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**Teacher related factors which influence the  
implementation of integrated english course in  
secondary schools: a case study of Ibacho Division, Kisii  
Central District**

Charles M. Magoma

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**TEACHER RELATED FACTORS WHICH INFLUENCE THE  
IMPLEMENTATION OF INTEGRATED ENGLISH COURSE IN  
SECONDARY SCHOOLS : A CASE STUDY OF IBACHO DIVISION,  
KISII CENTRAL DISTRICT**

**BY:**

**CHARLES M. MAGOMA**

IFRA



My friend  
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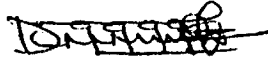
**A THESIS SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF  
EDUCATION IN CURRICULUM DEVELOPMENT**

**KENYATTA UNIVERSITY**

**NOVEMBER, 1999**

**DECLARATION**

This is my original work and has not been presented for a degree in any other University.



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Charles M. Magoma

This thesis has been submitted with our approval as University Supervisors.



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Dr. Grace W. Bunyi  
Senior Lecturer  
Department of Educational  
Administration, Planning and  
Curriculum Development



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Dr. Joseph M. Malusu  
Senior Lecturer  
Department of Educational  
Administration, Planning and  
Curriculum Development

## DEDICATION

This Thesis is dedicated to my beloved late father, **Magoma Miruyo**; and my mother, **Mong'ina Magoma**, for their unwavering perserverance in nurturing me to maturity and teaching me the essence of hard work.

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**THANKS AND GOD BLESS YOU ALL**

## ABSTRACT

The teaching of English in Kenyan secondary schools has undergone some changes in the last few years in an attempt to improve the quality of its performance. The current secondary schools' English syllabus is a result of the syllabus review of 1984/85 which was later revised in 1992 to match with the changes brought about by the 8-4-4 System of Education. Among the changes the 8-4-4 System of Education brought about was an integrated course of English Language and Literature. Before the integration, Literature and English Language were taught separately. Despite the efforts to improve the performance in English in Kenyan secondary schools, there has been persistent low attainment in the secondary schools in Ibacho Educational Division of Kisii Central District.

The purpose of this study was to investigate into the teacher related factors which influence the implementation of Integrated English Course in secondary schools in Ibacho Educational Division of Kisii Central District, Nyanza Province. This being a case-study of Ibacho Educational Division, only eight schools were purposively selected for study to obtain qualitative data from the teachers of Integrated English, their respective heads of English Department and headteachers. Information on the teachers' experiences on the implementation of Integrated English Course was obtained by the use of an observation guide, interview schedule and a questionnaire. On the other hand, information regarding the experiences and opinions of heads of English Department and headteachers was sought through the use of interview schedules. The data collected was analysed and interpreted both quantitatively and qualitatively.

Although most teachers were generally of sound academic and professional qualifications, they did not have a clear understanding of the concept of integration in relation to the teaching of Integrated English Course. Hence, they faced a number of problems in the implementation of the new curriculum innovation. The study, therefore, recommends that the course be taught integratively in colleges and universities to the teachers-to-be by qualified staff who understand the concept of integration. The study also recommends continuous in-service training for all the teachers of Integrated English Course, among other recommendations.

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**LIST OF ACRONYMS AND ABBREVIATIONS**

SELP	Secondary English Language Project
KIE	Kenya Institute of Education
SD	Standard Deviation
KNEC	Kenya National Examinations Council
CRE	Christian Religious Education
PE	Physical Education
BOG	Board of Governors
COG	Church of God
TSC	Teachers Service Commission
PTA	Parents Teachers Association
DEO	District Educational Officer
EO	Educational Officer
DO	District Officer
KJSE	Kenya Junior Secondary Examination
KCE	Kenya Certificate of Education
KCSE	Kenya Certificate of Secondary Education
EAACE	East African Advanced Certificate of Education
KACE	Kenya Advanced Certificate of Education
SI	Secondary Teacher Grade 1
P1	Primary Teacher Grade 1
ATS	Approved Teacher Status
PGDE	Post Graduate Diploma in Education
B.ED.	Bachelor of Education
BA	Bachelor of Arts
MA	Master of Arts
B.SC.	Bachelor of Science
B. Com.	Bachelor of Commerce
'A' Level	Advanced Level (Forms Five and Six)

# CHAPTER ONE

## INTRODUCTION

This chapter is an introduction to the study. It deals with background to the study, theoretical framework, statement of the problem, purpose of the study, research questions, assumption of the study, significance of the study, delimitations and limitations of the study and definitions of key terms.

### 1.1 Background to the Study

Wilkins (1974) points out that language is a means of communication. This means that language is a means of bringing people together. Manning (1997) states that English is the indispensable means of communication for an estimated 700 million people throughout the world. According to Katzner (1986), English is therefore very important not only for those people for whom it is the mother tongue but also for those others for whom it is an official language.

The English Language plays a very significant role in Kenya. It is the official language, which means that it is the language used in education, the judiciary, commerce and in parliament (Waithaka, 1993; Sereti, 1993; Teyle and Okatch, 1991). The importance of English in the Kenyan school curriculum cannot therefore be overstated.

The Kenya Education Commission Report of 1964 recommended that English be used as the medium of instruction in all schools right from Standard One. On the other hand, the Report of the National Committee on Educational Objectives and Policies (1976:54/55) made the following recommendations which were aimed at facilitating the initial progress of those children who started schools using languages other than English:

To use as a language of instruction the predominant language spoken in the schools' catchment area for the first three years of primary education. To introduce English as a subject from Primary I and to make it supercede the predominant local language as the medium of instruction in Primary 4.

This meant that the education system was to make much better use of the local languages for instruction at the beginning of primary education. However, English was to be taught as a subject from Standard I and then used as a language of instruction from Standard 4 onwards. In

Kenya, therefore, English is the official medium of instruction in all school subjects (starting from Standard 4) except for other languages such as Kiswahili, French and German.

Due to the importance and role that English plays in education in Kenya, the Ministry of Education places a lot of emphasis on the development of the language. It also places on the shoulders of English Language teachers the task of moulding the students so that they can express themselves effectively in both oral and written work (Sereti, 1993).

The teaching of English in Kenyan secondary schools has gone through changes in the last few years in an attempt to improve the quality of its teaching (Mwangola, 1993). The result of the syllabus review of 1984/85 brought about the 8-4-4 System of Education. The 8-4-4 System of Education brought radical changes in the educational structure, and also in the curriculum and the teaching approach. The current structure comprises of 8 years of primary, 4 years of secondary, and 4 years of minimum university education. With the launching of the 8-4-4 System of Education in January, 1985, Integrated Social Studies (wrongly called 'Geography, History and Civics, A Combined Course') became part of the school curriculum (Shiundu and Omulando, 1992). The combined course which organises content according to various social themes integrates content and experiences from Geography, History and Civics. Also, the 8-4-4 System of Education brought about an integrated course of English Language and Literature which was introduced into the Kenyan secondary schools in 1986 (Muutu, 1993).

Some changes were made in 1992 when the 8-4-4 English syllabus was reviewed. It was realised that the syllabus was overloaded but very few periods were allocated to English. Before the 1992 English syllabus review, there were only 6 periods for Forms Three and Four. In the 1992 syllabus, the Forms Three and Four English periods were increased to 8 per week, and those for Forms One and Two to 6 per week. Some 'A' level components of English were removed from the syllabus. For instance, the literary appreciation component of 'A' level was found too deep for the students to comprehend. The oral literature project was removed, and students were only required to collect materials for discussion in the classroom. Style was also simplified, and teachers were required to teach only the simple aspects of style.

According to Shiundu and Omulando (1992), integration emphasises the horizontal relationships between various curricula areas in an attempt to interrelate content, or learning experiences in order to enable the students to perceive a unity of knowledge. Blenkin and Kelly (1981) define integration of subject matter as an approach to learning that does not accept or base itself on any

notion of the sanctity of traditional divisions. On his part, Pring (1971) contrasts integration with fragmentation of the curriculum which typifies the traditional school, with subject barriers. Pring thinks that the compartmentalisation or pigeon-holing of knowledge is irrelevant to life as a whole. According to him, integration is connected with the natural inquiry of children which does not respect subject divisions. He asserts that integration of subjects is a necessity if there is to be a 'truer' and more comprehensive picture of reality. He further points out that the division of knowledge into distinct subject divisions is artificial and does not reflect correctly the essential unity of reality.

According to Taba (1962), integration of knowledge is an important issue, both from the standpoint of explosion and specialisation of knowledge and from the standpoint of the social impact of technology. Taba further points out that as the number of specialised fields increase, the pursuit of specialised subjects in school becomes increasingly fruitless, or impossible. Therefore, more rather than less emphasis is needed on integrating knowledge.

Before the introduction of the Integrated English Course in Kenyan secondary schools in 1986, Literature and English Language were taught separately. Not all linguists favour the integration of English Language and Literature. Linguists such as Carter (1986) think that Literature and Language are distinct subjects of study and that Language and Literature have different intrinsic values for the learners and the teachers. Carter therefore favours approaches which preserve the distinctiveness of each discipline of study. However, distinctiveness is not the view held by everyone. For instance, Indangasi (1991) says that Literature and Language are of mutual benefit to each other in the classroom situation since they reinforce each other. This means that English Language and Literature are of mutual benefit to each other despite their subject boundaries. This mutual benefit was the motivating factor for the integration of English Language and Literature into one subject-English.

The integration of Literature and English Language means that teachers are assumed to have a good mastery of Language and also a clear understanding and appreciation of Literature and are able to teach each as a function of the other. This means that the teachers are expected to teach English Language using literary texts, and also to teach Literature using the various skills of English Language such as listening, speaking, reading and writing.

Owino (1991) and Indangasi(1991) state that the merger of English and Literature has meant that Integrated English Course may not be taught well since some of the teachers were trained in

the 1970s and 1980s when Language teaching was separated from that of Literature . At that time, many teachers and students of Literature separated Language from Literature. Students of Literature were only interested in the content of Literature and not the language or style. The situation is still the same today.

Teachers need adequate training in the integrated approach for them to function well in their teaching of Integrated English Course. Unless this is done, teachers who are trained to teach one subject and not both English Language and Literature, may align themselves to their subject of specialisation at the expense of the other (Sure, 1986). In fact, even those teachers who are trained in both English Language and Literature may not implement Integrated English Course efficiently if they are not trained on how to integrate the two subjects. When the 8-4-4 Integrated English Course was introduced in 1984/85, it was felt that there was need for massive in-service training for teachers of English so that they could cope with the demands of the new course which required new approaches to teaching English (Waithaka, 1993). The new course required the teachers to know how to integrate English Language with Literature. The teachers were also expected to integrate within the various aspects of Language, that is, listening, speaking, reading and writing. Further, teachers were required to integrate within the literary genres which include: drama, poetry, the novel, short stories, and oral literature.

Following the preceding new teacher requirements, between 1988 and 1992, the Kenya Institute of Education (KIE), the Ministry of Education, and the British Council introduced the Secondary English Language Project (SELP). SELP was meant to acquaint the already serving teachers with the Integrated English innovation and to equip them with new skills to enable them implement the course fully. Although SELP was meant to be a massive in-service training for teachers of English, it (SELP) was conducted in only three phases. The first phase was at the national level. Teachers were selected nationally for training at a central place. Those trained at the national level were supposed to train others selected at the provincial level. This formed the second phase of SELP. Those trained at the provincial level were supposed to train others selected at the district level. This formed SELP's third and final phase.

Despite SELP's efforts to improve the teaching of Integrated English, the project faced a number of financial problems. This is because the government and the British Council only financed training at the national and provincial levels. At the district level, financing was supposed to be done by the schools through the Teachers Parents Associations (PTA). According to Muutu (head of English Department at KIE), some headteachers agreed to sponsor their teachers of



English for training but in other schools, the headteachers did not accept this financial responsibility.

Low attainment in English Language and Literature did not begin with the introduction of Integrated English Course. In fact, the performance in English Language and Literature as separate subjects was poorer before the introduction of Integrated English Course (as exemplified by Table 1.1 and Table 1.2). Integrated English Course was an innovation that was meant to better the performance in English and Literature. The curriculum designers thought that the merger of English Language and Literature would enable the two subjects to benefit from each other. Indeed, the merger has improved performance in English but the improvement is still quite minimal, that is, performance in English is still poor.

**\*Table 1.1 1983 –1987 Mobamba Secondary School Kenya Certificate of Education (KCE) English Language and Literature National Examinations Results**

Year	Score	No. of Candidates per Score in Paper 115	No. of Candidates per Score in Paper 205
1987	7	1	-
	8	7	3
	9	67	17
1986	8	1	4
	9	52	10
1985	7	-	1
	8	2	2
	9	51	4
1984	6	-	1
	7	5	3
	8	16	4
	9	65	18
	x	5	-
1983	5	-	1
	6	-	1
	7	2	2
	8	5	2
	9	85	8
	x	1	-

\*Source: Mobamba Secondary School, 1998

**Key:**

Paper 115 – English Language (compulsory subject)

Paper 205 – Literature (optional subject)

Score 1-2 – Distinction

3-6 – Credit

7-8 – Pass

9 – Fail

x- Absent

**\*Table 1.2 1983 – 1987 Ichuni Secondary School Kenya Certificate of Education (KCE) English Language and Literature National Examinations Results**

Year	Score	No. of Candidates per Score in Paper 115	No. of Candidates per Score in Paper 205
1987	1	-	2
	2	-	1
	3	-	7
	4	-	6
	5	1	8
	6	12	12
	7	19	11
	8	30	10
	9	64	24
1986	1	-	1
	2	-	-
	3	-	3
	4	1	3
	5	-	4
	6	7	2
	7	18	9
	8	19	2
	9	-	13
	x	5	4
1985	3	2	-
	4	-	-
	5	-	-
	6	9	-
	7	8	3
	8	19	6
	9	82	32

**\*Table 1.2 1983 – 1987 Ichuni Secondary School Kenya Certificate of Education (KCE) English Language and Literature National Examinations Results**

1984	5	-	2
	6	2	1
	7	-	7
	8	20	4
	9	54	7
	x	1	-
1983	3	-	1
	4	-	1
	5	-	-
	6	8	-
	7	6	6
	8	17	4
	9	18	16
	x	-	1

\*Source: St. Charles Lwanga Ichuni Secondary School, 1998

From both Table 1.1 and Table 1.2, it can be noted that most of the candidates scored very poorly in both English Language and Literature as separate subjects. With the exception of a few candidates, most of the candidates scored weak passes while others failed. It can be concluded from the results of the two secondary schools in Ibacho Educational Division that performance in Literature was better than that of English Language over the period 1983 – 1987 (see Tables 1.1 and 1.2).

Despite the introduction of SELP by the Ministry of Education, the KIE, and the British Council to prepare teachers to handle Integrated English Course adequately, low attainment of secondary school leavers has persisted. The blame for this low attainment has been on the teaching and learning of English (Omollo, 1993). Low attainment in Integrated English is reflected in the Kenya Certificate of Secondary Education (KCSE) results both nationally and in Ibacho Educational Division (the division this study focuses on). Tables 1.3 and 1.4 show this.

**\*Table 1.3 1992- 1995 Kenya Certificate of Secondary Education (KCSE)  
English Examination Results National Report**

YEAR	PAPER	NO. WHO SAT	MAXIMUM MARK	MEAN SCORE	S.D
1992	101/1A	137687	40	14.48	2.99
	101/1B	137638	80	34.35	9.79
	101/2	137628	80	16.40	8.69
	*COMBINED	137737	200	65.21	19.09
1993	101/1A	140633	40	15.09	2.99
	101/1B	140647	80	35.66	10.29
	101/2	140663	80	15.25	8.29
	*COMBINED	140825	200	65.93	18.89
1994	101/1A	141613	40	15.73	3.19
	101/1B	141770	80	26.58	3.79
	101/2	141393	80	14.39	8.09
	*COMBINED	142211	200	56.48	17.59
1995	101/1A	139161	40	15.37	3.19
	101/1B	139595	80	30.69	9.09
	101/2	139099	80	9.86	5.39
	*COMBINED	139780	200	55.77	15.49

\*Source: Kenya National Examinations Council (KNEC), 1997: 1-2

**Key:**

101/1A- English Composition

101/1B- Language

101/2- Literature

\*COMBINED in Table 1.3 refers to the papers 101/1A, 101/1B and 101/2 brought together.

For the purposes of this study, it is important to note that the English papers test the candidates' ability to recognise and to apply language in use, that is, the grammar and usage of English. This is effected through the use of three papers: paper 101/1A (English Composition) which tests creative and functional writing; paper 101/1B(Language) which tests grammar, usage, summary

and comprehension; and paper 101/2(Literature) which tests the literary skills which have been acquired and how they are applied by the candidates (KNEC, 1997).

Table 1.3 shows performance in the three English papers in the years 1992-1995. From the table, a number of observations can be made. The first observation is that performance in English has been declining except for the year 1993 when there was improvement. The best performance between 1992 and 1995 was recorded in 1993 when the combined mean score was 65.93 out of 200. The second observation is that paper 101/1A (English Composition) showed slight improvement in 1994. The third observation is that performance in paper 101/1B (Language) has been fluctuating from one year to the other. The best performance in this paper between 1992 and 1995 was in the year 1993 when the mean score was 35.66 out of 80. The fourth observation is that of the three papers, performance in paper 101/2 (Literature) has been poorest. The performance in this paper has been declining steadily and the worst performance between 1992 and 1995 was recorded in 1995 when the mean score was 9.86 out of 80. The fifth observation is that the overall Standard Deviation (SD) which indicates how candidates have spread out around the mean, shows that there is a cluster in paper 101/1A. The SD of papers 101/1B and 101/2 shows good spread around the mean. Clustering shows that the students have the same ability unlike spreading which shows the direct opposite. It can also be noted from Table 1.3 that despite the fact that teachers are supposed to teach English Language and Literature as an integrated course, the two subjects are tested separately. However, a student's grade in English is arrived at by bringing together scores in all the papers taken in English Language and Literature.

Although it is possible to test integration even when the various papers of English are separate, there is need to have one explicitly integrated English paper. This will challenge the teachers of Integrated English Course to strive to integrate their teaching of English Language and Literature. This is due to the fact that the Kenyan System of Education is examination oriented. Currently, there are two examination papers offered in English as was the case before. The examination format is more or less the same in both English Language and Literature papers. Therefore, the testing of the two subjects separately contradicts the essence of an Integrated English Course.

**\*Table 1.4 Analysis of the KCSE English Results in Ibacho Division 1993-1996**

School	Educational Zone	Mean Subject Grade Scores per Year			
		1993	1994	1995	1996
Ibacho	Ibacho	4.91	3.53	3.41	3.52
Mogweko	"	3.65	2.76	3.19	2.27
Gesicho	"	4.12	2.94	3.27	3.94
Ichuni	Keroka	4.56	3.35	3.34	3.76
Amabuko	"	3.35	2.63	2.57	3.41
Gesabakwa	Ekerubo	3.34	2.45	3.89	3.04
Mobamba	Kiamokama	4.07	3.30	3.20	3.50
Chironge	"	2.93	2.45	2.37	2.62

\*Source: Ibacho Education Division Office, 1997

Unlike in the previous table where the raw scores were used to calculate the mean, in this table the mean is calculated using grades. This is because the raw scores of KCSE English results are not available in the division under study. The KNEC avails examination results calculated in grades on a 12 point scale for each paper in the schools (see Appendix 7). Despite serving the same purpose, raw scores and grades give slightly different pictures since the former is more precise than the latter. The years indicated in Table 1.3 and Table 1.4 are the only ones that I could get data on. They are meant to shed light on the general poor performance in English.

Table 1.4 shows that performance in Integrated English Course in Ibacho secondary schools was poor over the years 1993-1996. The mean grade of each school in Ibacho Division between 1993 and 1996 was less than the national average of 6 points (grade C). According to Owino (1991), low attainment may be the outcome of the incompetence of the teachers of English among other things.

According to Manning (1997), the language component of the teacher training courses has recently stimulated much interest, an indication of a certain dissatisfaction with the teachers' training. Owino (1991) and Sure (1986) argue that teachers of Integrated English Course can only function well in their classrooms if they are adequately equipped with the integrative approach of teaching.

In view of the foregoing, the study sought to investigate teacher related factors which influence the implementation of the Integrated English Course in Ibacho Educational Division of Kisii Central District.

## **1.2 Theoretical Framework**

This study was based on Fullan's (1991) curriculum implementation model known as Educational Change Model. Fullan states that for the teachers to implement a new curriculum such as Integrated English Course, they need to understand the characteristics of the change being considered. Otherwise, they will resist the innovation if they do not understand its theoretical basis very well. Integrated English Course differs in approach from the traditional teaching of English Language and Literature as separate subjects. The former hinges on the concept of integration while the latter favours the distinctiveness of each of the two subjects. Thus, if teachers know the difference in approach between Integrated English Course and traditional teaching of English Language and Literature separately right from the start, the innovation would have better chances of success.

Fullan further argues that clarity about goals and means is very important in any change activity. In the present study, this means that the teachers should be clear at the outset as to what the goals of Integrated English Course are and the manner in which they (teachers) are to be involved in the innovation.

Fullan's model states that teachers need to recognise the innovation, for what it is for them to have a realistic perception of its difficulty level or complexity. He points out that for the experienced staff in curriculum implementation, extensive change can be rather easy. On the other hand, the same change can be quite challenging for the inexperienced staff. However, according to Ornstein and Hunkins (1993) this may not always be the case because the experienced staff tend to be more resistant to change compared to the inexperienced staff. Hence, this study directed its attention to the difficulties experienced by both experienced and



inexperienced teachers in the implementation of Integrated English Course. Effective teacher preparation enables teachers involved in any programme to understand and accept the ideas contained in the new curriculum being proposed for implementation (Oluoch, 1982 and Hawes, 1979). Thus, considerable attention was also paid to the kind of academic and professional preparedness teachers of Integrated English Course were given by those introducing the innovation both during and after pre-service training, and with what impact.

Fullan's Educational Change Model points out that for the teachers to accept an innovation, they need to perceive its quality, worth and practicality. Fullan (1991) further argues that any new curriculum innovation is always hoped to be of evident quality. Furthermore, he argues that when it comes to practicality, developers often miss the mark since teachers may not implement the suggestions. For instance, Integrated English Course may have sound ideas, but if the teachers do not perceive its quality, worth and practicality the course may not be effectively implemented.

### **1.3 Statement of the Problem**

Due to the importance and role that English plays in education in Kenya, the Ministry of Education places a lot of emphasis on its development. The ministry also places on the shoulders of English Language teachers the task of moulding the students so that they can express themselves in English effectively in both oral and written work. Despite this emphasis given to English as a subject of study and as a medium of instruction in the Kenyan Education System, its performance was poor before Integrated English Course as shown in Table 1.1. and Table 1.2. With the introduction of Integrated English Course, the performance of English in the Kenya Certificate of Secondary Education (KCSE) examination, both nationally (as shown in Table 1.3) and also in the secondary schools in Ibacho Educational Division of Kisii Central District (as shown in Table 1.4) has shown only slight improvement. Therefore, performance in English is still poor being below the mean grade of 6 points (grade C).

Teachers are the major agents in any curriculum implementation as they receive, interpret and implement any curriculum package (Rombo, 1989). However, according to Fullan's (1991) theory, teachers may be influenced by the following factors: need and relevance of change, clarity of goals, complexity of change, and quality, worth and practicality of the programme. This study attempted to investigate specific teacher related factors which influence the

implementation of Integrated English Course in Ibacho Educational Division of Kisii Central District.

#### **1.4 Purpose of the Study**

The main purpose of this study was to investigate and establish teacher related factors which influence the implementation of Integrated English Course in Ibacho Educational Division of Kisii Central District. The specific objectives of the study were:

1. To find out the meanings the teachers attach to the term integration.
2. To investigate the teachers' opinions regarding the need and relevance of Integrated English Course.
3. To determine the teachers' academic and professional preparedness to implement Integrated English Course.
4. To determine the teaching-learning methods teachers employ in implementing Integrated English Course.
5. To identify the problems the teachers face in implementing Integrated English Course.
6. To find out the teachers' recommendations about the problems they encounter during the implementation of Integrated English Course.

#### **1.5 Research Questions**

The following research questions were based on Fullan's (1991) theoretical framework to guide the study:

1. What meanings do the teachers attach to the term 'integration' in relation to Integrated English Course?
2. What are the teachers' opinions regarding the need and relevance of Integrated English Course?
3. How academically and professionally prepared are the teachers of Integrated English Course to implement the innovation?
4. Which teaching-learning methods do teachers of Integrated English Course use in their implementation of the course?
5. What problems do teachers face in implementing Integrated English Course?
6. How do teachers resolve the problems they encounter during the implementation of Integrated English Course?

## 1.6 Assumption of the Study

The assumptions underlying the study was:

- ◆ Poor performance in Integrated English Course is partly due to teacher related factors.

## 1.7 Significance of the Study

This study was an attempt to establish teacher related factors which influence the implementation of Integrated English Course in Ibacho Educational Division. Thus, the process of the study and its results was of immense significance to me as a teacher of English and also to other teachers of English. The study would also be of importance to the members of the National Secondary English Subject Panel in KIE in their efforts to improve teaching resources such as syllabuses, teachers' guides and text books.

The thinking of teachers involved in the teaching of Integrated English Course in the schools studied was stimulated since I invited questions from them during formal and informal interviews. The resulting discussion between me and the teachers might have helped them (teachers) to understand their classroom practice better. Consequently, learners are likely to receive higher quality instruction in the Integrated English Course from those teachers than before.

Due to low attainment in Integrated English Course (less than the national mean of grade C) as shown in Tables 1.3 and 1.4, an in-depth study was needed to come up with findings, conclusions and recommendations with a view to improving the students' performance in the subject. The current study is intended to help the teachers and students attain better results at KCSE by addressing and solving the problem of low attainment in English in the Kenyan secondary schools.

The findings of the study could also benefit inspectors and tutors in the resource centres in designing materials for the in-servicing of secondary school English Language teachers. The inspectors and tutors might also be able to advise teachers on demanding topics and/or problematic areas of implementation of Integrated English Course through in-service courses.

The study would also provide suggestions as regards the teaching constraints of Integrated English Course that might be of great use to the teacher trainers. The trainers could then strive to provide necessary information to the teacher trainees concerning the teaching of Integrated English Course effectively at the classroom level.

Given that there are hardly any studies on Integrated English Course in Kenya, and I have not come across any in Ibacho Educational Division (my study locale), this study would fill this gap and lead to a better understanding of the course and its demands on teachers and their learners.

### **1.8 Delimitations and Limitations of the Study**

There are many factors that influence the implementation of Integrated English Course. This study is focused on the teacher related factors that influence the teachers' effective implementation of Integrated English Course in Ibacho Educational Division of Kisii Central District.

The study was limited to only one educational division out of eight in Kisii Central District, Nyanza Province. This was due to the qualitative methodology that I adopted.

Limitation of the study to Ibacho Educational Division reduces the generalisability of the findings to the other seven divisions in the district, Nyanza Province, and the rest of Kenya despite the fact that the same Integrated English syllabus is in use. This is because Ibacho Educational Division may be influenced by unique teacher related factors that may not be in the rest of the country. Therefore, generalisations cannot be drawn from this single case and be applied to all the other cases. All the same, qualitative research is not judged by and is not interested in generalisability of the findings (Patton, 1990).

Given that I was interested only with the teachers' constraints in the implementation of Integrated English Course, it means that a number of other factors contributing to poor performance in Integrated English both within and outside the school system were not taken care of by the study.

Time and money allocated to this research by the University also limited my in-depth operations in Ibacho Educational Division during data collection period.

## 1.9 Definitions of Key Terms

### 1. Implementation

This is a curriculum stage at which the teachers receive and execute new curriculum in their respective schools.

### 2. Integration

It refers to the horizontal relationship that exists between the content and learning experiences between or among subject areas in order to enable the students to perceive a unity of knowledge.

### 3. Integrated English Course

This refers to the teaching of English Language and Literature as one subject 'English'.

### 4. Division/ Educational Division

This is an administrative area within a district comprising of all the schools and institutions located in the geographical area, usually headed by a District Officer (DO). An **Educational Division** is headed by an Educational Officer (EO) who reports to the District Education Officer (DEO).

### 5. Zone

This is made up of between twelve to thirty two schools in a division, located in the same geographical area under a Schools Inspector who reports to the Education Officer.

## 1.10 Organisation of the Thesis

This study is organised into five chapters. Chapter One is an introductory chapter which deals with the background to the study, theoretical framework, statement of the problem, purpose of the study, research questions, assumption of the study, significance of the study, delimitations and limitations of the study, and definitions of key terms. Chapter Two reviews literature related to the present study. Chapter Three presents the methodology adopted in conducting the research. This includes such details as the research design, study locale, target population, sampling procedure, research instruments, and the procedures for data collection and analysis. In Chapter Four, data is presented, analysed and discussed. Chapter Five presents a summary of research findings, conclusion, recommendations of the study, and suggestions for further research.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

In this chapter, literature related to the problem was reviewed under the following sub-headings: teachers' professional skills and attitudes in curriculum implementation, methods of implementing Integrated English Course, and Literature on Integrated English Course.

#### 2.2 Teachers' Professional Skills and Attitudes in Curriculum Implementation

Implementation refers to the stage when syllabuses, and learning and teaching resources are being used by the intended teachers and students. According to Ornstein and Hunkins (1993), implementation is the next logical step once a programme has been developed and piloted. It involves extensive actions by many parties. It is an essential aspect of curriculum development since it brings into reality anticipated changes.

There are many curriculum implementation agents such as teachers, administrators, consultants, state employees, University professors, parents, students, lay citizens and politicians (Ornstein and Hunkins, 1993). However, many curriculum writers agree that the teacher is the main agent in any educational innovation (Okech and Asiachi, 1992; Giroux, 1988; Bishop, 1985; Hawes, 1979; Lewy, 1975; Howson, 1973 and Fafunwa, 1967). To a large extent, an innovation's success is determined by the teachers' quality and commitment. This applies to the current Integrated English Course since the teachers' skills and the attitudes towards it matter more than the changes it presents in content and methods (Ministry of Education, 1992).

According to the Ministry of Education (1992), teachers must be educated to be learners throughout their professional lives. Hence, a comprehensive policy is needed to ensure that teacher education is reorganised as a continuous co-ordinated process which begins with pre-service preparation and continues throughout the teacher's professional career. In such a system, pre-service and in-service education should be well co-ordinated to foster the concept of life-long learning and the need for recurrent education. This will enable the teachers to effectively implement any curriculum innovation.

The concept of life-long teacher education is supported by a 1975 UNESCO international conference on Education which notes that it does not seem possible to equip the student teacher with knowledge and skills which would be sufficient for his or her whole professional life. This is due to the continuous innovation and development of general and pedagogic knowledge, and constant change taking place in education systems and the increasingly creative character of pedagogical activities.

Since implementation involves attempts to change the teachers' knowledge, actions and attitudes, it requires interaction between curriculum developers and the teachers who deliver it (Ornstein and Hunkins, 1993 ; Ann and Lynne ,1991 ; Fullan and Pomfret, 1977). In this case, the teachers and their headteachers need a lot of support from the school inspectors, educational administrators and other educational authorities during the stage of implementation. Thus, curriculum designers need to provide the necessary support for their recommended programmes to facilitate their rapid implementation. They have to do this for the teachers to acquire skills required to effectively and efficiently implement the innovation.

Lewy (1975) argues that most new educational programmes cannot be implemented without providing proper training for teachers. This applies to the new Integrated English Course where new teaching methods and content should constitute the main topic of teacher training and retraining. Teacher preparation which starts with a new innovation should be intensified and extended during the implementation stage. Effective teacher preparation enables teachers involved in the programme understand and accept the ideas contained in the new curriculum being proposed for implementation. Intensified teacher preparation will eventually enable the teachers to look at a particular curriculum development effort as their own and not something being imposed on them from outside (Ornstein and Hunkins, 1993; Shiundu and Omulando, 1992; Oluoch , 1982; and David, 1982).

Fullan and Joyce (1990) maintain that teachers require numerous opportunities for one-to-one and group encounters where ideas can be exchanged and assistance given. This will make teachers keen to be involved in the innovation. Fullan and Joyce further argue that involvement of teachers will make them realise the professional rewards of being players in the implementation process. The teachers will be able to find out that there is a general satisfaction in generating ideas and assisting peers in mastering new competencies. This will foster in the teachers positive attitudes towards the innovation itself and to the implementation process of the innovation due to the new skills acquired.

Miles and Louis (1990) in their research entitled 'mastering the will and skill for change' found that those schools that are successful in implementing change and improving their programmes have staff who passionately hold similar images of what the school should become. Such teachers are committed to the programme and have developed enthusiasm about the innovation. I ascertained that teachers of Integrated English Course in Ibadan Educational Division were not fully committed to the innovation, and that they had not developed enthusiasm about Integrated English Course.

Ornstein and Hunkins (1993:307) echo this view by saying that: "teachers are virtually an untapped source of energy and insight who are capable of profoundly changing the schools if they act as a group and direct their energies to innovation." Effective implementation of any innovation can only happen if teacher pre-service and in-service training are adequate and regular. This implies that the teachers' training is an important determinant of their potential for effective curriculum implementation. Thus, Integrated English Course can only succeed if the teachers are adequately trained. From the preceding literature, it is clear that teachers are very important in the implementation of Integrated English Course. Consequently, it is important that the challenges that teachers face be investigated. This study sought to find out what these challenges are.

### **2.3. Methods of Implementing Integrated English Course**

Perrot (1982:5) says: 'as is the teacher, so is the teaching.' Perrot's assertion is supported by Fagbongbe (1971) who also says that 'as is the teacher, so is the school'. Thus, a teacher is a very important variable in the teaching process. The 8-4-4 Integrated English Course advocates for learner-centred methods of teaching (KNEC, 1995; Ministry of Education, Science and Technology, 1984). According to the Ministry of Education (1992), a skilled teacher in Integrated English Course is likely to use a variety of learner-centred techniques to facilitate understanding. These learner-centred techniques include groupwork, dramatisation, simulations and games, discussions, fieldwork, among others. These techniques should vary according to the topic or item to be taught and the teacher's own teaching style. Goddard (1972) adds that, to a large extent, effective teaching and learning depends on the teaching methods and techniques employed by the teacher. The Ministry of Education (1992) further asserts that more learner-centred techniques should be used in English more often than at present, since they involve the pupil in thought and reasoning, and in discovering meaning rather than simply being told by the



teacher. This is credible because language is not learned by talking about it but by using it (Mcgregor, 1971).

Pupils are more likely to learn adequately items or topics discovered through their own efforts (Ministry of Education, 1992). This implies that learner-centred techniques encourage pupils to be independent in their learning and to realise that to become proficient in English, one must be an active participant in the learning process.

Wilkins (1974) clearly points out that the teacher's understanding of language, language learning and the teacher's command of the methods and techniques of language teaching are very important in the English teacher's professional skill. Therefore, the effectiveness of the teacher will depend on his or her understanding of the subject matter and the teaching techniques that he or she employs. According to the Ministry of Education (1992), what is expected of any individual teacher is constrained by the teacher's own level of expertise particularly at a time of considerable methodological innovation. The teachers cannot be expected to put new methods into practice unless they are thoroughly familiar with both the principles and the details of the methods (Omwandho, 1984;Blackie,1974;Wilkins,1974 and Bloomfield, 1925).

According to the Ministry of Education (1992), modern methods require more careful preparation and a greater display of pedagogic skills than more conventional methods. The Ministry further asserts that it is not realistic nor ultimately desirable to expect teachers of English to happily and efficiently change their approach to language teaching overnight. This implies that teachers of Integrated English Course need time to shift from conventional methods to inquiry methods of teaching. Goble and Porter (1977) argue that teachers always stick to their old teaching habits despite innovations. According to Sitima (1988), the teaching approach in English must be practical oriented, interdisciplinary between Literature and English Language and geared towards enabling coherent and intelligible communication by the students.

From the literature on the methods of implementing Integrated English Course, it can be noted that the teachers' command of the methods of language teaching is very important. Thus, the current study sought to know whether the teachers of Integrated English Course were familiar with both the principles and details of those methods.

## 2.4 Literature on Integrated English Course

In relation to the implementation of Integrated English Course in secondary schools, very little has been done in Kenya. In her research which focused on the interpretation of the Integrated English Course at the classroom level, in Kisumu District, Omollo (1990) found that teachers encountered the following difficulties when implementing Integrated English Course:

1. too many pupils and few text books;
2. negative teachers' attitudes towards Integrated English Course;
3. communication problem (lack of competence in English Language) among some teachers;
4. domination of classroom talk by teachers;
5. lack of syllabii and related guiding materials;
6. teachers' lack of lesson plans and schemes of work;
7. lack of knowledge of Integrated English Course by most teachers.

Muutu's (1993) research on the integration of English Language and Literature teaching in Nairobi Province gave the following reasons for poor implementation of Integrated English Course:

1. most of the teachers were not trained for Integrated English Course;
2. teachers did not fully understand the concept of integration;
3. teachers had a negative attitude towards Integrated English Course;
4. text books were the only resource materials to assist the teachers in the implementation of Integrated English Course;
5. teachers dominated classroom activities.

Omollo's (1990) and Muutu's (1993) studies concur on most of the teacher related factors that affect the implementation of Integrated English Course in Kisumu and selected secondary schools in Nairobi Province. The two researchers agreed that the implementation of Integrated English Course was affected by the teachers' lack of knowledge of the concept of integration, teachers' dominance of classroom activities, and teachers' negative attitude towards Integrated English Course.

While the aforementioned introductory studies employed quantitative survey methods, the present study employed a qualitative case study method. A qualitative study allowed for different forms of data such as observational and interview data compared to quantitative

studies. Richness of data obtained through observations and interviews permits a fuller understanding of the topic under study (Best and Kahn, 1993). Also, Omollo's (1990) and Muutu's (1993) studies were general in nature but the current study is focused on the factors which influence the teachers' effectiveness in implementing Integrated English Course. This bias towards teacher related factors allowed me to deal fully with the teachers who are the main agents of curriculum implementation.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This section deals with various procedures and strategies used in the study. It focuses on: the research design, study locale, target population, sample and sampling procedures, research instruments, and the procedures for data collection and analysis.

#### 3.2 Research Design

This research employed a descriptive case study design. Abagi (1995:16) argues that descriptive research attempts to describe what was or what is in a social system such as the school. The methodology involved in such a design is mostly qualitative in nature producing descriptive data (Sandeep, 1983). Dulen (1962:220) defines a case study as “an intensive investigation of one person, group, project, institution or agency.” This is supported by Patton (1990:384) who points out that “cases can be individuals, programmes, institutions or groups.” I studied eight institutions in Ibacho Educational Division of Kisii Central District. The descriptive case study was appropriate for this study because it enabled me to collect in-depth information concerning teacher related factors which influence the implementation of Integrated English Course in secondary schools in Ibacho Educational Division. The in-depth study of one case (Ibacho) also enabled me to adequately collect information on the sensitive and personalised experiences of teachers of Integrated English Course.

The descriptive case study design has the advantage of being exhaustive. This is because it permits the researcher to gather comprehensive, systematic, and in-depth information about each case of interest (Patton, 1990). The qualitative nature of the descriptive case study in terms of being exhaustive is recommended by Young (1956: 219) who points out that exhaustive studies describe accurately the relationships of factors and processes.

According to Wawire (1996), a descriptive case study may reveal factors in a given situation that the survey method using a quantitative approach may not always capture. The descriptive case study makes useful contributions to research by directing itself to settings and individuals within a single unit holistically. For the present study, the descriptive case study enabled me to explore

deeply the teacher related factors which influence the implementation of Integrated English Course whose essence could have been lost in quantitative research.

### 3.3 The Study Locale

The study was conducted in Kisii Central District which is one of the three districts of the Abagusii community, the other two being Kisii North and Kisii South (formerly Nyamira and Gucha respectively).

Within Kisii Central District, Ibacho Educational Division was purposively selected for the study out of the eight divisions in the district. Ibacho Educational Division is one of the two educational divisions in Masaba Division (see Appendix 8). The other educational division in Masaba Division is known as Masimba. As compared to other divisions (Getembe, Keumbu, Kiogoro, Masimba, Marani, Mosochi and Wanjare) in Kisii Central District, Ibacho Educational Division had a relatively higher number of schools that had presented students for the Kenya Certificate of Secondary Education (KCSE) examination for at least four years. The other divisions had very many young schools that had not participated in the KCSE for at least four years. Hence, they did not qualify for the study. The four year period was meant to isolate information-rich schools for my study.

Singleton (1993) has observed that the ideal setting for any study is one that is directly related to the researcher's interests. Having taught in Ibacho Educational Division, I had a professional interest to do research in the division. At the same time, no research had been carried out on the English curriculum in Ibacho Educational Division despite low attainment in English in KCSE (see Table 1.4).

Singleton (1993) further argues that the ideal setting for any study should be easily accessible to the researcher and that which allows immediate rapport with the participants. I selected Ibacho Educational Division because of its accessibility to me. This was because I was familiar with Ibacho Educational Division, and hence, data collection would not be hindered by the participants' hostility due to suspicion. Wamahiu and Karugu (1995:24) point out that "sometimes being familiar with the research site helps in gaining acceptance ..." They further argue that "if participants are consistently hostile or even indifferent towards you, your research cannot proceed."

It is worthwhile to note that familiarity with the participants also has its own problems. In the case of familiarity, the participants may refuse to co-operate with the researcher since they would feel that the researcher already knows the situation in the area of study. All the same, the researcher must work with either a familiar or unfamiliar group but must be aware of how to handle his or her participants carefully. I attained co-operation in my area of study by establishing a good working rapport with the participants. I established a good working rapport with the participants after one week by engaging myself in informal discussions concerning educational matters and life in general. Such discussions bridged the gap between me and my participants.

### **3.4 Description of the Target Population**

The target population for this study were all the twenty secondary school teachers of English, their heads of English Department and headteachers in Ibacho Educational Division. Teachers of Integrated English Course were chosen for this study because, as already shown in the literature review, they are the major agents in any curriculum implementation as they receive, interpret and implement any curriculum package. They are also in direct contact with students and it is their responsibility to effectively implement the content of Integrated English Course in the classroom. On the other hand, the heads of English Department and the headteachers were important in this study because they have some impact over the teachers. The heads of English Department play a vital role in the co-ordination and planning of the English curriculum. They are expected to supervise the work of every English teacher in the whole school and assist new and untrained teachers facing the challenges of teaching Integrated English Course. The headteachers are the co-ordinating forces in their schools. Thus, they provide the needed materials and general guidance to the teachers of Integrated English Course. They also choose to sponsor or not to sponsor their teachers for in-service courses (when and if such courses are offered) to update their knowledge of Integrated English Course. Hence, the headteachers can facilitate or hinder effective implementation of Integrated English Course.

The target population in Ibacho Educational Division was distributed among four educational zones. For the purpose of this study, Zone one was Ibacho with four secondary schools as follows: Ibacho, Mogweko, Nyamagesa Church of God (COG) and Gesicho. Zone two was Keroka which had the following three secondary schools: St. Charles Lwanga Ichuni, Amabuko and Amasege. Zone three was Ekerubo which consisted of two secondary schools:

Gesabakwa and Hema Chitago. Zone four was Kiamokama which had four secondary schools : Moremani, Mobamba, Chironge and Kiamokama Friends.

### 3.5 Sample and Sampling Procedures

The sample for the study was selected from all teachers of English, their heads of English Department and headteachers in secondary schools in Ibacho Educational Division. Ibacho Educational Division comprises of four educational zones with a total of thirteen secondary schools. A sample of eight schools, which had participated in KCSE Examination for at least four years was targeted for the study. These eight schools were purposively selected from the four zones. The logic and power of purposive sampling lies in selecting information-rich cases for study in depth (Patton, 1990). This is because qualitative inquiry typically focuses in depth on relatively small samples, even single cases ( $n = 1$ ). Patton describes information-rich cases as:

... those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposive sampling... The purpose of purposive sampling is to select information-rich cases whose study will illuminate the questions under study.

Thus, information-rich schools in this study are those schools from which one can learn a great deal about the implementation of Integrated English Course. Hence, the eight schools in Ibacho Educational Division having participated in KCSE for over four years were expected to be information-rich as regards the implementation of Integrated English Course. I preferred purposive sampling because of its relative advantage of time, money and manageability (Nungu, 1997:12).

Out of the eight purposively selected secondary schools, two secondary schools were randomly chosen using the hat method for classroom observation in Forms Two and Three. Kerlinger (1973) points out that a sample drawn at random is unbiased in the sense that no member of the population has any more chance of being selected than any other member. Thus, by randomly choosing the two schools for observation, it meant that all the eight secondary schools stood the same probability of being selected.

In lower classes, Form Two was chosen for the observation as these students had already had one year of Integrated English Course unlike the Form Ones. In higher classes, Form Three was chosen for the observation. I collected data for my study during the months of June and July,

1998. Hence, the Form Four class was not ideal for the observation as they were busy preparing for District Mock and National Examinations.

### **3.6 Research Instruments**

Three types of instruments were used in the study: a questionnaire, interview schedules and a lesson observation guide.

#### **3.6.1 The Questionnaire**

A teacher questionnaire with twenty five questions was used. The items of the teacher questionnaire were adapted from Omollo's (1990) and Muutu's (1993) studies on Integrated English Course. Some other items were adapted from Malusu's (1997) study on the role of the Christian Church in curriculum development in Kenya. The adaptation of such items from previous instruments is supported by Chandra (1983). The questionnaire was used besides the observation guide to collect primary data. According to Satyanarayana (1983), a questionnaire is useful in obtaining objective data. This is due to the fact that the participants are not manipulated in any way by the researcher as they fill in the questionnaire.

The questionnaire was administered to all the twenty teachers of Integrated English Course in the eight selected secondary schools in the division. The twenty teachers were expected to participate in filling in the questionnaire's closed and open-ended items.

I used the teacher questionnaire to elicit information on the twenty teachers' opinions regarding the need and relevance of Integrated English Course, their academic and professional qualifications, their methods of implementing Integrated English Course, problems they face during its implementation, and recommendations for its better implementation (see Appendix 5). The use of the questionnaire was necessary because observation and interviews were not possible for the twenty teachers used in the study due to lack of time and other resources.

#### **3.6.2 The Interview Schedule**

Most of the items in the interview schedules were adapted from Omollo's (1990) and Muutu's (1993) studies on Integrated English Course. Some other items were adapted from Malusu's (1997) study on the role of the Christian Church in Kenya. According to Satyanarayana (1983),



interviewing is an appropriate instrument in any study because it helps the interviewer to cover all the dimensions of the investigation through probing of the participants. Also Kerlinger (1973) notes that more people are willing to communicate orally than in writing and therefore provide data more readily in an interview.

Prasad (1983) argues that if the focal data for the research project are the attitudes and perceptions of individuals, expectations, anticipated behaviour and experiences of the people, then the interview method is considered one of the best methods. This is because in an interview, it is possible for the researcher to encourage the participants to express themselves more freely. The researcher is also able to probe the participants and give explanations and clarifications where necessary as regards the problem under study. Therefore, I used a teachers' interview schedule to gather information regarding the teachers' experiences and knowledge, their opinions, beliefs and feelings about Integrated English Course.

Interviewing was used to get information from seventeen willing teachers of Integrated English Course out of the twenty teachers of Integrated English Course in the eight selected secondary schools. I also interviewed all the eight heads of English Department to get their opinions and feelings concerning Integrated English Course. The headteachers of the eight selected secondary schools were interviewed to get their opinions and feelings concerning Integrated English Course. The information got through interviews was compared with that elicited through the teacher questionnaire to counter-check the validity and reliability of the data collected. Also, cross-checking of data enabled me to get the experiences of both the teachers of English, and those of their heads of English Department and headteachers.

### **3.6.3 Lesson Observation Guide**

According to Prasad and Reddy (1983), one of the most important and extensively used methods is observation. They point out that an Observation Guide is one of the primary research instruments. The lesson observation guide was adapted from that developed by the Gender Collaborative Centre and Development (see Appendix 6). Due to its demanding nature, I discovered that observation of lessons could not be possible for all the twenty teachers of Integrated English Course in Ibacho Educational Division. Hence, I carried out classroom observation for two teachers in two schools in Forms Two and Three.

### 3.7 Piloting of Research Instruments

The adapted interview schedules and the teacher questionnaire were piloted in one school (Amasege secondary) in Ibacho Educational Division. The purpose of piloting the interview schedules and teacher questionnaire was to assess their clarity and the suitability of the language used. The items in both the interview schedules and the teacher questionnaire (see Appendices 2,3,4 and 5) were found to be suitable and adequate in soliciting the needed information from the participants. Thus, they did not require any changes following the pilot study.

### 3.8 Data Collection Procedures

Having acquired a research permit (see Appendix 9), I travelled to each of the eight schools under study for familiarisation purposes before the instruments were administered, and also to seek permission of the headteachers and teachers of Integrated English Course. My main purpose in the study (the teaching of English) was disclosed to the concerned teachers and their heads of English Department to avoid suspicion. The specific details concerning the integration of English Language and Literature were not disclosed to prevent the teachers from giving pleasing answers to me. I arranged with the concerned teacher(s) of Integrated English Course for observation of one Form Two class and one Form Three class over a period of two weeks each in two different schools. A willing teacher was observed in one school that had more than one stream (South, North, West and East). This was because the willing teacher would not be affected much by the presence of a stranger as compared to one who was not willing. Hence, the former's teaching behaviours would not change significantly. During observation, I recorded observation data by making notes on such things as the topic being taught, the number of students being taught, the students' responses to the teaching-learning experiences, and the methods or techniques being employed by the teachers of the Integrated English Course.

Each teacher under observation usually organised for an extra chair at the back of the classroom. Also, during the first lesson with each teacher, I was introduced to the students as one from Kenyatta University doing research in the school. Then, the teacher asked me to walk to the back of the classroom, and the students to carry on with their normal activities in the class without paying attention to me. I did not record observation data in the classroom for the first four lessons during the first week to establish a good working rapport with the teacher and the learners. During and after the lesson observation period in each school, I conducted in-depth informal and formal interviews with the two teachers of Integrated English Course, and also

with their heads of English Department and the headteachers respectively. The remaining heads of English Department and school heads of the eight sample schools also gave additional information. These interviews assisted me to know the participants' experiences and knowledge, opinions, beliefs and feelings about Integrated English Course.

After classroom observation in the two secondary schools, I arranged with all the headteachers, heads of English Department and the teachers of Integrated English Course for individual interviews. The interviews were conducted in the headteachers' offices or in private rooms in the eight secondary schools to avoid disturbance from other teachers. I recorded interview data by writing notes in the course of the interviews (see Appendices 2,3 and 4).

After the lesson observation and interviews, the questionnaire was given out for filling to all the teachers of the Integrated English Course in the eight selected secondary schools. I collected the questionnaires from the participants as was agreed.

### **3.9 Problems Experienced in the Field**

During the data collection period, I encountered some problems. The commonest problem encountered was that of absence of teachers, heads of English Department and headteachers from schools for what was described to me as official functions elsewhere. In some schools, teachers were out of school to collect their salaries while in others teachers and students were away from school for a week of spiritual emphasis. Although not all the schools under study were participating in music festivals and sports, most of the teachers and students were out of school for music festivals and sports. The absence of teachers of Integrated English Course and school activities interfered with my data collection time plan. Some of the teachers of Integrated English Course wanted to make up for the lost time once back in school, and thus, were not willing to be interviewed. Also, some teachers occasionally shelved teaching during times of much rain due to lack of ceiling boards in the classrooms in the concerned schools, hindering communication between the teachers and their learners.

On the other hand, I faced a problem of travelling long distances from one school to another. Hence, the data collection period was tiresome. It should also be noted that the period of data collection had much rain. Thus, I struggled with muddy and impassable footpaths and roads. In short, I was both full of anxiety and uncertainty concerning data collection during this

trying period. This was due to the fact that I was not sure of arriving at given schools as agreed.

### **3.10 Data Analysis**

According to Patton (1990), massive qualitative data collected from questionnaires, interviews and lesson observation guide needs to be organised into significant patterns to reveal the essence of the data. Observation data, interview responses, and responses to the open-ended items in the teacher questionnaire were analysed qualitatively. The closed-ended items in the teacher questionnaire were analysed using simple statistics like frequencies and percentages. Frequencies and percentages were used to describe the responses in narrative form. All the responses were organised into various pertinent aspects of the study, that is, into major themes of the study. The development of these themes was based on the research questions of the study.

Research findings and the conclusion of the study were drawn with the help of information obtained from the questionnaire, interviews and lesson observations. Eventually, recommendations were drawn from the research findings and conclusion of the study.

### **3.11 Justification for Use of First-Person Point of View**

Although most research reports are written from the third-person point of view, my report is written from the first-person point of view. The usage of the first-person point of view in writing reports is supported by Bunyi (1996) and Winkler (1989). Bunyi (1996) argues that the use of the first-person point of view in writing reports enables the researcher to take responsibility of his or her report. Winkler (1989: 102/103) points out that:

In the past, most instructors insisted that students write such papers only from the third-person point of view, which was thought to stress the objectivity of the writer... Lately, however, many prestigious journals have relaxed their rules. Authors are now allowed to use the "I" or "We" point of view when reporting research data or when drawing attention to their findings...

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION

#### 4.1 Introduction

In this chapter, data is presented, analysed and discussed.

This study aimed at finding out teacher related factors which influence the implementation of Integrated English Course in Ibacho Educational Division of Kisii Central District. This study attempted to answer the following research questions:

1. What meanings do the teachers attach to the term “integration” in relation to Integrated English Course?
2. What are the teachers’ opinions regarding the need and relevance of Integrated English Course?
3. How academically and professionally prepared are the teachers of Integrated English Course to implement the innovation?
4. Which teaching-learning strategies do teachers of Integrated English Course use in their implementation of the course?
5. What problems do teachers face in implementing Integrated English Course?
6. How do teachers resolve the problems they encounter during the implementation of Integrated English Course?

The content of this chapter is based on the six research questions of the study.

#### 4.2 Teachers’ Academic and Professional Preparedness to Implement Integrated English Course

According to Rombo (1989), teachers are the central figures in any curriculum implementation as they are the ones who receive, interpret and implement the objectives of any learning activity. This view is supported by other curriculum writers such as Okech and Asiachi (1992), Giroux (1988), Bishop (1985), Hawes (1978 and 1979), Lewy (1975), Howson (1973) and Fafunwa (1967). Indeed, educational innovation remains unfulfilled without the active co-operation of the classroom teacher (Malusu, 1997).

Thus, the success of any curriculum innovation depends on the teachers concerned. On his part, Nacino-Brown (1994:35) argues that:

The curriculum is not so much what is found in the printed guide (syllabus or scheme of work) as what the teacher makes of it in the classroom. It is his (sic) adaptation of it to meaningful learning experiences that really counts. The teacher should use the guide as a framework and must feel free to express his (sic) teaching methods in the way that can best help make him (sic) a success in the classroom.

The implication here is that a curriculum can be a success or a dismal failure depending on the teachers. Thus, the teachers, if well trained, dedicated, hardworking and imaginative can enliven what would otherwise be dull and lifeless in the classroom. Teachers decide what the curriculum-in-use should be (Hargreaves, 1989).

Therefore, the teachers' academic and professional preparedness are very important in the implementation process. This is because academic and professional training are believed to be factors that influence the implementation of any curriculum.

#### **4.2.1 Teachers' Academic Qualifications**

The level of academic attainment influences the quality of teaching. Husen (1967) said that "the more academic attainment a teacher has, the better will be the achievement of his (sic) students." This means that the higher the degree of academic attainment or achievement the teacher has, the better the teacher he or she might be. Thus, it was necessary for me to determine the teachers' individual academic qualifications as shown in Table 4.1.

**Table 4.1 Academic Qualifications of the Teachers of Integrated English Course**

Qualification	Number	Percentage
KCSE	1	5.0
KACE	3	15.0
B.ED	9	45.0
BA	4	20.0
B.Com.	2	10.0
No Response	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Table 4.1 shows that the academic qualifications of the teachers range from KCSE to degree holding teachers. Nine teachers (45%) were Bachelor of Education (B.Ed) graduates, four (20%) were Bachelor of Arts (BA) graduates, three (15%) were Kenya Advanced Certificate of Education (KACE) holders, two (10%) were Bachelor of Commerce (B.Com.) graduates, one (5%) was a Kenya Certificate of Secondary Education (KCSE) holder. One teacher (5%) never responded to this particular item.

Table 4.1 also shows that of the teachers who responded to the item, fifteen (75%) were degree holders while two teachers (10%) and one teacher (5%) were KACE and KCSE holders respectively. Due to little knowledge of the non-graduate teachers (KACE and KCSE holders) are not likely to understand concepts in English and Literature from a wide perspective or scope. They are likely to transfer what is in the Integrated English Course books. Sidhu (1972) argues that in case of teachers who follow textbooks blindly, the textbooks are read from paragraph to paragraph by the students in turn. The teachers only make limited comments on what is read by the students. This eventually results in poor performance when examination results are out. Similarly, B.Com. graduates who were teaching Integrated English Course would not be expected to perform their teaching duties effectively since they were mismatched in terms of disciplines. They were teaching what they had not studied in university.

Through interviews, I learnt that six of the heads of English Department (75%) were degree holders whereas two of them (25%) were KACE holders. This implies that the KACE holders who held the positions of heads of English Department would not probably guide the other

teachers of Integrated English Course. This is because of their little knowledge of English Language and Literature .

Seven of the headteachers (87.5%) interviewed were degree holders while one of them (12.5%) was a KACE holder. I noted that most of the headteachers were degree holders, and hence, would generally provide the required academic guidance to the teachers without suffering from any sense of inferiority. Headteachers with high academic attainment cooperate with the teachers whenever there is a chance to better their (teachers') academic records. According to Oliver (1969), widespread involvement of teachers in curriculum implementation is effective only under good leadership. Hence, headteachers who are academically sound are likely to sponsor teachers of Integrated English Course for in-service courses, seminars, workshops, panels and/or conferences.

#### **4.2.2 Teachers' Professional Qualifications**

Fagbongbe (1971) argued that the success of any curriculum "depends on an adequate supply of qualified and dedicated teachers to man the country's schools." Walwenda (1986) adds that:

The more qualified and better trained teachers are, the easier it is to effect curriculum development. No matter how suitable, brilliant or even relevant an educational system may be, the success or failure of any innovations ultimately hinges on the receptiveness and flexibility of the classroom teacher.

Learning effectiveness to a large extent depends on the training of the teacher who in this case is the facilitator of learning and transmitter of knowledge (Groenewegen, 1993). Thus, teachers' training is a crucial point indeed in effecting or implementing any curriculum. Although it is not always the case, teachers of English who are adequately trained on how to implement Integrated English Course in secondary schools will always be receptive and flexible regarding implementation of the course in the classroom situation. The opposite will probably be the case when teachers of Integrated English Course are not well trained to implement the course in the classroom situation.

Table 4.2 shows the teachers' professional qualifications.



**Table 4.2 Teachers' Professional Qualifications**

Qualification	Number	Percentage
SI	1	5.0
Diploma	1	5.0
ATS	1	5.0
B.ED.	7	35.0
PGDE	1	5.0
Not Trained	7	35.0
No Response	2	10.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

It can be noted from Table 4.2 that seven of the teachers (35%) are B.Ed graduates, one (5%) a Post Graduate Diploma in Education (PGDE) holder, one (5%) an Approved Teacher Status (ATS) holder, and one (5%) a Diploma holder. There was also one Secondary Grade 1 (SI) (5%) holder in the sample schools teaching Integrated English Course. It can further be noted from Table 4.2 that seven teachers (35%) are not professional teachers while two others (10%) never responded to this item. The implication here is that we had a number of teachers (35%) in the sample schools who probably did not understand professional matters regarding the content, teaching methods and the learners in particular. These teachers probably lack appropriate skills of transmission of the content, that is, the professional approach to teaching of Integrated English Course. This kind of situation is likely to contribute a great deal to the general poor performance of the students in their final examinations. Indeed, teachers who have had good professional training and adequate experience have been known to have stronger classroom management skills, making good instructors and producing better achievement with the students (Calloids and Postelthwaite, 1989).

Interviews with the heads of English Department revealed that five of the heads of English Department (62.5%) were B.Ed holders whereas three (37.5%) were holders of PGDE, ATS and KACE respectively. I observed that one of the eight schools did not have even one professional teacher of English. This resulted in an untrained teacher (KACE holder) acting as the head of English Department. In the same school, there was a KCSE (BOG) teacher. I saw this situation as a double loss for the school. The two teachers missed professional guidance from one another in their school on the teaching of Integrated English Course. It

was also unfortunate that their headteacher was Science-oriented (Physics/ Chemistry) who said that he had nothing to do with Integrated English Course since he was not an expert in the area. The learners are losers in such a case. The two teachers were not at all sponsored for in-service courses, workshops, conferences, panels and/or seminars. Their headteacher said that the school could not afford the accompanying expenses. Lack of professional guidance for the two teachers both from within and outside the school may have led to the poor performance in KCSE examination that I witnessed in the school in Integrated English Course (a mean grade of less than D).

The interviews further revealed that six of the heads of English Department (75%) were trained to teach English and Literature compared to one (12.5%) who was trained to teach English and Geography. Another head of English Department (12.5%) was not a professional teacher but a KACE holder who had studied Literature, Kiswahili and Geography. This shows that, at least, most of the heads of English Department understood the content of both Integrated English Course subjects. The problem was that the content of English Language and that of Literature were taught independently when they (heads of English Department) were in college or university. Thus, integration becomes a problem to implement in their schools.

Asked to state the number of years they had been heads of English Department, two of the heads of English Department (25%) said that they had been heads of English Department for over seven years. Three heads of English Department (37.5%) said that they had served the department for three to four years. Another three heads of English Department (37.5%) told me that they had served the department for one to two years. This shows that only two heads of English Department had long experience as heads of English Department. Six heads of English Department were inexperienced as heads of English Department. Thus, many of the heads of English Department might not have provided the required professional guidance to their members of department.

Heads of English Department were asked to comment about the pre-service preparation given to the teachers of English to teach Integrated English Course. Five heads of English Department (62.5%) felt that the teachers were not adequately trained while two (25%) felt that the teachers were adequately prepared for Integrated English Course. On the other hand, one head of English Department (12.5%) felt that the preparation was moderate or fair.

Regarding the preparation given to the teachers of Integrated English Course, one head of English Department said the following:

The preparation is not adequate because English as a subject is performed poorly. This would be attributed to inadequate preparation of teachers which leads to inadequate provision of knowledge to students.

Although the teachers' pre-service preparation has some impact on the success or failure of any curriculum, it is also worthy to note that other factors come into play during the process of implementation. Thus, the students' performance may not be solely affected by the teachers' preparation while in college or university. Another head of English Department added that the preparation given to the teachers of Integrated English Course while in college or university was insufficient. He stated that the teachers of Integrated English Course are not taught how to integrate English Language and Literature.

Another head of English Department gave the following comment:

The preparation is not thorough or enough as expected because there are certain things which teachers may not integrate such as parts of grammar and Literature.

Another head of English Department felt that the teachers were not adequately prepared for the implementation of Integrated English Course. He told me the following:

The preparation of teachers of Integrated English Course is not done well. They are taught the two subjects, that is English Language and Literature, separately in university. Hence, their minds are not well-adjusted to teaching Integrated English Course.

This view was shared by another head of English Department who argued that teachers of Integrated English Course were not trained adequately to handle the course since they were taught different methods of teaching English Language from those used to teach Literature. The teachers were not taught the methods for effective implementation of Integrated English as a course in secondary schools. The teachers are teaching something strange to them in their secondary schools. Four teachers (20%) are trained in either English Language or Literature but they are required to teach Integrated English Course due to the nature of the course.

Another head of English Department argued as follows:

The preparation given to the teachers of Integrated English Course lacks the practical approach to teaching Integrated English Course. The preparation emphasises theory before teaching practice.

This particular head of English Department continued to argue that the first year of teaching in secondary schools after college or university is a year of learning how to teach Integrated English Course. He further asserted that the preparation given to the teachers of Integrated English Course while in college or university is examination-oriented. It is not geared towards the practical implementation of Integrated English Course. The same head of English Department pointed out that some of the tutors, lecturers and/or professors of English and Literature who prepare the students in colleges or universities are not professionally trained in the teaching methods. He claimed that some of them are Master of Arts (MA) holders. This view is supported by Malusu (1997) who observes that there are many university lecturers who are hardly trained in communication skills and who can hardly be considered professionals in education. The same headteacher further pointed out that colleges and universities concentrate on content that is not applicable in secondary schools and leave out the most important content.

The tutors, lecturers and/or professors of English and Literature who prepare teachers-to-be should be people who have experience and understanding of the concept of integration. This would then ensure adequate preparation of the teachers of Integrated English Course in secondary schools.

A headteacher asserted that:

The problems to be encountered in the schools while teaching students are not pointed out at the college or university level. Hence tutors, lecturers and/or professors assume that the teachers-to-be are not going to get any problem while teaching in secondary schools.

However, all teachers must learn to discover more on their own after initial training. A teacher should be a constant student always in search of more and new knowledge (Talb'oid, 1979). Hawes (1978) observes that initial training does not provide graduating teachers with all the skills, knowledge and attitudes required for effective curriculum implementation.

Of the eight headteachers interviewed, six of them (75%) were B.Ed holders, one (12.5%) a diploma holder and another (12.5%) an SI. This means that all the headteachers were professionally trained. They would probably handle most of the professional matters of the schools without many problems. They would probably guide and sponsor the teachers for professional guidance. I noted during interviews with the headteachers that they understood the importance of professional guidance. This is because they underscored the importance of in-service courses although they did not regularly sponsor their teachers to attend such courses due to financial constraints that their schools faced.

On their experience as headteachers, four of the headteachers (50%) had been headteachers for three to four years while one (12.5%) had been a headteacher for five to six years. On the other hand, there were three headteachers (37.5%) who had been headteachers for over seven years. It can be noted that all the eight headteachers were experienced enough to professionally guide their schools to achieve their goals. In fact, highly experienced and professional headteachers are a great asset that schools can have. The headteachers set the tone and pace for their schools, that is, they influence their schools' achievement (Oliver, 1969). Therefore, if they perform their duties perfectly, the schools will most likely achieve their intended goals. The opposite will be true when the headteachers lack experience and professional training.

In conclusion, if Integrated English Course is to be effectively implemented in secondary schools, then the teacher training curriculum should itself integrate the methodology of teaching English Language and Literature.

#### **4.2.3 Subjects Teachers were Specialised to Teach**

Nacino-Brown (1994) points out that:

A teacher can possibly succeed if he or she has a thorough knowledge of the subject he or she is teaching and a good general knowledge.

Based on Nacino-Brown's assertion that teachers teach competently a subject they have thorough knowledge of, it was found necessary to establish the subjects the teachers were specialised to teach.

**Table 4.3 Subjects Teachers were Specialised to Teach**

Subject Specialised in	Number	Percentage
English/Literature	12	60.0
French/Literature	1	5.0
English/Kiswahili	1	5.0
Business Education/Commerce	2	10.0
English/Psychology/PE*	1	5.0
English/Geography	1	5.0
Not Specialised	2	10.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

\* P1 teacher with BA degree

Table 4.3 shows that only twelve teachers (60%) had the knowledge of both English and Literature. One teacher (5%) had the knowledge of Literature and French while three others (15%) had the knowledge of English and Kiswahili; English and Psychology/PE; and English and Geography respectively. Two teachers (10%) were not specialised in any subject since they had not attended any college or university. According to the concerned headteacher, the two teachers were specialised in Business Education and Commerce but were requested to teach Integrated English Course. The two teachers who were specialised in Business Education and Commerce but were requested to teach Integrated English Course were misplaced. Teachers specialised in Business Education and Commerce may not be expected to teach the students effectively.

Table 4.3 further reveals that eight of the teachers (40%) who were involved in the teaching of Integrated English Course, either had knowledge of only one of its components or none at all. It is ironical that good results are expected by parents and others interested in education from such teachers. Lack of adequate knowledge of the content of Integrated English Course by the teachers of English could not be helped by the headteachers since they (headteachers) were trained in different subjects other than English and Literature. Two headteachers were specialised in History/ CRE, and six others were each specialised in English/ Psychology/ PE; Mathematics/ Geography; Literature/ Kiswahili; CRE/ Kiswahili; Biology/ Agriculture; and Physics/ Chemistry respectively. Thus, they would not give any constructive advice to those

teachers faced with problems in the teaching of Integrated English Course in their schools. The headteachers also argued that they were not able to sponsor teachers of Integrated English Course for in-service courses, workshops, seminars, panels and/or conferences due to financial constraints in their respective schools.

When teachers were asked to indicate whether they were trained (pre-service training) to teach Integrated English Course, only seven of them (35%) said that they were trained to teach Integrated English Course while ten others (50%) said that they were not trained to teach Integrated English Course. Three teachers did not respond to this item. Those who said that they were trained to teach Integrated English Course understood the concept of integration to mean the training in both English Language and Literature as is reflected in Table 4.3. When the teachers were further asked to state whether their initial professional training prepared them sufficiently to teach Integrated English Course, the answers in Table 4.4 were given.

**Table 4.4 Rating of Initial Professional Training by the Teachers of Integrated English Course**

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
Sufficient Training	6	30.0
Average Training	5	25.0
Insufficient Training	2	10.0
Not Trained at all	2	10.0
No Response	5	25.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

From Table 4.4, it can be noted that eleven of the teachers (55%) felt that their initial professional training for Integrated English Course was adequate while four teachers (20%) felt that their initial professional preparation for the course was either insufficient or it never prepared them at all. On the other hand, five teachers (25%) did not respond to this particular item.

The few classroom observations showed that the teachers of Integrated English Course were either inadequately prepared or they were not using the skills they had learnt. The practice of integration was hardly noticed in class. For instance, one teacher (B.Ed- English/Literature) who was observed consistently for a period of two weeks (16 lessons) taught composition and poetry in turns without making any conscious efforts to establish any links between the two areas of study. The two areas were taught in isolation as if they do not have any common features. For instance, selective use of words in composition and poetry was not taught. Also, composition and poetry were not used to teach other language skills and literary genres respectively. I feel that those teachers who teach the content of Integrated English Course in isolation may not be aware what integration is all about. Alternatively, if such teachers are sufficiently trained to teach Integrated English Course, they do not use their acquired skills during the implementation of Integrated English Course in class. My classroom observation confirmed the views held by most headteachers that the teachers of Integrated English Course were inadequately prepared by their colleges or universities to implement the course.

When I sought to know why the teachers felt either sufficiently, insufficiently or not trained at all to implement Integrated English Course, twelve of the teachers (60%) argued that they were not taught the concept of integration and the procedures by which to implement it. This means that English Language and Literature were taught independently or in isolation of each other such that no relationship between them was established for those teachers who trained in both. Three teachers (15%) stated that they only trained in either English Language or Literature along with another subject such as Psychology, CRE, PE or Geography. Four teachers (20%) argued that they were trained under the integrated system while in college or university. On the whole, the majority of the participants (60%) praised their initial training to teach Integrated English Course. The other participants representing 35% were critical of their initial training. However, those who praised their initial training to teach Integrated English Course and those who were critical of it require further training, that is, in-service courses. Further training will enable teachers to understand Integrated English Course better than before. Also, universities should strive to prepare teachers of Integrated English Course for actual teaching in the classroom.

#### **4.2.4 Attendance of In-service Courses in Integrated English Course**

The report of Primary Teachers Updating Programme Committee (1978) emphasised that normal updating of teachers through regular in-service courses is necessary even where no



special changes in the curriculum or educational system is envisaged. Pre-service and in-service training are essential in acquiring the necessary knowledge, attitudes and skills for effective curriculum implementation at whatever level (Hawes, 1979). In-service provision ensures that teachers become acquainted with new methods and new teaching and learning resources. In-service provision also ensures that teachers keep up-to-date with changes in the knowledge content of the subject matter with which they are concerned (Stenhouse, 1975:25).

When teachers were asked to indicate whether they had ever attended any in-service courses in Integrated English Course, nine of them (45%) answered in the affirmative while eleven others (55%) answered in the negative. One can note that more than half of the teachers of Integrated English Course (55%) in the schools studied had not been in-serviced. Most of the teachers who had not been in-serviced were found to be critical of what is contained in Integrated English Course. According to Ornstein and Hunkins (1993), Shiundu and Omulando (1992), Oluoch (1982) and David (1982) such teachers look at Integrated English Course as something that is being imposed on them by outsiders.

During interviews with seventeen teachers of Integrated English Course, seven teachers (41.2%) said that they had attended in-service courses whereas ten (58.8%) had not. Three teachers said that they were busy making up for the lost time during extra-curricula activities. Thus, they did not have time to spare for interviews with me. The interviews with the seventeen teachers confirmed that in-service activities were not well attended by most of the teachers from the sample schools. In fact, more than half of the teachers had never attended in-service courses in Integrated English Course. Although this was the situation in the sample schools, fourteen of the teachers (82%) argued strongly for in-service courses for the sake of professional guidance from within and outside the teaching profession. Only three teachers (18%) were critical of the quality of professional guidance through in-service courses. The three teachers who were critical of the professional guidance provided felt that it was not adequate in terms of quality and quantity. They said that the professional guidance was provided by inexperienced people and for a short time. The use of inexperienced people to provide professional guidance is against Lewy's (1977) argument that teachers who are supposed to in-service others must have the ability to communicate ideas and must also be themselves effective teachers who have proved innovative in their field and who can themselves transfer their skills to other people.

Those who advocated for in-service courses argued that through them teachers could learn how to use Integrated English Course books. The teachers could also learn the best methods of teaching Integrated English Course, that is, learning how to integrate English Language and Literature. One teacher also felt that such meetings could enable teachers to know how to teach problematic areas like speechwork, demanding parts of grammar and poetry. One teacher pointed out that:

After training, there is a possibility that teachers may have missed one or two points. Thus, professional guidance, through in-service courses, will improve their efficiency.

This argument is in line with the principle of long life education which requires that teachers continue learning throughout their professional career to keep upto the dynamic socio-cultural setting in which they operate. Though majority of teachers were for professional guidance, they stated that it was not provided. This was the case because they were not sponsored for such professional meetings by their headteachers. The teachers further argued that guidance offered was inadequate since inexperienced people who were hand-picked by the organisers often provided it. These inexperienced people were named as fellow teachers from other secondary schools considered superior to those to be in-serviced. The teachers argued that these “superior” teachers never at all understood the concept of integration themselves. Such “superiors” were said to be using such professional meetings to show off to their counterparts in “inferior” schools. On the other hand, the inspectors of schools were said to be ignorant concerning the concept of integration as is supposed to be implemented in secondary schools. This discourages teachers from attending such in-service courses. This would be the reason as to why three of the teachers of Integrated English Course interviewed were critical of the quality of professional guidance.

#### **4.2.5 Teachers’ Participation in Subject Panels**

Malusu (1997:97) states:

One way of sharing new acquired knowledge, attitudes and skills is through subject panel discussion. Emerging problems could also be brought to the relevant panel and appropriate solutions sought. Thus, subject panels at various levels: School, Zone, Educational Division, District, Province and National (KIE) provide a professional forum for practising teachers to share their professional experiences, to seek solutions to curriculum problems and ways of improving the teaching of the subject; and for personal development.

Although subject panels are important, it was noted that very few teachers of Integrated English Course participated in English Panels. Only eight of the teachers (40%) were in their own school English Panels, five (25%) in the zonal English Panels, two (10%) in the divisional English Panel and five (25%) in the district English Panel. I also noted that teachers of Integrated English Course in the sample schools never at all participated at the provincial and national English Panels. I feel that these are levels which attract most of the experts and experienced teachers of Integrated English Course. Therefore, the teachers lose tremendously when they fail to attend such panels where they can work together, share ideas and co-operatively solve problems and create materials for the successful implementation of Integrated English Course.

Although I noted that there were a few teachers of Integrated English Course who engaged in professional activities such as discussions in subject panel(s), I also noted that the frequency of meetings was low. The concerned teachers indicated clearly that they met mostly after a long time and for short periods, usually less than two days. The frequency of the teachers' meetings was not regular enough or long enough to share professional knowledge and experiences by the concerned teachers.

Regarding the content covered during such in-service courses and/or panels, the teachers indicated that they were taught the following: how to teach writing skills, grammar, summary, comprehension, vocabulary; teaching English using oral literature; language acquisition; teaching English using drama; teaching and marking composition; the skills of teaching poetry; lesson planning and presentation; and teaching of setbooks – plays, novels and short stories. The areas that were covered during in-service courses show that there was little done on the concept of integration. Only the relationship between Oral Literature and English Language was established besides the teaching of English Language using drama during the in-service courses.

Although the concept of integration was the main problem in the sample schools (as was observed during class presentations), it was not fully addressed during in-service courses and/or panels. The teachers concurred with each other that only individual aspects of Integrated English Course were in most cases taught independent of each other. Lack of teaching of the concept of integration beats the purpose of such in-service courses and/or panels. Concerning the benefits acquired from such in-service courses and/or panels, the

concerned teachers said that they were able to solve some of their problems together by exchanging views and experiences. They also argued that such meetings enabled them to acquire new teaching skills in English Language and Literature, and that they were able to set examinations together which were comprehensive and adequate, among other benefits. In fact, the teachers concerned pointed out that such in-service courses and/or panels provided them with opportunities to work together on their areas of difficulty during the implementation of Integrated English Course.

#### **4.2.6 Professional Relationship among Teachers of Integrated English Course**

Concerning their professional relationship with one another, eighteen teachers of Integrated English Course (90%) in the sample schools indicated that it was supportive while two (10%) did not respond to this item. To qualify the statement that their professional relationship was supportive, one teacher argued:

We run many internal seminars with a view to improving performance in English in the school. We exchange ideas on various issues regarding the teaching of English.

Another teacher added:

I at times request some of the teachers to assist me in teaching the topics they like or enjoy teaching, and they respond positively.

Similar views were echoed by all the eighteen teachers of Integrated English Course who said that their professional relationship was supportive.

The following comment came from another teacher of Integrated English Course:

We share and communicate teaching methods, essential books, problems and solutions. We set and mark school examinations together and consult each other on how to teach some areas of difficulty in Integrated English Course.

Though the professional relationship was said to be supportive by the majority of the participants (90%), only eight teachers (40%) said that they met frequently to discuss matters concerning Integrated English Course. Another group of eight teachers (40%) said that they met occasionally to discuss issues regarding Integrated English Course. Four other teachers (20%) said that they did not meet at all to share views and experiences concerning Integrated English Course.

The preceding information contradicts the information given earlier by the same teachers (90%) that their professional relationship was supportive. It should also be noted that only eight of the teachers of Integrated English Course (40%) said they participated in school English Panels. This contradiction, to a large extent, indicates that the teachers of Integrated English Course may not have had a supportive professional relationship with one another. This was indicated by their non-participation in school English Panels where problems encountered during implementation can be solved.

During observation period, I noted that the observed teachers taught their areas of specialisation without consulting with other teachers teaching the other streams. Each teacher taught his or her content in isolation of the other teachers. The teachers appeared to be non-supportive to one another regarding their teaching during my observation period.

#### **4.2.7 Teachers' Professional Relationship with Inspectors of Schools**

When teachers were asked to state their professional relationship with the inspectors of schools, eight of them (40%) said that they had a supportive relationship with them while three (15%) indicated that they had a non-supportive relationship with the inspectors of schools. On the other hand, another group of eight teachers (40%) indicated that they rarely interacted with the inspectors of schools. One teacher (5%) never responded to this particular item. Those teachers who said that they had a supportive relationship with inspectors of schools, said that they learnt a lot from them. Those teachers who had a non-supportive relationship with the inspectors of schools argued that the inspectors pretended to have answers to every educational problem. They disputed the assumption that the inspectors are necessarily superior to teachers in all professional matters and in particular to matters of Integrated English Course.

The teachers, who had a non-supportive professional relationship with the inspectors of schools, said that the inspectors are harsh in their inspection. Some of the teachers said that they were more educated and experienced than the inspectors of schools. The teachers said that some of the inspectors are primary school teachers who were promoted through merit. The level of education and experience appear to be the problem between the teachers and the inspectors of schools. The problem is likely to become more and more open as teachers get better educated and become more conscious of their rights as well as duties in the

implementation of any curriculum. Some of the teachers argued that some of the school inspectors consider teachers to be “uneducated, unimaginative and only fit to carry out directions from them.”

One of the teachers of Integrated English Course who said that his professional relationship with the inspectors of schools was supportive said:

They offer pieces of advice on how to teach English effectively. They give positive criticism and suggestions aimed at bettering results in English.

Another teacher complemented this argument by saying:

In fact, at the district level, they organise one-day seminars where teachers of English from different schools and the inspectors themselves share their problems and approaches to teaching English.

Some of the teachers of English said that although inspectors of schools are important, they did not have a supportive relationship with them (teachers). The following are the words of a teacher of Integrated English Course who said that he had a non-supportive professional relationship with the inspectors of schools:

Inspectors have nothing to offer concerning the teaching of English. They are only bossy and arrogant. They never come down to earth. They believe that they are all knowing, and are never ready to be corrected. In brief, they are arrogant unnecessarily.

Much of the data given to me by this particular teacher appears biased and may not be relied upon wholly.

Another teacher argued as follows:

The inspectors are people doing their own work. I do my work. I do not hate them; I do not like them. Some of them were poor classroom teachers.

One of the teachers who argued that they rarely interacted with the inspectors of schools said:

There is rare interaction between the teachers of Integrated English Course and the inspectors because the latter are usually in their offices and the teachers in the schools.

If the responses by some of the participants (40%) that they rarely interact with the inspectors of schools reflect what is happening in the field, then these teachers would probably be

lacking the necessary guidance in Integrated English Course. Lack of inspection services from the Ministry of Education may be a very serious omission which could have a negative impact on implementation of Integrated English Course in Kenya. However, there is need of using qualified subject personnel in the inspection services in schools. Such qualified personnel will ensure effective implementation of Integrated English Course in secondary schools.

In conclusion, one can note from the information provided that most teachers were generally of sound academic and professional qualifications.

#### 4.3 Analysis of Data Related to the Meanings Teachers Attach to Integrated English Course

The results of the teachers' responses on an item that required them to indicate whether they integrated between English and Literature, within the skills of English and within the literary genres are shown in Table 4.5.

**Table 4.5 Teachers' Integration of English and Literature, Within the Skills of English, and Within the Literary Genres**

Type of Integration	Response					
	Yes		No		Total	
	f	%	f	%	f	%
Integration of English and Literature	18	90	2	10	20	100
Integration within the skills of English	20	100	0	0	20	100
Integration within the literary genres	14	70	6	30	20	100

**Key:**

f – Frequency

%-Percentage

From Table 4.5, it can be noted that all teachers (100%) of Integrated English Course said they integrate within the skills of English whereas only fourteen teachers (70%) said they integrate within the literary genres. On the other hand, the majority of the teachers said they

integrate between English and Literature. One can learn from this trend that some of the teachers do not understand what integration demands of them or if they do, they are not willing to use it in their teaching of the course. This is because integration demands that teachers integrate English and Literature, within the skills of English and also within the genres of Literature. Teachers who fully understand the concept of integration are expected to teach English Language using literary texts and vice versa. Such teachers are also expected to integrate within the literary genres such as drama, poetry, the novel, short stories and oral literature. They are also expected to integrate their teaching within the various aspects of English Language such as listening, speaking, reading and writing. Lack of integration when teaching Integrated English Course may be due to the fact that the teachers are not motivated to teach the course as shown in Table 4.7.

The information revealed by Table 4.5 corresponds with the information that was given by the eight heads of English Department. When they were asked to state whether their teachers taught English as an integrated course, two of them (25%) answered in the affirmative while six others (75%) answered in the negative. I discovered that the heads of English Department's answers depended on their understanding of the concept of integration. Asked to give their own conceptualisation of integration, the information in Table 4.6 emerged.

**Table 4.6 The Heads of English Departments' Conceptualisation of Integration**

<b>Meaning of integration</b>	<b>Number</b>	<b>Percentage</b>
It is harmonisation of English and Literature	3	37.5
It is the teaching of both English and Literature	5	62.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

From Table 4.6, it can be realised that only three heads of English Department (37.5%) knew the meaning of integration compared to five (62.5%) who did not understand it. One of the heads of English Department who knew what integration is all about argued:

Integration is the harmonising of grammar, comprehension, composition writing, written and oral literature. This means that all the named areas are complementary to each other.



Another head of English Department who also understood the concept of integration said that:

Integration is the inter-relation between English and Literature, and within the individual skills of English Language and Literature. Literature is written in English Language. The materials in Literature (literary works) can be used to teach English Language. English Language is for use and not for its own sake. Hence, English Language finds its use or application in Literature.

These two arguments presented by the heads of English Department who knew what Integrated English Course is all about are a direct contrast of the arguments given by the majority of the heads of English Department who seemed not to know what integration is all about. One among these heads of English Department said that:

Integration is the teaching of both English and Literature.

In one school, the head of English Department told me that his four members of department were specialised according to the areas of the syllabus. Each of his members taught a section(s) of Integrated English Course in which he or she was competent in. In Form One, one teacher taught grammar and oral literature; and another teacher taught poetry and composition. The same case applied in Form Two. In Form Three, one teacher taught poetry and composition; another grammar and the novel; and yet another drama and oral literature. The same arrangement applied in Form Four. This practice does not at all enhance the concept of integration as each section of the syllabus is dealt with in isolation of the others. During classroom observations in Forms Two and Three, I noted that specialisation was the common practice despite the fact that some heads of English Department knew what integration is all about. Teachers dealt with individual sections of the syllabus without any reference to other relevant sections of the same syllabus. For example, the following areas were taught by teachers of Integrated English Course in isolation of each other: poetry, composition writing, oral literature, grammar and comprehension.

From the foregoing, it can be concluded that most of the teachers of Integrated English Course and their heads of English Department did not fully understand the concept of integration.

#### 4.4 Analysis of the Teachers' Opinions Regarding the Need and Relevance of Integrated English Course

To elicit the teachers' opinions on the need and relevance of Integrated English Course, the teachers were asked to state whether they had any motivation to teach the course. They were also asked to state the advantages and disadvantages of the course. The results of the teachers' responses in the questionnaire regarding their motivation to teach Integrated English Course are shown in Table 4.7.

**Table 4.7 Teachers' Motivation to Teach Integrated English Course**

Motivation	Number	Percentage
Very strong	4	20.0
Strong	6	30.0
Little	6	30.0
None at all	4	20.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

According to Table 4.7, four teachers (20%) felt strongly motivated to teach Integrated English Course. Six teachers (30%) had a strong motivation to continue teaching Integrated English Course. Those teachers who had little motivation to teach Integrated English Course were six in number (30%). Lastly, four teachers (20%) did not have any motivation at all to teach Integrated English Course. This table shows that half of the teachers (50%) said that they were motivated to teach Integrated English Course. Based on the teachers' motivation levels, there is a likelihood that half of the sampled teachers (50%) perceived the need and relevance of Integrated English Course while another half (50%) may not have perceived its need and relevance. Lack of practice of integration in the classes observed contradicts the teachers who may have perceived Integrated English Course as being of need and relevance to the classroom situation. This discrepancy would probably be due to lack of knowledge on how to integrate English Language and Literature in the classroom situation.

Despite the fact that some teachers may have perceived the need and relevance of Integrated English Course, classroom observations showed that most of the lessons lacked integration. When integration occurred, it was occasional and unplanned for. For example, while teaching

reading comprehension, the observed teacher taught the meanings of words and their pronunciations. However, the teacher was not aware that he was integrating within the skills of English Language. Although it can be argued that the teacher had internalised integration, awareness of the concept of integration while teaching is important. Awareness of the concept of integration will enhance the teaching of many skills together. All the lessons observed were taught in isolation of the other components of Integrated English Course.

During interviews with the teachers of Integrated English Course, a number of advantages of the course were given. Five teachers (29.4%) felt that the course helps to better those teachers trained in either English Language or Literature in both the two subjects. However, the idea of being required to teach what the teachers are not specialised in, makes them to lean towards their areas of specialisation. I observed one teacher teaching oral literature for over one week unlike what the syllabus demands, at the expense of English Language. The teacher said that he felt secure teaching Literature compared to when he was teaching English Language which he had not specialised in.

Six teachers (35.3%) among the seventeen teachers who were interviewed argued that Integrated English textbooks are of relevance since they give proper guidelines to both teachers and their students on what to teach and learn respectively. This is because these textbooks touch on all the aspects of the syllabus, that is, on English Language and Literature. The KIE Integrated English course books go hand in hand with the syllabus. Therefore, they are a helpful guide on integration to teachers and their students.

Integrated English Course encourages students to appreciate literary works quite early (Forms One and Two). Five teachers (29.4%) among those who were interviewed pointed out this advantage. This early introduction also enables the students to deal with literary works better and more effectively in Forms Three and Four. This is due to the firm foundation that they get in Forms One and Two during their introductory studies to Literature.

Asked to state whether Integrated English Course was of any need and relevance, six heads of English Department (75%) felt that the course was of relevance since it uplifts the overall score or performance of weak students in one of the two subjects. Lastly, two heads of English Department (25%) argued that the course was irrelevant.

One of those who were for Integrated English Course argued as follows:

Integrated English Course is relevant because students are supposed to be competent in all the areas covered by the course. An informed student should be able to use language aesthetically and grammatically for different needs. This is what Integrated English Course stresses by emphasising on functional use of language.

Another head of English Department argued for and against Integrated English Course as follows:

It is of great need and/or relevance in secondary schools since it helps the students to understand both English Language and Literature quite in time. It also helps the students to be critical of works of art quite early (Forms One and Two). But, if the two areas are separated, each of the areas can be dealt with deeply unlike the case is now.

On the other hand, some of the heads of English Department argued against Integrated English Course. One of them pointed out that:

To a large extent, Integrated English Course is not relevant since Literature is totally different from English. The skills and languages of the two subjects are different. Furthermore, Literature is for enjoyment and aesthetics-derived from how you understand a given situation, personality and/or a given phenomenon. Language is the medium of carrying the enjoyment and aesthetics to yourself and other people.

The same head of English Department told me that there was need of integrating within the skills of English and also within genres of Literature separately. This particular head further pointed out that “ the teachers and students cannot lose anything at all if the subjects were taught separately.” He commented thus:

The two subjects should not be integrated as some students like one subject and not both. If they are separated, then students who are good in one subject can be freed from being forced to take what they do not want.

Another head of English Department interviewed was for the idea that Integrated English Course should be split into two distinct subjects since the teachers are not adequately trained to implement it in the classrooms.

The following was his argument:

There is no much need and/or relevance of Integrated English Course. The teachers and students cannot lose if they were taught separately. The two can only be of great importance together if teachers are trained adequately for Integrated English Course. Integrated English Course is quite different in methodology and content. The syllabus of Integrated English Course is strange to almost all teachers.

On the other hand, when the headteachers were interviewed regarding the need and relevance of Integrated English Course, four of them (50%) indicated that the course was irrelevant. One headteacher (12.5%) pointed out strongly that it should be sub-divided into two distinct subjects, as was the case before. Two other headteachers (25%) argued that the course was of great relevance while another headteacher (12.5%) reserved his comment regarding Integrated English Course.

One of the headteachers argued as follows concerning the irrelevance of Integrated English Course:

Integrated English Course is irrelevant. I do not like it. The former system gave enough time to pursue both English Language and Literature to greater depths. The time assigned to Integrated English Course is not enough to cover all the aspects. Hence, English Language and Literature should be taught separately, as was the case in the past. Thus, proper insights into English Language and Literature are lacking in Integrated English Course.

Another headteacher supported the preceding view by arguing that it was better when the two subjects were taught separately since each of them was fully covered. He continued to argue:

Each teacher was able to cover his or her area comprehensively unlike nowadays when a teacher can lean towards his/her area of interest or specialisation. That time Literature was optional for students. Not all students have the ability of reading novels and analysing them as is demanded by Integrated English Course.

The foregoing view was further supported by another headteacher who strongly felt that the course needed to be separated into two distinct areas of English Language and Literature since “the current syllabus is tedious to the teachers and their students.”

Another headteacher echoed the foregoing views regarding the need and relevance of Integrated English Course in the following words:

Integrated English is not of need to the students and teachers since they do not understand what it is. According to me, Literature has no relevance to grammar. Hence, Literature should be on its own to ensure that students learn maximumly.

Contrasting views were given by another headteacher as follows:

Integrated English Course is relevant. There is need to teach English Language and Literature together as they are interrelated in many aspects. For instance, English Language is used extensively in literary works of art such as novels. Thus, the two subjects can be taught effectively and efficiently as a unit in secondary schools.

In conclusion, it should be noted that although there are a number of teachers of Integrated English Course who felt that it was advantageous, the course was not implemented in the classroom situation by some teachers. As already noted, the observed teachers of Integrated English Course were seen teaching the various aspects of the course in isolation of others. This kind of teaching beats the purpose or essence of the course. Therefore, the teaching approach of the teachers of Integrated English Course must correspond to the requirements of the course for its successful implementation.

#### **4.5 Teaching–Learning Methods Employed in the Implementation of Integrated English Course**

When teachers were asked to state the methods which were advocated for during in-service courses and/or panels, the information in Table 4.8 came forth.

**Table 4.8 Teaching–Learning Methods which were Advocated for During In-service Courses and/or Panel(s)**

	<b>100%</b>	
<b>Teaching – Learning Method</b>	<b>Frequency</b>	<b>Percentage</b>
Speaking and story telling	9	45.0
Groupwork and discussions	9	45.0
Question and answer	7	35.0
Research	7	35.0
Individual presentation	5	25.0
Observation	6	30.0
Discovery method	3	15.0

From Table 4.8, it can be noted that the advocated for methods were: speaking and story telling by learners (45%), groupwork and discussions (45%), question and answer method (35%), research method (35%), individual presentation (25%), observation method (30%), and discovery method (15%).

Also, teachers were required to state the teaching-learning methods they commonly used to present or implement Integrated English Course in their classrooms. The methods in Table 4.9 were stated.

**Table 4.9 Teaching-Learning Methods Teachers Commonly Used to Implement Integrated English Course**

	<b>100%</b>	
<b>Teaching-Learning Methods</b>	<b>Frequency</b>	<b>Percentage</b>
Lecture	18	90.0
Discussion	20	100.0
Debates and speeches	19	95.0
Dialogues	19	95.0
Dramatisation	19	85.0
Project	16	80.0

According to Table 4.9, the most commonly used methods were: discussion (100%), debates and speeches (95%), dialogues (95%), lecture (90%) and lastly, the project method (80%). Though the lecture method was not advocated for during in-service courses and/or panels (see Table 4.8), it was named as one of the most commonly used methods in the implementation of Integrated English Course. During classroom observations, I confirmed that it was the most commonly used method in the implementation of Integrated English Course besides occasional discussions and assignments.

The other methods (debates and speeches, dialogues, dramatisations and project) enumerated among those commonly used in the implementation of Integrated English Course were not seen in use during my classroom observations of 28 lessons. In fact, learner-centred methods were hardly put into use in the lessons observed. Instead, the teachers occupied the centre-stage of the teaching-learning process and the learners were put at the receiving end.

Asked why they preferred using learner-centred methods such as discussions, debates and speeches, dialogue, dramatisations and projects (though not seen in use during classroom observations), one teacher said:

Student-centred activities help generate ideas from the students themselves.

Another teacher added:

Such methods help to make the teaching and learning experience interesting to the students. This is because student involvement enables the learners to understand and contribute fully during the learning process. Thus, they give students chance to show how much they know. They also make students to discover things on their own and even learn to study independently. In short, these methods make teaching enjoyable to both the teacher and the students.

These views held by the teachers of Integrated English Course regarding learner-centred teaching methods support those held by the Ministry of Education (1992), Flanders (1970) and Dewey (1956).

The teachers who preferred teacher-centred methods argued that they enabled them to tackle a wide area of the Integrated English Course within a short time. They felt that learner-centred methods were time-consuming. Some of the teachers argued that such teacher-centred methods enabled them to explain facts easily to the students. Another teacher felt that a



varied application of the methods of teaching led to effective teaching of Integrated English Course. Hence, he preferred the use of varied activities, which involved both the teacher and his or her learners. During classroom observations, some lessons were taught using both the lecture, and question and answer methods. Though teachers advocated for use of a variety of teaching methods, the observed teachers employed teacher-centred methods in their classroom teaching. Learner-centred methods were not used by the observed teachers. The teachers felt that learner-centred methods were time-consuming despite their many benefits.

#### **4.6 Problems Teachers Face in the Implementation of Integrated English Course**

This section covers the problems that teachers discussed during Integrated English Course Panel(s), and also those that individual teachers of Integrated English Course encounter during the implementation of Integrated English Course. The problems that were enumerated among those that face the teachers of Integrated English Course during English Panel(s) are in Table 4.10. The problems that were discussed during Integrated English Course Panel(s) are common curriculum implementation ones, and also those of particular concern to the teaching of Integrated English Course. Therefore, the problems that were discussed cut across those that affect the teaching of English Language and Literature as separate subjects, and those that affect the implementation of Integrated English Course in particular.

**Table 4.10 Problems Discussed by Teachers During Integrated English Course Panel(s)**

	100%	
<b>Problem Discussed</b>	<b>Frequency</b>	<b>Percentage</b>
Time constraints	7	35.0
Some topics are hard to present (e.g. pronunciation, poetry)	7	35.0
Poor books used for teaching	5	25.0
Limited number of books available	6	30.0
Over-reliance on lecture method	7	35.0
Lack of regular seminars and workshops	7	35.0
Lack of well-stocked libraries	3	15.0
Poor student readership	3	15.0
Lack of finance	6	30.0
Literal translation into English (written)	6	30.0
Spelling mistakes	6	30.0
Wrong use of vocabulary	5	25.0
Mother tongue interference (oral)	5	25.0
Weak students	7	35.0
Lack of motivation among teachers of English	5	25.0

The problems that were discussed during Integrated English Course Panel(s) were many. One of the main problems that was isolated in both the teacher questionnaire, and interviews was lack of enough time to implement the Integrated English Course. One head of English Department lamented that:

Time is not enough to teach all the aspects of Integrated English Course. The time is very short to cover English Course. Thus, teachers cover the two subjects haphazardly to meet the examination requirements.

Though this is not a comparative study, it is worthy to note that the 8-4-4 System of Education and its accompanying changes meant that the teachers of Integrated English Course in particular were experiencing problems in successfully covering the syllabus in the time available (Ministry of Education, 1992), besides the teachers themselves lacking skills and knowledge. The number of periods for English Language and Literature was reduced (at the inception of 8-4-4 System of Education) from eight and four respectively to six in the combined course. This was reviewed in 1992 and six periods were allocated to Forms One

and Two, and eight periods to Forms Three and Four. Despite this increase in the number of periods per week, the teachers think that the workload is still too heavy for them to implement the course within the limited time provided. Thus, due to lack of enough time, the course is haphazardly implemented.

Lack of time was confirmed by the headteachers, and also during interviews with classroom teachers who said that they were using the lecture method to cover as many parts of the syllabus as possible for the sake of examinations. Lack of time, I thought, compromised the depth and breadth coverage of the content that was taught. Lack of enough time to cover the course makes the syllabus unmanageable for the teachers and the students.

I also learnt from the teacher questionnaire, and interviews that some of the topics of the Integrated English Course were problematic to some teachers to present to the students during the teaching-learning process. On this problem, one head of English Department said, “some of the teachers skip some content areas where they are not competent in.” These areas were identified as poetry, pronunciation and some parts of grammar such as the analysis of sentences into their constituent parts. This particular head of English Department argued further that “most teachers were reported by their students to their headteachers to be leaning towards their areas of specialisation or interest.”

Lack of enough textbooks and setbooks for Integrated English Course was identified as a problem area through the teacher questionnaire. Lack of books was confirmed through classroom observations and interviews with the heads of English Department. This problem was blamed on poverty (lack of finance) which does not allow the schools and parents to buy enough books for the students.

One head of English Department argued:

Poverty is a major problem affecting the teaching of English. This has been the case since the 1980s when cost sharing was introduced in our schools. Poverty goes hand in hand with lack of reading materials in schools. This is because many parents cannot afford even the recommended course books and setbooks for their children. The parents are unable, therefore, to buy for their children novels for intensive and extensive reading. This has dismally affected the teaching of Integrated English Course at the secondary level.

During classroom observations, I observed one textbook being shared among four students – a phenomenon that hindered doing enough assignments and/or practice, particularly at home since seven of the sample schools were day schools. Teachers of English said that sharing of books directly affects the performance of the students in Integrated English Course. Books are a bridging medium between the teacher and the students when doing both classwork and homework (Walwenda, 1986). Therefore, the parents and schools concerned should provide enough setbooks and textbooks for efficient teaching and learning by the teachers and learners respectively.

Some of the teachers who were interviewed felt that some of the books used were not adequately prepared. For example, they felt that KIE Integrated English course books are sketchy since they lack details of essential aspects of the Integrated English Course such as oral literature and poetry. The interviewed teachers of Integrated English Course gave a list of books for both English Language, Literature and Integrated English Course which they felt are detailed and better prepared compared to KIE Integrated English Course books. These books include: *Practical English: A Comprehensive Secondary Course* by P.A. Ogundipe; *An Integrated Approach Book for Secondary Schools* by W. Gimoi, V.N. Muutu and M. Gakunga; *English in Practice –Students’ Book 1-4* by Kukubo Barasa and Neville Grant; *The Skills of English: An Integrated Course of Language and Literature-Forms 1-4* by Austin Bukenya, Arnold Curtis and James Park; *Oral Literature* by Akivaga and Odaga; *The Hyena and the Rock* by B.M. Lusweti; and *Kenyan Oral Narratives: A Selection-* Edited by Kavetsa Adagala and Wanjiku Mukabi Kabira. Thus, the teachers felt that more and adequately written books should be provided by KIE and other authors for teaching the Integrated English Course. It was their strong conviction that such books can ensure quality and quantity unlike the current KIE Integrated English course books. The teachers of English felt that quality and quantity of such books can be ensured if they (books) are authored by experienced classroom teachers and other experienced English curriculum experts in KIE.

Lack of regular seminars and workshops was also discussed as a problem during the panel(s) of Integrated English Course. Seminars and workshops are very important for the teachers of English to know how to integrate English Language and Literature, among other things. On this problem, one head of English Department argued that there was poor training for teachers of Integrated English Course at the university, and hence, seminars and workshops

are important. He had the following to say:

Although some of the teachers-to-be were offered both English and Literature at college or university, the two subjects were not integrated. They were only exposed to broader aspects of both English and Literature.

Hence, teachers who underwent this kind of training feel that the two subjects are different. Thus, such teachers require regular seminars and workshops to efficiently implement Integrated English Course in their schools.

Another problem that the teachers identified during English Panel(s) was lack of well-stocked libraries in the schools for intensive and extensive reading as is required by the KCSE Regulations and Syllabuses 1996-97 (KNEC,1995). I confirmed this problem during the observation period in the sample schools. All the schools visited except one had no library or had makeshift libraries with a few outdated books which were not well managed. The school that had a library had a few Integrated English course books and setbooks, which were well managed by two students acting as librarians under close supervision of the school library master. During interviews, all the teachers of Integrated English Course were for the idea that parents should build school libraries and stock them with enough and up-to-date books for their children.

Other problems that were discussed during Integrated English Course Panel(s) are: poor student readership, spelling mistakes, wrong use of vocabulary, and literal translation into English due to mother tongue interference.

Through interviews, I learnt that mother tongue interference and literal translation into English are enhanced through mother tongue speaking by the students. Mother tongue was the main mode of communication among the students in most of the sample schools. This was because the schools drew students from the community which was monolingual in its composition. Thus, students freely used Ekegusii, Kiswahili and English languages. The teachers of English never cared about the situation. They blamed the administrators whom they accused of not discouraging firmly the practice of mother tongue speaking in their schools. In fact, some of the headteachers and their teachers used mother tongue in their schools. Thus, students lacked models in language acquisition. This practice of mother tongue speaking in secondary schools affects performance since English is a service subject

to all the subjects in Kenya. Poor performance in English by the students, in most cases, leads to poor performance in other subjects.

The problem of admitting weak students from Standard Eight was also discussed during Integrated English Course Panel(s). One head of English Department argued that some of the students admitted could not express themselves coherently in English Language as expected by the Integrated English Course (KNEC, 1995). They code-switched between English and Kiswahili. I witnessed code-switching during classroom observations. The students could not coherently answer oral questions asked by the teachers in English. The students used Kiswahili fillers such as *yaani* in their English sentence construction during classroom observations.

Lastly, the problem of lack of motivation among teachers of Integrated English Course was discussed during English Panel(s). During interviews with heads of English Department, it was argued that the teachers were not motivated to teach by both the school administration and the Ministry of Education. Thus, the students were not effectively and efficiently taught. For instance, the administration did not avail the necessary course books and setbooks. They did not even sponsor the teachers for seminars and workshops. I realised that the Ministry of Education, on the other hand, did not motivate the teachers of Integrated English Course through its inspection section by providing the professional guidance required. This may have led to the teachers' bias towards their areas of specialisation or interest. Further still, some headteachers reported that due to demotivation, some of the teachers resort to being chronically absent from school.

When I asked teachers to state whether they encounter problems in the teaching of Integrated English Course, nineteen of them (95%) answered in the affirmative while only one (5%) answered in the negative. When the teachers were further asked to name some of the problems they encounter in the teaching of Integrated English Course, the problems in Table 4.11 were listed. During classroom observations, I confirmed that most of the teachers faced problems in the teaching of Integrated English Course ranging from lack of enough course and setbooks to lack of adequate training to implement the Integrated English Course. The classroom observations disproved the assertion of one teacher that he never encountered any problem at all in the teaching of Integrated English Course. This is due to the fact that some of the problems that were encountered in the study schools were beyond the teachers' control. A good example is lack of school libraries in the concerned schools.

**Table 4.11 Major Problems Teachers Encounter in the Implementation of Integrated English Course**

	<b>100%</b>	
<b>Problems Encountered</b>	<b>Frequency</b>	<b>Percentage</b>
Unnecessarily many units in KIE books	10	50.0
Repetition of content in Forms Three and Four	10	50.0
Integration confuses students	11	55.0
Syllabus not integrated	12	60.0
Lack of enough time	12	60.0
Marking is a problem due to much work	12	60.0
Wide syllabus	13	65.0
Inadequate reference books	11	55.0
Very few oral literature exercises in KIE books	13	65.0
Lack of enough textbooks and setbooks	9	45.0
Use of mother tongue by students	11	55.0
Lack of practice by students	12	60.0
Hard to teach pronunciation	8	40.0
Teachers lack integration techniques	17	85.0
Some bias among teachers	15	75.0
Course books are separated	11	55.0
Lack of regular seminars and workshops	12	60.0
Un-co-operative administrators	11	55.0

There is a lot of similarity between Table 4.10 and Table 4.11 in terms of the problems that were discussed during Integrated English Course Panel(s) and those problems that individual teachers of Integrated English Course encounter during the implementation of the course. The problems that appear in both Table 4.10 and Table 4.11 are: lack of enough time, lack of enough course books and setbooks, use of mother tongue by students, lack of well-stocked libraries, problematic topics to teach, and lack of regular seminars and workshops. The implication here is that in-service courses and/or panels are important for discussing the problems individual teachers encounter during the implementation of Integrated English Course. These in-service courses and/or panel(s) help the teachers of Integrated English Course to share their views and experiences. Thus, the teachers learn from one another and

also from invited experts on how to solve their problems concerning the implementation of Integrated English Course.

A new problem noted in Table 4.11 is that of the KIE Integrated English Course books being repetitive in Forms Three and Four. Forms One and Two contents are repeated in books for higher classes. The units in Integrated English Course which were said to be unnecessarily many and repetitive in nature in higher forms include: study skills, speech drills, grammatical terms and structural elements, reading and writing skills. I confirmed this assertion by teachers of Integrated English Course by studying the KIE Integrated English course books (Forms 1-4). All the Integrated English course books (Forms 1-4) had sections on: study skills, speech drills, drama, reading and writing skills. The individual teachers also felt that besides the Integrated English Course confusing them, it also throws their students into worse confusion. The students are not able to understand the relationship between the two subjects.

The other problem that the teachers of Integrated English Course encounter was said to be that of integrating English Language and Literature from a syllabus that is not itself integrated. Indeed, the syllabus only enumerates all the sections of Integrated English Course (English and Literature) that are supposed to be covered at each level. To integrate from such a syllabus was said to be a great task for the teachers concerned. This problem gets compounded by the fact that the course books and setbooks for teaching Integrated English Course are not integrated. The books exist in isolation of each other. Also, due to this separation, the students do not get enough time to practice both English Language and Literature skills.

When interviewed, six heads of English Department (75%) confirmed that their schools had problems related to the teaching of Integrated English Course while two others (25%) said that there were no such problems in their schools. With the many problems observed in the various schools, I felt dissatisfied with the answers given by the two heads of English Department. These two heads of English Department were probably not ready to face reality concerning the teaching of Integrated English Course in their schools.

Six heads of English Department argued that most of the teachers of Integrated English Course taught the two subjects separately due to their specialisation in one of the two fields. They also said that due to the heavy workload the teachers experience, they skip some of the topics which are demanding, among other problems.



Seven headteachers (87.5%) supported the views of the heads of English Department that their schools faced problems in the teaching of Integrated English Course. Only one headteacher (12.5%) said that there were no problems related to the teaching of Integrated English Course in his school. This claim that there were no problems in his school was disconfirmed by his teachers of Integrated English Course who pointed out that there were not even trained teachers of English besides the school lacking a library for extensive and intensive reading by students and teachers.

#### **4.7 Teachers' Recommendations Concerning the Problems Encountered in the Implementation of Integrated English Course**

This section deals with the recommendations given by teachers during the Integrated English Course Panel(s), and also those given by individual teachers to solve their own unique and general problems during the implementation of Integrated English Course. The recommendations in Table 4.12 were given to solve the problems discussed during Integrated English Course Panel(s).

**Table 4.12 Teachers' Recommendations Concerning the Problems or Issues Discussed During Integrated English Course Panel(s)**

<b>Recommendation</b>	<b>Frequency</b>	<b>Percentage</b>
Separation of English from Literature	6	30.0
More textbooks and setbooks	6	30.0
More reference books	5	25.0
Regular seminars and workshops	6	30.0
Proper teaching of Integrated English Course	3	15.0
Encouraging proper spoken and written language	7	35.0
Putting up well-equipped school libraries	6	30.0
Revision of KIE textbook content for learners	5	25.0
More trained teachers of English	6	30.0
Students to read extensively	5	25.0
Regular debates	5	25.0
Prohibit use of mother tongue in schools	5	25.0

The recommendations the teachers of English gave and shown in Table 4.12 dwelt on how to solve problems they encounter during the implementation of Integrated English Course. During the Panel(s) discussions, 30% of the teachers felt that Integrated English Course should be split into two areas as was the case before such that teachers can teach what they are competent in. Separation according to them will liberate teachers and students who are not good in either of the subjects. It will also ensure depth and breadth coverage of the content taught by the concerned teachers.

It was also recommended by 55% of the teachers who attended Integrated English Course Panel(s) that more course and setbooks along with reference books should be bought by the schools. 30% of the teachers who attended English Panel(s) recommended for the building and equipping of school libraries. It was felt by teachers that, during interviews, well-stocked libraries can encourage students' readership that will eventually lead to a reading culture in the schools. This is because well-stocked libraries will motivate learners to read extensively and intensively.

Concerning well-stocked libraries one teacher argued:

The problem of wrong usage of vocabulary will also be solved through intensive and extensive reading of class readers and novels in the library. The learners will learn to use words in their right contexts. Equally to be solved through wide reading in the library will be the problem of spelling mistakes. The students will increase their word power or repertoire through wide reading. Thus, their active vocabulary will increase with intensive and extensive reading. The problems of mother tongue interference and literal translation into English will also eventually disappear when a reading culture gets established in the concerned schools.

30% of the teachers who attended English Panel(s) recommended that more and regular seminars and workshops should be held if at all Integrated English Course is to succeed in secondary schools. This will ensure that teachers will teach the course properly and as expected by the curriculum designers. The teachers should be sponsored for seminars and workshops for them to understand the concept of integration, and how to use it in the classroom situation.

Furthermore, 30% of the teachers who attended English Panel(s) underscored the importance of enough trained teachers in schools to implement Integrated English Course. They felt that teachers employed by the school boards (BOG teachers) perform dismally in implementing the course, which they do not understand. Teachers can only implement what they understand. Thus, BOG teachers cannot be relied on in the implementation of Integrated English Course which they do not understand, among other things.

25% of the teachers who attended English Panel(s) discouraged the use of mother tongue in schools if at all the students' spoken and written language is to improve. This recommendation is in line with the Integrated English Syllabus in which it is stated that learners should demonstrate acceptable habits both in spoken and written communication (KNEC,1995). During interviews, the teachers said that students should not be allowed to use English and Kiswahili interchangeably as this will not allow them to know the correct English or Kiswahili. The students may not differentiate written and spoken English since mistakes made during oral communication due to use of the two languages can be reflected in written examinations. The schools concerned should enforce a strict school language policy to help their students acquire communicative skills necessary in examinations.

25% of those teachers who were involved in the English Panel(s) further suggested that debates should be encouraged among students to better their communication skills. Oral work should be used to help learners develop confidence in their ability to express themselves in English, provide an opportunity for correction of mistakes in spoken English and lay a basic foundation for the study of Literature (KNEC, 1995). They also felt that students should read extensively to improve their word power and communication skills. Extensive reading is an important aspect of language and literary skills. It develops a student's knowledge of the structural and semantic aspects of English (KNEC, 1995). Finally, they recommended that KIE textbooks should be reviewed from time to time, particularly the content. The content should conform to the level of understanding of the learners concerned. They argued that some of the reading passages for comprehension in the KIE Integrated English Course textbooks are above the understanding ability of the learners.

I noted that though most of the teachers had not attended any in-service courses and/or panel(s), they were able to suggest some recommendations to their unique and general problems regarding the implementation of the Integrated English Course. Their recommendations are listed in Table 4.13.

**Table 4.13 Individual Teachers' Recommendations Concerning their Unique and General Problems Encountered During Implementation of Integrated English Course**

<b>Recommendation</b>	<b>Frequency</b>	<b>Percentage</b>
Integrated English Course content should be reduced	17	85.0
Integrated English Course should be split into two	16	80.0
Regular drama/theatre	15	75.0
Enough trained teachers	13	65.0
Integrate English Examination	11	55.0
Integrate English materials	12	60.0
More Integrated English textbooks for schools	15	75.0
Regular seminars and workshops	12	60.0
Allocating more time for Integrated English Course	14	70.0
Revision of comprehension passages in KIE books	13	65.0
Offer oral English examination	13	65.0
Regular in-service courses	13	65.0
Well-equipped libraries for schools	15	75.0
Adequate reference books	9	45.0

Table 4.13 has a number of recommendations in common with Table 4.12. These recommendations include: separating English Language from Literature, providing enough trained teachers to secondary schools, providing enough textbooks, setbooks and reference materials, holding regular seminars, in-service courses and workshops, revising of KIE Integrated English textbook content for learners, and putting up well-stocked school libraries.

If all the teachers of Integrated English Course join English Panel(s), a healthy exchange of ideas and experiences can take place and eventually the students will benefit. When teachers of Integrated English Course do not join English Panel(s), their constructive ideas get confined to them (teachers) while those who lack such ideas do not benefit at all from them (ideas). Therefore, if such teachers join hands in workshops, seminars, in-service courses, panels and/or conferences, they will learn a lot from one another.

The individual teachers recommended that the content of Integrated English Course should be reduced if at all it is to benefit the learners. They also added that the course should be allocated more time for it to be taught at the teachers' and learners' paces. These teachers also recommended for the integration of the English teaching materials such as syllabuses, course books and setbooks, and the examinations.

The heads of English Department and the headteachers gave the same recommendations as those given by the teachers to the problems affecting the teaching of Integrated English Course in their schools. Though the headteachers said that they were helpful to the teachers, the teachers and their heads of English Department were negative about them. They felt that their headteachers never gave them much help apart from occasional buying of a few books and hiring BOG teachers when necessary. The latter aggravates the problem of teaching Integrated English Course in public secondary schools, as the headteachers normally prefer KCSE/KACE holders or university students whom they underpay. The teachers argued that their headteachers were not ready to sponsor them for any in-service courses/workshops and/or panels. The headteachers, through interviews, confirmed that attendance of such in-service courses, conferences, workshops, seminars and/or panels was expensive for their schools.

In conclusion, it should be noted that teachers of English encounter a number of unique (particular to the individual) and general (beyond the individual) problems during implementation of Integrated English Course. Some of the problems they encounter are general curriculum problems while others are specifically related to Integrated English Course. The recommendations they give to their unique and general problems during the implementation of Integrated English Course are diverse depending on the teachers themselves, their training and the kind of school they operate in.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of research findings, conclusion, recommendations of the study and suggestions for further research. The purpose of this study was to find out teacher related factors which influence the implementation of Integrated English Course. The study being a descriptive case, concentrated on Ibacho Educational Division of Kisii Central District to obtain in-depth information. This study employed a questionnaire, interview schedules and a lesson observation guide as the main research instruments.

#### 5.2 Summary of Research Findings

The research findings showed that:

1. Despite the fact that the majority of the teachers of Integrated English Course and their heads of English Department were of sound academic and professional qualifications, there were some who operated with little academic and professional qualifications in the sample schools.
2. All the teachers of Integrated English Course were not trained on how to integrate English and Literature including those who took English and Literature at colleges and universities. English Language and Literature were taught independently. Hence, the teachers' initial professional training was inappropriate.
3. Most of the teachers of Integrated English Course had never attended in-service courses though most of them argued strongly for such courses for the sake of professional guidance. According to some teachers, the few in-service courses that were held were conducted by inexperienced people who were often hand-picked by the Ministry of Education through the Inspectorate.
4. Only very few teachers of Integrated English Course participated in English panels right from school to District level. There was no participation of teachers of Integrated English Course at the Provincial and National levels in the sample schools. Those who participated in the School, Zone, Division and District English Panels rarely met and when they did for a short time, usually less than two days.

5. The concept of integration was not comprehensively covered during in-service courses and/or English Panel(s). The participants dwelt on the individual aspects of the Integrated English Course. These aspects were also discussed independently of each other.
6. According to some teachers, inspectors of schools rarely interacted with teachers of Integrated English Course in the sample schools. They were in most cases in their offices and the teachers in their schools.
7. In respect to the teaching of Integrated English Course, most of the teachers and their heads of English Department did not understand fully the concept of integration. Classroom observations showed that most of the lessons lacked integration. All the lessons in Integrated English Course were taught in isolation of the other components.
8. There were mixed reactions from the teachers of Integrated English Course, their heads of English Department and headteachers regarding the need and relevance of Integrated English Course in their schools. Some of the teachers of Integrated English Course, heads of English Department and headteachers were positive regarding the relevance of Integrated English Course while others were negative concerning its relevance in secondary schools.
9. Learner-centred methods were advocated for during in-service courses and/or English Panels. This is because these methods were said to encourage learner-involvement, hence, fostering their communication skills.
10. Teacher-centred methods were discovered to be in common use by the teachers of Integrated English Course. The most commonly used teacher-centred methods during classroom observations were the lecture, and question and answer methods.
11. Time allocated to Integrated English Course was discovered not to be enough to teach all the aspects of the course.
12. Some of the topics of Integrated English Course were problematic to some teachers to present to the students during the teaching-learning process. These topics were identified as speechwork, some parts of grammar and poetry.
13. The study showed that there were inadequate textbooks and setbooks for Integrated English Course in the sample schools. Students shared the few available books, which made the administering of assignments difficult. KIE English textbooks were also reported to be inadequate in presentation of content.



14. There was lack of well-stocked libraries in the sample schools for intensive and extensive reading by the students and teachers. Some schools had none at all or had makeshift libraries with outdated books.
15. Mother tongue interference and literal translation into English were the order of the day in the sample schools since most of the students came from monolingual surrounding communities.
16. Some teachers were reported to be lacking motivation in the implementation of Integrated English Course. They were normally absent from school due to lack of motivation to teach.
17. Integrated English Course was said to be confusing not only the teachers but also the learners. They could not establish the mutual relationship between the two subjects of study.
18. Teachers faced a problem in integrating English Language and Literature from a syllabus that was not in itself integrated. Integrating from such a guide became a great task for the concerned teachers. This problem was compounded by the fact that the course books and setbooks were not integrated. Course books and setbooks existed in isolation of each other.
19. Although the headteachers were found to be aware of the problems teachers encounter in the teaching of Integrated English Course, they did not adequately assist them.

### **5.3 Conclusion**

From the foregoing findings of the study, it can be concluded that there are various teacher related factors which influence the implementation of Integrated English Course in secondary schools in Ibadan Educational Division. Hence, it is possible that these teacher related factors affect the performance of Integrated English Course in Ibadan Educational Division, among other factors.

### **5.4 Recommendations of the Study**

The following are my recommendations based on the findings and conclusion of this study:

1. The teachers of English should have a firm theoretical and practical understanding and experience of Integrated English Course for the programme to succeed in

secondary schools. Thus, pre-service and in-service courses should be offered to the teachers of Integrated English Course.

2. If at all Integrated English Course is to succeed in secondary schools, it should be taught integratively in colleges and universities to the teachers-to-be by qualified staff and who understand the concept of integration. This kind of training will improve the teaching of the course in the secondary schools.
3. Since initial training is not adequate for continued professional growth, there is need for regular in-service training for all teachers of Integrated English Course to match the dynamic socio-cultural setting in which they operate. Thus, all teachers of Integrated English Course (both experienced and less experienced) should attach themselves to one another in their own school and other schools as a means of sharing experiences and improving the quality of teaching. In-service courses should be conducted by curriculum designers, experienced teachers and other experts who understand the concept of integration.
4. The Teachers Service Commission (TSC) should provide enough trained teachers to all the schools in Ibadan Educational Division to avoid employment of BOG teachers who operate with little academic and professional qualifications in the implementation of Integrated English Course.
5. The inspectors of schools along with other stakeholders such as University professors in education should mount regular inspections of schools. They should look for ways and means of monitoring and evaluating teachers of Integrated English Course. This inspection will enhance the implementation of Integrated English Course since the concerned teachers will be guided and counselled regularly.
6. Teacher-centred methods that were found to be in common use during classroom observations should be discarded in favour of learner-centred methods of teaching.
7. More time should be allocated to Integrated English Course such that teachers can teach all the aspects of Integrated English Course without leaving out problematic areas such as speechwork and poetry for the sake of examinations. Alternatively, if more time cannot be allocated for Integrated English Course, its wide but sketchy content should be scaled down from the syllabus.
8. The schools in conjunction with the parents should build and adequately equip libraries to alleviate the problem of lack of textbooks, setbooks, class readers and other general materials for intensive and extensive reading by the teachers and

their students. With such proper provision of quantity and quality of books, Integrated English Course will be adequately taught. Assignments, both oral and written, will be administered without many problems.

9. Mother tongue speaking should be prohibited for the students' oral and written English to improve. Ways and means should be devised to encourage students to use official languages in their schools despite the fact that they are drawn from a monolingual community. This will better their performance in examinations in Integrated English Course. Moreover, an oral examination should be administered by KNEC to encourage the teaching of good spoken English.
10. Integrated English Syllabus should be integrated in itself along with the teaching materials to lessen the work of the teachers during the implementation process. This will encourage the teachers to integrate English Language and Literature in the secondary schools (unlike is the case nowadays).

## **5.5 Suggestions for Further Research**

1. From the research findings, it is evident that numerous factors affect the implementation of Integrated English Course both within and outside the school. Researches should be conducted on other factors (other than the teachers) that influence the teaching of Integrated English Course.
2. An intensive investigation should be conducted on the students' attitudes towards Integrated English Course with a view to establishing effects of such attitudes on the teaching and learning of the course.
3. A correlational study between performance in Integrated English Course and teacher related factors should be conducted. Such a study will indicate the correlation between Integrated English Course and teacher related factors, which will eventually lead to its efficient implementation in the Kenyan secondary schools.
4. The Integrated English syllabus recommends that learner-centred methods should be used in the implementation of Integrated English Course such that learners can be involved in the learning process, and hence, to foster their communication skills. A research should be conducted to discover the reasons as to why learner-centred methods are discarded in favour of teacher-centred methods during classroom teaching of Integrated English Course.

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**APPENDIX 1****LIST OF SECONDARY SCHOOLS IN IBACHO EDUCATIONAL DIVISION**

<b><u>School</u></b>	<b><u>Zone</u></b>
1. Ibacho Mixed Day Secondary School	<b>Ibacho</b>
2. Mogweko Mixed Day Secondary School	“
3. Gesicho Mixed Day Secondary School	“
4. Nyamagesa C. O. G. Mixed Day Secondary School	“
5. St. Charles Lwanga Ichuni Girls' Boarding School	<b>Keroka</b>
6. Amabuko Mixed Day Secondary School	“
7. Amasege Mixed Day Secondary School	“
8. Gesabakwa Mixed Day Secondary School	<b>Ekerubo</b>
9. Hema Chitago Mixed Day Secondary School	“
10. Mobamba Mixed Day Secondary School	<b>Kiamokama</b>
11. Chironge Mixed Day Secondary School	“
12. Kiamokama Friends Mixed Day Secondary School	“
13. Moremani Mixed Day Secondary School	“

**APPENDIX 2****INTERVIEW SCHEDULE FOR TEACHERS OF ENGLISH**

1. School: \_\_\_\_\_
2. Gender: \_\_\_\_\_ Date: \_\_\_\_\_
3. (a) State your academic qualification \_\_\_\_\_  
\_\_\_\_\_
- (b) State your professional qualification \_\_\_\_\_  
\_\_\_\_\_
4. When were you trained to teach English? \_\_\_\_\_
5. What is new in Integrated English Course as compared to the traditional teaching of English Language and Literature separately? \_\_\_\_\_  
\_\_\_\_\_
6. Have you attended an in-service course on the teaching of Integrated English Course?  
Yes ( ) No ( )
7. (a) From your teaching experience, what are the advantages of Integrated English Course?  
\_\_\_\_\_  
\_\_\_\_\_
- (b) What are the disadvantages of Integrated English Course?  
\_\_\_\_\_  
\_\_\_\_\_
8. (a) In your opinion, do teachers of Integrated English Course require professional guidance?  
Yes ( ) No ( )
- (b) Give reasons: \_\_\_\_\_  
\_\_\_\_\_
- (c) If the answer in 8 (a) is yes, do they get it?  
Yes ( ) No ( )
- (d) If yes in 8 (b), is it adequate? Yes ( ) No ( )
- (e) Who provides it?  
\_\_\_\_\_
9. Who should provide professional guidance to the teachers of Integrated English Course?  
\_\_\_\_\_  
\_\_\_\_\_

10. What kind of professional guidance do the teachers of Integrated English Course need?

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11. What recommendations would you make for effective implementation of Integrated English Course in Kenyan secondary schools? \_\_\_\_\_

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APPENDIX 3INTERVIEW SCHEDULE FOR HEADS OF ENGLISH DEPARTMENT

1. Head of English Department: \_\_\_\_\_  
School: \_\_\_\_\_
2. Gender: \_\_\_\_\_ Date: \_\_\_\_\_
3. (a) What is your academic qualification? \_\_\_\_\_  
(b) What is your professional qualification? \_\_\_\_\_
4. Which subjects were you specialized to teach?
  - (a) \_\_\_\_\_
  - (b) \_\_\_\_\_
  - (c) \_\_\_\_\_
5. How long have you been the head of English Department?
 

(a) 1-2 years	( )	(c) 5-6 years	( )
(b) 3-4 years	( )	(d) 7 and over years	( )
6. What do you understand by the concept of "integration" as used in Integrated English Course?  
\_\_\_\_\_
7. What are your opinions about the need and relevance of Integrated English Course?  
\_\_\_\_\_  
\_\_\_\_\_
8. (a) Are the teachers teaching English as an integrated course?  
Yes ( ) No ( )  
(b) Give reasons for your answer: \_\_\_\_\_
9. What comments can you make about the preparation given to teachers to handle the Integrated English Course? \_\_\_\_\_
10. (a) Have there been any problems related to the teaching of the Integrated English Course in your school? Yes ( ) No ( )  
(b) If the answer to 10 (a) is yes, which are those problems?  
\_\_\_\_\_  
\_\_\_\_\_

(c) What solutions have you offered as the head of English Department?

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(d) How have you communicated the solutions to the teachers of Integrated English Course?

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11. In what ways does the head teacher support your department to ensure effective implementation of the Integrated English Course?

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12. What are your recommendations for effective implementation of the Integrated English Course? \_\_\_\_\_

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**APPENDIX 4****INTERVIEW SCHEDULE FOR HEADTEACHERS**

1. Headteacher: \_\_\_\_\_
2. Gender: \_\_\_\_\_ Date: \_\_\_\_\_
3. (a) What is your academic qualification? \_\_\_\_\_  
 (b) What is your professional qualification? \_\_\_\_\_
4. (a) How long have you been a school head?  
 (a) 1-2 years ( ) (c) 5-6 years ( )  
 (b) 3-4 years ( ) (d) 7 and over years ( )
- (b) How long have you been the head of this school?  
 (a) 1-2 years ( ) (c) 5-6 years ( )  
 (b) 3-4 years ( ) (d) 7 and over years ( )
5. Which subjects were you specialised to teach?  
 (a) \_\_\_\_\_  
 (b) \_\_\_\_\_  
 (c) \_\_\_\_\_
6. What are your opinions about the need and relevance of Integrated English Course?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
7. What comments can you make about the preparation given to the teachers to handle Integrated English Course? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
8. (a) Have there been any problems related to the Integrated English Course in your school?  
 Yes ( ) No ( )
- (b) If yes, what are the problems?  
 \_\_\_\_\_  
 \_\_\_\_\_
- (c) What solutions have you offered to support the implementation of Integrated English Course in your school? \_\_\_\_\_  
 \_\_\_\_\_
-

9. What are your recommendations for effective implementation of Integrated English Course? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**APPENDIX 5****QUESTIONNAIRE FOR TEACHERS OF ENGLISH**

This study is intended to improve the implementation of Integrated English Course in Ibacho Division. All the data collected will be used only for the purpose of the study and will be treated with utmost confidence. Do not write your name. Please respond to the questions as frankly as possible. Your honesty and cooperation in filling in this questionnaire will make the study a success. Thank you in advance.

1. Name of your school: \_\_\_\_\_
2. What is your gender?
  - (a) Male                    ( )
  - (b) Female                ( )
3. What is your academic qualification? (please, tick as appropriate)
  - (a) KJSE                    ( )
  - (b) KCE/KCSE            ( )
  - (c) EAACE/KACE        ( )
  - (d) B.Ed                    ( )
  - (e) B.A                     ( )
  - (f) B.Sc.                    ( )
  - (g) Other Specify \_\_\_\_\_
4. What is your professional qualification? (please, tick as appropriate)
  - (a) S1                        ( )
  - (b) Diploma              ( )
  - (c) Approved Teacher Status(ATS) ( )
  - (d) B.Ed. Graduate        ( )
  - (e) PGDE Graduate        ( )
  - (f) Other, specify \_\_\_\_\_
5. If trained, state:
  - (a) Year of entry into college/University 19 \_\_\_\_\_
  - (b) Year you completed training        19 \_\_\_\_\_
6. Which subjects in the school curriculum did you specialise to teach?
  - (a) \_\_\_\_\_
  - (b) \_\_\_\_\_
  - (c) \_\_\_\_\_

7. Which subjects are you currently teaching?

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

8. Were you trained to teach English Language and Literature as an integrated course?

Yes ( ) No ( )

9. (a) Did your initial professional training prepare you sufficiently to teach Integrated English Course? (please, tick as appropriate)

(a) Sufficient training ( )

(b) Average training ( )

(c) Insufficient training ( )

(d) Not trained at all ( )

(b) Give reasons for your answer in 9(a) : \_\_\_\_\_

10. In your current teaching of Integrated English course, do you integrate: (Tick as appropriate)

(a) Language and Literature Yes ( ) No ( )

(b) Within the skills of English Yes ( ) No ( )

(c) Within the literary genres Yes ( ) No ( )

11. Have you ever attended an in-service course in Integrated English Course?

Yes ( ) No ( )

12. If yes (in 11), how long did the in-service course last?

(a) 1-2 days ( ) (c) 1 month ( )

(b) 1 week ( ) (d) More than a month ( )

13. (a) What was covered in the course? \_\_\_\_\_

(b) What teaching methodologies were advocated for in the teaching of Integrated English Course during the in-service course?

\_\_\_\_\_

\_\_\_\_\_

14. Indicate whether you are a member of any of the following Integrated English Course Panel(s) and frequency of meeting(s). (Tick as many as applicable to you)

Panel	Frequency of meeting(s)			
	1-2 days	1 week	1 month	Over a month
a) School	( )	( )	( )	( )
(b) Zone	( )	( )	( )	( )
(c) Division	( )	( )	( )	( )
(d) District	( )	( )	( )	( )
(e) Provincial	( )	( )	( )	( )
(f) National (KIE)	( )	( )	( )	( )

15. What benefits, if any, did you acquire from your panel (s) in relation to the teaching of Integrated English Course? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

16. List all the problems/issues that you have discussed in your Integrated English Course

Panel(s):

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_
- (f) \_\_\_\_\_

17. What recommendations did you (as a group) offer to the problems/issues that you noted/discussed in Integrated English Course Panel(s):

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_
- (f) \_\_\_\_\_
- (g) \_\_\_\_\_

18. How often do other teachers in your department (English) come to you for advice and/or discussion in the teaching of Integrated English Course?

- (a) Very frequently(daily) ( ) (b) Frequently(weekly) ( )
- (c) Sometimes(monthly) ( ) (d) Never at all ( )

19. What is your professional relationship with the other members of the English Department?

- (a) Supportive ( ) (b) Non-supportive ( ) (c) Hostile ( )  
 (d) Please, explain your professional relationship with the other members of the English Department. \_\_\_\_\_

20. What is your professional relationship with the inspectors of schools (The Ministry of Education Officials)?

- (a) Supportive ( ) (b) Non-supportive ( ) (c) Hostile ( )  
 (d) Please, explain your professional relationship with the inspectors of schools:

21. Do you feel motivated to continue teaching Integrated English Course?

- (a) Very strong motivation ( ) (b) Strong motivation ( )  
 (c) Little motivation ( ) (d) None at all ( )

22. What teaching methods do you use in your presentation of Integrated English Course lessons? (Tick as many as appropriate).

- (a) Lecture method ( ) (b) Discussion and Assignments ( )  
 (c) Debates and speeches ( ) (d) Dialogues ( )  
 (e) Dramatisations ( ) (f) Projects ( )  
 (g) Mixture of varied activities ( )

(h) Please, explain why you prefer these methods:

23. (a) Do you ever encounter any problem in the teaching of Integrated English Course?

- (a) Yes ( ) (b) No ( )

(b) If yes(in 23 (a)), state some of the major problems:

- (a) \_\_\_\_\_  
 (b) \_\_\_\_\_  
 (c) \_\_\_\_\_  
 (d) \_\_\_\_\_  
 (e) \_\_\_\_\_  
 (f) \_\_\_\_\_

24. Generally state the major problems that teachers of Integrated English Course experience today:

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_
- (f) \_\_\_\_\_

25. What recommendations would you make in regard to solving your/such problems?

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_
- (f) \_\_\_\_\_

**APPENDIX 6****LESSON OBSERVATION GUIDE**

To be used in observing activities that go on within the Integrated English Course classroom. Detailed description of such activities will be recorded during and after the observation.

**General Information**

District: \_\_\_\_\_ Division: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_

Subject: \_\_\_\_\_ Topic being taught: \_\_\_\_\_

Date \_\_\_\_\_

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

Teacher: (a) Male ( ) (b) Female ( )

(c) Academic qualification: \_\_\_\_\_

(d) Professional qualification: \_\_\_\_\_

Activity	Comment
<p><b><u>I. INSTRUCTIONAL METHODS</u></b></p> <p><b><u>(a) Lesson Introduction</u></b></p> <p>What method is used to introduce the lesson?</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Group-work</li> <li>• Demonstration</li> <li>• Reading</li> <li>• Recitation</li> <li>• Teacher checks students' work</li> <li>• Students carry out exercises.</li> </ul> <p><b><u>(b) Lesson Development</u></b></p> <p>How is the lesson developed?</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Recitation</li> <li>• Demonstration</li> </ul>	

- Group-work
- Exercises(at what level is this given and how is it administered – does the teacher mark the exercises or does he or she ask students to do it?)
- Students read out texts e.g. in English

NB: Is the lesson student or teacher – centred?

### (c) Lesson Conclusion

How is the lesson concluded?

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

NB: Are the students given individual attention?

Indicate any other method observed in class but not included above.

## II. STUDENT PARTICIPATION

Who initiates the interaction in class and what form does this take?

- Teacher asks individual students questions
- Students ask questions
- How often do students seek clarification of ideas?
- How does the teacher respond/react when students ask questions- are students' attempts to ask questions acknowledged?

## III. INCENTIVES

What kinds of rewards(positive or negative) are given to students to encourage learning?

- Teacher expounds on correct answers given by students
- Teacher praises students verbally
- What is the response when a wrong answer is given?
- Are students encouraged to speak on when their ideas do not appear clear?

- Are soft speakers encouraged to speak up?

#### IV. INTEGRATED ENGLISH APPROACH

Does the teacher integrate?

##### (a) Within Language Skills

- Listening
- Speaking
- Reading
- Writing

##### (b) Within Literary Skills

- Drama
- Poetry
- The novel
- Short stories
- Oral literature

##### (c) Language and Literature

- Teacher uses poetry to teach
  - Vocabulary
  - Listening
  - Speaking
  - Reading
  - Writing
- Teacher uses comprehension to teach literary skills
- Teacher uses the novel to teach grammar, etc.

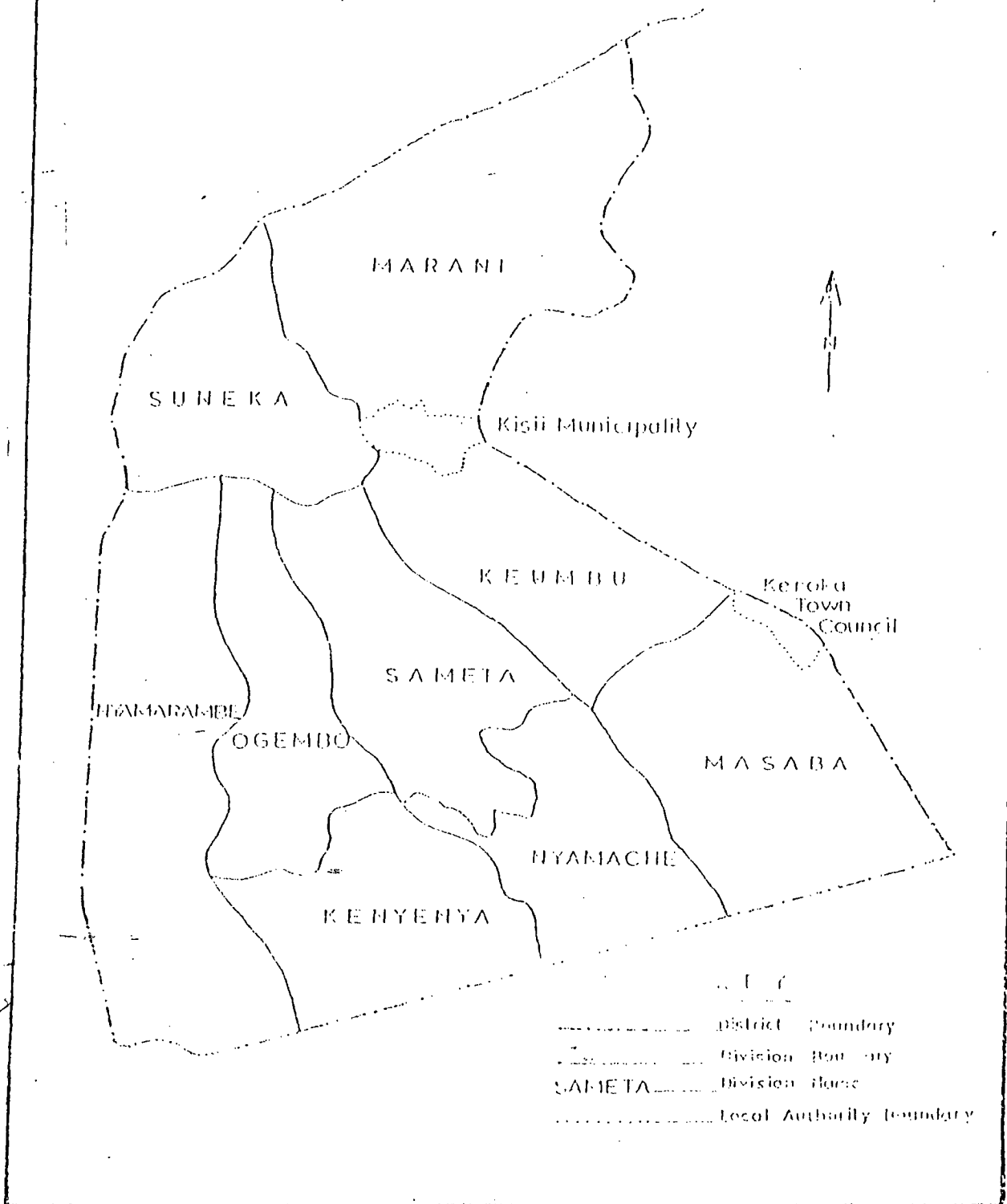


APPENDIX 7NATIONAL EXAMINATIONS GRADING SCALE

GRADE	POINTS
A	12
A-	11
B+	10
B	9
B-	8
C+	7
C	6
C-	5
D+	4
D	3
D-	2
E	1

# KISII DISTRICT

ADMINISTRATIVE BOUNDARIES



APPENDIX 9

RESEARCH PERMIT

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss CHARLES  
MOGAKA MAGOMA

Research permit No. OP/001/28d/87

Date of issue 28th MAY 1998

Fee received KES 500

of (Address) KENYATTA UNIVERSITY  
P. O. BOX 43844 NAIROBI

has been permitted to conduct research in

Location

KISUMU

District

NYANZA

Province

on the topic TEACHER RELATED FACTORS  
WHICH INFLUENCE THE IMPLEMENTATION  
OF INTEGRATED ENGLISH COURSE IN  
SECONDARY SCHOOLS IN KISUMU

DISTRICT

for a period ending DECEMBER 1998



OFFICE OF THE PRINCIPAL  
KISUMU DISTRICT  
NYANZA PROVINCE  
KENYA

SECRETARY  
OF THE PRINCIPALS  
ASSOCIATION  
KISUMU DISTRICT  
NYANZA PROVINCE  
KENYA