007), states in his study that even though developing literacy skills is significant for one's ability to read and write critical thinking is also an important part of learning that needs to be improved. Smit

thus holds the view that educationists should supplement literacy with literary material to help develop critical literacy in students (Smit, 2007). He further argues that English should not be integrated with language teaching in African schools. Despite the arguments in his study, he acknowledges in his concluding remarks that integration of language and English is vital.

English is considered the key curriculum subject in many countries of the world (Braine, 2014). In Kenya, for instance, the English language is the official language together with Kiswahili as it was passed in the Kenyan constitution on August 4th, 2010. It is also a Language of Instruction (LOI) in Kenya secondary schools, and this means that the English language has a central role in the Kenyan education system. Poor performance in this subject thus could partly be the cause for poor performance in other disciplines.

Education systems in Kenya have been undergoing changes of varying degrees in their restless quest for relevance. The changes in the education system as regards to the teaching of English and integrated English came about as a result of the recommendations of (*the Presidential Working Party on the Second University, 1981*). This report recommended the changes in Education which resulted in the 8-4-4 system. The 8-4-4 system was characterized by a change in the curriculum. Specifically, in the teaching of integrated English, the Ministry of Education recommended the integration of the two subjects which were initially treated as related but separate subjects to be one (English). The combination of Integrated English meant that the same teacher who was teaching English and writing as separate subjects would teach them as a compact unit (Onwong'a, 2014). The integration of Integrated English called for teachers to apply methods of teaching that are learner-

centred. This includes the use of rational, group discussions and debates among others.

Moraa (2012) noted that curriculum integration raised students' achievements. Students' learning is found to be deeper and more effective in the integrated subjects. Also, Moraa argued that the integration of Integrated English makes the teaching of English language more practical than separating the teaching and learning of the two. However, studies have shown that teachers are facing challenges in using the integrated approach to teaching especially when it comes to teaching literature and especially Oral Literature (Wafula, 2012). Such studies have reported different attitudes that teachers have towards the integrated approach to teaching Integrated English in Kenya.

Tables 1.1 and 1.2 show the performance of English nationally and in Kenya sub-county, Kisii County between 2010 to 2013 respectively.

Table 1.1: KCSE National English Mean Score from 2010-2013

Year	2010	2011	2012	2013
Mean	39.32	33.80	34.01	33.20

Source: KNEC 2010 KCSE Newsletter

Table 1.2: Kenya sub-county, Kisii County English mean score from 2010 -2013

Year	2010	2011	2012	2013
Mean	28.70	35.06	36.05	30.01

Source: DEO Kenya Sub-county, Kisii County

From the two tables, it indicates that the mean for Integrated English is below average from the performances of 2010-2013 both in the national examination and at Kenya Sub-county, Kisii County level. There are many factors that determine

learners' performance in examination. Most of these factors have been addressed in previous studies yet, the performance in the integrated English has not improved. Buhere (2013) for instance, gives views as to why English was performed poorly in 2010 KCSE.

The study aims to investigate the teaching strategies teachers use to select effective teaching approaches in teaching the integrated English and how they affect performance in English among students. There has been inadequate research addressing strategies employed by teachers in teaching the integrated English hence the reason for this study. The English language is taught as a second language to Kenyan learners. Given linguistic differences between Kisii and English language, there is bound to be negative transfer in SLA (Mutungu, 2011).

1.3 Statement of the Problem

English is an international language, and so the language deserves more attention than it is currently receiving. Considering the inseparable link between language teaching and the methodologies, it is difficult to imagine teaching the English language without dealing with the strategies involved. Excellent performance in English is necessary because it is the medium of instruction, a compulsory and examinable subject in the Kenya secondary school curriculum, as the official language.

Despite the value attached to the language, the poor performance of students in the English subject in public examinations in Kenya between 2005 - 2015 has been a major setback. The design of the integrated English language curriculum has been blamed for failing standards of student's competence in the subject. The nature of the English curriculum has been blamed for the low standards although no structured

survey has been undertaken to establish the link between the nature of English curriculum and the students' performance (Tella, Indoshi & Othuon, 2010).

In Kenya, the performance of English, in general, is alarming. English has remained one of the worst performed subjects at KCSE. Kenya National Examination Council reports indicate that the performance of English language in national examinations have remained below average over the years. Secondary schools in Kenyenyia Sub-county, Kisii County, for instance, were listed among the bottom 100 schools in the 2010 KCSE results. Due to the continuous poor performance of learners in English in National examinations, the language teachers have become the bearer of the blame from the public at large. Although there are other know factors that influence English language performance, a study on strategies of teaching would give English language teaching a new dimension. The study, therefore, focused on determining teachers' teaching strategies and their influence on learner performance to address the perennial problem.

1.4 Purpose of the Study

The purpose of the study was to examine the strategies employed in teaching the Integrated English and their influence on performance among secondary schools in Kenyenyia Sub-county, Kisii County, Kenya.

1.4.1 Objectives of the Study

- i. To establish the strategies that teachers use in teaching integrated English among secondary schools in Kenyenyia Sub-County, Kisii County.

- ii. To explore the challenges that influence the choice of strategies of teaching the Integrated English in Kenyena Sub-County, Kisii County.
- iii. To determine the influence of teaching strategies on learner performance among secondary schools in Kenyena Sub-County, Kisii County.

1.5 Research Questions

- i. What are the strategies that teachers use in teaching integrated English among secondary schools in Kenyena Sub-County, Kisii County?
- ii. What are the challenges that influence the choice of strategies in teaching the Integrated English in Kenyena Sub-County, Kisii County?
- iii. What are the influences of teaching strategies on learner performance among secondary schools in Kenyena sub-County, Kisii County, Kisii County?

1.6 Significance of the Study

The findings of this study may be valuable to the existing body of knowledge about teaching strategies applied by the teachers and their influence on academic performance of students in secondary schools. Teachers may benefit from the findings of this study as they will apply the recommended strategy in teaching the Integrated English in order to improve the performance of the Integrated English.

School management and other stakeholders may develop mentorship programmes that will motivate and encourage teachers to apply the effective teaching strategies to improve performance in their teaching subjects.

Finally, the findings of this study may provide policy-makers, educationists and educational researchers with general information on the most effective instructional

strategies in the implementation of Integrated English. It may help 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.

1.7 Limitations and Delimitations of the Study

1.7.1 Limitation of the Study

The study was limited to teaching strategies used in the teaching of Integrated English in public secondary schools. Several factors affect the teaching of Integrated English, but the study was confined to teaching strategies. As for the setting, the study was based on a rural setting and may have findings that may not be generalized to other areas especially the urban areas. Due to the limitation of time and funds, it was not possible to study a large population, and therefore only one sub-county has been selected from the county. The sub-county has only four two secondary schools which are quite a small number to be representative of the whole country.

1.7.2 Delimitation of the study

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

1.8 Assumption of the Study

The study was based on the following assumptions:

- i. The learner's performance in the English language is influenced by the teaching strategies applied by teachers.
- ii. The information given by the respondents would be true and without bias.

- iii. The researcher assumed that the set time for data collection would be sufficient and that the weather would be friendly during data collection.
- iv. The researcher assumed that all schools in the study area have one (1) stream per class of 45 students

1.9 Theoretical Framework

This study was based on theories that propagate the need for learners to take a greater role in their 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 learned through direct experiences with objects and places and by observation- inquiry. This laid the basis for heuristic strategies.

The study although conducted to evaluate the influence of both expository and heuristic strategies it is guided by the idea of Biggs (2011) who single out the importance of student-centred approaches where the teacher plays the role of facilitation. In literature which is part of the integrated English lecture method and demonstration is important when introducing a new concept where the teacher has to play the central role. According to Damrosch(2011) learning is the reflection of reality where learners are exposed to real objects around them where the teacher facilitates in assigning meaning of the ideas and truths as it is core of literature and linguistic plays the role of presenting the idea hence the idea of integration of both.

The 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 integrated English but also trying to determine best strategies of teaching and learning of integrated English and their influence of performance.

1.10 Conceptual Framework

The conceptual framework represents the relationship between independent variables, intervening and dependent variables. The concept in this proposed study is to identify how the strategies of teaching integrated English influences learner's performance of the English subject. Figure 1.1 indicates that teaching strategies employed by secondary school teachers influence learners' performance.

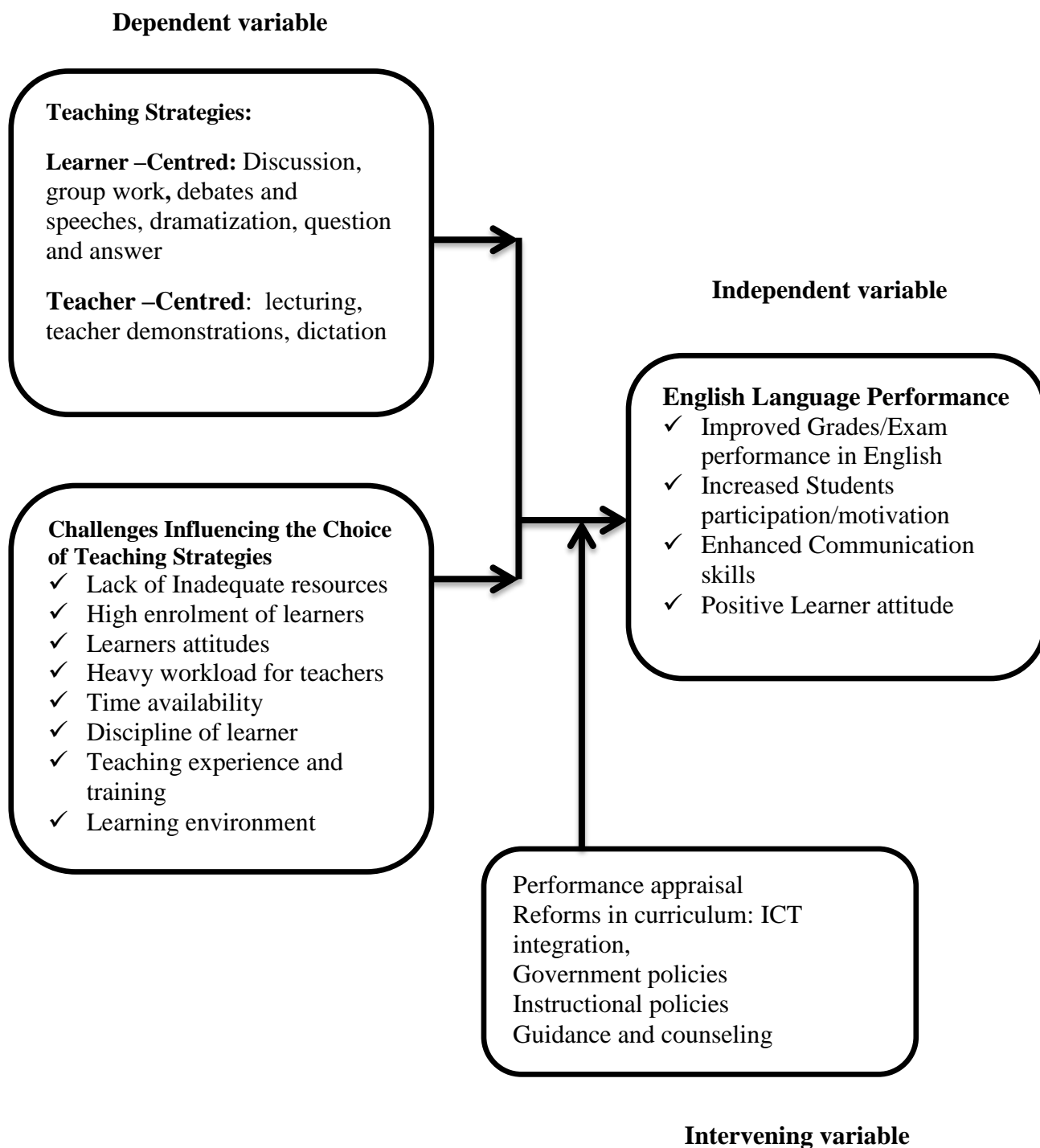


Figure 1.1: Conceptual Framework of Teaching of Integrated English Language

Source: Author, 2016

The independent variables were teaching strategies which include learner-centred and teacher-centred and the challenges teachers face when choosing appropriate teaching strategies which include inadequate resources, heavy workload for teachers,

indiscipline of learners and learning environment. These independent variables interact with each other and eventually influence performance of Integrated English, which is the dependent variable. Teaching strategies, challenges facing the choice of teaching- learning strategies, teaching resources, learners' attitudes, and teachers' knowledge of teaching strategies that will improve performance serves as the independent variables. The dependent variables include students' participation in class, good results in integrated English.

1.11 Operational Definition of Key Terms

Attitude: This refers to the way that one thinks and feels about something.

Creativity: Originality/newness of thoughts or expressions about language use.

Criticism: The craft of shaping judgment about tremendous and awful characteristics of work.

Curriculum: Refers to all the experiences or activities that enable the learner to attain the desired objectives.

Instruct: Give direction on how to do something that guides the attainment of knowledge.

Integration: Merging two autonomous but related entities to strengthen and enrich both.

Language Skills: Skills typical of languages such as listening, speaking, reading, and writing in addition to grammar and vocabulary.

Learner-centred Approach: Refers to the teaching methods that involve the learner actively in the learning process.

Strategy: Manner or approach of doing something.

Performance Refers to the achievement of learners after an evaluation.

Teacher-centred Approach: Refers to the teaching methods where the learner is passive and depends on the teacher for knowledge.

Teaching and learning English: Refers to all the activities carried in the classroom to impart knowledge and skills of Integrated English to the learner that may lead him or her to communicate effectively.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section provides a review of related literature on the teaching methodologies in integrated English, challenges that influence the choice of teaching methods in teaching integrated English and the influence of teaching methods on learner performance.

2.2 Teaching Strategies in Integrated English

Research identified different teaching strategies which are integral part of the curriculum integration, acknowledging the instructional strategies aiding in planning and implementing curricular integration (Adams & Bushman, 2006; Barton & Smith, 2000; Werderich, 2008). The extent and regularly use of strategy, the nature of strategies or the integration of strategies is the fact to successful language learning. In Kenyan context, concern over teaching- learning strategies in exercise has been a challenge since independence.

Teaching strategy is the way in which a teacher chooses to explain or teach the material to students so they can learn the material or grasp the concept in class. The classroom teacher chooses the best strategy in specific content from the two broad strategies which is the expository strategies (teacher- centred) in which the teacher dominates instructional processes and heuristic strategies respectively. In integrated English just like other subjects, many different methodologies can be utilized by a teacher. Rashid, Vethamani and Rahman, (2010) identified the following methods in

teaching Integrated English; Information-Based Method, Personal Response Method, Language-Based Method, Moral-Philosophical Method and Stylistic Approach.

In the personal response method, the teacher encourages students to relate the themes of the text to personal experiences. On the other hand, Language-based Method the teacher guides the students to express their opinion, and the teacher encourages the students to actively participate in the process of understanding the text. In the moral-philosophical methods, the student's incorporate moral values in the lessons and lastly in the stylistic approach, the teacher guides the students to interpret a text by looking at the language used.

According to Richards and Rodgers (2014), Integrated English often depends on the educational philosophy, preferences of a teacher, time available and the concept to be taught. He argues that it is also not uncommon for a teacher to utilize multiple methods within a single lesson or over the course of several lessons. The methodology of teaching can include the use of lecturing, group or small group discussion activities, and engaging students as teachers for their peers.

According to Elizabeth (2004), and Entwistle (2013), a teaching strategy is not the same as an educational philosophy for a teacher, though they can often be related. They argue that the philosophy a teacher chooses usually indicates how the teacher believes students can best learn new material, and how students and teachers should relate and interact in the classroom. This philosophy often impacts the choices a teacher can make regarding which teaching methodology or methodologies he or she chooses to use, but they are not necessarily directly connected.

Procedural issues still dominate most research that has been done on the teaching of Integrated English in an integrated approach. For example, Fogal (2010) did a study to establish the feedback students give on the methodology of teaching integrated English studies. The research, which was conducted on students at the tertiary level of education in Japan, examined through the use of questionnaires and one-on-one interviews, the reaction of students to three teaching methodologies incorporated in authentic, integrated English in the classroom (Fogal, 2010). The research focused much on second language learners arguing that learners' beliefs cannot be reduced by a single theory. In a further review of related studies, Fogal writes that when the question of approaches used in teaching was considered in these studies, positive responses to teaching methodologies were only found when instructors used a reader-response approach.

The study conducted to produce these results was done by comparing the relationship between personal response approach to teaching methodologies and a reader-response approach. However, the study could not establish how the two approaches could be integrated to enhance the teaching of integrated English. Fogal continued to state that positive responses to an integrated approach of teaching methods to some degree had positive feedback from students who thought their language skills were improving from these practices.

The method was not working well for second language learners. It is good to conclude that the reviewed studies attempted to a little extent to look into the learner's perceptions of the approaches used. Fogal found that international students who were studying overseas preferred to analyze integrated English when given materials in a

teacher-centred manner. This meant that the students' perspectives are engaged cognitively for a teacher-centred methodology (Fogal, 2010).

Fogal, (2010) noted that a language material is best taught by lecturing where the factual material is simplified and presented in a logical manner which can easily be understood by the learners. He points out that lecturing contains experience that inspires and stimulates thinking to open discussion among the learners. Yurichenko, (2007) emphasizes that for lecturing method to be effective, the teacher needs to give a clear introduction to the lecture and summary that should include examples and anecdotes. Cetin and Demiral, (2012) pointed out that limitation of the lecture include the idea that the experts are not always good teachers; the audience is passive; learning is difficult to gauge, and communication is one way.

Role-playing is an excellent method from heurist strategy of teaching that helps learners to understand what they have been taught since it introduces a problem situation dramatically, it provides an opportunity for learners to assume roles of others and thus appreciate another point of view. Yurichenko, (2007) adds that role-playing allows for exploration of situations and provides an opportunity to practice skills. He emphasizes that the teacher has to define the problem situation and roles. He must give self-explanatory instructions. Some limitations of role-playing are that learners may be too self-conscious and it is not appropriate for large groups.

The debate is a common approach also in cooperated in heuristic teaching-learning strategy used in the teaching of integrated English. According to Richards and Rodgers (2014), debate approach is a verbal activity that involves the learners where points for or against a topic are presented. The topic of discussion is called a motion

and speakers either support the movement or oppose it. The instructor divides the class into two groups; proposers and opposers. Each group is then subdivided into smaller groups, of say five, to prepare the points and a speaker is chosen to present the points. This gives an opportunity for all the learners to participate in the debate. The disadvantage of the debate is that organization is time-consuming, and the class can be very noisy during the presentation (KIE, 2005).

Integrated English teachers sometimes use the flowchart technique to simplify, summarize and present literary concepts. Kibui, (2012) argues that the technique of flowcharting when applied in a classroom scenario, precisely and concisely represents the flow of information among various stages in the development of a theoretical concept or the formulation or analysis of a problem. She adds that flowcharts are tools used to organize the flow of logic and thought in a classroom. Diagrams help in presenting the flow of Integrated English materials between various units hence making it easier for the learner to understand the concept. The ability to organize one's flow of thought needs to be inculcated in the learners as early as in primary and secondary school level (DeVries, & Lee, 2013).

Brainstorming Method is most active in the teaching and learning of integrated English and other art-related subjects. According to Yasmin *et al.* (2011), brainstorming encourages students to participate actively in idea generation exercises and hence experience benefits of a multidimensional approach to analyzing problems or solutions. They argue that teaching is supposed to be a process of leading students to discover what they know and that they can apply their minds to identifying solutions to the problems that are facing them in and out of school. In this case,

brainstorming becomes a useful method of teaching that a teacher can use with a measurable control concerning the scope of what is examined and thought about and the length of time that students take to come up with a correctly identified problem.

Kioko (2000) asserts that the use of practical examples in the classroom is targeted at helping illustrate and explain new material making the theoretical basis of the material more accessible to the students. He adds that practical examples help students understand the new concepts being introduced at the same time teach students how to apply their knowledge of course material to new situations that are not directly covered in class. The goal here is to show the students not only that what they are learning has practical applications, but more importantly, how to apply their Integrated English understanding of the basic principles to real-life situations. Elizabeth (2004), notes that teachers, especially in lower level education such as lower primary, need to effectively utilize relevant illustrations to enhance their teaching and students' learning and achievement in class.

In its Annual Report for 2010 and 2011, the Kenya National Examinations Council (KNEC) states to teachers that the English performance remained unsatisfactory (KNEC Examination Report, 2011). Kenyan universities have voiced concern about receiving first-year students who can hardly write, read, and hold discussions in English. Khatab *et al.* (2011), in their study presents a four-model task-based approach to teaching Integrated English, two of which are relevant to the Kenyan context. The first model is a critical literary approach that focuses much on plot, characterization, motivation, and value, the psychology of the learner, background, and literary concepts.

According to Fogal (2010), the approach is suitable for students at an intermediate level as it enables them to master the literary conventions. A second method, which is the stylistic approach, focuses much on the text, description, and analysis of language before making any interpretation (Khatab *et al.*, 2011). They further present a task-based approach that a communicative approach to teaching integrated English should be divided into three phases: pre-task, during task and post-task (Yeasmin, Adaz & Ferdoush, 2011). Pre-task involves brainstorming and contextualization by introducing some essential vocabulary items and giving illustrations in context (Khatab *et al.*, 2011). They add that it requires authentic listening on the side of the learners.

In the during-task stage, learning involves skimming and scanning the text, distinguishing between main ideas and support information, taking notes, identifying the character, setting and point of view, predicting dilemmas and suspense, and analysis of plot, conflict style, and themes (Tompkins, 2004). It also involves actions such as role-play, simulation, characterization, and dramatization, in addition to summarizing and evaluating the work of art (Khatab *et al.*, 2011). Post-task involves self-evaluation of the achievements got from the tasks. A teacher can also do follow-ups. This approach is similar in structure and features of the systems approach model used mostly in Kenyan schools. Despite the recommended method, Khatib *et al.*, did not include the performance of learners when those methods from the heuristic strategy still some expository strategy method such as lecture and demonstration methods are good also in teaching literature.

2.3 Challenges that Influence the Choice of Teaching Strategies

According to Larsen-Freeman and Anderson (2013), incorporation of Integrated English affect writing teaching since the instructor sometimes ends up concentrating on the English language more than literature. They add that integration requires that the teacher of integrated English teaches writing after acquiring linguistic skills. As well, the teaching of language in many ways requires the use of literary works. It should also be noted that the everyday language differs significantly from the literary language. Literary style is more referential as compared to the everyday language. It uses tone, mood, and attitude to convey meaning in every message passed across and is most imaginative (Larsen-Freeman & Anderson, 2013).

Human experiences are thus communicated to the reader through artistic language mostly in written form. The language is considered unique and complex because it portrays man's inner beliefs and feelings. Thus, the feelings and attitudes are very well accomplished through literary language and linguistic styles of representation like metaphors and symbolism (Okoro, 2010).

In the study conducted by Oyoo (2008), the proficiency of teachers in the English language has been questioned. The argument presented in this perspective is that teachers' proficiency in the English language will affect the teaching of certain linguistic aspects that are important to the understanding of integrated English. For example, when teaching rhyme and alliteration found in tongue twisters, the teacher must first ensure that the learners can pronounce the sounds correctly. Oyoo (2008), also argues that the language of instruction (English) in the classroom affects the teaching of sciences in most Kenyan schools. In his study, he acknowledges that

English is a second language to many students in Kenya and this provides a challenge to the students when it comes to understanding the concepts in science education. When students find difficulties in understanding the technical component of science language, they begin to see science as a difficult subject. He thus recommends that the teachers' proficiency in English should be revisited to improve performance in Science Education.

Kramsch (2000), points out that learner's attitude is one of the main factors that determine their success in language and literacy learning. Views are defined in various ways, for example, Lasagabaster, and Sierra (2009), define attitude as "mental dispositions of the human individual to act for or on a definite object." Attitude determines one's behavioural tendencies. According to Al-Tamimi and Shuib (2009), attitudes possessed by individuals will determine one's behavioural tendencies and help him or her to excel or not to excel in the performance of daily tasks. Attitudes, therefore, influence one's social interactions and degree of social adjustment.

There is a relationship between attitudes and education. It has been noted that learners choose the subject they wish to take for public examination partly because they like them. Al-Tamimi and Shuib (2009) noted that while students with stereotyped attitudes did well in mathematics and social sciences they did less well in humanities and social sciences. Studies carried by Mohammadi and Alzwari (2012), pointed out a significant drop in interest in the study of the English language because of various reasons. Among those factors identified that relate to students' attitudes towards language learning are their interest in the subject, peer influence and the methods used by their teachers in teaching. Abidin et al., (2012) point out that students preferred

methods of teaching that rendered their life experiences valuable, stimulated their curiosity and involved them in research and practical activities. Therefore learner-centred teaching methods engage learners actively in learning.

Anstrom, DiCerbo, Butler, Katz, Millet and Rivera (2010), argues that the main challenges in learning integrated English are caused by the text itself, such as the Language of the Text (LOT), especially when there is a mismatch between the texts selected and students' language ability. Schmeck (2013) concurs that even teachers cannot agree on the type of texts that should be taught although they agree that the texts should promote intellectual development, inculcate the culture of independent thinking among the students, should be interesting to young adults and must meet cultural and aesthetic standards. Struggling learners share the same problems which are weak comprehension, lack of interest and confidence. They spend a lot of time looking up or guessing meanings of words which might result in regressive eye movement, losing sight of the plot or the bigger picture by the time they reach the bottom of the page or the end of the story (Katz, 2001).

To avoid frustration and students' lack of participation, it is vital to ensure that the students' proficiency level and that there is a match between the linguistic expectations in the language syllabus with those of the integrated English component syllabus (Abidin et al., 2012). Unfamiliar vocabulary, grammar, and sentence structure hamper learners' understanding of texts. Students tend to misinterpret keywords or fail to recognize them and focus instead on the less important part of a literary text (Schmeck, 2013). When faced with unfamiliar or difficult words, phrases or sentences, students use their lower-level reading skills where they look at a

sentence or phrase for clues instead of using higher level skills such as inferencing or relying on the context to guess a word's meaning (Tamimi & Shuib, 2009).

In trying to comprehend literary text, for instance, learners encounter problems related to the literary style and structure used by the author. If the writer originates from a different background, students need to be aware of the cultural norms of the author's world so as to be in a position that they can identify language deviances and significance, especially in poetry (Saraceni, 2003). Students need effective teaching methodologies in integrated English that enable them to grasp the target language to appreciate choices and deviances in the text. Literary texts such as poems are disliked due to the abundance of figurative language and images which students fail to interpret (Wankamariah, 2009). Linguistic structure in poems can be especially confusing such as the use of irregular punctuation, capital letters and organization. Students feel that poetry contributes very little to their language development compared to other genres such as short stories and novels.

Although literary texts provide contexts in which ESL students can learn more about the Second language (L2) culture, unsuitable books can create distance between the text and the readers, especially culturally (Saraceni, 2003). Besides linguistic skills, students also need background knowledge of the author to fully comprehend literary texts which are written by authors who assume their readers share the same background knowledge, similar values, and norms. When students encounter unfamiliar cultural aspects, they tend to interpret the meaning based on their culture, which might result in inappropriate cultural representation (Horowitz, 2002).

Thus, the application of good and appropriate approaches to teaching integrated English requires that the teacher engages the students in more, and ensure that other methods that can make the students enjoy and have more desire for integrated English are used (Brown-Jeffy & Cooper, 2011). The teacher is thus required to use methods such as open class discussion in which students will use their background experiences to argue out their points. The teacher can as well use discovery methods to enable students to express opinions and reach a level where they can apply the knowledge they have achieved to real-life situations.

2.4 Teaching strategies and Learner Performance

Globally, the recognition of English as an international language which is constantly used for a wide range of different but mostly practical purposes has relevance to its study. According to Katz (2001), language cannot be taught without incorporating literature because literature is known to provide genuine and expressive samples of language in context. Thus, a student will, in the end, be familiar with linguistic forms and conventions in the written mode. Through exposure to integrated English, the learner will enrich their vocabulary and further learn to use language in various ways. Entwistle (2013), argues that learners' thinking must be put into consideration especially with the fact that each learner is supposed to develop creative and critical thinking skills.

In the Kenyan education system, effective teaching and learning are measured by the quality grades that the candidates attain at the national exams. Studies conducted by Entwistle (2013), proved that the teaching methods used by the teacher influence the performance of learners. On influence of students' approaches to learning and

performance (Entwistle, 2013), points out that learners performed better when taught using problem-based learning (PBL) as compared to those who are using traditional teaching-learning (TTL) method. Song (2004), argues that the more the test takers mechanically repeat information, the worse they performed, the more the test-takers synthesized what was learned and applied it to practice the better they performed.

Armbruster, Patel, Johnson and Weiss (2009), asserts that English Language and integrated English function as sources of knowledge and values. As one reads the works of literature, he/she becomes more knowledgeable at every step. One discovers more about life and societal influences. Through integrated English, one will be able to know who a person is, why they behave the way they do and how they handle different situations that come across their way (Katz, 2001). The integrated English taught in schools is approached from the perspective of ensuring that all these facts are realized. Thus, it is assumed that students who are appropriately trained in Integrated English in secondary school should leave the school more knowledgeable than they came (Khatib et al., 2011). They should be much aware of the beliefs in societies, the customs, and religion.

Beatty (2013), asserts that integrated English provides a platform in which learners who are exposed to actual language samples from real life get a useful complement to such material. He adds that integrated English also helps students develop interpretive abilities because the literary texts are rich in multiple levels of meaning and demand that the learner is actively involved in testing the assumptions and implications.

Beatty (2013), notes that about the language skills taught in the English language, a student of Literature will be able to develop those skills adequately since in integrated

English they are shown practically. He adds that these learners will possess excellent grammar skills as well as literal skills. This requires then that the teaching of integrated English be done soberly, following all the methodological approaches needed by competent instructors (Ghazali et al., 2009).

On the other hand, a learner will also be able to develop personal skills, a paramount aspect of language that has called for its inclusion into the syllabus. A learner who studies literature with a positive attitude in its right capacity should be able to be sensitive to life issues and achieve intellectual as well as social awareness (Abidin et al., 2012). They emphasize that integrated English helps a learner to develop popular characters in the society. Therefore, a student who goes through organized lessons of integrated English in secondary schools should be able to achieve values such as love, freedom, friendship, and self-respect. They will be able to know what is worthwhile and what is not. Thus, they will be able to look into life with a better understanding, tolerance, and insight (Robinson, 2005). Therefore, integrated English provides a platform for preparation for life especially regarding evaluating and making decisions over a wide range of problems. It further presents a good springboard to tackling social injustices that mostly are experienced in the society (Abidin et al., 2012).

The benefits of the integration of literature have also been a focus of study in most academic journals. Yeasmin, Adaz and Ferdoush (2011), present a study of teaching language through integrated English and recommend certain appropriate classroom activities that the teacher needs to adhere to. They show the benefits of integration arguing that integrated English gives students exposure to meaningful contexts full of descriptive language and interesting characters. This means that literature provides a

broad range of vocabulary, dialogue, and prose that students can use to make the learning of language interesting (Khatab, 2011). They further present an argument that integrated English gives students access to the world of attitudes and values, collective imaginations and historical frames of reference that constitute the memory of a speech community.

2.5 Summary Gaps in Literature

From the reviewed studies, it is evident that when teaching resources are inefficient, they affect the quality of instruction and outcomes. When appropriate teaching-learning resource materials are readily available, lesson management, individualized learning and content delivery are affected. In Kenyan schools however, large classes and heavy teaching workloads make it difficult to achieve this. This study sought to find out whether inadequate teaching resources, physical resources and generally the teaching-learning environment affected the choice of teaching strategies which in turns affects performance in English.

Effective classroom learning activities are a prerequisite to quality education. The studies reviewed also indicate that critical to the attainment of positive outcomes in Integrated English, are appropriate and effective classroom activities such as debating and groupwork. Central to these activities are the teaching strategies that facilitate content delivery. The fact that Integrated English entailed the use of new teaching strategies was equally challenging for this required the re-training of the teachers in the field to handle these new changes in teaching process. This study sought to find out the strategies that have been employed by Kenya Sub-county teachers of English in implementing Integrated English and the influence of these strategies on

performance in English as a subject. When all these identified gaps are filled, it is expected that it would help the school management board and the Ministry of Education to design intervention measures that would promote the teaching and learning of Integrated English.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the procedures that were used by the researcher to conduct the study. It focuses on the research design, variables of the study, location of the study, target population, sample and sampling procedures, research instruments, pilot study, validity and reliability, data collection, data analysis procedures and ethical considerations.

3.2 Location of the Study

The study was carried out in Kenya Sub-County, Kisii County. Kenya Sub-County is found in the Nyanza region. 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. Kenya Sub-County was chosen because it is easily accessible to the researcher and no similar study has been carried out in the sub-county recently.

3.3 Research Design

The study employed the descriptive survey method of research. This technique allowed for the investigation of the educational problem by obtaining facts and opinions about the current condition of the variables. Kelinger (2000) defines descriptive survey design as the study of large populations to discover the related incidents, distribution, and interrelation of sociological and physiological variables. Kombo and Tramp (2006) stated that the main aim of descriptive research is the

description of the state of affairs as they exist. The researcher studied events as they occur naturally without manipulation of subjects. Also, the study involves elements of comparison and relationships between variables. The design is suitable for the study because the target population of school teachers and students has already been exposed to the integrated English curriculum and the students' performance has been determined. Therefore, the researcher cannot manipulate them, hence the choice of the design.

3.4 Target Population

Kothari (2004) defines target population as the complete set of individual's cases or objects with some common characteristics to which research wants to generate the results of the study. The proposed study targeted public secondary schools in Kenya Sub-county, Kisii County. It involved form three English teachers in those schools and their Form three students. Kenya Sub-County was selected because of its continuous poor performance in national examinations. Kenya Sub-County has a total of 26 secondary public schools with a total population of 528 students and 26 English teachers (Kisii County Education Records, 2015). The study involved public secondary schools only because their performance is poor than the private ones in KCSE and is more representative of the study population (Mbithe, 2014).

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

Kothari (2009) defines sampling as the selection of part of an aggregate or totality by which a judgment of inference about the aggregate or totality is made. It is the process of drawing samples that would be a representative of the population of the study. Its

objective is to secure a sample which is subject to limitations of size and produces the characteristics of the population as closely as possible.

In this study, stratified random sampling technique was used to select the individuals to participate in the study. The stratified sampling was suitable because it was a representation of all staff categories based on the population proportion so that no category of respondents was left unrepresented. According to Kenya Institute of Management (2009), procedure for stratified sampling, the population was divided into strata based on the category. A 30% sampling fraction was picked from each stratum to represent and form the final sample size. A simple random sampling was therefore, extracted from the English teachers and students in sampled schools in Kenyeny Sub-County, Kisii County.

3.5.2 Sample Size

According to Mugenda and Mugenda (1999), a sample size of 10-30% is sufficient enough for generalization of the findings. A total of 26 public secondary schools (30%) were used during the study. The study sampled one English teacher who was purposively sampled from each school making a total sample of 26 English teachers which is 30% of the target population, while 15% sample size of form three students was selected using simple random sampling. This yielded a sample size of 79 students from all sampled schools. A total of 3 students were randomly sampled from each school.

Table 3.1: Sample Size

Category	Target Population (N)	Sample Size (n)	Percentage (%)
Teachers	84	26	30
Students	528	79	15
Total	612	105	17

3.6 Research Instruments

The study employed the use questionnaires and lesson observation schedules as data collection tools.

3.6.1 Questionnaires

Kombo and Tromp (2006), assert that questionnaires enable collection of information from a large sample and diverse regions. The questionnaires were administered to both teachers and students. They comprised both open-ended and closed-ended questions. The teacher's questionnaires were particularly used to collect information on the strategies that teachers use in teaching integrated English while student's questionnaires were used to gather information about how the teaching methods used influenced learner's performance. Two types of questionnaires; the teacher's questionnaires and the student's questionnaires were used.

3.6.2 English Teachers' Questionnaire

Self-administered English teachers questionnaire comprised of a combination of both open-ended and close-ended questions aimed at examining the strategies used in teaching-learning integrated English and their influence on learner performance in secondary schools. Some questions in the questionnaire formed on a 4 Likert scale rating; Frequently (F), Occasionally (O), Rarely (R) and Never (N). Refer to Appendix II.

3.6.3 Students' Questionnaire

The self-administered English students questionnaire also comprised both open-ended and closed-ended questions with some questions formed on a 5 and 4 Likert scale rating; Strongly Disagree (SD), Disagree (D), Unsure (U), Agree (A) and Strongly Agree (SA) and Frequently (F), Occasionally (O), Rarely (R) and Never (N) respectively. Refer to Appendix III.

3.6.4 Lesson Observation Schedules

Observation is a tool that provides information about actual behaviour. Direct observation allows the researcher to put the practice in a context and thereby understand it better (Kombo et al., 2006). Lesson observation schedules were used in the respective classes that were targeted in the study which is form three class. The researcher looked at the nature of the interaction between the teacher and the learner and among the learners themselves. The observation schedules collected data on what methods teachers use in teaching in the schools under study.

The researcher looked at the resources available and the nature of the interaction between the teacher and learners and among the learners themselves. The schedules collected data on the teaching strategies used in the schools under study. During the lesson observations, the researcher sat at the back of the classroom and wrote down whatever she observed as the lessons progressed about 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.

Twenty-six lessons were observed, and this gave the researcher the opportunity to experience what happens in a natural classroom setting and also a chance to find out if the information given in the students and teachers questionnaires were true.

3.7 Pilot Study

A pilot study was necessary for this research study because it helped in achieving validity and reliability of the research instruments and tools (Reaven *et al.*, 2009). Simple random sampling was used to select one school that was used for the pilot study. The sampled school was not part of the sample for the study. The lesson observation schedules, as well as the questionnaires, were formulated and pre-tested using an example of one school from the selected area of study. The pilot study enabled the researcher to familiarize with research administration procedures and to identify items that require modification, addition or deletion. The efficiency in data collection was tested using researcher produced instruments and matching these tools with the research objectives and questions.

3.7.1 Validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Golafsheni, 2005). To ensure that the information to be collected from the field was accurate and reliable, there was a need for the researcher to determine content validity of the instruments. Content validity of the instruments was determined by going through the items one at a time and comparing the contents to ensure that they contained all the information in line with the study objectives and variables of the study. Expert judgments were sought from university supervisors.

The research instruments were scrutinized by the departmental supervisors to judge the items on their appropriateness of content, and need for modification to achieve the

objectives of the study. The supervisors determined whether the elements of the research instruments evoked the intended responses. The feedback obtained was then incorporated into the final instruments before the actual study. All the two research instruments (questionnaires and lesson observation schedules) were tested for validity. Additionally, the researcher ensured the validity of the data to be collected by administering the instruments personally as well as with the assistance of a well-trained research assistant.

3.7.2 Reliability

Golafsheni (2005) defines reliability as the extent to which results are consistent over time. In this case, reliability is concerned with the extent to which the instruments yield the same results on trials. Test-retest method was used to establish the reliability of the instruments. To achieve this, the researcher administered a questionnaire to one teacher from each school that was sampled in the final study. After one week, the researcher visited the same respondents and administered the questionnaires for the test-retest. The scores were then correlated using Pearson-product moment correlation formula to determine the reliability coefficient. The collected data were then analyzed by comparing the responses of the two tests to find out whether there is any correlation and because the respondents were similar, the instruments were considered reliable at 0.7 reliability index.

3.8 Data Collection Procedures

The researcher sought permission from the Ministry of Education and was given a permit and Research Authorization Letter to present to the County Director of Education who in turn, issued a Research Authorization Letter to be presented for an introduction to the principals of the public secondary schools in Kenya Sub-

County. The researcher then visited each of the sampled 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. Malinowski (1967); Webb and Webb (1988) note, a diary is essential to the researcher not only to record data but also to record their actions and activities. Before the actual date of visit, the researcher pre-visited the respective schools to seek permission from the administration as well as familiarize her with the respondents and 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.

3.9 Data Analysis

The questionnaires and lesson observation schedules were collected and checked for completeness. The responses in the instruments were coded, processed and tabulated using Statistical Package for Social Sciences (SPSS) version 20.0. The data collected were analyzed by use of descriptive statistics. Descriptive statistics used were the percentages and frequencies. To analyze quantitative data, frequency distribution tables, percentages and frequencies were used. In particular, frequency tables, and percentages were used. Finally, the data were then presented using tables, graphs, and charts.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND DISCUSSION

4.1 Introduction

This section presents data analysis and interpretation in respect to the research objectives. The focus of the study was to determine the strategies employed in teaching-learning of integrated English and their influence on performance among secondary school students in Kenya Sub-County, Kisii County. School teachers and students formed the sampling population for this study. The study targeted 42 public secondary schools in Kenya. Only 26 public secondary schools were sampled. One (1) English teacher was sampled from each school and three (3) form three students from each school yielding a total sampled size of 105 respondents, 26 teachers, and 79 students. Data analysis, presentation, and discussion were done in line with the study objectives. The objectives of the study were;

- i. To establish the strategies that teachers use in teaching integrated English in selected secondary schools in Kenya Sub-county, Kisii County.
- ii. To explore the challenges that influence the choice of strategies of teaching Integrated English in selected secondary schools in Kenya Sub-county, Kisii County.
- iii. To determine the influence of teaching strategies on learner performance in selected secondary schools in Kenya Sub-county, Kisii County.

4.2 Response Rate

A total of one hundred and five (105) respondents participated in data collection; therefore, the turnout rate was 105, making 100% questionnaire return rate.

Table 4.1: Response Rate

Respondents	Target population (N)	Sampled (n)	Percentage (%)
School teachers	86	26	30
Students	528	79	13
Total	612	105	

4.3 Demographic Characteristics of English Teachers

The data analysis in this section follows the sequence of the research questions as contained in the questionnaire. For each question the results obtained from the teacher's and student's questionnaires were given. A brief discussion follows the results of each question. Basing on the data collected, the following statistics were obtained concerning English teacher demographics.

4.3.1 Academic Qualifications of English Teachers

The purpose of this study was to establish the methods of teaching integrated English. In the pursuit to examine this, teachers' educational qualification and experience were considered important factors in defining the quality of a teacher as proposed by Gathumbi (2010). The Ministry of Education in Kenya has set standards for teachers to practice teaching in both primary and secondary schools in Kenya. A diploma is considered a minimum qualification for one to qualify as a teacher in Kenyan secondary school. Data concerning the educational qualification of teachers was obtained as illustrated in figure 4.1.

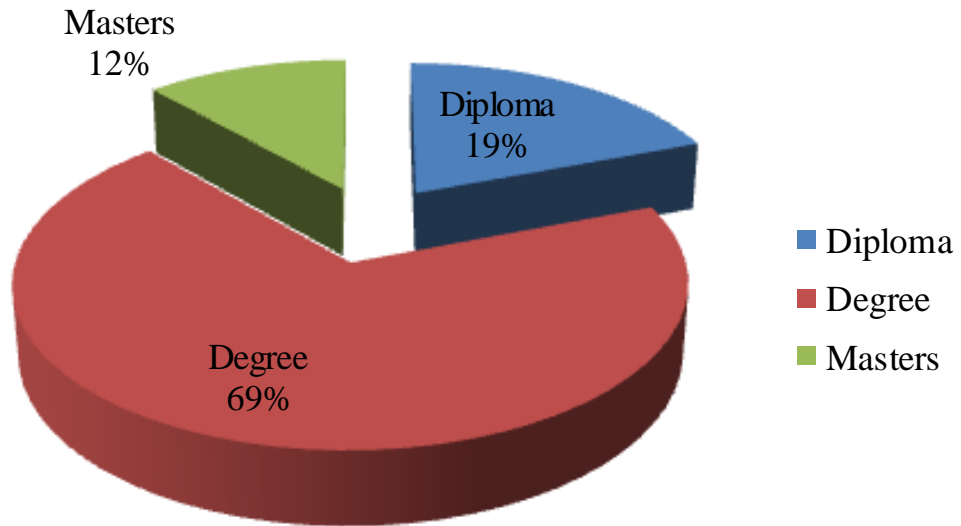


Figure 4.1: Academic Qualification of English Teachers

Data obtained during the study indicated that 69% of the sampled teachers were Bachelor’s Degree holders from various universities in Kenya. Nineteen percent were Diploma holders and based on the one-on-one interviews conducted by the researcher; it was noted that a good number of these teachers had enrolled in degree programme through the institution-based programme with various universities. Only 12% of the sampled teacher respondents had enrolled/completed their masters degree. The statistics obtained indicated that teachers in schools in Kisii County were qualified with university degrees and were well-equipped to teach English in secondary schools.

4.3.2 Teaching Experience of English Teachers

Because the effective teaching of integrated English relies much on the strategies of teaching and experience in teaching the subject plays a significant role in what method a teacher employs while teaching students.

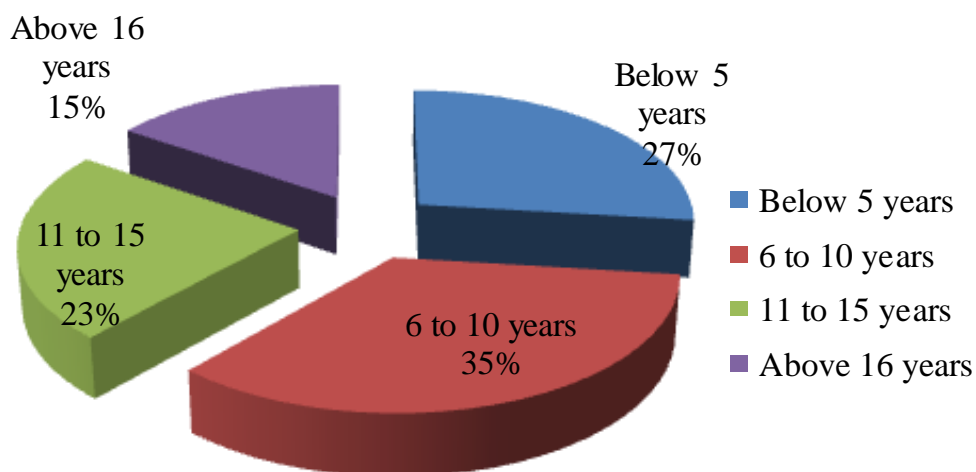


Figure 4.2: Teaching Experience of English Teachers

Statistics obtained during the study reveal that, thirty-five percent of the sampled teachers had an aggregate experience of 6-10 years of teaching the English subject in secondary school, 27% had an experience of fewer than five years; this indicated that this group of teacher was fresh graduates having their first 5 years of teaching the subject in secondary schools. Twenty-three percent of the sampled respondents had an aggregate teaching experience of 11-15 years while only sixteen percent had been teaching for more than 16 years. It was observed that majority of them were busy preparing the form four class to sit for their national examinations.

4.3.3 Lesson Workload Per Week

The workload in the education sector is one of the most critical factors that should be considered when aiming to achieve best results academically. Teachers should be given ample time and a manageable class size so that they maximally deliver content and provide the required attention to every student in the class. A manageable workload in the school setting allows teachers to choose the best method of teaching that suits the class and also will enable teachers to interchange the methods.

Table 4.2: Number of Lessons per Week

Workload	Frequency (f)	Percentage (%)
Less than 8 lessons	0	0
8 to 16 lessons	12	46
17 to 25 lessons	10	39
26 to 31 lessons	4	15
above 31 lessons	0	0
Total	79	100

According to the findings of this study, 46% of the sampled teachers had 8-17 lessons per week; 39% had 17-25 lessons while only 15% had more than 26 lessons per week. This indicates that English teacher has heavy workloads in the sample schools in Kenya Sub-county, Kisii County.

4.4 Demographic Characteristics of Students

Basing on the data obtained during this study through the administration of questionnaires to students, the following statistics were obtained concerning students.

4.4.1 Gender Distribution of Students

This study sought to establish the methods of teaching integrated English. Data concerning students' gender distribution in the sampled classes were collected and summarized as shown in figure 4.3.

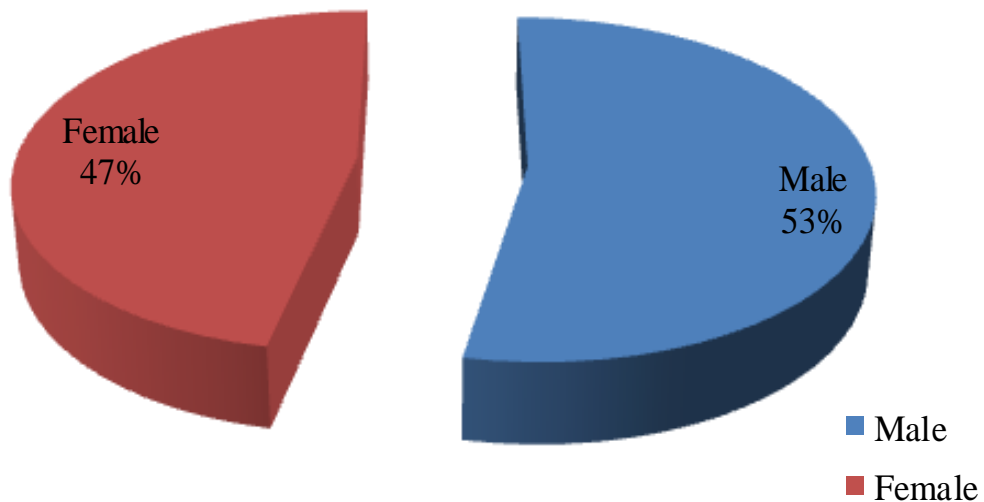


Figure 4.3: Gender Distribution of Students

According to the findings of this study, it was observed that 53% of the sampled students were males while 47% were females. This implies that still there exist gender parity in secondary school level although the gap is narrowing every time due to the awareness created by the government on the importance of educating a girl child. In relation to performance in English, girls' performance in Kenya is good compared to boys who perform better in sciences as reported by Njuguna (2015).

4.4.2 Age Distribution of Students

Data concerning students' age distribution in the sampled classes were collected and summarized as shown in figure 4.4.

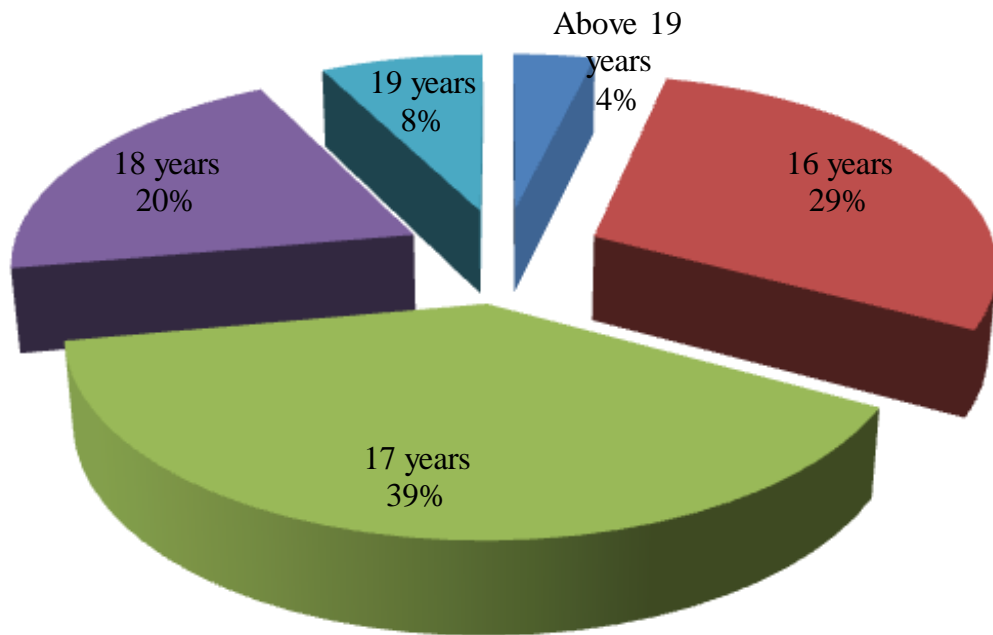


Figure 4.4: Age Distribution of Students

According to the findings of this study, it was observed that 39% of the sampled respondents were 17 years old, 29% were aged 16 years old, 20% were aged 18 years old while only 8% were aged 19 years old and 4% above 19 years of age. This indicates that students in the sampled schools are of the right age in mastering learning content taught in form three especially the introduction of literature vocabularies and the critical response.

4.5 Teaching Strategies Employed in Teaching Integrated English

The first objective was to determine the strategies employed by English teachers in Kenya Sub-county in teaching integrated English. To attain the aim of this objective, teacher's questionnaires were applicable here. The items in the questionnaire were designed to determine the knowledge of teachers on teaching-learning strategies used in teaching Integrated English and the teaching-learning strategies they frequently used in their respective classroom.

4.5.1 Teaching Strategies Known by Teachers of English

The aim of this part was to find out the knowledge of teachers of the existing teaching strategies. The information obtained from the research items were subjected to descriptive statistics and shown in table 4.3 below.

Table 4.3: Strategies of Teaching English

Teaching Strategy	Percentage
Discussion	100
Lecture	100
Dramatization	100
Role play	100
Debate and speeches	100
Question answer	100
Groupwork	100
Stimulation	88

Table 4.4 indicates that all the 26 sampled teachers (100) who participated in this study mentioned that they had knowledge of the teaching strategies and approaches such as discussion, lecture, dramatization, debates and speeches, role play, demonstration, question and answer and group work and their influence on teaching of Integrated English. Although 2 teachers (12%) of teachers were unaware of stimulation approach against 24 teachers, 88% were aware of this strategy. This study therefore, sought to determine if the teachers apply these strategies of teaching in integrated English. Further analysis was conducted and the finding on the application of these strategies was recorded in figure 4.5 below.

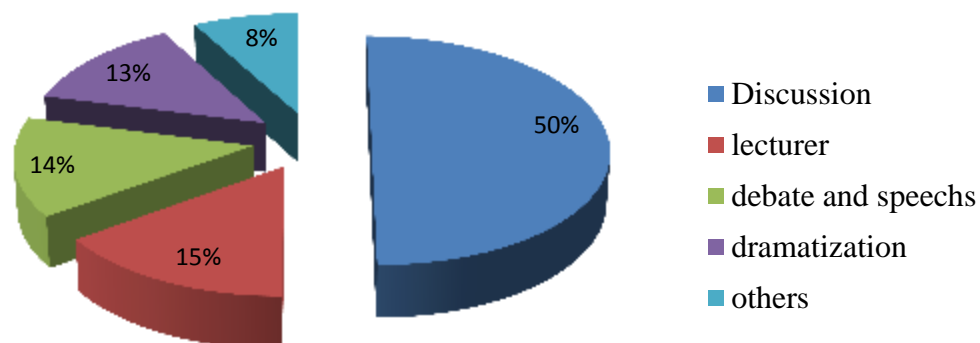


Figure 4.5: Preferred Teaching Strategies as Reported by Teachers

The figure above indicates that 50% of the participants who were teachers stated that they preferred discussion method of teaching under heuristic strategy (student centred), debate and speeches fourteen percent; dramatization thirteen percent and eight percent mentioned that they preferred other teaching- learning strategies which ranged from group work, question and answer and demonstration strategies. Fifteen percent indicated that they prefer lecture method in teaching-learning integrated English in their schools. This information gives a clear picture that most teachers utilize learner-centred strategy although some use lecture method which is teacher-centred strategy. In Teacher-Centred Approach to learning, teachers are the fundamental power figure in this model. Students are seen as "void vessels" whose essential part is to latently get data (using addresses and direct guideline) with a valid objective of testing and evaluation (Braine, 2014). It is the essential part of educators

to pass learning and data onto their understudies. In this model, educating and evaluation are seen as two separate substances. Learners learning is measured through un-biasedly scored tests and appraisals (Braine, 2014).

In Student-Centred Approach to Learning, while instructors are a power figure in this model, educators and learners assume a similarly dynamic part in the learning procedure. The instructor's essential part is to mentor and encourage student learning and general understanding of the material (Abidin, 2012). Student learning is measured through both formal and casual types of evaluation; including bunch ventures, student portfolios, and class support. Educating and appraisals are associated; student learning is consistently measured amid instructor guideline. Usually utilized teaching strategies showing techniques may incorporate class investment, exhibit, recitation, remembrance, or mixes of these.

Educating and appraisals are associated; learner learning is consistently measured amid instructor direction. Usually utilized teaching strategies may incorporate class discussions, recitation, dramatization, or mixtures of these strategies. To validate the findings of the questionnaires, the researcher carried out an observation of form three classes of the sample schools. The findings of those observations are analyzed and shown in the figure 4.6 below.

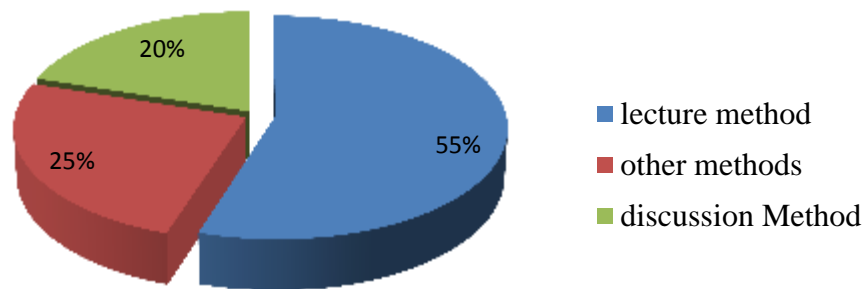


Figure 4.6: Teaching Strategies as Observed

As indicated in figure 4.6, 55% of the respondents observed utilized the lecture method and another 25% utilized different strategies which extended from taking notes, question and answer, group work, debates to chalkboard demonstration. Just 20% utilized discussion and none used role- play, dramatization and simulation. Given that the instructors may express 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 apparent from the figure that teachers dominate lessons and this shows an accentuation on content and learning acquisition. This is against the English syllabus which necessitates student-centred ways to deal with teaching Integrated English.

Audio-visuals were once in a while utilized although they are imperative in improving levels of communication amongst students and educators. This finding is vital in light of the fact that it demonstrates that the method of guideline in our classrooms is still

extremely controlling, immediate and undemocratic. Educators must create instructing procedures that transmit information as well as urge students to learn freely.

An examination of the findings highlighted in table 4.5 and figure 4.6 demonstrates that there is a sharp difference between what teachers guaranteed to do and what they did in class. This discrepancy could be translated as a gap existing between the target importance of joining the initiators and the subjective significance by the instructors of English given that the educators syllabus rely according to their comprehension.

4.5.2 Frequency of Teaching Strategies Employed

The study further sought to determine which teaching strategy is frequently used in teaching integrated English. The results were obtained from the items of questionnaires and presented in figure 4.7.

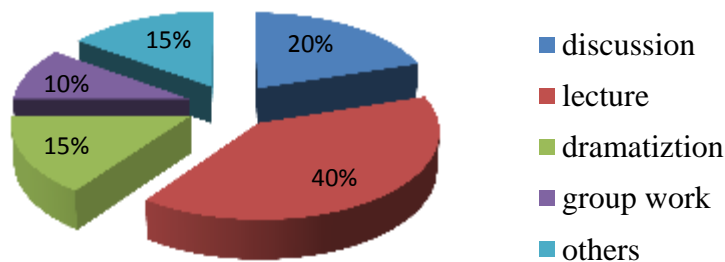


Figure 4.7: Frequency of Teaching Strategies Employed

Figure 4.7 indicates that 40% of the respondents who were teachers, frequently used lecture method, 20% discussion method, 10% use group work while 15% use both

dramatization and other methods ranging from question and answer to demonstration. This implies that lecture method is dominant in most schools in Kenya Sub-county as opposed to integrated methods such as groupwork and ICT that aid in improving learners' performance. The results showing high percentage in use of expository methods of teaching integrated English are in close relation to those of Bishop (1986) who viewed that there is often a divergence between the official curriculum and the actual practice in class; between the intent of the curriculum and what actually takes place in the classroom. The study also related to that of Magoma (1999) who, in his research 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-centred teaching/ learning strategies.

4.6 Challenges Facing the Choice of Teaching strategy to Teach Integrated English

The second objective was to find out the challenges facing the choice of teaching strategy to teach integrated English. The information was also subjected to quantitative and qualitative statistical analysis. The incorporation of Integrated English as one subject has affected literature teaching since the instructor sometimes ends up concentrating on the English language more than literature. Integration requires that the teacher of literature teaches literature after acquiring linguistic skills. As well, the teaching of language in many ways requires the use of literary works. Teaching Integrated English like any subject thought is faced with many challenges. The information was obtained from both the teacher's questionnaires and the observation schedules and presented in Table 4.4.

4.6.1 Quantitative Analysis on Challenges Facing the Choice of Strategy of Teaching English

Table 4.4: Challenges Facing the Choice of Strategy of Teaching English

	Frequency (f)	Percentage (%)
Large class population	23	88.46
Heavy workloads	24	92.31
Lack of teaching resources	20	76.92
Poor attitude by students	25	96.15
Student discipline	20	76.92

According to the findings of this study, it was observed that majority (88.46%) of English teachers are faced with the challenge of teaching large class populations. On the other hand, 92.31% of the sampled teacher population noted that heavy workloads regarding some lessons allocated to them also influence their choice of teaching method that they adopt. In addition to the large class population, it makes it difficult to manage different teaching methods. Lack of teaching resources was also highlighted to hinder choice of teaching method employed by a teacher in teaching integrated English in secondary schools in Kenyena Sub-county, Kisii County.

Student attitude towards the English subject, the learning strategy employed by the teacher, also plays a significant role in the teaching strategy that the teacher adopts. It was observed that 96.15% of the sampled teachers said it was a challenge. Thus, the application of excellent and appropriate methods of teaching English requires that the teacher engages the students in more emotional reading, and ensures that other methods that can make the students enjoy and have more desire for literature are used.

Osman (2014) observed that several influence the choice of teaching methods of the subject, grouped into various categories (achievements of various general and specific

objectives of teaching the subject), the emphasis during teacher training, nature of students, availability of teaching resource and time available to cover the syllabus.

The qualitative analysis also aided to explain the challenge of Workload, teaching resources and class population which were all teacher- based challenges that teachers had control as one of them stated: *I use group discussion, research-based strategy since my class has a large population and inadequate teaching-learning resources in my school to ensure I effectively deliver the content of integrated English.* This clearly shows that teachers may use other teaching strategies like lecture method which is expository teaching strategy to deal with larger class and forming a small group among his/her class to deal with the challenge of large class population and the challenge of inadequate teaching resources (Orodho, 2013).

4.6.2 Qualitative Analysis on Challenges Facing the Choice of Strategy of Teaching English

The respondents also gave data on how students discipline contributes to learners' performance. English teachers stated various ways through which school administration had enforced school discipline procedures. The teachers also mentioned that their schools had experienced cases of student indiscipline and that the school has put in place school rules and regulations, put in place a functional guidance and counseling department giving students freedom of expressing their opinions and reaching out to students who may not be willing to open up as ways of curbing discipline issues. One teacher teaching English indicated that: *In situations where student indiscipline is reported, deputy principal and classroom teachers use punishment to discourage wrong student behavior and for difficult students, parents are invited to school to assist in giving vital information that may assist in*

disciplining the student. In most cases, student behavior may be dealt with a school committee in charge of discipline but all agreed that discipline influences the student attitude towards learning and gives the teacher challenges in coming up with effective strategy of teaching that can cater for individual differences including the indisciplined students present in class (English teachers, Kenyena Sub-county, May, 23, 2016).

Another respondent who was the deputy principal but also teaches English stated that: *my school sometimes faces indiscipline problems, but our school has put in place mechanisms of addressing the problems arising from learners' indiscipline that makes it difficult in during teaching-learning process hence interfering with effective application of teaching strategies by the teacher.* Most respondent 23 reported that there exist spiritual guidance clubs and effective utilization of Guidance and Counseling Department in the schools interviewed. All these measures are mainly meant to advance on ways of dealing with students' discipline that affects student performance and affecting the choice of effective teaching strategy (Female deputy Principal Interviewee, Kenyena Sub-county, May 23, 2016).

4.7 Influence of Teaching Strategies on Learner Performance in English

The last objective of this study was to determine the influence of teaching strategies on learner performance in Integrated English. One of the items in the student's questionnaires was to give reasons that the students thought prompted poor performance in Integrated English and the outcomes were as per the following: the analyzed data are presented in figure 4.8 below.

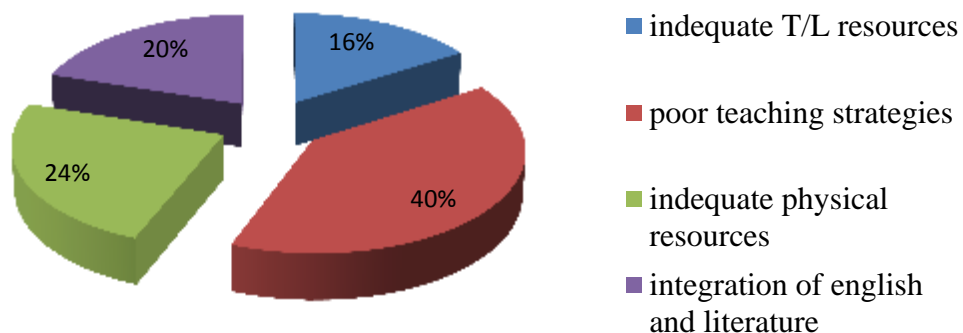


Figure 4.8: Students View on the Influence of Teaching Strategies on performance

4.7.1 Quantitative Analysis on the Influence of Teaching Strategies on Learners' Performance

As observed from figure 4.8, students felt the major reason for poor performance in Integrated English was poor teaching strategies (40%). They also mentioned that inadequate physical resources 24%, integration of English Language and Literature 20%, inadequate teaching-learning resources 16% and other reasons like learners' discipline was also reasons for poor performance in English.

In view of the best teaching strategy to use in class, it is important to evaluate learners and instructors' views, encourage interactive teaching through infusing ICT integration to secondary schools. ICT as a tool for teaching facilitates learning; makes teaching lively, interactive and easy for the teacher and the student. Teaching strategies used by teachers included, talk and chalk, role-play, simulations, lectures,

discussions and competitions, and use of questions and answers as reported by many respondents in this study.

The results from this thesis is in line with Langer's (2007) five-year study report that recognizes classrooms as places of structuring ideas, organizing students for group instruction, having high student engagement and contributing to content knowledge. In addition, the study findings agree with what Chingos and Whitehurst (2012) have shown that teachers ought to have wide range of instructional materials. A similar study by Short and Fitzsimmons (2007) has shown that it is important for teachers to use proven instructional strategies and participate in continued research in any new and existing intervention programmes. Further in the data analysis process, English teachers also aided this study with valuable information on the effective strategies that contribute to learners' performance in English and their response was recorded in the figure below.

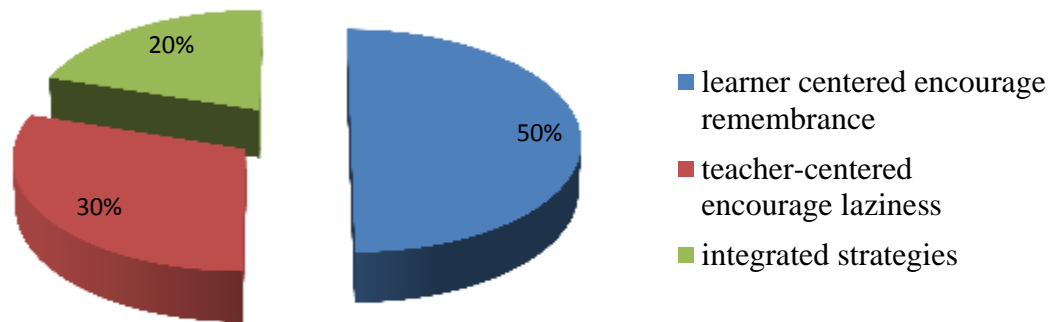


Figure 4.9: Influence of Teaching Strategies on Performance

Figure 4.9 shows the effects of teaching strategies on performance in English. Fifty percent of the teachers mentioned that learner-centred strategies encourage learners to remember as students are actively involved in learning when these strategies are used hence resulting to better performance of Integrated English, while 30% of the teachers said teacher-centred strategies encourage laziness which in turn leads to poor performance. Twenty percent of the respondents mentioned that integrated methods such as ICT can help improve the learners' performance in English. This in agreement with that conducted by Dale (1969) who said a well selected strategy would help the learners to remember the learnt content for a long time. Learner- centred strategies involve many senses, hence deeper perception of the content and longer period of remembrance.

4.7.2 Qualitative Analysis on Influence of Teaching Strategies on Performance of Integrated English

The respondents also gave data on how teaching strategies contributes to learners' performance. English teachers stated various strategies that can be applicable to improve the student performance. One teacher stated that: *learner-centred strategies like groupwork and classroom discussions help the student to develop confidence of the content being taught hence its application during examination is easier.* To confirm this statement, the researcher observed in the groupwork assignment done with students and those individual assignments. Those done by individual students were poorly done compared to those done in groups except those students who were academically gifted present in class. Learners learn in different ways as per their abilities. Some learn by seeing, hearing, reflecting, modelling, reasoning, and drawing but when grouping them the teacher mixes the abilities hence they learn from each other (Osman, 2014). With an agreement to Osman, there are different teaching strategies as well those impacts on the learners' performance. One teacher stated that: *some teachers discuss the topic, some use technology, some use textbooks and many more.* But, the main purpose behind these efforts is to help students grasp content knowledge according to the real world scenario.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study, draws conclusions based on the findings and makes recommendations on issues about the teaching strategies of teaching the integrated English and their influence on learner performance. Finally, it recommends on areas that should be considered for further research as guided by the study objectives.

5.2 Summary of the Study

The English Language has a central role in learner performance as a service subject, and it is for this reason that there has been a lot of interest in students' performance in the subject. This study set out to investigate the strategies employed in teaching this subject and its influence on learner performance in Kenya sub-county, Kisii County, Kenya. Data was collected from school teachers and students. The study targeted 42 public secondary schools in Kenya, Kisii County. The study accordingly explored the teaching-learning strategies employed in teaching and learning of the subject, assessed the challenges that affect the choice of the teaching-learning strategies and attempted to establish whether there is any relationship between the performance of the subject and the teaching-learning strategies employed. The following is the summary of the findings:

5.2.1 Demographic Information

Demographic characteristics of the sampled population were obtained. Academically, it was observed that majority (69%) of the sampled teachers were Bachelors Degree holders from various universities in Kenya. Some (19%) were Diploma holders and

based on the one-on-one interactions with the researcher it was noted that a good number of these teachers had enrolled in degree programmes through the institution-based programmes with various universities. Only 12% of the sampled teacher respondents had enrolled/completed their master's degree. This gave an implication that they were all qualified teachers who had been exposed to different teaching strategies during their training time hence understands to utilize the strategies well.

Basing on the number of years taught Integrated English in secondary schools, the majority (35%) of the sampled teachers had an aggregate experience of 6-10 years of teaching the English subject in secondary school, some (27%) had an experience of less than five years; this indicated that this group of teachers were fresh graduates and were having their first 5 years of teaching the subject in secondary schools. Some (23%) of the sampled respondents had an aggregate teaching experience of 11-15 years while only 16% had taught the subject for more than 16 years in secondary school. This implies that both teachers had a good experience and they well understood the trends in the performance of integrated English over time hence understand the challenges faced.

The majority (46%) of the sampled teachers had 8-17 lessons per week; some (39%) had 17-25 experiences while only 15% had more than 26 lessons per week. This implies that most teachers had manageable lessons which create an implication that the teaching strategies applied to teach learners were questionable.

5.2.2 Teaching Strategies Employed in Teaching Integrated English

This study revealed that teachers are aware of the existing teaching strategies in teaching integrated English whereby 100% were aware of discussion, lecture, role

play, debate and speeches, groupwork, question and answer, dramatization but only 12% of the teachers were not aware of stimulation teaching strategy. The study further revealed that 50% of teachers prefer discussion method, 14% debate, 13% dramatization and 8% prefer other methods ranging from groupwork, question and answer to demonstration. This study is in agreement with that conducted by Braine (2014) who ascertained that learner-centred strategies are effective as compared to teacher-centred strategies. In learner-centred strategies the role of the teacher is only facilitation of the learning process.

In relation to frequency, the most used method as mentioned by the teachers was lecture method which is a teacher-centred strategy had 40% from the response rate while learner-centred strategy like discussion had 20%. Other issues such as teacher knowledge on the teaching strategies were observed; the findings revealed that teachers teaching integrated English were aware of the different teaching-learning strategies at their disposal. However, the researcher found that these teachers do not use the strategies recommended by the Ministry of Education as they claim to. Most teachers applied teacher-centred such as lecture method as opposed to the recommended learner-centred as suggested by Richard and Rodgers (2014) who viewed that student-centred such as debates which is a verbal activity enable the learner to be fluent and creative as he/she develops imaginative abilities when discussion particular topic presented. In the Kenyan education system learner-centred strategies are the recommended strategies, but as found out, the teachers use teacher-centred approaches. Most of the lessons were didactic where lessons were predominantly controlled by the teacher. This findings were in agreement with that of Fogal (2010) who acknowledged that teacher-centred strategies are effective in introducing a new concept to learners. 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-centred while only about 30% constituted learner activities.

The study also sought students' opinion about strategies used in teaching and learning of Integrated English. Data revealed that their opinion was opposed as claimed by teachers. The students indicated that their teachers dictate notes and lecture them but occasionally give them group work. This gives an implication that teachers preferred learner-centred strategies to the teacher-centred which was not happening in the classrooms and that they wanted to be involved in their learning. This study is in line with that conducted by Felder (1998) who viewed that learners learn in different ways as opposed to a single strategy. They can be engaged in debates, groupwork, classroom presentation and stimulation.

5.2.3 Challenges Influencing the Choice of Teaching Strategies

According to the findings of this study, the major challenge hindering effective choice of teaching strategy was poor attitude of the students towards the subject with 96.15%, heavy lesson workloads 92.31% and large student populations 88.46%. This hinders teachers from employing various teaching strategies but ties them to using only a single teaching method for teaching integrated English in secondary schools. In large classes, most teachers prefer lecture method which is teacher-centred strategy as opposed to learner-centred hence affecting the performance of learners in English. This study clearly reveals that teachers may use other teaching strategies like lecture method which is expository teaching strategy to deal with larger class and forming small group among their classes to deal with the challenge of large class population

and the challenge of inadequate teaching resources was seen to be influencing the teaching-learning of integrated English (Orodho, 2013).

The study findings revealed that lack of adequate resources was a serious impediment to the use of learner-centred teaching-learning strategies. Though all the schools were well staffed, other resources like audio-visual aids were a significant challenge. Most schools had a library, but they were inadequately stocked. In addition, the findings from the study agree with Wilkinson and Meiers (2007) who explained that there is no single approach of solving students' behavior problems and schools are called upon to develop programmes for managing student behavior's in the classroom. The findings further agree with Bear (2010) who explained that the strategies for solving student indiscipline include developing school plan focusing on; developing self-discipline, preventing misbehavior by setting high standards and high expectations, correcting misbehavior by encouraging desired behavior, remediating and responding to serious and chronic behavior problems by pursuing more comprehensive and intensive services, resources and supports (Bear, 2010).

5.2.4 Influence of Teaching Strategies on Learner Performance in English

The study findings indicated that inadequate physical resources influence the type of teaching strategy the teacher uses which in turn influences the subject performance. In this study 24% of the respondents mentioned that physical resources had an impact on teaching strategy a teacher choose which in turn influences the performance of learners in English. Integration of literature and English had 20% while inadequate teaching-learning resources had 16%. The results from this thesis is in line with Langer's (2007) five-year study report that recognizes classrooms as places of structuring ideas, organizing students for group instruction, having high student

engagement and contributing to content knowledge if the environment is kept conducive including the learning-teaching resources.

The study further indicated that the teaching strategies had an influence on students' performance whereby 50% of the teachers mentioned that learner-centred strategies encourage learners to remember as they are actively involved in the learning which results to better performance as compared to teacher-centred strategies like lecture method. Some teachers who were 30% mentioned that teacher-centred strategies encourage laziness which in turn leads to poor performance. This is in agreement with that conducted by Dale (1969) who said that a well selected strategy would help the learners to remember the learned content for a long time. Learner-centred strategies involve many senses, hence deeper perception of the content and longer period of remembrance. For the most part, in teaching integrated English, it is fundamental that the educator draws in his/her learners in an assortment of exercises that would improve better comprehension of a specific idea. The review additionally uncovered that a portion of the exercises were unseemly and subsequently would not improve better understanding.

5.3 Conclusions

Based on the results it is of fundamental to conclude that different teaching strategies may lead students to learn integrated English differently, and at different rates throughout their academic life. The following conclusions were made through the guide of the research objectives:

First, teachers of Integrated English are aware of the teacher-centred and learner-centred teaching-learning strategies. They are also aware that the Ministry of

Education recommends learner-centred 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-centred strategies as the most frequently used.

Second, the study concluded that teacher-centred approaches dominated integrated English classrooms in Kenya. This conclusion was arrived at from the lessons that the researcher observed as well as the responses given by learners in the learners questionnaire.

Third, the study concluded that lack of teaching-learning resources makes teachers to use teacher-centred 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 teaching strategy.

Teachers involved in this study gave assignments whereby individual assignments were performed poorly compared to group assignment. This implied that when students work in groups they learn from one another and can identify mistakes they make in English easily and amend them as compared to individual student.

5.4 Recommendations of the Study

The results from this research have the following recommendations on strategies of teaching integrated English in secondary schools.

- i. Learner-centred strategy should be encouraged as it gives the learner the opportunity to be part of the learning process hence improves the learners remembrance ability that leads to improved performance. This can be done through engaging and providing guidance to students to adapt to more

activities that are student-based like debating; research-based assignment and also provides remedial class to learners who are not performing well in English. The students should be exposed to other learning opportunities such as co-curricular activities so that they develop their hidden talents.

- ii. The government should 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.
- iii. In order to enhance teacher capacity development, Board of Management in public secondary schools in Kisii County should set aside resources for building on their teachers' teaching capacities and propel teacher professional growth.
- iv. Teaching and learning resources are integral in implementing learner-centred strategies of teaching. Effort should therefore, be made by the government to ensure that there are enough of these learning resources. This could be achieved by working towards purchasing enough and relevant material resources or stocking the libraries with these materials to allow teachers adopt varied teaching strategies.
- v. Teachers should ensure active learner participation in class. Learners' active involvement in learning Integrated English would diminish the negative attitudes that learners have towards the learning strategies employed by their teachers in teaching Integrated English. This can be achieved by the curriculum developers restructuring the English Syllabus to reduce the

workload to allow for flexibility regarding the teaching strategies used by teachers.

5.5 Suggestion for Further Research

Since research explored original information, what has been identified is not exhaustive owing to the vibrant transformation in the English language and the teaching strategies about the current situation of dynamism in the education sector. It is given this that the subsequent suggestions for further research have been made.

- i. More inclusive research should be conducted that will involve a bigger scope to establish whether the strategies used in teaching the integrated English have an influence on learner performance and ascertain if the result of this study transcends to other Counties and Sub-counties.
- ii. A relative study should be conducted among public and private pre-primary schools to establish if there are any differences in the strategies of teaching the integrated English and establish if they have any influence on learner performance. This will enable to ascertain if comparable results are reachable.
- iii. This study employed 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 is used where variables can be manipulated and measured accurately to bring out the influence of teaching strategies used to teach the integrated English on learner performance.

- iv. Learners play a great role in the performance of Integrated English. This is because, despite the use of similar strategies of instruction in classroom settings, individual students perform better than their colleagues in the same classes. There is a need to find out the role of learners in this difference in performance.
- v. A study to establish how teachers of English bridge the gap between what is taught at the university concerning English and the integrated English curriculum.
- vi. A study to determine the influence of other teachers' use of English language on the performance of English.

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APPENDICES

Appendix I: Introductory Letter

From:

Rodah Bosibori Maiko

Kenyatta University

To Mr. /Mrs.....

P.O. BOX.....

Dear Sir/Madam,

REF: REQUEST FOR RESEARCH DATA COLLECTION

I am a postgraduate student at Kenyatta University undertaking a study on assessing learner perceptions on the methodology of literacy instruction in selected secondary schools in Kenyenyra district, Kisii County.

You, a stakeholder in education, have been selected to participate in this study. Herein attached, find a questionnaire designed to assist in the collection of pertinent information for the research. The study is purely for academic purposes, and all information collected from you shall be treated with utmost confidentiality.

Your assistance, cooperation, and responses will be highly appreciated. Thank you.

Yours Faithfully,

Rodah Bosibori Maiko (Researcher)

Appendix II: Questionnaire for English Teachers

Dear Respondents

I am a student at Kenyatta University pursuing a Master of Education degree in Language Education. The purpose of the study is to find out the methods of teaching integrated English and their influence on learner performance.

Instructions:

Kindly read and answer the questions below by ticking [] the appropriate choices or filling in the blank spaces. Information provided will only be used for the purpose of this study. Please do not write your name

1. What is your level of education?

- i. Diploma []
- ii. Degree []
- iii. Masters []
- iv. Any other.....

2. What subjects were you trained to teach at college?

- i.
- ii.

3. For approximately how long have you taught Integrated English in secondary schools?

- i. Below 5 years []
- ii. 5-10 years []

iii. 10-15 years []

iv. 15 and above []

4. How many lessons of English do you have per week?

i. 11-15

ii. 16-20

iii. 21-25

iv. 26-30

v. 31 and above

5. a). Which of the following teaching strategies of teaching the integrated English do you know?

Lecture []

Discussion []

Debates and speeches []

Dramatization []

Role play []

Groupwork []

Question and answer []

Stimulation []

b) Which of the following teaching strategies do you prefer when teaching the integrated English in your school?

Lecture []

Discussion []

Debates and speeches []

Dramatization []

Others []

c) How often do you use the following methods in teaching integrated English?

	Frequently	Occasionally	Rarely	Never
Lecturing				
Debates				
Role-playing				
Group discussions				
Demonstrations				
Question and answer				
Dramatization				
Groupwork				

Others (Specify) _____

6. What are some of the challenges that you face when choosing a teaching strategy when teaching integrated English in your school? (Tick [√] all that applies.)

Large class size	
Inadequate teaching and learning resources	
Negative attitudes in learners	
Student indiscipline	
Heavy workload for teachers	

Any other (specify)

7. Do you think that lack of adequate resources influence the choice of the teaching Strategy to be used in teaching Integrated English?

Yes () No ()

8. In your opinion, do you think the teaching strategies used influence the performance of Integrated English? Yes () No ()

(ii) If Yes, briefly

explain.....

.....

.....

9. Suggest ways of improving performance of English language in your School?

i. _____

ii. _____

iii. _____

iv. _____

***Thank you for taking your time and giving honest responses to these questions.
Regards***

Appendix III: Questionnaire for English for Students

Dear Respondents

I am a student at Kenyatta University pursuing a Master of Education degree in Language Education. The purpose of the study is to find out the methods of teaching integrated English and their influence on learner performance.

Instructions: Kindly read and answer the questions below by ticking [] the appropriate choices or filling in the blank spaces. The information provided will only be used for the purpose of this study. Please do not write your name.

1. Gender. Male [] Female []

2. Age

i. 13- 16 []

ii. 17- 19 []

iii. Over 20 []

3. How often do your teachers use the following methods in teaching integrated English?

	Frequently	Occasionally	Rarely	Never
Lecturing				
Debates				
Role-playing				
Group discussions				
Demonstration				
Question and answer				
Dramatization				
Groupwork				

4. What challenges do you face when learning integrated English? List them.

i. _____

ii. _____

iii. _____

iv. _____

5. To what extent do you agree/disagree with each one of the following statements concerning English language learning?

Key: (SA – Strongly Agree, A – Agree, U – Unsure, D – Disagree, SD – Strongly Disagree.) For each statement, tick [✓] once only.

STATEMENT	SA	A	U	D	SD
I really like the English subject					
English lessons are dull and boring					
English is one of the most important subjects for people to study					
I will continue studying English beyond secondary school					
English concepts are difficult to understand and learn					

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

i. Lack of teaching and learning resources like books []

ii. Poor teaching methods []

- iii. Large class size []
- iv. Lack of physical facilities like the Library and the Laboratory []
- v. Heavy workload for teachers []
- vi. Others, Specify_____

b) Suggest ways of improving this performance

- i. _____
- ii. _____
- iii. _____

***Thank you for taking your time and giving honest responses to these questions.
Regards***

Appendix IV: Lesson Observation Schedule

School _____ Class _____

Subject _____ Topic Being Taught _____

Date _____ No of students _____

ACTIVITY	COMMENT
<p><u>Lesson plan</u></p> <ul style="list-style-type: none"> • Does the teacher have a lesson topic? • Are the objectives stated learner-centred? <p><u>Materials and resources</u></p> <ul style="list-style-type: none"> • What is the ratio of the Integrated English textbooks to students? 1:1 1:2 1:4 1: more than 4 • Does the teacher use any of the following teaching resources? Chalkboard, picture, charts, tape recording, film/video, class readers, radio lessons, maps and globes, real objects, language laboratory, any other (specify). <p><u>Lesson presentation</u></p> <ul style="list-style-type: none"> • Which of the following methods of teaching does the teacher apply to achieve the objectives of the lesson? Lecture, discussions, groupwork, demonstrations, recitations, field trips, debates, any other (specify). • Are the learners actively involved in the lesson? <p><u>Learning Experiences</u></p> <ul style="list-style-type: none"> • Learners communicate accurately and efficiently. • Learners read fluently • Learners use correct spelling, punctuation and paragraphing. • Learners write neatly, legibly and effectively. <p><u>Lesson conclusion</u></p>	

<p>How is the lesson concluded?</p> <ul style="list-style-type: none">• The teacher gives exercises to be marked later.• The teacher asks students questions on what has been taught.• Students ask questions and give views.• The teacher writes the summary on the chalkboard and the students copy.• Students are asked to summarize the main points as individuals or in groups.• Any other (specify)	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Thank You for Your Participation

Appendix VI: Graduate School Proposal Approval Letter



KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 18th April, 2016

TO: Ms. Rhoda B. Maiko
C/o Educational Comm. & Technology Dept.
Kenyatta University

REF: E55/CE/25882/11

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge the receipt of your revised Research Proposal entitled “Strategies Employed in Teaching the Integrated English and their Influence on Learner Performance in Kenyan Secondary Schools, Kisii County, Kenya” as per recommendations raised by the Graduate School Board of 27th January, 2016.

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

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

Thank you.


HARRIET ISABOKE
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Educational Communication & Technology Department

Supervisors:

1. Dr. Adelheid Bwire
C/o Educational Comm. & Technology Dept.
KENYATTA UNIVERSITY
2. Dr. Dr. Sophie Ndethiu
C/o Educational Comm. & Technology Dept.
KENYATTA UNIVERSITY

HI/cao

Appendix VII: Graduate School Research Authorization Letter



KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

Website: www.ku.ac.ke

OUR REF: E55/CE/25882/11

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

Date: 18th April, 2016

The Director General,
National Commission for Science, Technology & Innovation
P.O. BOX 30623
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS. RODAH B. MAIKO REG.NO. E55/CE/25882/11

I write to introduce Ms. Maiko who is a Postgraduate Student of this University. She is registered for M.Ed. Degree programme in the Department of Educational Communication & Technology in the School of Education.

Ms. Maiko intends to conduct research for M.Ed. thesis entitled.

“Strategies Employed in Teaching the Integrated English and Their Influence on Performance among Secondary Schools in Kenyena, Kisii County, Kenya”

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

HL/cao

Appendix VIII: Kisii County Research Authorization Letter

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

Telegram: "EDUCATION"
Telephone: 058 – 30695
When replying please quote
E-mail: cdekisii@gmail.com



COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
P.O. BOX 4499 - 40200
KISII.

Ref: CDE/KSI/RESECH/13

DATE: 14th July, 2016.

STATE DEPARTMENT OF BASIC EDUCATION

Rodah Bosibori Maiko
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION.

Following your research Authorization vide your letter *Ref. NACOSTI/ P/16/10764*, to carry out research in Kisii County, this letter refers.

I am pleased to inform you that you can carry out your research in the County on *“Strategies Employed in Teaching the Integrated English and Their Influence on Performance among Secondary Schools in Kenvenva, Kisii County, Kenya”*. I am pleased to inform you that you have been authorized to undertake research in Kisii County for a period ending *3rd May, 2017*.

Wish you a successful research.


RICHARD CHEPKAWAI
COUNTY DIRECTOR OF EDUCATION
KISII COUNTY.

COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
15 JUL 2016
P. O. Box 4499 - 40200, KISII.

Appendix IX: NACOSTI Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318240
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.
NACOSTI/P/16/15841/10764

Date:

5th May, 2016

Rodah Bosibori Maiko
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on
*“Strategies Employed in Teaching the Integrated English and Their Influence on Performance
among Secondary Schools in Kenvenva, Kisii County, Kenya”* I am pleased to
inform you that you have been authorized to undertake research in **Kisii
County** for the period ending **3rd May, 2017**.

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

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

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

Copy to:

The County Commissioner
Kisii County.

The County Director of Education
Kisii County.



Appendix X: NACOSTI Research Permit

THIS IS TO CERTIFY THAT:

**MS. RODAH BOSIBORI MAIKO
of KENYATTA UNIVERSITY, 181-40129
OGEMBO, has been permitted to conduct
research in Kisii County**

**on the topic: METHODS OF TEACHING
THE INTEGRATED ENGLISH AND THEIR
INFLUENCE ON LEARNER PERFORMANCE
IN KENYENYA SECONDARY SCHOOLS,
KISII COUNTY, KENYA**

**for the period ending:
3rd May,2017**

**Applicant's
Signature**

Permit No. : NACOSTI/P/16/15841/10764

Date Of Issue : 5th May,2016

Fee Received :Ksh 1000



**Director General
National Commission for Science,
Technology & Innovation**

CONDITIONS

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



REPUBLIC OF KENYA

**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No. A 9021

CONDITIONS: see back page