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Implementation of Integrated English and Its Effects on the Learner: A Case Study of Secondary Schools in Makindu Subcounty, Makueni County, Kenya

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Abstract:
The integrated approach to teaching and learning in our Secondary Schools has been lauded in educational literature as an approach which avoids fragmentation of knowledge and leads to holistic understanding of concepts. It is also considered to be a superior organization for cognitive learning since the human brain rejects learning what is fragmented. This approach was implemented in the teaching of English in secondary schools in Kenya in 1986. However, the practice has not yielded the anticipated results. The purpose of this study was to study the implementation of the integrated approach in the teaching of English in Makindu Sub County secondary schools. By the use of questionnaires and classroom observation schedules, data was collected from teachers and classroom practice, tabulated, analysed and evaluated to form major findings. The study established that there were minimal levels of integration in English lessons. There is a discrepancy in Kenya between the official English Language Curriculum and the implemented English Language Curriculum in schools. The study showed that although majority of the respondents were experienced teachers, not all received pre-service training for both English and Literature, and thus the need for professional development programs. The study recommended that KICD should review the Integrated English Curriculum and continuous teachers' professional development to be initiated.

Keywords: Integrated English, professional training and development, teaching and learning resources, teaching pedagogies

1. Introduction

1.1. The Background to the Study

The English Language became the leading and official Language in Kenya, as a result of missionary activities and British colonialism. During this period, the missionaries, and the colonial government, were the chief providers of western education (Bunyi, 1999). English then had a significant role in the language of the master and of administration. The British government's design had it that the two subjects-English, and Literature, be taught separately (Muthwii, &Kioko, 2004). Learners were tested for their competence in the Languages at two levels, that was at form four and form six. Learners were given the liberty to choose one of the subjects depending on interest for specialization at form three; however, English Language learning remained compulsory up to form four.

The integrated approach to the English syllabus was adopted in Kenya Secondary Schools Education Syllabus with the introduction of the 8-4-4 System of education in 1985. The 8-4-4 was the brain child of the Presidential Working Party on the second university. The recommended structure had eight years in primary, four in secondary and four years minimum in university education (Eshiwani, 1993).

According to Eshiwani (1993), the new approach would not only lay emphasis on the exploitation of local resources and facilities but would concentrate on utilizing the immediate experience of the learner in the classroom. Unlike the previous system of seven years in Primary School, four in Secondary(O level), two in advanced level of education and a minimum of three years in the university (7-4-2-3), it was expected that it would move away from examination centred education, to a more pragmatic, child centred approach. Furthermore, this approach was to have the teachers' role to be that of encouraging and enabling learners to explore literary texts through a reader oriented, interactive approach to literary texts and to avoid the teacher -knows –it –all-stance. Although there are Literature set books examined in form four, the examination is intended to have the results emanating from both English and Literature being amalgamated into one grade (MoE 2002).

The aim of changing Kenya's education system from 7-4-2 -3 to 8-4-4 was to improve the quality of education. The Secondary School Syllabus (2002) was as a result of a series of reviews done in 1984 and 1992. It was envisaged that an adoption of an integrated English Course IEC approach would improve the subject performance. A possibility of improving the performance of other subjects offered in Kenya secondary schools would also be possible because instruction was to be given using the English knowledge. The design of the IEC approach was that the two subjects were to be taught simultaneously. The idea was to use Literature to teach English and use English to teach Literature in a symbiotic relationship (Okwara, Shiundu & Indoshi 2009). Candidates were expected to respond to both Literature and Grammar questions based on the comprehension passages. For best results the teacher gives instructions and explanations, and the learner has to listen. The latter must be guided into carrying out tasks and activities that would put the language they are using into practice.

This approach can be exemplified by the 2015 English Paper 2 question 3 in which an oral narrative has been used and the candidates were expected to answer questions in both grammar and Literature. Another example can be found in the 2015 English paper 1 Question 3b where a poem has been used to test on both Grammar and Literature. The curriculum developers and implementers have been enthusiastic to engage this approach; however the performance of English subject in the KCSE has ever been dismal in the Makindu Sub County as shown in the table 1 below.

Year	2014	2013	2012	2011	2010
No. of Students	378	384	347	304	287

Table 1: Number of Students with Below C (Plain) in KCSE English
(Statistics Office-Makindu Sub County)

According to the Kenya education syllabus revised in 1992, the integrated approach to the teaching of English entails the merging of English Language and Literature. The curriculum requires that teachers of English also teach Literature. This is meant to ease, strengthen and enrich the learning of English. By learning the two subjects as one, the basic skills, that is, Listening, Speaking, Reading and Writing are not taught in isolation but taught together to complement one another during the learning process. According to KNEC (2003), English Language papers test the candidate's knowledge of the Language. They test the candidates' ability to comprehend the input, mainly in the written work, and their mastery of grammar and communication skills. This may be evidenced by their ability to respond to literary cues and to express response in writing.

It was the desire of the policy makers and that of curriculum developers to amalgamate the two subjects, English Language and Literature in English which were formerly separate subjects, into one. The books were redesigned to fit in with the new syllabus as (MoE 2002) puts it in his foreword of the syllabus. The emphasis was on practical prudent oriented approach to learning English and it was meant to enhance the learner's performance in all subjects. It is, however, noted that in recent results of the KCSE results in Makindu sub County, Makueni County, despite the importance attached to English, the required standards have not been achieved This thus highlights the need for review of the policy implementation and teacher practice, because of the noted disparity between curriculum developers' expectations and classroom practice (KNEC 2003).

However, any human activity cannot always lack appraisal and criticism because such an activity is not static but meant to be productive and is supposed to perform its function. It is against this background that the researcher intended to focus on the implementation of the integrated English and its effects on the learner in the schools in Makindu sub County, Makueni County.

The purpose of this research was to interrogate the implementation of integrated English and its effects on the learner; A case study of Secondary Schools in Makindu Sub County, Makueni County.

1.2. Statement of the Problem
Ever since the introduction of the IEC (Integrated English Course) in Kenya, there is a revelation that learners have faced challenges in the implementation of the Integrated English course. Secondary schools' performance in the subject has continued to present poor results. I suspected the deteriorating performance is due to teachers' professional training and development, time allocation to the English lessons, teachers' effective use of teaching and learning resources and or efficient use of teaching and learning pedagogies.

According to records held in the Makindu sub county directors' office, Makindu Sub County had twenty secondary schools. Thirteen were mixed; four were girls' schools and three had Boys, one of the Boys' Schools was private. Learners graduating at form four, ranged between six hundred and six hundred and fifty. The Secondary school examination results between 2010 and 2014 clearly indicated that more than 50% of the learners received scores of C (plain) and below in English.

Proficiency in English Language means that one can communicate in English effectively both in oral and written forms. It was envisioned that the integration should strengthen the learning of English and at the same time enhance the learners' ability to appreciate literary works in English. It was on the basis of these results that the study intended to examine the implementation of the integration of English in the secondary curriculum and its effects to the learner.

1.3. Purpose of the Study
The researcher intended to examine the implementation of integrated English and its effects on the learner at KCSE level.

1.4. Objectives of the Study

The study was guided by the following objectives:

- To find out whether the teacher's professional training and development has effect on the implementation of the integrated English course.
- To establish whether the time allocated to an English lesson affects the implementation of the integrated English course.
- To determine the effect of the use of teaching and learning resources to the implementation of the integrated English course.
- To demonstrate the effectiveness of teaching/learning pedagogies to the implementation of the integrated English course.

1.5. Research Questions

This study aimed to attend to the following questions:

- Does the teacher's professional training and development affect the implementation of the integrated English Course?
- Can the time allocated to an English lesson affect the implementation of the integrated English Course?
- How does the availability of teaching and learning resources affect the implementation of the integrated English Course?
- How does the effective use of teaching and learning pedagogies affect the implementation of the integrated English?

1.6. The Justification of the Study

Burns (2005), in his study on the integrated approach to teaching in Springfield Massachusetts High School, reported that more than 80 per cent of Schools using the integrated approach recorded an improvement in the grade point averages of participating students. According to this study such programs foster more participation, sharpen learners' skills and prepare them for the workforce. The researcher hoped that remarkable academic standards at KCSE would be realized after the findings of the study.

This country cannot continue producing form four graduates who can scarcely write and express themselves articulately in English Language. There is need to match the theoretical pronouncements as outlined in the IEC syllabus and the actual practice in the school level. This study aimed to determine whether an improvement applied to the integrated English curriculum can improve learners' competence and in the long run enable them to be more articulate and critical in using English long after leaving school as set in the English syllabus (KIE, 2002).

1.7. Significance of the Study

The findings of this study might provide useful insights to the implementation of the integrated English and present profound knowledge to address identified challenges. The results would likely have implications on the teaching and learning of integrated English. The policy makers, curriculum developers, the Language teacher educators and teachers of English could be able to be informed of the English integrated challenges with a view of applying the right intervention measures. This was due to the serious concern particularly at the secondary school level. There are indicators that the students have difficulties in developing adequate English proficiency to enable them learn the language content effectively. Upon sensitization, the teachers are likely to improve their teaching skills, methods of teaching and materials for teaching/learning. The curriculum developers might be able to assess the degree of implementation of the English language and Literature with a view of addressing the shortcomings. Teacher trainees might benefit from the findings and be potential change agents by applying appropriate teaching and learning methods and Publishers might find useful areas of improving their publications.

2. Literature Review

2.1. Conceptual Framework

Orodho (2001) defines a conceptual framework as a model of Presentation where a researcher presents relationships between variables in the study. This information is represented graphically and diagrammatically. In this study the independent variables were Teachers professional training and development, time allocation, teaching pedagogies and teaching and learning resources. The dependent variables were good performance or poor performance in the English subject. This was explained in figure one below.
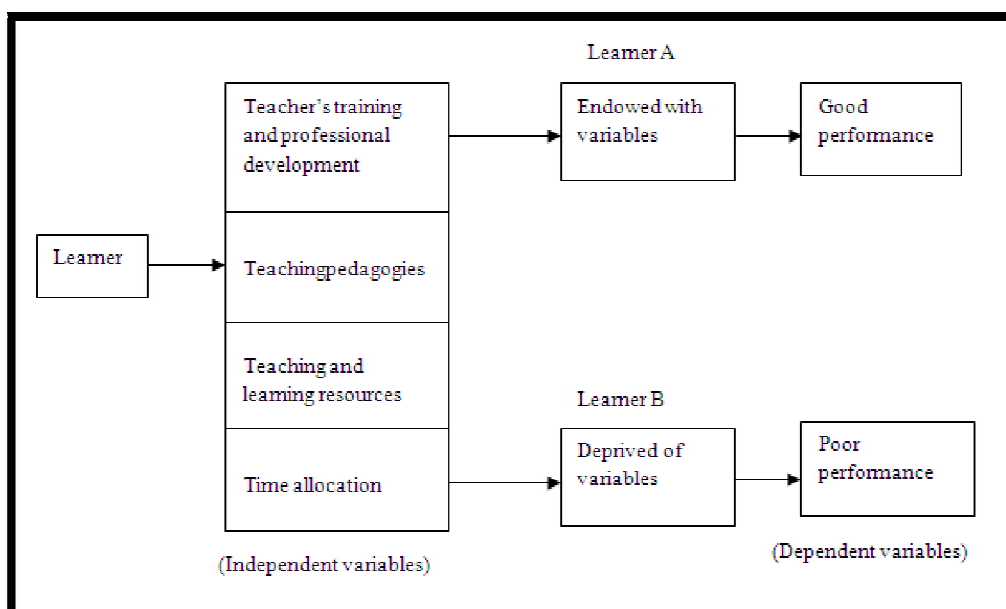
Figure 1: Relationship between Independent and Dependent Variables in
English Subject Performance
Source: Author, 2016

Learners may be subjected to variables differently. Those endowed with all the variables may be able to post good results while those deprived may get poor results.

2.2. English Language and Literature

Loud voices claiming strongly for the place of literature in language have not started recently. The integrated curriculum organization was started by the progressive education movement of the 1930s (Vars, 1987). It is lauded as a move away from the memorization and recitation of isolated facts to a more constructivist view of learning, which values in-depth knowledge of facts. This is seen as a curriculum organization geared towards teaching for transfer and thoughtful learning (Perkins, 1991). Oxford (2001) advocates for an integrated skills approach to language teaching.

These two broad approaches have been elaborated by various writers in the field. The "language through literature", includes the use of literary resources for grammar teaching and raising language awareness. On the other hand "literature through language", includes the use of poems, puns, proverbs, tongue twisters, storytelling legends and extracts from selected books. The general consensus is that the integration of language and literature has a positive effect on the teaching and learning of both components. Carter and Long (1991), suggests that the integration of literature and language studies can do "as much for the language development of the student as for the development of capacities for literary understanding and appreciation.

2.2.1. English Language Skills

Listening and speaking effectively helps the learner to receive and respond to information. Once a learner is able to receive and respond to information accurately, he or she can develop the skills of receiving the information by reading and responding to information through writing. Learners are expected to master the skills used in daily life like report writing, etiquette, writing of minutes and letters. The syllabus requires learners to relate what they learn in English and Literature to what happens in life. In examinations, candidates may be asked to write on contemporary issues like the dangers of drug abuse and HIV/AIDS (MoE 2002).

Marckwardt (1978), claims that, there is a justifiable and a profitable place for literature, in the teaching of English as a second language. But he adds that the place and the purpose of a literary component will differ with the place and the purpose of teaching English within the English curriculum. McRae (1996), a prolific contributor in this field, announces that literature has made an appeal for integration. Carter (1988) also captures very well the inevitable possibilities, in an article heading "language through literature and Literature through Language." This phrase suggests two contrasting pedagogical foci (Language and literature) and the vehicle through which the two may be presented to the learner. The symmetrical reversal of the elements on either side of the conjunction neatly captures the possibilities for integration.

2.2.2. The Role of Literature in Language Teaching

Today, it is widely acknowledged that literature has an essential relationship with our daily experiences and uses language as its vehicle of communication (Talif, 1992). But the relationship between language and literature is best described by Wellek and Warren(1963), who indicates that "language is the material of literature as stone or bronze is of sculpture, paints of pictures, or sounds of music" If language is the material for literature, it is important that the study of literature should draw attention to language use more than anything else. This seems to have been the basis upon which the Ministry of Education in Kenya pegged its decision to integrate the two subjects.

This view is emphatically echoed by Alam (2002) who contends that "the teaching of language at intermediate and advanced levels can benefit from greater integration of literary and language study." It makes sense from a Kenyan perspective when the writer argues further that the task of postcolonial language pedagogy in English as a second Language context should be to break free of ill-advised divides created between language and literature and to pay more attention to language in its most alive form as embodied in literary texts.

Duff and Maley (1990) in their studies, maintains that literary texts offer genuine samples of a very wide range of styles, registers and text-types at many levels of difficulty and hence would be worthwhile being considered when one is teaching language. Lazar (1996) concurs with this view by maintaining on her part that "literary texts are a rich source of classroom activities that can prove to be very motivating for Language learners. Literature, she argues, calls for a personal response from the learners and encourages them to draw on their personal experience. By doing so, students become more personally interested in the process of language learning and can begin to own the language and learn more fully.

Literature has no rival in its power to create natural repetition, reflection on language and how it works; according to Heath (1996). The writer asserts that students cannot be expected to write excellent examination essays of argumentation and illustration unless they have practiced these forms through and through and given multiple opportunities to reshape their views with immediate audience feedback. The greatest benefit of teaching literature to language students in the English as a second Language context according to Heath (1996), is "the focus literature lessons can ensure on language, awareness of language, how it works, what one word can do in affecting meaning and how creative we can be, pushes linguistic accomplishment."

Using literature as a linguistic resource involves starting from the fact that literature is Language and can therefore be exploited for language learning purposes (Carter and McRae, 1996). But not everyone is in the agreement with the notion that literature is; "an ideal vehicle for illustrating language use" as put by Mackay (1986). In Malaysia for example, where the approach is strongly taking root, the English language class hadfor a long time been separate from the Literature lesson, with the two being treated as Independent subjects - emphasis being placed on the 'study of literature for literature's sake' (Ali, 1995). The argument was that students should take literature only when they feel that they could cope with the 'language of literature'.

2.2.3. Complementary Role of Literature and English

Brumfit (1985) asserts that teaching of English language and Literature makes the teaching of language more practical than when the two areas are taught separately. Brumfit further points out that, Literature is a vital component of English language teaching in that Literature provides learners with a convenient source of content for language learning. This thus makes the learning of language more practical.

The skills learnt in English are also used in Literature, pointing to the complementary relationship in the two subjects. Integrated content and language, is an instructional approach where the focus, can assist in developing fluency and accuracy in all four language modalities of listening, Speaking, reading and writing. It utilizes relevant tasks to enable the students to build mastery of content knowledge (Gibbons, 2003). This facilitates second language acquisition and makes the integration of English language and Literature to be useful and effective in the learning and acquisition of skills.

2.2.4. English Language Learning and Culture

Lado (1964) contends that since Literature is expressed through Language, one cannot understand it, unless one understands the meanings of the culture expressed in the words of the language. Fanon (1967) explains that to speak a Language means to assume the culture of the native speakers of that Language. The worrying bit is; which culture can be supported in Kenya where we have numerous ethnic groups. The matter is complicated further by having other non-African Languages like Arabic and Gujarati. We may then ask what culture can be supported in Kenya's multilingual context. In his contribution in this area, Bunyi (1999), comments on the goal of teaching African cultural values to be achieved, if the indigenous Languages are given their central place in Education. If this is not done there is fear that institutions would be inculcating in learners, the values of the native speakers of English. Literature is language in operation because language cannot be learnt in isolation. It is best learnt in context and literary contents are a rich source of language structure. Literature can be exploited for language learning purposes.

Mckay (2003) recommends the participation of learners in classrooms in their local language. She emphasizes that each country where English is taught as an international Language, should take the bold step to devise ways of creating Language materials with appropriate Language teaching methods but within the context of the learners' local culture. Incidentally, this position held by Mckay though supported by Kenya integrated English course approach, language policies adopted in many schools, run contrary. Quite a number of schools in Kenya have adopted an English only policy and the use of any other language is punishable. In these schools vernacular is forbidden and Kiswahili is spoken on only one day per week. Although this intention is good, the effect of such practices is the denigration of indigenous languages, hence devaluation of the local culture- this points to major issues affecting language policy and practice in education. Teachers need to understand the role of language in culture transmission isnd how they can utilize the existing languages to achieve this goal.

Ngugiwa Thiongo (1978) emphasizes the nature and role of African Literature in Kenyan educational system. He says that a child grows under the influence of his or her native imaginative literature. This sentiment is echoed by Kenyatta (1953), when he talks of cultural transmission as the most fundamental function of education.

2.3. Kenya's National Education Goals

The Ministry of Education (2002) outlines Kenya's national goals of Education which every teacher should strive at promoting in the process of teaching. One of the goals has it that, education should promote respect for and development of Kenya's rich and varied cultures. The learner should be given opportunities to enhance understanding and respect for own and other peoples cultures and their place in contemporary society. However the irony of all this was witnessed in 2007/2008 when despite the imparting of values and morals to the learners they attacked their neighbours. So what might be wrong with the curriculum?

English is taught as a foreign language in Kenya, and so curriculum developers and implementers have the responsibility to select and develop language materials together with appropriate language teaching methods within the context of the learners' local culture (Mckay, 2003). Bunyi (1999) asserts that indigenous languages should be given the central place in education. The literary materials have to be well understood by the teachers and so proper preparations have to be embraced if the materials are to act as worth for the teaching the integrated English. This preparation is vital so as to get the means of harmonizing the different Linguistic norms. If this is not done, learners will be assimilated in the values of the native speakers of English.

2.4. English Language and Curriculum

From the policy point of view, it is envisaged that the designed curriculum by developers is implemented. According to Widdowson (1978), syllabus is the specification of a teaching programme or pedagogic agenda this defines a particular subject for a particular group of learners. The challenge here is the question of language norms where the integrated curriculum uses British Standard English. It is the teachers' responsibility to work out ways of harmonizing the teaching of English language and literature in the integrated approach to the teaching of English. It is common to have literary language that does not conform to the Standard English. Local Literary works are mostly written using aspects of a local variety of English (Kachru, 1994). Due to their poetic license, oral literature departs in significant ways from the standard written language. The implications for teaching in that method should ensure the classroom language is close an approximation to authentic language behaviour. In this way, the learner accumulates a performance repertoire for subsequent enactment when required.

2.5. Pedagogies of Teaching Language

Bishop (1986) observes that individuals learn in different ways, at different rates and for different purpose. The teaching and learning in the integrated approach should be multi-dimensional. The choice and the use of learning strategies will be determined by the nature and type of learners, the availability of teaching learning resources and the experience of the instructor. (Bishop 1985), further explains that before teachers decide on the teaching methods, the content of the lesson must be well understood. Teaching methods and learning activities that teachers plan to use should be those which will bring about the students" behaviours stated in the objectives of daily lesson plans. Moreover, a variety of teaching methods which create interest and stimulate student participation would be most appropriate. This is because just as students have different personalities and temperaments they also have different learning styles.

Integrated English envisages therefore a situation where the teacher is the facilitator and the learner is the contributor in learning. Integrated approach calls for modern day teaching strategies such as the discovery method, where learners discover for themselves the concepts or knowledge necessary to learn. Other strategies include problem solving, discussion, dramatization; storytelling and role play. Although there is no one specific methodology for the teaching of integration of language and literature, the approach is linked in vitality to teaching methodologies that are student based, activity based and process oriented. Bassnet& Grundy (1993) refer to the desirability of seeing the learners as resources and working from the learner's store of experience and intuitive poetic awareness.

2.5.1. English Language and Literature Learning Evaluation

The Integrated English curriculum (MoE 2002), adopts an integrated approach to teaching of language. Integration means that no language skill should be taught in isolation. Listening, speaking, reading and writing skills should complement each other. Listening and speaking skills play a primary role in social and academic life of a person. One who listens and speaks effectively is able to receive and respond to information appropriately. These two skills also contribute significantly to the development of reading and writing skills. It is recommended that they are evaluated (MoE 2002).

Testing and evaluating methods employed in schools play an important role in students" performance. According to Gathumbi and Masembe (2005), a test is a psychological and educational procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual. Tests are used as diagnostic tools to establish learners' strengths and weaknesses in order to make instructional decisions. Testing plays a major role in the students' examinations performance. It can be used to identify strengths and weaknesses.

Evaluation can be done through dictation, listening, and comprehension, role-play, making speeches, reciting poems or even interpretive reading of extracts from books (MoE 2002).Speaking is an integral part of listening since speaking involves responding to what has been heard. This interaction presents the learners with a lot of difficulties. The teachers of English should aim at helping learners attain fluency and accuracy in speech. When learners fail to listen and speak fluently and accurately they fail to communicate, leading to a breakdown in communication. Consequently poor performance in exams is witnessed as learners cannot express themselves (Gathumbi and Masembe, 2005).

2.5.2. Grammar Teaching through Literature

The chief objective of teaching grammar is to help students understand how language works and to use it correctly and appropriately in different contexts (Gecaga 1967). Grammar can be defined as the way words are combined to form larger and meaningful units. It is proposed that in order to help the learner acquire a thorough mastery of the language as a whole, grammatical structure should be presented in context. A grammar item should be presented to the class in which it appears. The aim of the presentation is to get the learner perceive the structure – its form and meaning – in both speech and writing. Teachers therefore need to be very creative and innovate as they think of the best ways of utilizing both literary and non-literally material to help the learner acquire grammatical competence. The teacher must determine the best ways of using language films and games, video tapes, role-play, writing compositions and drama to enhance the acquisition of grammatical proficiency (Gecaga 1967).

2.5.3. The Purpose of Literacy in Language Teaching

The ability to read fluently is both vital for school and for life (KIE 2002). Good reading skills will improve performance in all school subjects. Reading helps in information gathering and learning of concepts. Through reading, the learner is exposed to new vocabulary, new sentence structures, and different registers. Reading also acquaints the learner with good models of language use. The teacher should devise strategies that will make reading interesting and fulfilling. It is recommended that reading skills be developed through the study of literature. The learner should also be encouraged and facilitated to read extensively. The use of reading to enhance the development of other language skills such as listening, speaking and writing is imperative. What the reader reads could form the basis of their oral presentations or essay writing.

Reading in a formal school system is the core of the syllabus. Where there is little reading; there will be no development of the reading skills. Performance depends on the quality and quantity of reading (Gathumbi and Masembe, 2005). Poor reading culture in many schools has contributed to poor performance of English.

Reading and writing are very closely related. Learners should be encouraged to read critically, observing how language is used. Class readers and literature set books should be used as sources of writing tasks. Other resources such as pictures can be used to generate ideas for writing. Diagnostic and remedial exercises could be used and each individual learner's needs identified and addressed. In addition, learners should be encouraged to read critically, observing how language is used. Writing is an advanced language skill that has wide ranging implications for the way we think and learn. Writing encourages us to be organized, logical and creative in thinking. Learners should be helped to acquire skills that will enable them to express their ideas clearly and effectively in writing. In order to be successful in any academic discipline, the ability to write well is essential. It influences our chances of success, personal development and our relations with other people. Writing tasks should be based on the learner's interests and experiences. Group discussions and other pre-writing activities may be used to demystify writing (KIE 2002).

2.5.4. The Place of English in the Kenya Education Context

The Kenya institute of curriculum Development (KICD), is charged with the responsibility of crafting the syllabus. In the English Integrated Course the following aspects are captured: National goals of education, Objectives, Interdependence of English and Literature, Listening and Speaking, Grammar, Reading skills and writing skills.

2.5.5. The Kenya Syllabus

The integration of English and literature was not familiar to Kenya before the inception of the 8-4-4 system of education (MoE2002). The development of the four year secondary education cycle was undertaken by Kenya institute of Education (KIE) which is now Kenya institute of curriculum development (KICD). Syllabuses were designed, Key instructional materials were published and a catalogue of selected set books was availed so that teachers of English could make a suitable selection. The objective of this venture according to MoE (2002) was to prepare the learner for self-reliance, training and further education. This method of English as a pedagogy had been practiced in places like Canada, Australia, Britain and United States of America for quite a while.

English, being the medium of instruction in Kenya schools, is indeed very important to the general school curriculum. For this reason, the Secondary school syllabus states that "fluency in all aspects of the English language will therefore enable the student to perform better in all other subjects"(MoE, 2002). There is no better way to achieve this fluency than to let them interact with the language through practical and creative tasks.

The MoE (2002) says that the integrated English Course is designed to fit in with the overall 8-4-4 secondary school syllabus. The revised syllabus (MoE, 2002) points out that those students who master English reap many academic, 'social and professional benefits. In the School setting, it is argued" proficiency in English will make the learning of the other subjects much easier." The point being made here is that the learners' mastery of English language skills is not an end in itself as it were but has greater implications both at school and outside School.

English being a compulsory subject in secondary schools is used as a vehicle to know about the diverse cultures hence unity in diversity (MoE 2002). An example of a text that highlights these aspects is a set book, 'The River and the source', written by an African Writer Margaret Ogola. She draws from the Luo speech community which is not different from other communities in Kenya. Learners can appreciate the Luo culture and use it to draw parallels from other speech communities. The fifth Kenya's educational objective "To enhance understanding and respect for own and other peoples cultures and their place in the contemporary society", is addressed in this novel.

The realization of social cohesion can only be realized if the citizens understand their culture and those of others, given the numerous tribes in Kenya. We may stop at this point and ask how the different cultures can be experienced. There is no other better way other than reading several texts based on the culture of different ethnic communities.

The basis of underlining the importance of learning different cultures is borrowed from the idealism philosophy of Plato (427-347 B.C) and Frobel (1782-1852). These Philosophers advocated for the approach that Learners have to be taught moral values and intellectual knowledge which is needed in order to become model citizens (Myra & David 2000). Teachers have to teach learners to be "culturally literate"- that is being familiar with the people, events and institutions that shape the Society.

The introduction of the 8-4-4 system of education in Kenya in the 1980s, saw the ushering in of the integrated approach to the teaching of English .The two subjects, English language and literature were merged as one subject, - English. Before then, during the previous 7-4-2 3 education system, English language and literature were taught as two autonomous but related subjects in the secondary school curriculum (MoE 2002).

The Kenya Ministry of Education in her preparation of the Education syllabus does it in accordance with the Educational needs and aspirations. The syllabus outlines Kenya's national goals of Education which every teacher should bear in mind and strive at promoting in the process of teaching (MOE (2002).

2.5.6. Interdependence of English and Literature

The current syllabus must be credited for acknowledging the interdependence in the teaching and learning of English language and Literature. The Introduction to the KIE Secondary English syllabus clearly states what integration means and the breakdown of the components shows complete integration. The syllabus defines the term 'integration' as "merging two autonomous but related entities in order to strengthen and enrich both" (KIE, 2002: 3). Through exposure to literature, reckons KIE the learners will improve their language skills: They will not only enrich their vocabulary but also learn to use language in a variety of ways. Similarly, an improved knowledge of the language will enhance the learner's appreciation of literary material. Integration means no language skill should be taught in isolation. Listening, speaking, reading and writing skills should complement each other. According to this syllabus, it is essential that some literary skills are covered in the teaching of listening and speaking, some in the teaching of reading and some in the teaching of writing. The teachers are further encouraged to be "very innovative as they think of the best ways of utilizing both literary and non-literary material to help the learner acquire grammatical competence" (KIE, 2002: 5). As already observed following the introduction of the IEC, literature became a compulsory aspect of the English course. The teachers' responsibility is to work out ways of harmonizing the teaching of English language and literature.

It is therefore expected that English should enable the learner realize his/her potential for excellence. As Cook (1996) observes, the student can only achieve this excellence by the teacher availing new learning experiences, like constantly engaging them in activities besides hearing the language from the teacher. In this way the mastery of what has been learnt is enhanced.

English, being a medium of instruction in Kenya school, is indeed a very important subject both to the general school curriculum and as service subject. For this reason, the Secondary School syllabus states that "fluency in all aspects of the English language will therefore able the student to perform better in all other subjects" (MoE, 19924: 5). There is no better way to achieve this fluency than to let them interact with the language through practical and creative tasks.

According to the integrated approach to teaching English, the following are pursued as the objectives of English language teaching for secondary schools in Kenya; At the end of the secondary school English course, the learner should be able to: Listen attentively for comprehension and respond appropriately; Use listening skills to infer and interpret meaning correctly from spoken discourse; listen and process information from a variety of Sources; Speak accurately, fluently, confidently and appropriately in a variety of contexts; use non-verbal cues effectively in speaking; read fluently and efficiently; appreciate the importance of reading for a variety of purposes; develop a lifelong interest in reading a wide range of subjects; read and comprehend literacy and non-literacy materials; read and analyse literacy and non-literary works from Kenya, East Africa, Africa and the rest of the world, and relate to the experience in these works; make an efficient use of a range of sources of information including libraries, dictionaries, encyclopaedias and the internet; Use correct spelling, punctuation and paragraphs; use a variety of sentence structures and vocabulary; communicate appropriately in functional and creative writing; write neatly, legibly and effectively; use correct grammatical and idiomatic forms of English; think creatively, critically; appreciate the special way literary writers use language; appreciate the universal human values contained in literacy works'.(MoE2002: 6)

The aims of language teaching in Kenya (MoE 2002: 5), are generally defined in terms of four basicskills: speaking, listening (understanding speech), reading and writing. The syllabus emphasizes that language work should be contextualized so that vocabulary and grammar should as far as possible arise from a text and be developed by writing exercises. According to the KIE curriculum, there should be no such thing as a stand-alone vocabulary teaching lesson. Vocabulary is "best acquired in context through listening, speaking, reading and writing activities." The advice to the teachers is to implicitly have the desire to have learner-based activities incontributing to the goals of the IEC at the secondary school level.

2.6. Empirical Literature Review

Mwamba, (2000), in his research on factors that contribute to poor performance in English, in Rigama division Nyamira district, analysed the results of 1998 and 1999. He used simple sampling as there were only a few schools. The

researcher used three head teachers, six English teachers and forty two students from the secondary schools. The researcher mainly used questionnaires and interview guides.

His findings were that there weren't enough instructional materials in the division. He also found out that the quality of teaching was poor due to lack of qualified teachers. Most of the teachers were untrained and employed by the BOG. The employment of the BOG teachers was taken as a stop gap measure due to understaffing. Most parents were poor and therefore left many learners at home for quite some time due to non-payment of school levies. The learners were also found to have not engaged tutors to address the challenges they had.

It is evidently noted that the researcher did not address the issue of the problems that face learners in the implementation of the integrated English.

Kipkemboi, (2007), in her research also explored integration of English and Literature. In her findings, she concluded that poor performance in English was due to teachers having not graduated with fully equipped skills on how to handle the integrated English Syllabus. This was due to the way the subjects were handled separately in the university. In addition, teachers were found not to receive in-service course regularly to help them teach integrated English syllabus. The concept of integration was also found new and was not clear to the teachers on how to integrate in their teaching and so had a negative attitude.

The shortfall of this research is that it did not address the challenges faced by learners.

Muia, (2010), investigated factors that contribute to poor performance in English subject in General Mulinge School. The study focused mainly on four objectives revolving around student's attitude, Mother tongue interference, teaching methods and syllabus coverage. Her study findings showed that, English was performed poorly because of students' attitude towards English subject, Mother tongue interference, poor teaching methods, difficulties in covering the syllabus, which included un- harmonizable teacher student ratio, large classes, heavy workload, weak entry behaviour and lack of teacher motivation. The researcher dwelt more on teachers but did not exhaustively address the challenges of integration on the learners.

Kigen, (1999), in his study examined mainly the attitudes of English language teachers in the concept of integration and what it involves. The research was void of learners' issues.

Omondi, (2000), examined the perspectives of the Kenya high school teachers towards the integration of English language and literature in the 8.4.4 system of education. It unfolded that most teachers though trained in both English language and literature, did not seem to comprehend the integrated approach. Majority of the teachers had negative perception of the integration of English language and literature in secondary schools English syllabus. Nothing touched on the learners.

Muthuku, (2000), on the factors leading to poor performance in Mugumo Girls, concluded that learners' attitude greatly determines his or her performance throughout school life. Learners who view English as a foreign difficult language and not useful in their day to day life will most likely do poorly in it, whereas, those who are optimistic and show meaningful interest in the language, produce good results in English Examinations.

2.7. Summary of Literature Review

The Literature review in this chapter has endeavoured to show the importance of the integrated English Course studies. The importance has been drawn from a number of previous studies and researches from various scholars. However since the inception of the Integrated English Course, the envisaged results by the curriculum developers have dodged both the implementers and learners. Although similar studies have been conducted to investigate what hails the programme not much positive change has been realized.

Despite the fact that integration of English and Literature as a method of teaching is useful and possible, there seems to be a problem. It is therefore justified that a gap that has not been addressed is hereby inevitably handled-The challenges facing learners in the implementation of the integrated English course in Secondary Schools, in Makindu Sub County, Makueni County.

3. Research Methodology

3.1. Research Design

Ogula (2005), states that a research design sets up the framework for study and is the blue print of the researcher. Punch (2005), adds that a research design is- "the basic plan for a piece of research" that highlights - the strategy of the study, the population, the tools and procedures to be used for collecting and analysing the data. The study employed the descriptive survey design. This design was chosen for the study because it allowed the researcher to study the phenomena on the state of affairs and did not allow for manipulation of variables (Kombo& Tromp, 2006). Ogula (2005) asserts that this method systematically gathers qualitative factual information necessary for decision making. This qualitative data was easily quantified. The design was suitable for the study because the target population of school teachers and learners had already been exposed to the integrated English curriculum and the learners performance had been determined (Lockesh 1984).

3.2. Target Population of the Study

The research carried out in the Secondary Schools in Makindu Sub County because the researcher had noticed the poor performance of KCSE. According to the data (2016) held in the sub County education office, there were twenty Secondary schools which were taught by 58 trained English teachers employed by the Teachers Service Commission

(TSC).The researcher intended to use the trained English and Literature teachers because they were the ones versed with the subject of study.

3.3. Sample Size

Orodho (2001) presents a sample as the individuals or objects from a population such that the selected group contains elements representative of characteristics found in the entire group. By use of purposive sampling, the researcher used fifty four English teachers because of their similar characteristics. Mugenda and Mugenda (1999), propose ten per cent of the target population to give a good representative sample in descriptive study design but due to their small manageable number, all the English teachers were used and hence a census. The other four teachers were used during the data collection instruments pre-testing exercise. However, for the purpose of classroom observation the 10% rule was used thus five teachers were selected.

3.4. Sampling Techniques

Sampling is a process of choosing a sub group from a population to participate in the study (Ogula, P. 2005).The researcher used purposive sampling to pick all the English teachers because they were a manageable number. Purposive sampling was a technique in which a researcher targets a group of people believed to be reliable for a study (Kombo and Tromp, 2006). Mugenda and Mugenda (2003), also define purposive sampling as a non-probability technique that allows a researcher to use cases that have the required information in respect to the objectives of the study. Simple random sampling was employed to sample the teachers that were used in the classroom observation exercise and in the piloting exercise. The researcher assigned an identifying number to each of the fifty four teachers teaching English and literature in the Secondary Schools and wrote the same numbers on separate pieces of paper. This also applied to the three girls and two Boys' Secondary Schools to choose two for piloting. The researcher randomly picked six pieces of paper. The teachers whose corresponding numbers were picked were selected for the classroom observation.

3.5. Data Collection

Primary data was collected from the questionnaires which were administered on the teachers. Observation schedules were used to highlight individual teacher interaction with the Learners during a normal English Lesson. Document analysis from Text books, journals and previous research reports gave qualitative secondary data.

3.5.1. Questionnaires

The questionnaires were used because Kiess and Bloomquist (1985), observe that Questionnaires offer considerable advantage in administration; presents an even stimulus potentiality to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinions and also to make suggestions. Questionnaires have responses which are easy to quantify for the purpose of analysing, Orodho(2005) asserts.

All questionnaires were structured with closed ended and open ended questions and rating scales. (Best 2004), define closed ended structured questionnaire as a tool that offer short responses and certain restricted information from the respondent while open ended structured questionnaire calls for free responses in the respondents' words hence providing for a greater depth of response.

The questionnaires for the teachers of English were divided into four sections. Section A provided teachers profile, section B focused on the teachers' perception of the new integrated English approach, section C addressed teaching and learning resources and section D had questions on teaching methodology. The rating Scale questions gave the researcher a chance to really understand the individual respondents' attitude on the theme of the research. All the questions helped to highlight the challenges that befall the learner in the implementation of English language in Secondary Schools.

3.5.2. Observation Schedule

In order to observe overall lesson presentation to compare with the responses given by the teachers, the researcher used structured observation checklist (Tumucin, 2000).The observation Schedule helped compare what the teachers reported on the questionnaire with the real classroom interactive sessions. The observation schedule manifested the learners' level of interest and enthusiasm together with the use of materials and pedagogies by the teacher. It recorded perception of the researcher as the lesson progressed. Scales were used to make quantifiable responses. A total score of each school visited was produced (Peacock, 1997) and a general conclusion was reached.

3.5.3. Pre-Testing Research Instruments

To ensure reliability in the study, the researcher personally conducted a pilot study in two schools which were to be excluded from the actual study. These Schools were purposively sampled and they were Mumbe Boys' which was a Private School and one girls' School which was public. The reason used to select these schools was that there was only one private school that is Mumbe Boys and out of the girls' Schools, one was selected using simple random sampling. The aim of the pre testing exercise was to reveal possible flaws that could lead to misinterpretation or misunderstanding of the questions asked. The pilot study also assisted in the avoidance of bias and enabled the researcher to estimate the likely period to be used during the actual exercise. Common problems were gleaned and identified areas of ambiguity were addressed.

3.6. Data Analysis

 According to Kombo and Tromp (2006), data analysis refers to examining what has been collected in a survey and making deductions and inferences. It involves uncovering underlying structures, extracting important variables, detecting any anomalies and testing underlying assumptions. Data processing and analysis included data preparation, editing, coding, classification and analysis, checking for errors and making an exploratory analysis (Mutai, 2001). Data preparation involved editing of and validation of the data collected. Data analysis tools used depended on the type of data being analysed; whether the data was qualitative or quantitative.

 The quantitative data in this research was analysed using descriptive statistics with the help of Statistical Package for Social Sciences (SPSS) version 22. Quantitative data was presented in tables, charts and graphs. Conceptual content analysis was used in the processing of this data and results presented in prose form. For qualitative data, this involved identifying evolving patterns in the text of the questions and categorizing them into themes. The two types of data analysis helped the researcher to come up with a clear statistical picture of the population and main themes based on the research questions and interview questions of the study. This in return helped the researcher to come up with right conclusions and recommendations. This was so since these two approaches ensured all data received was adequately analysed to address the research questions and the objectives of the study.

4. Data Analysis, Presentation and Interpretation

4.1. Teacher's Professional Training and Development

 The teachers who responded to the questionnaires varied in gender, age, professional training and years of experience after training.

4.1.1. Age

Age	Males		Females		Total	
	Frequency	%	Frequency	%	Frequency	%
Below 25 years	1	2	2	4	3	6
25-34 years	10	19	5	9.6	15	28.6
35-44 year	12	23	7	13	19	36
45-54 years	11	21	4	7.4	15	28.4
Over 55 years	0	0	0	0	0	0
Total	34	56	18	34	52	100

Table 2::Teachers 'Gender and Age

 Out of the teachers who participated, (34), 56% were male while (18), 34% were female. This depicts the presence of gender disparity in favour of males with regard to the teachers who teach English in the area of study though with just a slight margin. There is an assumption that this could not affect the research findings.

 On the age range,(15),28.4% of teachers were between 45-54 years, (19),36% between 35-44 years, (15), 28.6% between 25-34 years, while, (3), 6% were below 25 years. These results show that about 90% of the teachers are below 54 years of age. This is a clear indication that the teachers are active and energetic. This meant that they could therefore be flexible to change and be able to accommodate new methods of approaching the integrated English curriculum. A teacher's age could sometimes influence his way of teaching and readiness to adapt to changes in curriculum. Owing to the fact that most of the respondents are young, the suggestions they gave about improvements in professional development programs could be said to be dependable as they were the active participants in the field.

4.1.2. Academic Qualifications

 The academic qualifications of the teachers provided information on how well they could understand the Integrated English. The table 3 below presents the data

Qualification	Frequency	Percentage
Masters	2	3.85
Undergraduate	48	92.31
Diploma	2	3.85

Table 3: Teachers' Academic Qualifications

 With reference to the highest academic qualification 2 teachers, which was 3.85% were holders of masters. 48 teachers, that is, 92.31% were holders of bachelor's degree while 2 of them, a 3.85% were holders of diploma. This implies that the teachers were professionally trained and had a vital ingredient that was likely to improve their effectiveness in ensuring successful implementation of curriculum. This also means that they would be able to gauge how effective their training was in the field in order to give their views on the need for further professional development. Trained teachers are more likely to interpret and implement the English integrated course in Secondary Schools better than their colleagues who are trained in other fields of study.

4.1.3. Teaching Experience

Regarding the teaching experience of the respondents, the teachers were requested to indicate the number of years they had served as teachers in their profession. This working experience is important in that it helps blend theory, experience with practice for optimal working conditions and best results. Table 4 below explains this.

Number of years	Frequency	Percentage
Below 5 years	18	34.6%
6- 10 years	10	19.2%
11- 15 years	12	23.08%
16- 20 years	4	7.7%
Above 20 years	8	15%

Table 4: Teaching Experience of Teachers

The number of teachers who had been teaching for less than 5 years were 18, a 34.6% while19.2% (10), had been teaching for 6 to 10 years. A 23.8%, (12), had been teaching for 11 to 15 years, 7.7%, (4), had been teaching for 16 to 20 years and 15% (8), had been teaching for over 20 years. It was evident that 66%, (34), of the teachers had a teaching experience of over 10 years. This implies that the teaching workforce in the schools was made up of experienced teachers who had been in the teaching career for quite some time. They therefore were fully aware of the integrated English curriculum.

4.1.4. Teachers' Perception on the Integrated Programme

When teachers were asked whether they were comfortable in teaching English Language and Literature as one subject, 87% of teachers agreed while 13% disagreed. The teachers pointed out a close relationship between the learning of English language and Literature and also indicated that integrated English and Literature teaching is beneficial to the students because grammar helps the learner to write essays in Literature. This indicated that the teachers appreciated the approach. It further implied that the integrated English and literature curriculum makes the learners all-round. This concurs with Brumfit (1985) who asserts that teaching of English language and Literature, as one subject will make the teaching of language more practical than when the two areas are taught separately. Brumfit further points out that, Literature is a vital component of English language teaching. Literature provides learners with a convenient source of content for language, thus making the learning of language more practical. The skills learnt in English are also used in Literature, pointing to the complementary relationship in the two subjects.

On the teachers view on how the English integrated course would be improved, 85% indicated that regular workshops or seminars would enhance the performance. This demonstrated that there was a window of opportunity for professional development. This was a clear indication that the teachers had the willingness to expand their content knowledge. They therefore needed to be assisted in learning new instructional strategies in order to improve their effectiveness. Although some 8% of the teachers had the same view that professional development was necessary, they were afraid that this activity which more often than not lasted a day and sometimes a week was inadequate to help teachers effectively better their performance and raise students' achievement.

This concurs with findings of Laura (2002), who suggests that training for improvement must be sustained over an extended time period. Sufficient duration has to be availed so that teachers can have the time to learn and improve. Professional development activity is not an event but a process. Hill (2007) also concurs that effective on-going professional development programs usually require large time commitment. Nunan (2001) posits that teaching is a career that needs constant development particularly where new changes are introduced in an education system.This implies that the professional development activities are good learning experiences that certainly help teachers to improve their own practice and sort out challenges they experience in teaching.

Teachers were asked again; As an English teacher, what the challenges of teaching English and Literature as integrated were. Their responses are shown in

S/NO	Problem	NO. of Teachers	Percentage.
1	Teaching Language as one Subject	48	92
2	Learners interested in either English or Literature	16	31
3	Lack of Sufficient Time	40	77
4	Poetic License	14	27
5	Mother tongue interference	38	73
6	Teachers inadequate training	39	75
7	Speaking Skills class is very noisy	30	58
8	choice of the right technique to use	27	52

Table 5: Challenges faced by Teachers in the Integrated Approach

From the information in Table 4.5 we can rank the challenges from the highest to the lowest as follows; integrating English and Literature is too demanding, shortage of teaching time, inadequate training of teachers to handle integration, mother tongue interference, speaking skills class is noisy, choice of the right technique to use, Learners interested in either English or Literature and Poetic license.

Most of the teachers (92%) argued that English and literature were different subjects and that there was a strong need to separate the two. Others (31%) explained that some learners were naturally competent in English while others were good in Literature. However the final score in examinations was just one which did not reflect what the learners were good at. Some of the teachers (52%) said that because of the integrated approach, there was lack of sufficient time for studying and examining aspects of English and literature in a more practical way. Another group (27%) said that sometimes literary language may not conform to the dictates of conventional language. Poetic license for example, allows a writer to distort concepts, meanings, word order and sometimes new word coinage to achieve a desired poetic effect. Many aspects of oral literature have literal translations from the original oral Language and may not fit into conventional English language. These may not serve as exemplifiers of correct language in use.

The analysis and interpretation of data revealed that teachers of English use the IA to teach speaking skills and that the use of IA actually improves the mastery of speaking skills in secondary schools. Despite the challenges including choice of technique, noise in the class, learner motivation and choice of activities and learner negative attitude, the teachers felt that these have minimal effect as challenges affecting teaching of English using the IA.

4.1.5 Integration of English and Literature was too demanding

Most lessons observed in all the schools made use of little content from Literature because, according to teachers, it was too demanding to identify appropriate material that fits into the teaching of speaking skills. Without appropriate literary material the concepts taught become boring and difficult to understand. The findings of the research confirmed that teachers actually had problems and struggled to try to merge the two subjects.

4.2. Time allocated to an English lesson

4.2.1 Shortage of Teaching Time

Most teachers indicated that shortage of time leads to poor coverage of the syllabus. This is so because some speaking skills topics are not well taught although they are set in KCSE. The likely hood would be poor performance in the Examination. The teachers observed that 40 minutes was not adequate when teaching speaking skills using role play, debates and drama as classroom activities. Thus teachers suggested that speaking skills lessons be allocated a double period. Lessons would be taught twice weekly to allow for enough time for the learners to practice their speaking skills in class. This is possible since some subjects in secondary schools have been reduced by collapsing economics, Commerce and accounting into an umbrella subject called business studies.

4.2.2. Number of Students in the Classroom

Most Schools which were under investigation had large numbers of the students in their classes which made it difficult for teachers to engage individual learners in speech work within the lesson. The most crowded classrooms were those in County and extra county schools, which had up to 70 students in a classroom whose capacity is 35 students. The crowding encouraged idleness and noise making during lesson discussions. It did not give room for adequate practice. The IA to teaching English should be learner-centred and therefore each learner has the right to be actively involved in the learning process in classroom activities. This poses a challenge to teachers, especially when not all students can speak within a lesson.

4.2.4. Mother-Tongue Interference

Mother tongue interference was rated number four challenge by teachers. Most students in the schools under study had mother tongue dominance in pronunciation of the words and various sounds of the English language. This was as a result of the difference in the sound system of English versus that of the African Languages: Kikamba, Kikuyu,Maasai and Dholuo that were the most commonly prevalent in the study area. The English language teachers ought to encourage their learners to use localized Kenyan English as they need not to be native speakers in order to communicate effectively. Teachers should identify the problematic sounds in order to teach students how to pronounce them correctly. More time should be given to the learners to practice their speaking skills. Classroom activities such as drama, debate, role play, impromptu speeches, story-telling could be used for practice and attain confidence in the use of English language.

4.2.5. Teachers are not adequately trained to handle Integration

Although all the teachers who participated in the study had Bachelor's degree in Arts Education (English and Literature), they still felt that their training in the IA was not adequate. This is due to the fact that skills in the IA are not adequately handled at the university level. English Language and Literature are taught separately and so someone might wonder how graduates can effectively teach the integrated English Course. Lack of proper training in the IA could lead to poor performance especially in the speaking skills in KCSE.

4.2.6 .Choice of the Right Teaching Method and Noisy Classrooms

Teachers were divided on whether or not choosing of the right teaching method and noise in classrooms was indeed challenges to learning speaking skills. During the lessons observed, teachers used traditional methods like explanation, demonstration, discussion and question and answer methods of teaching. They seemed unaware of the new integrated methods of teaching English such as Task-Based Method, Communicative Language Teaching and Situational Language Teaching. With regard to noisy classrooms, 58% of teachers agreed that it was a challenge. However, this is not a

serious challenge as the teachers can easily control it, ensuring the students do not make noise. Students also learn better when there is space for them to practice the speaking skills orally; therefore, this should not be viewed as noise.

4.2.7. Learners Interested in Either English or Literature

Teachers in the field did not regard this aspect as a serious challenge. Learners' negative attitude to either part of the English paper could contribute to challenges facing teaching English using the IA. Students' motivation for learning English and attitudes towards learning the language are the leading predictors of success in learning English. Therefore, educators and trainers should take these factors into consideration when designing English language training and instruction.

To deal with lack of motivation on the part of learners, teachers should explain to their learners the importance of knowing the speaking skills. A mastery of the skills has life-long benefits, for example passing interviews and communicating with others. Teachers should also be enthusiastic when teaching speaking skills, despite the fear of mother- tongue dominance and due to the fact that the teachers are not native English Speakers. The teachers therefore should strive to use methods and classroom activities which are interesting to motivate their learners throughout the lesson. The challenge of choice in classroom activities could be addressed by ensuring that three to four activities are used in each lesson. The research findings point to positive attitudes towards English as a tool to securing a good job and the importance of fluency in English to become a full participant in English-speaking society. These and other studies of attitudes and motivations for learning English point to a need for instruction that helps students function effectively in occupational settings, as well as society as a whole.

Suggestions available according to the teachers of English were also revealing. Teachers of English were asked; what suggestions they would offer for the improvement of the Integrated English Course? Their suggestions are shown in Table 6.

S/NO	Suggestion	Number of Teachers	Percentage
1	Separate English and Literature	50	96
2	Allocation of Adequate time after separation	20	38
3	Continuous Professional Development	10	19

Table 6: Teachers' Suggestions for Improvement

The majority of teachers of English (96%) strongly advocated for the separation of English and literature in the secondary school syllabus. This separation was seen as a way forward in addressing the problems of the two subjects. It would also address the different learner needs, teacher preparation and allowing more time for each subject to be studied and examined in a more practical way. Another proportion of teachers (38%) suggested that after the separation of English from literature, English should be allocated sufficient time to the various aspects of it and have enough practice in its usage. The same teachers suggested that in this new arrangement, literature would be made an optional subject so that the students who would do well and show interest would be allowed to pursue it.

 It was the suggestion of 19% of the teachers that, there was need to update the teachers in the latest methodology of teaching English and literature to cope with the latest innovations in these subjects. They said that as the situation was, there were very limited in-service courses and that these in-service courses reached only an almost negligible proportion of the English language and literature teaching fraternity. They further stated that the in- service courses conducted lasted a very short time like one day. They suggested that these should be extended over a longer period and should be conducted during school holidays.

In order to get a holistic view of integration in English lessons, observations focused on the levels of student motivation generated by the interactive approach to teaching the integrated English.

4.3. Use of Teaching and Learning Resources

4.3.1. Availability of Lesson Plans

Table 7 shows availability of the lesson plans as an indication of readiness to use integrated approaches throughout the lesson. The table shows that almost all the teachers, 67% did not have formal lesson plans for the classes they took. Only
33% had lesson plans. This was considered avery serious finding since the lesson plan is an indication of seriousness in preparation on the part of the teachers.

Response	Frequency	Percentage
Available	2	33
Not available	4	67
Total	6	100

Table 7: Availability of Lesson Plans
Source: Observation Schedule

Lesson objectives are very important in any lesson plan. These are the specific targets that the teacher aims to achieve at the end of the lesson. They are the competencies that learners are expected to demonstrate as a consequence of

a lesson. These were analysed for evidence of being based on the integrated approach and how involved the learners were. Clear objectives may be stated by a teacher but without appropriate learning activities, the objectives may not be achieved. It also follows that if the objectives are based on integration, for them to be achieved, the learning activities have also to be based on the same. From the preparation stage, lesson observation focused on the development of the lesson.

4.3.2. Teaching and Learning Resources
Although all teachers were not trained in the same colleges or universities, the methodologies of teaching any one subject are basically the same. It is here that they are taught the resources required and how to mix them for better results. Sometimes, the experience one has gained in the teaching profession enables one to know how much to use of each resource to improve performance. The category of the school also plays a big role in determining which resources will be necessary and those that will not be used. The strategies a teacher uses are outlined in the professional documents that the teacher prepares. These are the lesson notes, schemes of work and lesson plan.

4.3.3. Adequacy of Teaching and Learning Resources
The teachers were asked to indicate the extent of the adequacy of teaching and learning resources in their institutions on the scale "very adequate", "adequate" and, 'inadequate". The results are shown in the table 8 below;

Scale	Frequency	Percentage
Very adequate	5	9.62
Adequate	15	28.85
Inadequate	32	61.54
Total	52	100

Table 8: Availability of teaching and learning resources

The table 8 shows that a negligible number of teachers believed that the resources were very adequate for use in teaching and learning. A majority of the teachers28.9% only thought the teaching resources were adequate, while the remaining majority 61.54 %believed the resources to be inadequate. All the teachers involved in the study prepared lesson plans and schemes of work, with some preparing lesson notes at least once in a while. These are the professional documents that are required to guide the teacher in his or her work.

Perception	Frequency	Percentage
Good	10	19
Average	34	65
Below Average	4	8
No response	4	8

Table 9: Teachers' perception on performance in English
Source: Teachers' Questionnaire

About 19% of the teachers believed that the performance was good. Only about 65% of the teachers believed that the performance was average. This shows that although the teachers prepared lesson notes, lesson plans and schemes of work, they are not sufficient to make students to pass their exams. They only outline the intentions of the teacher and may or may not be executed. The findings of this study also show that some documents like the lesson plan are only prepared when it is inevitable. One of these instances is like when the teachers are expecting Quality assurance and Standards personnel from the Ministry of Education.

The teachers were also asked to evaluate the methods that were employed in teaching the Integrated English course. This forms part of the strategies employed by the teachers to make students to perform better in examinations. The teachers were asked to rate the adequacy of given teaching methods using the scale 'very adequate', 'adequate' and 'not adequate'. Each of the given techniques has its own level of involving the students during the lesson. The rating of each by a teacher is a measure of how much the teacher values that particular method. The results are as shown in the table below.

Method	Very adequate	Adequate	Not adequate
Lecture	3.84	26.16	70
Question and answer	92.31	5.6	2.09
Discussion	92.69	6.85	0.46
Role play	13.46	76.92	9.62
Dramatization	90.38	9.62	0
Resource persons	1.92	5.77	92.31

Table 10: Adequacy of teaching methods used
Source: Classroom Observation Schedule

In the table 10 above, it clearly shows that70% of the teachers believed that the lecture method is not an adequate method as a technique in teaching English. It is the second least supported method. The most effective technique was

discussion which is advocated for by teachers was 92.69%.The next best, being the question and answer method. The others in decreasing order of importance are dramatization, role play and resource persons. This is why all teachers, when asked how they involved their students when teaching, said that they do so by engaging them in discussions with a combination of other methods like asking questions, reading, dramatizing and role play, which is a good way of involving the students in the teaching and learning process.

4. Effectiveness of Teaching/Learning Pedagogies

4.1. Effects of the Integrated English Curriculum

Almost all teachers understood the integrated English curriculum to be the combination of literature and grammar as one unit, although in different words. They were asked to rate their attitude towards the integrated English curriculum. The result was tabulated with the explanation on whether the integrated English curriculum had any significant effect on the performance of English at KCSE level, as shown in the table 11 below

Response	Frequency	Percentage
Yes	27	55
No	24	43
No reply	1	2

Table 11: Effects of the Integrated English Curriculum

The data in Table 11 shows that all the teachers agreed that the integrated English curriculum had a significant effect on the performance of English at KCSE level. They gave different reasons depending on the attitude. Twenty seven of the teachers 55% had a positive attitude towards the integration, 24 of the teachers 43% had a negative attitude but did not give the reasons why. Only one respondent did not give an indication of his attitude.

Though the teachers employed the appropriate techniques and teaching methods to teach English, the performance in English still remained dismal. It is interesting to note that the teachers had positive attitude towards the integrated English course. Therefore, this point to the Integrated English Curriculum as the culprit of poor performance. Most teachers noted that reading novels and plays as most difficult and many students did not have a reading culture. Considering that comprehension, reading of novels and plays, grammar and poetry which form the bulk of the integrated English syllabus, the level of the teachers rating on these areas explains the dismal performance of the subject.

4.5. Summary of Findings

Based on the findings of this study, there is evident lack of consensus among the teachers of English in so far as the concept of integrated curriculum in the teaching of English is concerned. There is no uniform understanding of the integrated approach to the teaching of English in secondary schools in Kenya in so far as the teachers are concerned. This lack of uniform understanding has negative implications for the curriculum. It means that there is no unity in emphasis in implementing the integrated English curriculum. Different teachers implement it in their own different ways, depending on their perception of it. Second, English language teacher education is out of tune with the classroom needs of the teachers.

The integrated English language curriculum for secondary schools has been with us for the last twenty two years and yet English language teachers graduating from universities and colleges of education are not educated to teach using this approach. The closest we get is having teachers educated to teach both English and literature but as separate subjects. We still have teachers prepared to either teach English or Literature with other subjects. The implication of this for the curriculum is that there is no link between curriculum developers and faculties or schools of education and teacher education colleges. It is important that the curriculum for preparing teachers of English be reviewed. This would entail analysing how teachers are currently trained to determine what may need to be done differently, in order to improve the training. The pre-service teachers should be taken through the English language secondary school syllabus from which they are being prepared to teach, with a view to identifying the unique problems that underlie the teaching of English in Kenya, and which they are likely to find in schools.

Teacher training institutions should prepare English language teachers by equipping them with a standards-based curriculum. Teacher educators' training capacity is lacking in some skills and it should be developed further. Pre-service teachers should be taken through the secondary school English language syllabus, for which they are being prepared to teach, with a view to identifying and addressing the unique problems that underlie the teaching of English in Kenya. Practicing teachers should undergo teacher professional development courses from time to time, to upgrade their teaching skills, paying special attention to the four basic language skills

Further, skills on how to integrate technology during teaching of English are lacking among the majority of teachers. It is, therefore, important for teacher educators to integrate technology in their training of teachers. Such skills will help future teachers to improve their teaching of English. Examples of such training are: how to use the internet to access information that is not available in their textbooks, learning how to write term papers and conduct research. Other modern teaching technologies are use of a mobile phone for English language teaching. The e-English dictionary can also be used by teacher and learners to learn spelling, pronunciation, synonyms, antonyms, sentence structure and usage of vocabulary. The introduction of, for example, the Smart phones, tablets, videos and DVDs would assist, especially in

clarifying abstract concepts of sound recognition and sustaining learners' interest. These can also be used to access information not available in the textbooks.

5. Summary, Conclusion and Recommendations

5.1. Summary Findings of the Study

The purpose of this study was to investigate the integrated English curriculum on students' performance in English at the KCSE in Makindu Sub County, Makueni County in Kenya. The study was guided by the following objectives: Does the teacher's professional training and development affect the implementation of the integrated English Course? Can the time allocated to an English lesson affect the implementation of the integrated English Course? How does the availability of teaching and learning resources affect the implementation of the integrated English Course? How does the effective use of teaching and learning pedagogies affect the implementation of the integrated English?

The study adopted the descriptive survey method of research. The target population was public secondary schools in Makindu Sub County. The target population of this study was 20 schools with54 teachers of English. Questionnaires and classroom observation schedules were used as the research instruments. The data collected was analysed using the descriptive statistics.

Only about 65.38% of the teachers believed that the performance is average. This shows that although the teachers prepared lesson notes, lesson plans and schemes of work, they are not sufficient to make students to pass their exams. They only outline the intentions of the teacher and may or may not be executed. The findings of this study also show that some documents like the lesson plan are only prepared when it inevitable, like when expecting either the Quality assurance and Standards personnel from the Ministry of Education or the Curriculum Support Officers from the Teachers Service Commission.

The teachers were asked the methods they employed in teaching the integrated English which is the strategy to make students perform better in English. Most teachers indicated that they employed different teaching methods. This is in line with the recommendations by the Curriculum developers. The teachers of English should aim at helping learners attain fluency and accuracy in speech. When learners fail to listen and speak fluently and accurately they fail to communicate, leading to a breakdown in communication. Consequently poor performance in examinations is witnessed as learners cannot express themselves. In addition, Kenya Institute of Curriculum development encourages learners to read critically, observing how language is used. Writing tasks should be based on the learner's interests and experiences. Group discussions and other pre-writing activities may be used to demystify writing (KIE,2002).

Good teaching and learning strategies, good teaching styles and proper and adequate evaluation and assessment procedures as stipulated in the IEC would result to effective implementation of the IEC. This can in return determine the attainability of the subject objectives, leading to excellent performance in English at KCSE level. All teachers who participated in this study agreed that the IEC had had a negative significant influence on the performance of English. They believed that the two, that is grammar and literature should not have been integrated in the first place.

In addition, the students were reported to have had problems of speaking accurately, fluently, and appropriately.

5.2. Conclusions

There are a number of major conclusions based on the findings of this study. First, there is a discrepancy in Kenya between the official English Language Curriculum and the Implemented English Language Curriculum in schools. Whereas the official curriculum expects an integrated approach to be used in schools, in the classroom, only minimal amounts of integration actually occur. Teachers of English are experiencing some challenges in using the IA owing to their inadequate training in handling the content of integrating English and Literature. Teachers of English face the challenge that integration of English and Literature is quite demanding in terms of skills, shortage of teaching time allocated for teaching, large number of students in classrooms, mother tongue dominance and inadequacy in teacher training that failed to equip teachers with the adequate skills to handle integrated approach.

5.3. Recommendations

The following are the key recommendations that emanates from the study. In-service courses and teacher workshops should emphasize the language across the curriculum. Every secondary school teacher should become an English teacher concerned about English errors. It should be the responsibility of the secondary school administration to ensure that they facilitate the implementation of the integrated approach by coordinating the activities of the teachers and by selling the language across the curriculum. The teaching and learning of the integrated course can best be improved if teachers are regularly in serviced, students engaged in field work and teachers shift to learner centred approaches to teaching. The government should also offer timely disbursement of funds to the Schools to aid in the purchase of teaching and learning resources. There is a need to re-look at the curriculum of English in Teacher Trainees at university level to incorporate content on the IA to teaching English as a subject. This should be observed during teaching practice to ensure that the teacher students master the concepts in identifying appropriate literary material for teaching speaking skills.

The MoEST should send Quality Assurance Officers to schools to monitor and evaluate the teaching of speaking skills using the IA to teaching English. There is need for the MoEST to allocate more lessons for speaking skills practice, build more classrooms and to hire more teachers of English to cope with large numbers of students in schools. This will also enable teachers to attend to learners problems individually and provide time for each learner to participate in each lesson leading to improvement in the spoken skills. Students will develop confidence to use the foreign language and

improve their skills. The government should provide funds to be used for refresher and in-service courses, workshops, seminars and conferences for teachers of English in order to expose them to the IA and enhance their understanding of teaching English in an integrated manner.

More time should be allocated to English so that it has eight lessons per week from form one to form four with two double lessons for speaking skills to enable the students to have practical speaking skills lessons. Content in IA should be developed and be taught to English language teachers at both undergraduate and post graduate levels. This will enable them to have appropriate skills on how to teach using this approach, hence improve in English performance. There is need therefore to re-organize undergraduate courses for teachers of English to include these teaching methods, as a way of improving teaching skills and competence for the teachers.

English and Literature should not be taught to the teacher trainees as separate subjects. The approach of allowing students while in schools of education to take either English or Literature with other subjects should not be allowed.

There is need to review the integrated curriculum to take into account the teachers' views about it. The reservations of the teachers raised should be taken into account in all the stages of curriculum development so that there is easier movement from the planning stage to the stage of use of the curriculum in the schools. Teacher education colleges and faculties of education should be properly related and linked. This would ensure that the curriculum developers work as partners with Teacher Education Institutions so that both parties initiate innovations in the curriculum. This would lead to easier adjustments in the curricular of teacher education institutions to be in line with changes in school curricular.

In the process of curriculum review suggested, curriculum developers should address the issues of maintaining the integrity of both English and literature. The implication of this for the curriculum is that there is a challenge for curriculum developers to design an integrated English language curriculum that would respect the separate identities for both English and literature. Such a curriculum design would provide for natural integration in the suitable areas of the two subjects rather than 'forcing' integration across the board. In the design of the syllabus, equal attention should be given to both English and literature in terms of content and learning activities. This would work towards ensuring that the teaching of one subject is not compromised for the sake of the other.

The KCSE level examination, used for the evaluation of students learning at the end of form four should be redesigned in such a way that they reflect student achievement in English and literature, and in the integrated areas of these two subjects. There should be a score for English, a score for literature, and a score for integrated areas of English and literature. A model for Integration of English and Literature is proposed below. Based on data on both the conception of the integrated approach and the teaching of English by stakeholders and on suggestions for improvement, a shared integration model is proposed.
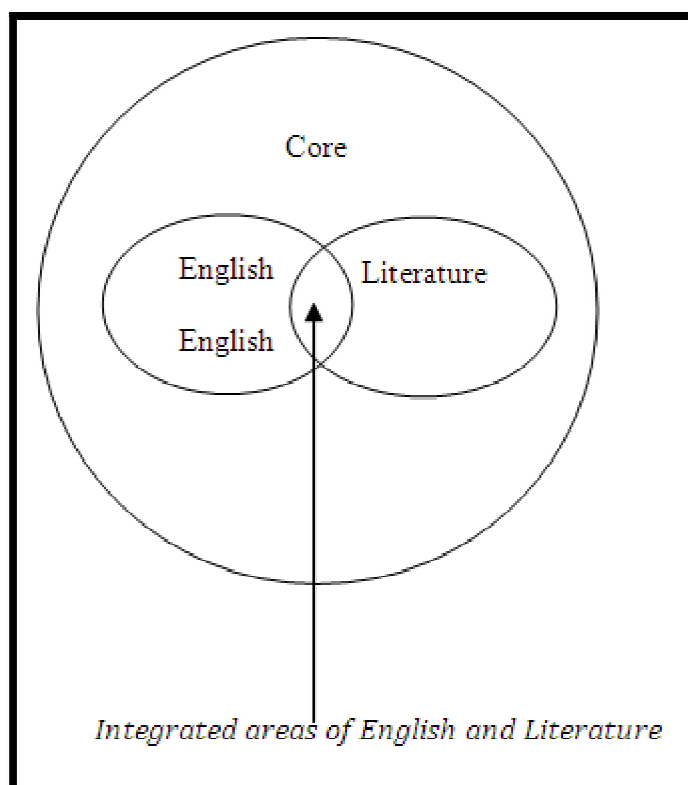

Figure 5.1: Shared integration of English and literature

In the proposed model, English and Literature should be taught as separate subjects using the integrated approach; both subjects would be core in the secondary school curriculum. In order to establish the natural fits or potential areas for integration, teachers would scan through both English and Literature syllabus, learning experiences and content, and then cluster such areas. They would only include those concepts and skills that would fit together

naturally and validly in an integrated unit. Teachers should never 'force' integration or choose activities that are superficial and do not address important concepts within the two disciplines. This model takes into account teacher input

All public secondary schools should invest in a reading culture and a culture where students communicate fluently in English. The ability to communicate and reading culture is a sure way of improving the performance in examinations. It enables the students to clearly understand and comprehend written material and content. Schools should set aside enough time and resources to effectively and efficiently in-service teachers of English in areas of grammar in literature and literature in grammar. Inter-school conferences should be encouraged to demystify the curriculum. This will enable teachers of English keep abreast with the latest trends of learning in areas students consider difficult. Curriculum developers should also look into the assessment and evaluation of Integrated English curriculum.

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