EFFECTIVENESS OF THE STRATEGIES USED IN INTEGRATED ENGLISH LEARNING APPROACH ON ACHIEVEMENT OF LINGUISTIC SKILLS IN PUBLIC SECONDARY SCHOOLS OF BUNGOMA COUNTY, KENYA

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NOVEMBER 2018
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DEDICATION

This thesis is dedicated to my parents the late Mr. Aggrey Matere and Mrs. Florence Matere, my beloved husband Edwin Maruti and our daughter Shantel Lusega for the moral and financial support they gave me through the study.
ACKNOWLEDGEMENT

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Thanks, and God bless you all.
ABSTRACT

In spite of the efforts to enhance the performance of English in Kenyan secondary schools, there have been persistent challenges in using the integrated English approach on learning achievement of linguistic skills. The purpose of this study was to assess the use of integrated English approach on learning achievement of linguistic skills in public secondary schools in Bungoma County. The specific objectives were to: establish the effectiveness of instructional methods, evaluate the effectiveness of learner motivational strategies, examine the effectiveness of evaluation techniques, find out challenges faced by teachers in adopting integrated English approach and determine the influence of challenges of integrated English approach on achievement of linguistic skills. The study utilized descriptive survey research design using mixed methods approach. A sample size of 251 teachers and 134 Heads of languages department was used. Purposive, Proportionate and simple random sampling techniques was used to obtain the respondents. Data was collected using questionnaires, interview schedules, observation and document analysis. The validity of the instrument was tested through expert judgment while reliability was achieved using Cronbach Alpha. Quantitative data was analyzed by use of frequencies, percentages mean and standard deviation. Pearson correlation analysis was used to test the relationship between independent and dependent variables. Qualitative data was analyzed thematically and presented in narrations and quotations. The study found that a majority (85%) of the teachers believed that students in integrated English lessons get opportunities for interaction and participation in the classroom enabling the acquisition of speaking, writing, reading and listening skills. Majority (69.2%) of the teachers believed that use of student centered learning approach in teaching integrated English enhances students’ acquisition of speaking skills. Similarly, majority (67.7%) of teachers depended on textbooks largely as the exclusive teaching and learning resources. Further, a majority of the teachers reported that students had not made an efficient use of range of learning resources. Further, majority (72.2%) of the teachers revealed that standardized achievement test outcomes were used for high-stake decisions in assessment for learners’ acquisition of linguistic skills. Further, majority (84.8%) of the teachers of English were of the view that their students were not able to recognize words and improve on their phonological skills despite the use of various evaluation skills in integrated English in secondary schools which were aimed at improving learners’ acquisition of linguistic skills. Moreover, majority (80.6%) of the teachers were of the view that teaching summary skills under reading and writing enabled students to acquire competencies in writing skills. Majority (78.4%) of the teachers had negative attitude towards teaching listening skills using comprehension passages. In addition, majority (62.1%) of the teachers believed that learners’ attitude towards composition writing played a key role in acquisition of writing skills. In addition, attitude, teachers’ competencies and time factor had significant positive correlation with learners’ acquisition of linguistic skills. The study recommended that teachers of English need to embrace the use of journal writing to demonstrate use of English grammar thus enabling students’ acquisition of linguistic skills. In addition, there is need for collaborative teaching as it enhances achievement of linguistic skills. The findings of this study will be significant to teachers of English in re-evaluation of teaching strategies and may also assist curriculum planners and developers at Kenya Institute of Curriculum Development (KICD) on need to organize in-service course for teachers of English in line with the revised curriculum.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION AND RECOMMENDATION</td>
<td>ii</td>
</tr>
<tr>
<td>PLAGIARISM DECLARATION</td>
<td>iii</td>
</tr>
<tr>
<td>DECLARATION OF NUMBER OF WORDS</td>
<td>iv</td>
</tr>
<tr>
<td>COPY RIGHT</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF ACRONYMS</td>
<td>xvi</td>
</tr>
</tbody>
</table>

## CHAPTER ONE

### INTRODUCTION

1.1 Background of the Study .................................................................... 1
1.2 Statement of the Problem .................................................................... 11
1.3 Purpose of the Study ........................................................................ 12
1.4 Objectives of the Study ..................................................................... 13
1.5 Research Questions ........................................................................... 14
1.6 Justification of the Study .................................................................. 14
1.7 Significance of the Study .................................................................. 16
1.8 Scope and Limitations of the Study .................................................. 18
1.8.1 Scope of the Study ......................................................................... 18
1.8.2 Limitations of the Study ............................................................... 19
1.9 Assumptions of the Study .................................................................... 19
1.10 Conceptual Framework ........................................................................ 20
1.11 Operational Definition of Terms....................................................... 22

## CHAPTER TWO

### LITERATURE REVIEW

2.1 Introduction ....................................................................................... 24
2.2 Integration of English and Literature ................................................ 24
2.3 Linguistic Development of English Skills .......................................... 29
2.3.1 Development of Reading Skills ....................................................... 31
2.3.2 Development of Writing Skills ....................................................... 37
2.3.3 Grammatical Competencies ............................................................. 39
2.3.4 Development of Speaking Skills ..................................................... 41
2.3.5 Development of Reading Skills ....................................................... 42
2.4 Evaluation System in Integrated English Approach ............................ 48
2.4.1 Learner-Centered Teaching Approaches and Acquisition of Linguistic Skills ........................................................................... 50
2.4.2 Teaching Language through Drama ............................................... 53
2.5 Effectiveness of the English Integrated Approach in Methodology ........ 55
2.5.1 Effective ELL Instruction for Formative Assessment .......................... 60
2.5.2 Resources in the Teaching of Integrated English .............................. 61
2.6 The Effectiveness of Teacher’s Motivation of Learners in Integrated English Approach ................................................................. 62
2.7 Challenges of Adopting Integrated English in Public Secondary School... 65
2.7.1 Teachers’ Attitude towards Integrated English Approach ................. 68
2.8 Review of Related Studies in Kenya................................................... 70
2.9 Research Gap .............................................................................. 72
2.10 Summary ................................................................................... 73

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY ............................................ 75
3.1 Introduction ................................................................................. 75
3.2 Research Design ......................................................................... 75
3.3 Research Paradigm ...................................................................... 76
3.4 Study Area .................................................................................. 77
3.5 Target Population ......................................................................... 78
3.6 Sample Size and Sampling Procedures ............................................ 79
3.6.1 Sample Size ........................................................................... 79
3.6.2 Sampling Procedures ................................................................. 80
3.7 Research Instruments .................................................................... 82
3.7.1 Questionnaires ......................................................................... 82
3.7.2 Interview Schedule .................................................................. 83
3.7.3 Observation Schedule ............................................................... 84
3.7.4 Document Analysis .................................................................. 84
3.8 Piloting ....................................................................................... 84
3.9 Validity and Reliability of the Research Instruments ........................ 85
3.9.1 Validity of the Research Instruments .......................................... 85
3.9.2 Reliability of the Research Instruments ..................................... 85
3.10 Data Collection Procedures .......................................................... 87
3.11 Data Analysis ............................................................................ 88
3.12 Ethical Considerations ................................................................. 91

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION .......................................................... 93
4.1 Introduction ................................................................................. 93
4.2 Return Rate of Questionnaires ...................................................... 93
4.3 Demographic Information of the Respondents ............................... 94
4.3.1 Gender of the Respondents ....................................................... 94
4.3.2 Age of the Respondents ............................................................ 95
4.3.3 Level of Education .................................................................. 96
4.3.4 Teaching Experience ............................................................... 98
4.4 Effectiveness of Instructional Methods in Integrated English Approach .... 99
4.4.1 Learner Centered Methods in IA on Achievement of Linguistic Skills .... 99
4.4.2 Teacher Preparation on Achievement of Linguistic Skills ............... 107
4.4.3 Teachers’ Ability in Methods used on Achievement of Linguistic Skills . 114
4.5 Effectiveness of Learner Motivational Strategies Used in Integrated English Approach on Achievement of Linguistic Skills ........................................ 122
4.5.1 Setting Achievable Objectives and Achievement of Linguistic Skills ..... 123
4.5.2 Teachers’ Organization of Content and Achievement of Linguistic Skills 129
4.5.3 Teachers’ Mastery of Content and Students’ Acquisition of Linguistic Skills .............................................................................................................................................................................................. 135
4.5.4 Use of Reinforcement Cues and Learners’ Acquisition of Linguistic Skills .............................................................................................................................................................................................. 140
4.6 Evaluation Techniques and Achievement of Linguistic Skills .................. 143
4.6.1 Forms of Evaluation Techniques Used in Integrated English Approach on Achievement of Linguistic Skills .............................................................................................................................................................................................. 144
4.6.2 Evaluation of skills Used in Integrated English Approach and Achievement of Linguistic Skills .............................................................................................................................................................................................. 151
4.6.3 Teachers’ use of Feedback in Integrated English Approach and Achievement of Linguistic Skills .............................................................................................................................................................................................. 156
4.7 Challenges Faced by Teachers in Adopting Integrated English Approach 161
4.7.1 Teachers’ Attitude and Learners’ Achievement of Linguistic Skills ....... 161
4.7.2 Teachers’ Competencies and Learners’ Achievement of Linguistic Skills 166
4.7.3 Time as a Factor on the Adoption of Integrated English Approach in Learners’ Achievement of Linguistic Skills .............................................................................................................................................................................................. 171
4.7.4 Resources as a predictor of Learners’ Achievement in Linguistic Skills .. 176
4.8 Elements of Achievement of Linguistic Skills among Learners .............. 179
4.9 Influence of Challenges in Integrated English Approach on Achievement of Linguistic Skills .............................................................................................................................................................................................. 185

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ......................... 189
5.1 Introduction ................................................................................................. 189
5.2 Summary of the Findings .......................................................................... 189
5.2.1 Effectiveness of Instructional Methods used in Integrated English Approach on Achievement of Linguistic Skills .............................................................................................................................................................................................. 189
5.2.2 Effectiveness of Learner Motivational Strategies used in Integrated English Approach on Achievement of Linguistic Skills .............................................................................................................................................................................................. 192
5.2.3 Effectiveness of Evaluation Techniques Used in Integrated English Approach on Achievement of Linguistic Skills .............................................................................................................................................................................................. 195
5.2.4 Challenges Faced by Teachers in Adopting Integrated English Approach in Learners’ Achievement of Linguistic Skills .............................................................................................................................................................................................. 198
5.2.5 Elements of achievement of Linguistic Skills ........................................ 201
5.2.6 Influence of Challenges of integrated English Approach on Achievement of Linguistic Skills .............................................................................................................................................................................................. 202
5.3 Conclusions of the Study .......................................................................... 203
5.4 Recommendations of the Study ............................................................... 206
5.5 Suggestions for Further Research ......................................................... 207

REFERENCES ............................................................................................................. 208
APPENDICES .............................................................................................................. 240
LIST OF TABLES

Table 3.1  Sample Size ................................................................. 80
Table 3.2  Sample Size as per each Administrative Unit .................... 81
Table 3.3  Cronbach's Alpha Decision Rule ..................................... 87
Table 3.4  Summary of Data Analysis............................................... 90
Table 4.1  Return Rate of Instruments............................................ 93
Table 4.2  Effectiveness of Learner Centered Methods on Achievement of
Linguistic Skills ........................................................................ 100
Table 4.3  Effectiveness of Teacher Preparation on Achievement of Linguistic
Skills......................................................................................... 108
Table 4.4  Responses on Teachers’ Ability to use Methods.................. 115
Table 4.5  Responses on Setting Achievable Objectives and Achievement of
Linguistic Skills ........................................................................ 124
Table 4.6  Teachers’ Responses on Effect of Organization of Content on
Achievement of Linguistic Skills .................................................. 130
Table 4.7  Teachers’ Responses on Effect of Mastery of Content on Students’
Acquisition of Linguistic Skills .................................................... 135
Table 4.8  Teachers’ Responses on Effect of Use of Reinforcement Cues on
Learners’ Acquisition of Linguistic Skills ....................................... 140
Table 4.9  Teachers’ Responses on Forms of Evaluation Techniques and
Achievement of Linguistic Skills .................................................. 145
Table 4.10 Teachers’ Responses on Evaluation of skills on Achievement of
Linguistic Skills ........................................................................ 152
Table 4.11 Teachers’ Responses on use of feedback on Achievement of Linguistic
Skills......................................................................................... 157
Table 4.12 Teachers’ Responses on Effect of Attitude on the Adoption Integrated
English Approach in Learners’ Achievement of Linguistic Skills .... 162
Table 4.13 Teachers’ Responses on Effect of Competencies in the Adoption of
Integrated English Approach ...................................................... 167
Table 4.14 Effect of Time Management on Acquisition of Linguistic skills in
Integrated English ..................................................................... 172
Table 4.15 Teachers’ Responses on Effect of Resources on Learners’ Achievement
of Linguistic Skills in Integrated English ...................................... 177
Table 4.16 Elements of Achievement of Linguistic Skills among Learners ...... 180
Table 4.17 The Correlation Coefficient between Challenges of integrated English
Approach and Achievement of Linguistic Skills ............................ 186
LIST OF FIGURES

Figure 1.1: Conceptual Model on Use of Integrated English Approach on Achievement of Learners’ Linguistic Skills .......................... 22

Figure 4.1 Gender of the Teachers ........................................................................ 95
Figure 4.2 Age of the Respondents ...................................................................... 96
Figure 4.3 Respondents’ Highest Level of Education ......................................... 97
Figure 4.4 Respondents’ Teaching Experience .................................................... 98
## LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix i</td>
<td>Letter Of Introduction</td>
<td>240</td>
</tr>
<tr>
<td>Appendix ii</td>
<td>Questionnaire For Teachers Of English</td>
<td>241</td>
</tr>
<tr>
<td>Appendix iii</td>
<td>Interview Schedule For Heads Of Department Of Languages</td>
<td>247</td>
</tr>
<tr>
<td>Appendix iv</td>
<td>Lesson Observation Schedule</td>
<td>249</td>
</tr>
<tr>
<td>Appendix v</td>
<td>Document Analysis</td>
<td>250</td>
</tr>
<tr>
<td>Appendix vi</td>
<td>Permit Application Letter From Kisii University</td>
<td>251</td>
</tr>
<tr>
<td>Appendix vii</td>
<td>Research Permit</td>
<td>252</td>
</tr>
<tr>
<td>Appendix viii</td>
<td>Research Authorization Letters</td>
<td>253</td>
</tr>
<tr>
<td>Appendix ix</td>
<td>Study Area</td>
<td>255</td>
</tr>
<tr>
<td>Appendix x</td>
<td>Transcribed Interview Schedule</td>
<td>256</td>
</tr>
<tr>
<td>Appendix xi</td>
<td>Transcribed Document Analysis</td>
<td>259</td>
</tr>
<tr>
<td>Appendix xii</td>
<td>Transcribed Observation Schedule</td>
<td>260</td>
</tr>
<tr>
<td>Appendix xiii (A)</td>
<td>English Language Performance In KCSE In Bungoma County</td>
<td>262</td>
</tr>
<tr>
<td>Appendix xiii (B)</td>
<td>English Language Performance In KCSE In Bungoma County</td>
<td>263</td>
</tr>
<tr>
<td>Appendix xiv</td>
<td>Plagiarism Report</td>
<td>264</td>
</tr>
<tr>
<td>Appendix xv</td>
<td>Publication</td>
<td>266</td>
</tr>
</tbody>
</table>
## LIST OF ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFL</td>
<td>Assessment for Learning</td>
</tr>
<tr>
<td>CALL</td>
<td>Computer Assisted and Language Learning</td>
</tr>
<tr>
<td>CBI</td>
<td>Content-Based Instruction</td>
</tr>
<tr>
<td>CCSS</td>
<td>Common Core State Standards</td>
</tr>
<tr>
<td>CLIL</td>
<td>Content and Language Integrated Learning</td>
</tr>
<tr>
<td>CLT</td>
<td>Communicative Language Teaching</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>EFL</td>
<td>Assessment for Learning</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>ELA</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>ELL</td>
<td>English Language Learning</td>
</tr>
<tr>
<td>ELT</td>
<td>English Language Teaching</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>HS</td>
<td>Heritage Speakers</td>
</tr>
<tr>
<td>IA</td>
<td>Integrated Approach</td>
</tr>
<tr>
<td>IC</td>
<td>Integrated Curriculum</td>
</tr>
<tr>
<td>ISA</td>
<td>Integrated Skills Approach</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
</tbody>
</table>
KIE  Kenya Institute of Education
KNEC  Kenya National Examination Council
L1    Language One
L2    Language Two
MALL  Mobile Assisted Language Learning.
MOE   Ministry of Education
NACOSTI  National Commission of Science, Technology and Innovations
NCDC  National Curriculum Development Committee
PhD   Doctor of Philosophy Degree
SCI   Student Centered Instruction
SDG   Sustainable Development Goals
SLA   Second language Acquisition
SPSS  Statistical Package for Social Science
STAD  Student Teams Achievement Division
SVR   Simple View of Reading
TA    Traditional Approach
UNESCO  United Nations, Education, Scientific and Cultural Organization
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

For the past two centuries, the integration of English language studies with subject material content in recognized education has been given a significant attention in Europe, Asia, the Americas and Africa (Coyle, Hood, & Marsh, 2010; Banegas, 2011; Lyster & Ballinger, 2011; Navés, 2009; Moate, 2011). This integration, according to Dalton-Puffer & Smit, (2007) has led to rebirth of two extensive teaching approaches; Content Based Instruction (CBI) and content and language integrated learning approach (CLIL). Akabway (1997) pointed out that the integrated development was initially regarded as a means of unraveling challenges of discrete, inept subjects which has congested the secondary school study time table and the inadequacies in language conceptualization of ideas. It was not amazing then that integration was initially envisioned, as it still is in a lot of integrated developments on the market, as a union of sorts between language and literature.

The thinking of the integrated skills approach (ISA) originated from the idea that in normal, daily practice, oral and written languages were not separated and isolated from one another (Su, 2007). Peregoy and Boyle (2001) on their part, argue that oral and written languages are integrated in most communication occasions and often occur together. Integrated-skills approach, similarly, functions just as both communicative language teaching (CLT) and whole language do since they both stress on meaningful and dependable language usage and associate both written and oral language development (Su, 2007).
The Integrated Strategy Approach (ISA) has been incorporated into English as a Foreign Language (EFL) lessons in Asian nations. Kam and Wong (2004) pointed that the old skills of instruction which stressed on structural and analytical instructions, has succeeded for a while. The integration of skills has also become a widespread idea in South East Asian EFL English curricula. The English syllabus in Malaysia and Singapore emphasize that integration of the four linguistic skills in English need to be attained by use of a thematic strategy. Classroom instruction is organized around a number of language tasks in which the four language skills of English are integrated and adopted.

Integration of both literature and language in the instruction of English seems to be generally acknowledged. For instance, textbooks written with student-candidates for the United Kingdom grounded advanced level (A-level) examination in mind assume an approach in which integration is openly stated as the fundamental method (Moseti, 2007). In the South African context, a widely accepted sequence of secondary school text books (English in context) intended for learners studying English as a core language, integrates the teaching and learning of language and literature (Hendry, Dyne & Burger, 1994 as cited in Mbithe, 2014).

Current studies in English as a Second Language (ESL) setting have tackled concerns of achievement and enhancement of linguistic skills showing that literacy would be overtly integrated within the disciplines in normal language and content courses (Tindale, 2005; Purser, Donohue, Skillen, Peake and Deane, 2008; Lea, 2008; Wingate 2006). In the EFL setting, however, scholars have started to address literacy progression matters, leading to an increasing body of studies.
Akram and Malik (2010) view successful integrative approach as inevitable support that would assist language teachers to make the lessons active, engage the students in different tasks and interactions during learning. Intense and efficient communicative learners are supposed to be involved the integration of the four linguistic skills, in which the teacher requires to create a positive environment, design appropriate tasks inspires students and deal with challenges according to learners’ needs (Davis & Pearse, 2000).

Educators argue that reading, speaking, listening and writing should be treated in the language learning process as combined, interdependent and intimate foundations of language and that no language development should be detached from the whole teaching chore (Akram & Malik, 2010). When a learner writes, reads, speaks, or listens, this language encounter feeds into a mutual information pond, and that in successive encounters with English language, this learner can draw on this pond (Su, 2007). Use of drama instructions has been pragmatic to the instruction of other languages which could either be first or second languages. In addition, Piazzoli (2011) adopted the use of drama workstations as part of a third-year Italian language teaching and found that the respondents in the research could yield more dependable and spontaneous language, in contrast to ‘scripted’ language where learners would normally find in a common English language class. From the results of the study, this was accredited to the engagement the respondents had to the role, settings that were appropriate to real life, and the theatrical tension that was formed in the drama lessons.

Language skills are of paramount significance especially when they are considered in the context of a language classroom. Several researches have been conducted
worldwide to look for the efficacy of language skills and several approaches have been used for the purpose of integration of skills (Bastias, Sepulveda, Munoz & Lorena, 2011). As noted by Chen (2007), language skills should be integrated by the teacher in writing, reading, speaking and listening processes. All the language skills should be considered as inseparable, interdependent and integrated elements of a language. This is important because a language cannot be taught by merely focusing on one perspective, or one or few skills of language. In demand to ensure the most effective learning of a language, all the skills should be taken into account and considered just as important as any other language skill. It is therefore considered essential on part of the teacher to integrate language skills in a language class room. The best way to do so is by responding to the students either verbally or through written comments as they are reading or writing a text. It helps the learners to absorb and get hold of the comments, they will thus learn more as they put effort into comprehending the comments.

The significant role that English plays in various sectors of life (social, economic and academics) has initiated a great need for acquiring good skills of this language around the globe (Harmar, 2001). The requirement for good linguistic skills in English in turn has led to an immense demand for quality English language teaching. Learners are interested in mastering English and many employers want their employees to have good command of the language skills (Richards, 2006).

English language is considered to be an important part in language situations in Kenya. In addition, English language is the sanctioned mode of communication in Kenya in addition to being a means of teaching and communication in all the stages of education from primary schools to Universities (Okwara, Shiundu & Indoshi, 2009).
This shows therefore that English as a subject is used across the whole secondary school curriculum. Furthermore, as language used internationally, English is considered to be among the leading channels for meeting and conference communication. Consequently, those who have mastered English language are expected to gain many social, academic and specialized benefits (Tella, Indoshi, & Othuon, 2010).

The English and Literature curriculum in Kenyan secondary schools had been designed by the British colonial government for the two subjects to be taught separately. The approach of integration was designed in a way that the two subjects would be instructed in a simultaneous way. It encompasses the use of English for instruction in Literature and using Literature during English instruction in a synergetic association (Okwara, Shiundu & Indoshi, 2009). For instance, students are presented with a reading comprehension in the form an oral narrative or a passage from the literature set books, and then they are required to respond to both literature and grammar questions based on the comprehension.

While in the earlier curriculum English and Literature were examined as separate entities, the integrated approach was designed in a way that although there were Literature set books examined in form four, the examination was intended to have the results emanating from both English and Literature being merged to one grade. In a recent research by Matere (2012) found that teachers’ training at pre-service and in-service levels, as well as the consultative process of curriculum development was needed to prepare teachers to manage with the fast changes in the instruction of integrated English course. One of the strategies employed in upgrading of teaching methods is the professional development of English teachers. Day and Sachs (2004)
reported that Continuing Professional Development (CPD) is a term adopted to designate all the events in which instructors involve in, throughout the course of their occupation, which are planned to improve on teachers’ work.

According to the National Curriculum Development Committee (NCDC) as cited in Gathumbi and Masembe, (2005), the objectives of teaching English language and Literature as a course was to help learners understand the different contexts in which speech is used depending on the topic of discussion, the place and whom one is talking to; be able to understand with reasonable ease rapid standard speech in situations such as class discussions, radio/television programmes, recorded plays, full length speech and everyday speech (Graham, Bruch, Fitzgerald, Friedrich, Furgeson & Smither Wulsin, 2016). In addition, learners were expected to be active and to use their experiences in the learning process through various learning activities. Thus, learners would see themselves as actors, unlike in the old system where they were passive receivers of knowledge. The Integrated Approach (IA), therefore, emphasizes a shift from the idea of knowledge as ‘given’ to the idea of knowledge as ‘made’ (Neri de Souza et al., 2007), maximizing on meaningful communication and classroom interaction and encourages learners to think in order to solve problems (Gathumbi & Masembe, 2005).

According to Weller (2005), lack of motivation, poor choice of classroom activities and learners’ negative attitude could contribute to challenges facing teaching English using the IA. Students’ inspiration to learning English and attitudes to learning the language are the leading factors of success in learning English language. Therefore, trainers and educators should take these predictors into consideration when planning English language trainings and instructions. To deal with lack of inspiration on the
part of learners, instructors should explain to their learners the significance 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, although, according to Mwamba (2005), some teachers fear teaching speaking skills because of mother-tongue influence. 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 of classroom activities could be addressed by ensuring that three to four activities are used in each lesson.

The practice by teachers in instruction during the integrated English and literature curriculum in Kenya has also been assessed by Manyasi (2014). Her study specifically concentrates on how cultural values in the set book; *The River and the Source* are taught via the integrated approach. Manyasi identifies lack of integration of linguistic skills of speaking, listening, writing and reading in the teaching process. While teachers might fall short of integrating English and Literature skills appropriately as identified by Manyasi, the study goes further to find out whether professional development programs are effective enough to reduce such problems of integration. Integration is a way of assimilation of two independent but linked entities so as to reinforce and augment them. For instance, instructors of English in secondary schools can use short stories, novels, plays and poetry to augment the grammar instructions. Nevertheless, the goal of this research was on the usage of integrated English approach on learners’ linguistic development of skills in public secondary schools. Via acquaintance to literature, the student will enhance their English linguistic skills (KIE, 2006). Grammar can also be instructed by use of non-literary and literary materials thus instruction of grammar in context.
In addition, Sadeghi (2007) pointed out that poetry need to be a prevailing instrument for any instructor of English as a foreign or second language particularly since language instruction which includes literature is considered an educational responsibility. In the face of implementation of a curriculum innovation, it is important that everything possible is done to ensure that the implementers have constructive attitudes as Kilgalon and Maloney (2008) found in their research.

In Kenya, the Ministry of Education specifies that English language need to be taught by use of Integrated Approach and hence, Integrated English (Manyasi, 2014). This encompasses the instruction of English language and literature in English as a single focus in the school syllabus. In Kenya, the secondary school curriculum clarifies the matter of integration as an amalgamation of two independent but associated entities so as to reinforce and augment both. With the use of literature, the students will enhance their linguistic capabilities (KNEC, 2007). The students will augment their terminology but also learn to use language in a diversity of ways. In addition, an improved capability of the English language will enhance the student's indebtedness of literary material. On a different point, integration means that no language skills need to be taught in independence. Listening, reading, writing and speaking skills need to match each other. KIE (2002) noted that teaching language structures in separation is not only boring, but it also tends to produce students who lack adequate communicative competence.

The approach of integration has resemblances with Whole Language Approach where all the skills of language: reading, writing, speaking and listening should be integrated in teaching and learning (Richards & Rodgers, 2001). Moreover, Okwara and Shiundu (2009) argued that instruction in an integrated strategy encourages the instruction of
actual content and is extremely inspiring to students since it is considered to occur in a natural way. Therefore, grammar instruction in context is significant and therefore instructors need to pay attention to it. Oral poetry therefore gives a context required for instructing English grammar. Further, Malimo (2009) describe oral narratives as outdated means that are composed and achieved via the word of mouth. These forms include songs, oral narratives, riddles, proverbs and tongue twisters. Akivaga and Odaga (2004) on their part noted that oral narratives is a spoken, acted art which use words as in written literature. Therefore, oral narrative denotes to conventional methods including songs, oral narratives, riddles, axioms and idioms that can be presented in written means or through word of the mouth.

In the same vein, Malimo (2009) argues that even though the key problem of oral literature is the phrase of mouth, it is crucial to appreciate that with the initiation of literacy, oral fabric is obtainable in concrete bureaucracy together with tapes, books and compact discs. Oral literature has been documented as a crucial device for coaching language talents. This is consistent with the re-organized English syllabus which necessitates that instructors successfully cope with the pursuits of integrated English language practice (KIE, 2006).

Lumala (2007) argues that although the integrated English and literature curriculum was introduced in Kenya over two decades ago, there is little that has been done that brings about the foreseen integration of literature and English grammar. In his findings, he shows that there was a continuous use of what he calls Traditional Approach (TA) as opposed to instructing inspired texts, notwithstanding the integrated English approach. This state of affairs was attributed to loss of applicable
education and the overpowering focus which has been placed on examinations in education systems.

There are several prevalent curricular integration representations today. These models include the nested model, the connected model, the shared model, the sequenced model, the threaded model and the webbed model. Kenya adopted the sequenced model where English literature and language were integrated in English learning, where elements are taught separately, but are planned to provide a comprehensive framework for related ideas (Morris, 2003). It was expected that the integration of poetry and language was supposed to attain some set goals that could not be attained when poetry and English language persisted being taught in isolation. As said inside high school faculty English in the integrated form syllabus; literature offers honest and expressive samples of language in context. This enables beginners to increase their familiarity with many various linguistic paperwork, makes use of the written approach. Analyzing of literary works gives a rich context in which college students can gain new terminologies and expertise of the wealthy likelihoods of language usage (KIE, 2002).

The classroom instructions adopted by teachers is consistently seen as the crucial variable for enhancing learning results and is important in any reform to enhance quality (UNESCO, 2005). Secondary school teachers of English need to have high prospects for ELLs (Meltzer & Hamann, 2004; Coady, Hamann, Harrington, Pho, & Yedlin, 2008; August & Shanahan, 2006) and challenge learners with responsibilities requiring high-level discerning and language dispensation (Hakuta, 2011). They should plan comprehensible resources (Alliance for Excellent Education, 2005) and adopt the use of meta-cognitive approaches in their instructions (Cohen, 2010;
Chamot, 2009; Cohen, 2011; Zimmerman, 2008). It is important that the teaching strategy employed by teachers enhances quality of learning and the related outcomes. Therefore, the present study assessed the effectiveness of integrated English approach as a pedagogic tool in learners’ linguistic development in public secondary schools, Bungoma County, Kenya.

1.2 Statement of the Problem

English is an essential subject in the core curriculum in Kenya. Being a compulsory subject and a means of instruction, there is need for teachers to perform well in the teaching of the subject matter. Although great importance has been placed on integration, very few guidelines are given to teachers on how to use the integrated approach in achieving linguistic skills. The Kenya Certificate of Secondary Education (KCSE) English syllabus 2004 requires that the learner develops and achieves speaking, listening, reading and writing skills while using the language. Research has shown that 70% of classroom communication is teacher talk (Manyasi, 2014). This creates a great need to assess how Integrated English approach is used in achieving learners’ linguistic development of skills. There are a few efforts in terms of in-service training given to teachers of integrated English (Gichuki, 2007). Previous studies have shown that students' language skills benefitted from integrated English approach (Nold, Hartig, Hinz & Rossa, 2008) but the effects of integrated English approach on achievement in the content subject remain unclear.

The problem of poor teaching of Integrated English has persisted (Otieno 2003). Anyanzwa and Otunga, (2007) and Barasa, (2005) postulated that the merging of English and Literature causes serious problems that lead to confusion, reduction in time allocation and resistance. In addition, lessening the number of lessons as a result
of integration is double tragedy because the content is too much thus completion of syllabus is impossible.

Moseti (2007) noted that the effectiveness of integrated English curriculum depends on the quality of teachers that are there to translate the Integrated English syllabus to practical instructional material in class. Therefore, this research assessed the strategies of integrated English approach on learning achievement of linguistic skills in public secondary schools in Bungoma County, Kenya.

1.3   Purpose of the Study

The aim of this research was to examine the influence use of integrated English approach in learning achievement of linguistic skills in public secondary schools in Bungoma County, Kenya in order to establish how various aspects of integrated approach influence development of linguistic skills among learners.
1.4 Objectives of the Study

The following were the specific objectives of this study:

i. To establish the effectiveness of instructional methods used in integrated English approach on achievement of linguistic skills in public secondary schools in Bungoma County Kenya.

ii. To evaluate the effectiveness of learner motivational strategies used in integrated English approach on achievement of linguistic skills in public secondary schools in Bungoma County, Kenya.

iii. To assess the effectiveness of evaluation techniques used in the integrated English approach on achievement of linguistic skills in public secondary schools in Bungoma County, Kenya.

iv. To find out challenges facing teachers in adopting integrated English approach on learners’ achievement of linguistic skills in public secondary schools in Bungoma County, Kenya.

v. To determine how the challenges encountered in the use of integrated English approach influences the achievement of linguistic skills in public secondary schools in Bungoma County, Kenya.
1.5 Research Questions

The following research questions were formulated and was answered

i. To what extent are the instructional methods used effectively in integrated English approach for achievement of linguistic skills in public secondary schools in Bungoma County, Kenya.

ii. How effective are learner motivational strategies used in integrated English approach on achievement of linguistic skills in public secondary schools in Bungoma County, Kenya?

iii. Which evaluation techniques are effective in the integrated English approach on achievement of Linguistic skills in public secondary schools in Bungoma County, Kenya?

iv. What challenges do teachers face in adopting integrated English approach on achievement of linguistic skills in public secondary schools in Bungoma County, Kenya?

v. How does integrated English approach challenges influence the achievement of linguistic skills in public secondary schools in Bungoma County, Kenya?

1.6 Justification of the Study

According to Altrichter (2005), the secondary school English syllabus as it is in the modernized form, has assumed a strategy of integration not only for instruction, but also to the assessment of both literature and language. This re-organization was with the aim of enhancing the standards of instructions and performance in English
(Ministry of Education, 2006). The Ministry of Education in Kenya (2006) noted that integration was grounded on the principle that good mastery of language augments effective obligation of literary materials. Furthermore, it argues that literary resources provide a normal setting for instruction of languages. This shows that the strategies adopted in the instruction, assessment and learning of English language and literature need to enable integration. Therefore the teacher needs endeavor to comprehend the integrated strategy (Magoma, 2016).

The integrated-skill strategy, as juxtaposed with the naturally isolated strategy, reveals that English language students to dependable language and encourages them to interrelate logically in the English language. Students swiftly attain a true depiction of the productivity and complexities associated with English language as adopted for day to day communication purposes. In addition, the integrated strategy emphasizes that English as a language is not only meant for neither academic purposes nor just essential for passing of examinations in schools but is rather considered to be a means of communication and sharing amongst learners Westrup (2000). In addition, the integrated strategy permits secondary school teachers of English to track learners’ advancement in numerous skills.

Moreover, integration is considered to encourage the learning of actual content in English but not just the segmentation of linguistic forms. In addition, the integrated English skill strategy in content-based or task-based language instruction or in hybrid form can be highly inspiring to learners of all ages and backgrounds (Peregoy & Boyle, 2001). Although numerous scholars have stated the significance associated with the implementation of integrated-skills approach (ISA) into EFL classes, there is little work that has been done to assess its implementation and effectiveness in the
classroom instruction. The current study intended to assess the role of integration in promoting the teaching of English skills in a holistic way but not as separate entities.

1.7 Significance of the Study

Through English syllabus integration, secondary school teachers strategize for the achievement of crucial skills and understandings that outdo individual mechanisms and curricula. In practice, where curriculum is integrated, it permits learners to gain an amalgamated view of the curriculum, broadening the context of their learning beyond single key learning areas. The concern of teaching English is to enable the learners to write and speak with facility in ways appropriate to a variety of contexts therefore Integration enhances communicative competence in the learners through the acquisition of linguistic skills; writing, speaking, listening and reading.

The findings and recommendations of this study may be significant to teachers of English who are the implementers of the curriculum to assist them re-evaluate their styles of teaching and improve on them. It may also assist curriculum planners and developers at Kenya Institute of Curriculum Development (KICD) on need to organize in-service course for teachers of English in line with the revised curriculum. Besides, it may assist the educators in the university and teachers training colleges in preparing the teachers of integrated English curriculum and harmonize their programmes with the changing trends in teaching of English.

The research further aims to facilitate the learning of English with a proper methodology that will encourage the students in secondary schools to acquire great competences in English and emphasize the significance of 'integrated language skills' in learning and teaching. The study may be important to both students and teachers of
English in understanding the concepts of language proficiency with respect to the integrative strategy’s philosophies and application of various pedagogies during language instruction.

Moreover, the research will aid in the achievement of Sustainable Development Goals (SDG). Goal 4 of the Sustainable development goals aims at ensuring that there is an inclusive and unbiased quality education and promotion of life-long learning prospects. Therefore, through integrated approach learners may achieve linguistic skills; writing, reading, listening and speaking thus promoting quality education.

In order to achieve Vision 2030, Kenya intends to create a globally adaptive human resource base that meets the obligations of a fast industrializing economy. Education sector falls under the social and economic pillars of Vision 2030. To achieve this Vision, the adoption of integrated English is aimed at enhancing the achievement of linguistic skills among learners therefore providing human resource who have the competencies needed for them to communicate effectively and ensure quality education.

Article 55 of the Constitution of Kenya (2010) states that the government shall take measures that include affirmative action programmes, so as to guarantee that the youth access relevant education and training. Therefore, through integrated approach, learners are motivated to achieve the linguistic skills; writing, speaking, reading and listening thus becoming competitive in the labour market worldwide.
1.8 Scope and Limitations of the Study

This section presents the scope and limitations of this study

1.8.1 Scope of the Study

This research was conducted among secondary school teachers of English in Bungoma, Kenya. The content scope included, effectiveness of instructional methods used in integrated English approach, the effectiveness of learner motivational strategies used in integrated English approach, the effectiveness of evaluation techniques used in the integrated English approach, challenges faced by teachers in adopting integrated English approach in learners’ linguistic development of skills and control measures to mitigate the challenges of adopting integrated English. Moreover, this study used descriptive survey design using mixed research methodology where questionnaires, observation schedules, interviews and document analysis were used to collect information necessary for this study.

The independent variables in this study were; instructional methods, learner motivation strategies, evaluation techniques and challenges encountered by teachers while the dependent variable was achievement of linguistic skills; writing, speaking, reading and listening. The research was conducted in Bungoma County secondary schools between the months of June 2016 to August 2016 when schools were in session. It targeted 724 teachers of English and 10,712 Form three students. A sample size of 251 teachers of English and 134 heads of languages department was obtained using Krejcie and Morgan formula and were sampled through stratified and simple random sampling techniques. Data collected were analyzed using both quantitative and qualitative techniques.
1.8.2 Limitations of the Study

The instruments which were used for collecting information in this research were deemed to be a source of limitations. This research was limited to the usage of interviews, questionnaires, observation and document analysis for the collection of relevant information for the study. Furthermore, research questionnaires and interviews yielded self-report information as perceived by the respondents. This however was remedied through the use of mixed methodology strategy where both qualitative and quantitative data collection approaches were employed. Moreover, only a sample of the target population was used. To overcome this limitation, probabilistic methods of sampling was employed to get a representative sample. Questionnaire was the main tool for data collection, however, interviews, document analysis and observation schedules were integrated to provide data that the questionnaire did not captured.

1.9 Assumptions of the Study

The researcher made the following assumptions;

i. Integrated English approach is used to teach linguistic development of skills in secondary schools.

ii. Instructional methods are used in teaching integrated English approach in public secondary schools.

iii. Learner motivational strategies are used in integrated English approach to enhance achievement of linguistic skills.
iv. Evaluation techniques are used in integrated English approach to attain linguistic skills.

v. Challenges are faced by teachers in adopting integrated English approach.

vi. Respondents were willing to give appropriate information concerning the influence of Integrated English approach on learners’ linguistic achievement.

1.10. Conceptual Framework

This research was based on a conceptual framework (Figure 1.1). The dependent variable in this study was the achievement of linguistic skills; writing, reading, speaking and listening while the independent variables were effectiveness of instructional methods which include learner centered methods, teachers’ preparation for the lesson and teachers’ ability to use the methods which when used appropriately they promote the achievement of linguistic skills; effectiveness of learner motivation strategies such as setting achievable objectives, organization of content, mastery of content and use of reinforcement cues which when used appropriately by teachers of integrated English keep the learner active in the lesson participating in all the skills of integrated English; In addition, there is evaluation techniques which included forms of evaluation of skills and teachers’ use of feedback. Evaluation techniques are considered very vital in the teaching of IA where the teachers will gauge if they achieved the teaching of linguistic skills using Integrated English Approach.

The challenges encountered by teachers; attitude, time factor, lack of resources and teachers’ competencies may hinder learners’ achievement of linguistic skills. School factors, teacher characteristics and government policy regarding the teaching of IA were the intervening variables for this study and these were integrated while
designing the research instruments for data collection to minimize their effects on the study findings. The conceptual framework used in this research is shown in Figure 1.1.

**INDEPENDENT VARIABLES**

**INTEGRATED ENGLISH APPROACH**

**Instructional methods**
- Learner centered methods
- Teachers’ preparation for the lesson
- Teachers’ ability to use the methods

**Learner motivation strategies**
- Setting achievable objectives
- Organization of content (use of poetry to teach grammar)
- Mastery of the content
- Use of reinforcements cues

**Evaluation Techniques**
- Forms of evaluation
- Evaluation of skills
- Teachers use of feedback

**Challenges encountered by teachers**
- Attitude
- Time Factor
- Lack of resources
- Teachers’ Competencies

**Influence of Challenges in Integrated English Approach on Linguistic achievement of skills**

**DEPENDENT VARIABLE**

**ACHIEVEMENT OF LINGUISTIC SKILLS**
- Writing
- Speaking
- Listening
- Reading

**INTERVENING VARIABLES**

- School factors
- Government Policy
1.11 Operational Definition of Terms

Adoption
This is the execution of amalgamated English Curriculum in secondary schools.

Evaluation Techniques
Refers to ways and means of evaluating students’ learning by teachers of English by allowing them to react to the content under the teaching methods applied therefore enabling both the teacher and students to mutually improve learning.

Challenges
Refers to obstacles that hinder the effective implementation of the integrated strategy in teaching writing, reading, speaking and listening.

Instructional Methods
This is a description of the learning objective oriented activities and flow of information between the teacher and the students in learning reading, writing, speaking and listening skills

Integrated Approach
This is a strategy of instruction where various content areas of a subject are amalgamated and presented as a single unit. In this study, it is used to refer to the method.
where English literature content is used to teach English content and vice versa.

**Motivational Strategies** General ways by which behaviour is initiated and directed towards the achievement of learners’ writing, speaking, reading, and listening skills.

**Strategies** Plans, methods, or series of stratagem for obtaining a specific goal or result in this case achievement of linguistic skills in integrated English approach.

**Skills** These are the four major features of English language which include writing, reading, speaking and listening.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the literature reviewed related to the use of integrated English approach in learners’ linguistic development of skills. The section covers integration of English and literature, Linguistic development of English skills, assessment in integrated English approach, the effectiveness of the English integrated approach in methodology, the effectiveness of integrated English learner motivation by teachers, the challenges of adopting integrated English and the influence of challenges of integrated English approach on achievement of linguistic skills. In addition, a summary of literature review and gaps in the same was presented in this section.

2.2 Integration of English and Literature

The integrated curriculum body is rooted in the progressive education program of 1930s. It is extolled as a move-away from the memorization and presentation of isolated facts to a more constructivist understands of learning which values in-depth knowledge of topics. This is seen as a curriculum geared towards teaching for transmission and considerate learning (Mbithe, 2014). The introduction of the integrated English curriculum in Kenya was done alongside the 8-4-4 education system introduction in 1985. The Kenya Institute of Education (KIE, 2002) describes integration as amalgamation of two independent but related entities allowing for enrichment of each other. (KIE, 2002) further notes that through acquaintance to literature, students have an opportunity of improving their linguistic skills.
Furthermore, an enhanced knowledge of the language improves the student’s obligation of literally materials (KIE, 2002).

Moreover, it has been argued that the integrated form of content and language instruction originated and advanced in Europe, (Dafouz & Guerrini, 2009; Lorenzo, Casal and Moore, 2010) and can be traced to the German-Franco programmers’ attention in bilingualism and international education (Lorenzo, Casal, & Moore, 2010). According to Eurydice (2006) and Lucietto, (2008) David Marsh coined the acronym CLIL in (1994). This approach allows various methodologies to be used in order to attain a dual-focused form of teaching in language and content. Moreover, CLIL researchers such as Costa and D’Angelo, (2011) and Haataja, (2007) use the term umbrella and others meanings to denote to the curricular disparities prescribed in Europe (Dalton-Puffer, Nikula, & Smit, 2010; Banegas, 2012; Casal, & Moore, 2010).

Integration, as stated by Hungyo and Kijai (2009), is language instruction where all the four skills in English take place at the same time and with student, teacher and setting as playing their roles in the learning and learning. This shows that language skills should not be taught or focused in a separate manner by focusing on a single skill at a time, but rather they should be combined and incorporated so more skills can be focused at a time. It is to be recognized that incorporation of skills does not, in any way, put weight on the shoulders of learners (Marsh & Wolff, 2007). Rather, it is the most proficient way to guarantee the best of results by the learners. Language integration is more like a package deal where one skill cannot be separated with the other. It is a whole language approach to language teaching. Even if a course deals with one language skill for instance, reading, writing or speaking; all the other skills need to be incorporated and dealt with (Gjendemsjo, 2013).
KIE, (2004) defines integration as amalgamation of two independent but related subjects, so as to augment each other. In English, writing, listening and speaking need to be complementary (MoE, 2012). Integration stresses the horizontal association between different curriculum parts with an aim of inter-relating content or learning experiences to enable the learners observe a unity to knowledge (Roehrig et al., 2007). Roswell (2013) further describes the consequence of kinesthetic instruction as part of dependable, multidisciplinary form of interaction that creates an important element in inter-cultural literacy, which if amalgamated deliberately in the English classroom setting, could arouse, support and substantiate the spoken engagement of students.

According to Manyasi (2014) the Ministry of Education in Kenya demands that English language need to be imparted by adopting the integrated methodology. This comprises a situation where the instruction of English language and Literature in English is done as one subject in the secondary school syllabus. The Kenya Secondary School Syllabus clarifies the matter of integration as amalgamation of two independent but inter-related subjects so as to augment and enrich both entities. Moreover, acquaintance to literature enables the students to enhance their linguistic skills (Marsh & Wolff, 2007). The students will not only augment their terminology but also learn to adopt the use of language through various ways. Moreover, an enhanced language skill will improve on the students’ obligation of literary materials.

According to Morris, (2003) curricula that adopt the use of integrated method produced corresponding or higher scores on standardized achievement examinations than those curricula that used the traditional discipline-oriented arrangement. As Morris (2003) argued, the most significant value is the informative component
associated with integrated Approach. Similarly, Bode (1927), Dewey (1931), and Hopkins (1937) (cited in Morris, 2003) have all claimed for the integrative model of instruction since it adopts the use of both theory and practice to relate information to the choice of life. All linguistic skills are related and given that the integration strategy involves the use of either task-based approach, a content-based approach or a hybrid combination of both strategies, reading appears large as an important integration system of using language and content to develop both linguistic skills as well as the disciplinary area concerned.

Studies nurtures the adoption of use of reading and writing by integration as a methodology that allows not only integration of writing and reading but also for nurturing writing and reading progress together with speaking and listening as well as of critical thinking (Sehlaoui, 2001). It is therefore assumed that linguistic skills, seen as a well-intertwined tapestry, if integrated can translate to ideal EFL communication and successive efficiency in whole language instruction. Nevertheless, literacy education is poised to have developed together with numerous new philosophies which have produced more holistic strategies which include whole language approaches (Krashen, 2002), balanced approaches, interdisciplinary approaches and project-based approaches (Cameron, 2005). Of all basic skills taught in the lower primary schools, literacy is the most agreeable to curricular integration as reading is a universal necessity.

One popular strategy literacy instruction is the use of whole language approach, which can be executed in the integrated curriculum and which has been shown to be efficient (Krashen, 2002). Integrated teaching approaches and the tying of language skill acquisition to the acquisition of other relevant skills are more efficient ways for
teaching comprehensive skills that can be transferred to any classroom environment (Oxford, 2001; O’Day, 2002).

Teaching methods that enable learners to actively participate in their learning should be adopted instead of those that reduce them to passive recipients of knowledge (Okwara, Indoshi & Shiundu, 2009). In cases where the teaching methods adopted are not consistent with learners preferred learning styles, discomfort sets in and interferes with the learning process hence acquisition of the desired English knowledge is impaired. Use of teaching strategies need to take cognizance of the learner's preferred learning styles and balance them with the less effective but popular methods of teaching (Okwara et al., 2009).

In a similar study by Ololube, Egbezor and Kpolovie (2008) they found out that the declining educational values can be ascribed to employment of new teachers with low academic credentials. No meaningful advancement in the teaching fraternity can be attained without a professional teaching qualification. Lawal (2003) showed that skillful and efficient teaching and learning are expected from professionally qualified teachers.

In a study by Manyasi (2014) on integrated strategies in English language instruction, it emerged that Integrated English language instruction mainly emphasized on teaching Literature in English language. Furthermore, classroom collaborations gave meaningful communications which effected that achievement of linguistic skills. Moreover, there was no deliberate effort to use the verbatim material to teach the linguistic skills of speaking, listening, writing and reading. While the afore stated studies looked at the Integration of English and Literature in general, the present study narrowed down to assessing the use of integrated English approach English learning
approach in achievement of linguistic skills which include; reading, writing, listening
and speaking skills which should be achieved holistically while teaching integrated
English.

2.3 Linguistic Development of English Skills

This section covers the linguistic achievement of writing, reading, listening and
speaking skills. There are four elementary language skills which include listening,
speaking, writing and reading. A learner in any language setting acquires his/her first
language in this normal order and it is a fact that writing is considered the most
intricate skill to achieve (Ellis, 2003; Applebee & Langer, 2011; Baker et al., 2014).
Linguistic skills are considered as another section of productive skills which include;
speaking and writing and receptive skills such as listening and reading. Further, Willis
and Willis (2007) characterized speaking as an interactive skill and writing as the
transactional skill. The first language is acquired practically without any struggle. In
cases where there is learning of a second language additional to one’s mother tongue,
the state of affairs then to be different in comparison to any specific mother tongue.
Learning approaches can be said to be an individual’s preferred way to acquire and
use one’s natural capabilities to emphasis on specific ways to learn in a distinctive
way (Fitzgerald & Shanahan 2000).

Instruction approaches are basically considered to be multi-sided with systematic
against unsystematic, reflective against impulsive and inductive against deductive
subjects. Dörnyei, (2008) pointed out that every individual student has certain
approach with certain priorities marking their advantages and disadvantages. Learning
approaches can maneuver at any time since they are not inert or static for a long
period of time as they are reliant on relative circumstances and tasks undertaken by
the students (Griffiths, 2008). Almost similar is the instance with linguistic teaching approaches as Kumaravadivelu, (2008) has distinguished language instruction approaches in to three key classes: Learner centered approaches, Language centered approaches and Learning centered approaches. Each linguistic instruction approach is based on definite curriculum which depended on the focus on the basic expectations as shown in the curriculum. In fact, curriculum is at the center of any teaching-learning process and it plays an important role in ELT. For effective and result oriented ELT situation a number of curricula have been developed based on specific assumptions and needs of the targeted learners (Thakur, 2013).

According to Van (2009), learning of poetry in an EFL tutorial room is helpful for several reasons which include provision of meaningful setting; involvement of a thoughtful range of terminology, prose and dialogue and appealing to the imaginations and enhancing creativity; encouraging critical thinking and is in support of Communicative Language Teaching philosophies. Further, Mujumdar (2010) concluded that during instruction of English literature in non-English speaking countries, both instructors and students are faced with challenges as a result of historical, racial, linguistic and cultural variations. Marshall as quoted by Bernhardt, (2001) points out that there are no methodical researches on how literature instruction to EFL learners at higher levels of learning like universities proceeds. This shows the need of conducting a research to establish how literature in English needs to be dealt with in EFL instruction class.

In addition, the integrated methodology is useful to learners. Langa and Yost (2007) noted that this approach supports learners to make connections. Further, Lucan (1981) stipulates that methodology of integration is learner-centered methodology as it
allows learners to make associations, simplify and transmit skills to a diversity of problem-solving instances in the natural world. Moreover, Adeyemi (2010) noted that the methodology of integration gives learners an all-inclusive knowledge that is rich and stimulating. As a result, it creates an enjoyable classroom full of thought-provoking student ambitions.

In addition, Knowles and Smith (2001) noted that the integrated methodology to instruction in literature can enable collaborative instruction as well as enable learners to become autonomous problem solvers. The integrated methodology can also be stated as the multidisciplinary methodology which signifies the teaching of ideas across more than one theme or methodology. Similarly, Adeyemi (2010) says that in integrated methodology, instructors combine various techniques, methods and technical devices. Therefore, integration, in this logic, means using appropriate ideas from many disciplines or methodologies.

2.3.1 Development of Reading Skills

According to Stein, (2008), reading in contrast to speaking which comes quite easy through simulation, is a discovery that has not been protected in an individuals’ genome for the last 5,000 years. Reading is considered to be a skill that requires to be imparted It is a key constituent of literacy whose structures change in time-based and geographical terms. Its merit is dependent on societal priorities as pointed out by Elliot et al., (2008).

Given its considerable significance to secondary school students’ knowledge and advancement, studies on reading conception has examined effects associated with the development of reading skills (Klauda & Guthrie, 2015; Guthrie & Klauda, 2014).
Largely, it has been shown that secondary language (L2) students may have difficulties in the achievement of reading skills, particularly learners who are from poor socio-economic backgrounds and who are taught using teacher-centered methodologies. Whereas these struggling students may attain poor scores in academic performance, due to their low self-esteem, their disentanglement in form of determination, for instance, may influence their reading command and, thus may not gain skills of comprehension efficiently (Klauda & Guthrie, 2015). In rejoinder to these challenges, investigators and scholar have been concerned in how to help these struggling learners to gain reading comprehension. One of the efforts that have been done to help these struggling learners according to Guthrie, (2004) is to develop reading comprehension is the use of reading intervention programs.

Researches done in English speaking nations have revealed that intellectual and motivation predictors affect secondary school learners’ reading comprehension (Pressley & Harris, 2006). In contrast to first language (L1) contexts, researches in non-speaking English nations, currently, are very rare, especially with respect to understanding how inspiration and meta-cognitive variables can contribute together to the development of reading comprehension among learners in both secondary schools and middle-level institutions. Moreover, studies on reading comprehension in L2 settings have either examined the association between cognitive variables and reading comprehension or, alternatively, the association between inspiration variables and reading comprehension. Another line of research in L2 contexts has intensified on the intervention programs on only reading comprehension (Chen, Shih-Jay & Chu, 2014).

It is significant to mention that research on developing reading comprehension in Jordan and other Arab nations has treated reading as an independent skill and,
therefore, has not given sufficient attention to the influence of other concepts, such as meta-cognition and inspiration (Al-Qatawneh, 2007). Moreover, in EFL backgrounds in Arab nations the adoption of intervention programs for developing reading comprehension has no consistency of significant concepts that can contribute to the development of reading comprehension, such as the promotion of strategy use and development of inspiration. In short, very few researches in Arab nations have used reading intervention programs to study the influence of strategy adoption and inspiration on reading comprehension.

A four-phase model of reading development has been offered by Ehri (2014), whereby decoding written words along with mastering of the alphabetic philosophies are considered a key stepping stone towards the acquisition of reading. Decoding according to Vellutino et al., (2004), can be said to be the capability to use speech codes to symbolize evidence in the system of words and word portions. Whereas Snowling & Hulme, (2011) noted that the alphabetic philosophies correspond to how letters in printed media map onto the phonemes in which are represented by spoken words. From depending only on symbolic signs for associating a written term to its sound or semantic illustration at the pre-alphabetic phase (Beech, 2005), readers who are beginners start reviewing the terms and letter sounds in the alphabetical approach, primarily managing to associate only some of the letters to sounds, usually the first and the last ones at the limited alphabetic phase (Ehri, 2014).

Subsequently, they begin creating full linkages among graphemes and phonemes and develop the integral letters of words at the full alphabetic stage (Beech, 2005). According to Ehri, (2014), these learners can decode unaccustomed words and recollect spellings of words they have already seen severally in their memory. At the
fourth stage also referred to as fused alphabetic stage, an increasing amount of sight words are reserved in learners’ memory, which later leads to the achievement of new words much easier (Beech, 2005). Ehri (2014) considers the achievement of ‘sight words’ terminology as important.

Furthermore, greater achievement of reading skills’ achievement is shown in Frith’s (1985) as cited by Magoma (2016) concept of reading achievement which include, logographic, alphabetic and orthographic phases. Furthermore, vision word analysis is less emphasized but still existing in it as at the preceding, orthographic phase where students create methodical, instant and non-visual scrutiny of words. Undoubtedly, though, decrypting is seen to be an important part for achievement of reading skills in both developmental representations of reading. Further, Cheung (2016) noted that its significance is in respect to all modern theories of reading achievement in linguistics with a systematic orthography.

Equally, Ehri (2014) stages presume a higher flexibility where learners are considered to be able to show behavioural features of different stages. Still, Ehri (2014) admits that the buildup of competencies from one stage safeguards the students’ undertaking to the subsequent stage. However, Snowling (2006) contends that studies do not demonstrate a common categorization of reading achievement, as this procedure is powerfully affected by the language orthography. Nonetheless, as far as the achievement of reading in English is concerned, the two models give a rough parameter of what processes scholars should augment and expect for their learners to master while learning to read. The alphabetic writing structure levies a great load on the visual system for learners as considered at Ehri’s pre-alphabetic stage and decoding is the main tool to decrease that load (Vellutino et al., 2004).
The development of decoding competencies allows for new unaccustomed words to be translated and is the foundation for the further automatization of reading (Snowling, 2006). Nevertheless, despite having highest importance, decoding competencies, sight word reading and alphabetic skills are not considered adequate for the attainment of better skilled reading skills. As pointed by Kelly and Philips, (2013), one more aspect of significance is explained for in the Simple View of Reading (SVR) whose outline was approved by the National Primary Strategy in England in 2007 and assists as a useful outline both for the evaluation and instruction of all learners.

Further, Kirby & Savage, (2008) and Reid & Green (2007) pointed out that unhurried and effortful decoding exhaust the working retention resources required for comprehension. Together with word recognition skills, language comprehension skills have an important role in the achievement of reading or as Wyse et al. (2013) state that reading conception is the spirit of real reading. Snowling (2006) further, emphasizes that while the plotting of letters and sounds which describes speaking skills is a requirement for reading in a systematic approach where broader, linguistic capabilities are required so as to comprehend the correct meanings of words and sentences and to assimilate these into texts.

Participants in Troeva’s (2015) study noted that vocabulary and semantic capabilities help learners with dyslexia to begin in their reading achievement. Wray cited in Wyse et al, (2013) precisely remarked that it is unlucky that conception is frequently said to be a first-order competence as most learners are being read to stories and instructed on how to tell stories pre-schools. This shows that pre-school learners’ comprehension competencies need not be undervalued. As slower word appreciation and information
processing my hamper comprehension (Reid & Green, 2007), learners with dyslexia are often entitled to time differentiation for task completion. Frith (1985) noted that even though learners with dyslexia achieve to enhance alphabetic competencies, they still need more determination which could be a challenge retain. Time is considered to be crucial factor especially when accommodating the requirement of learners with auditory or visual challenges (Massey, 2008).

In regard of the advance of ELLs’ reading competencies, there is an agreement in the literature that inadequate linguistic skills affect negatively the reading achievement (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; August & Shanahan, 2006). Nevertheless, reading is frequently related with English language arts (ELA), it is important for learners studying in all the other subject areas (Francis et al., 2006). This means that, reading is an important predictor for effective instruction in all subject areas (Brown, 2007).

Moreover, Lindsey, Manis and Bailey (2003) posit that recognition of words and the phonological processing or decoding competencies are associated. Some studies have contended that phonological cognizance is key to understanding reading (Konza, 2014) and that integration of phonological awareness in initial interferences might determine reading challenges at the pre-schools (Leafstedt, Richards & Gerber, 2004). These researchers further revealed that phonological dispensation in Spanish is a vital predictor of the advance of word-level reading competencies in English, particularly at the initial phases of instructions on reading. The Integrated English approach is aimed at developing the four skills of English; writing reading, speaking and listening holistically. This study was undertaken in public secondary schools in Bungoma
County to assess the use of integrated English approach in learning achievement of linguistic skills.

2.3.2 Development of Writing Skills

Development of written communication is among the competence aims of the Upper Secondary School English subject curriculum in Norway and in common with other countries feedback and assessment for learning (AfL) have been encouraged in Norwegian schools (Bueie, 2015; Gamlem & Smith, 2013; Røyeng, 2010). Feedback has been employed in formative assessment to promote the development of students’ writing skills (Black & Wiliam, 2009) and AfL has been defined as a classroom practice that involves dialogue and feedback loops between teachers and peers during subject specific problem solving (Gamlem & Munthe, 2014). New digital technologies open up opportunities by providing automated feedback (Dikli, 2006) and specifically for enhancing the development of students’ writing skills in English (Lee, 2007; Winerip, 2012).

Previous studies by Black and Wiliam, (2009) has conceptualized feedback consisting of five key approaches as clarification and sharing learning aims and criteria for achievement, engineering efficient classroom debates and learning responsibilities that produce evidence of learner comprehension, giving feedback that allows learners to move ahead, stimulating learners as instructional resources amongst themselves which also allows for their own instruction. According to Hattie and Timperley (2007), effective responses need to achieve three important questions as where am I heading? How am I heading there? And where do I go next? These interrogations agree to the philosophies of feed up, responses and feed forward (Hattie & Timperley, 2007).
Four levels of responses have been identified; feedback about the task, about the processing of the task, about self-regulation and about the self as a person. It has been argued that feedback on how to complete a task is the most effective, whereas feedback related to praise, reward and punishment is the least effective (Hattie & Timperley, 2007). However, research shows that in English writing classes’ assessment of learning often dominates over assessment for learning (Lee, 2007).

Development according to cultural-historical theory (Claxton, 2007; Edwards, 2015) requires employing the cultural tools central to practices. In the case of writing, learning that leads to such development involve feedback to be used by students in their development as writers. However, Vygotsky did not specify how the particular content of instruction (feedback) is related to development, and how specific qualities of the tools acquired by the child affect development. A cultural-historical scholar Galperin (Haenen, 2001) has greatly extended Vygotsky’s arguments about the leading role of instruction in the child’s development by specifying the kind of instruction that can play such a role (Stetsenko & Arievitch, 2002). Galperin proposed six phases of socially meaningful activity that have implications for pedagogy (Edwards, 2015) and more specifically for the development of writing skills: (1) motivation, (2) orientation, (3) materialized action, (4) communicated thinking, (5) dialogical thinking, and (6) acting mentally (Haenen, 2001).

In the primary motivational stage, a student’s attitude and relation to the learning results that have to be attained is formed (Rambusch, 2006). In the second orientation phase, Galperin has identified three types of orientation as incomplete; where meditational ways are identified by students through trial and error, complete; where students are informed about all the meditational means necessary to solve a particular
challenge and complete, but being constructed by students based on a general methodology. In the third stage of a materialized action, students interrelate with material or materialized substances and over time depend become less on the material provision they give and more aware of the meanings they carry (Haenen, 2001).

Speech develops to be the main guiding instrument in the fourth stage of communicated thinking. The fifth stage, dialogical thinking, creates a dialogue of a student with him or herself, so that the action first carried out externally on material objects is being transformed mentally. In the final stage of acting mentally, an action has become a pure mental act with the focus on the results of the action (Haenen, 2001; Rambusch, 2006). This research was done so as to understand the development of writing skills among secondary school students in Bungoma County.

Integration according to Venville et al. (2001) enhances learner engagement with the school. The researchers noted that provision of reliable curriculum which is well connected to learners’ desires and interests and to the world outside of learning institutions, can lead to a reduction in alienation and elevation of involvement and engagement. Further these researchers point out that this legitimacy is linked with integration across various professions and at times it is founded within a disciplinary model. The present research sought to ascertain whether secondary school integrated English curriculum improves the acquisition of linguistic skills.

2.3.3 Grammatical Competencies

Ohno (2011) contends that linguistic skills are the capability to identify and yield the characteristic linguistic structures and to efficiently use them during communication and the capability to assume linguistic forms including words, sounds and sentence
structure. It is concerned with the acquisition of the linguistic code itself which includes syntax, lexicon and semantics. On the other hand, Canale and Swain as cited in Ohno, (2011) noted that grammatical skills is a key concern for any communicative method whose aims include providing students with knowledge of how to establish and prompt precisely the exact connotation of sounds. They trust that having knowledge of these guidelines is important in interpreting sounds for social connotation, particularly where there is a low degree of transparency between the literal meaning of a sound and the speaker’s meaning.

Further, Cascallar and Henning (2011) showed that premeditated skills are a set of approaches developed for efficiency in communication and are adopted where there is communication breakdown. It includes the capacity to assess, identify, deduce and compensate for any shortcomings. Ohno (2011), further notes that strategic capability involves spoken and non-spoken communicative approaches which are required as a compensatory mechanism during communication breakdowns as a result of achievement variables or due to inadequacies in grammatical competences. It is composed of the mastery of spoken and non-spoken strategies of communication which may be required for two main reasons. The first reason is for compensation of communication breakdowns as a result of challenging conditions which are associated with the real communication while the second reason is associated with the inadequacies of capabilities in one or more of the other areas of communicative skills aimed at enhancing communication effectiveness. This research was intended to investigate the effectiveness of integrated English curriculum in the improvement of linguistic skills among secondary school learners in Bungoma County.
2.3.4 Development of Speaking Skills

Kayi (2006) refers to speaking as the gap between linguistic expertise and teaching approaches. Linguistic expertise is mainly concerned with language structure and language content. Teaching speaking is not like reading, listening and writing. It requires routine formation since it is a real communication and speaking is a creative skill so it requires frequent practicing as possible. In Palestine, it is essential for learners to read English at the primary, secondary schools and tertiary institutions for about twelve years. But their degree of proficiency is ranked as below the mark. The students enter universities for undergraduate programs with a low aptitude in English.

Group discussion is considered to be one of the best approaches of learning speaking in foreign language. It is deemed to assist learners in improving their speaking skills. In a group, the learners have opportunities of using English among themselves and practice with their peers. The process of practicing speaking among students and their peers increase their confidence in speaking some words without worries. Besides that, learning in group will improve their vocabularies mastery (Argawati, 2014).

In addition, Zyoud (2016) role play is a familiar procedure that is typically applied in classroom to improve students’ speaking skill. In role plays, learners are assigned roles and put into circumstances that they may ultimately encounter outside the classroom. Since role plays emulate life, it helps students to develop real life speaking skills by imagining and assuming the roles where they create a pretend situation, and they pretend to be some different persons.
Zaremba, (2006) notes that while listening and reading two receptive skills of linguistic learning and adoption, speaking and writing are considered as other two important skills required to be integrated for effective development of communication skills. Speaking is seen to be the most significant skill that is required for effective communication among the four linguistic skills. Effective communication through of speaking typically creates a number of advantages for both speakers and business institutions. For example, Osborn, Osborn and Osborn (2008), points out that effective speaking skills result in accomplishments during job training activities, ceremonial speaking activities and job interviews amongst others purposes. Zaremba (2006) further noted that speaking skills also referred to communication skills were frequently placed ahead of motivation, work experience and academic credentials as a condition for new recruitment. Learners who study English as a foreign language (EFL) typically have inadequate chances to speak English outside the classroom (Zhang, 2009) and also inadequate acquaintance to English speakers or members of the international community. This may be one of the reasons for instructors to provide more situations and activities for learners in order to enhance their speaking skills. This study investigated the use of integrated English approach in learning achievement of linguistic skills including speaking skills in public secondary schools.

2.3.5 Development of Reading Skills

As noted by Chastain as quoted in Gilakjani and Sabouri (2016) the aim of listening skills is to understand the linguistics at ordinary speed in an unconscious situation. Moreover, Hamouda (2013) pointed that listening as a skill is very significant in the acquisition of understandable input. In addition, Pourhosein and Ahmadi (2011) articulated that listening play a significant part in the communication procedure.
These researchers noted that listening is considered as the most vital skills among the four important parts of communication skills.

Moreover, Steinberg (2007) and Azmi et al., (2014) came up with a definition for listening as a learners’ capability to distinguish each other by usage of sense, auditory organs and give a clear meaning to the message so as to be in a position comprehend it. In addition, Hamouda (2013) further gave a definition of listening comprehension as a communicating procedure whereby listeners are engaged in the development of meaning. In this case, listeners understand the verbal input via sound discrimination, previous knowledge, grammatical structures, intonation and the other linguistic or non-linguistic clues. Listening comprehension as pointed by Nadig (2013), involves the various procedures of comprehending and making sense of spoken language. These include the understanding of the meaning of single words, knowing speech sounds and comprehending the syntax of sentences by learners.

In addition, Osada (2004) articulated that listening as a skill was considered as a passive competence that develops naturally. In addition, Morley (2001) and Rost (2001) pointed out that the most significant competence for linguistic education is listening since it can be mostly used in ordinary daily life and progresses in a much faster way than the other language competencies making the achievement of linguistic skills much easier.

Hamouda (2013) noted that EFL students face crucial challenges in listening comprehension since higher institutions of learning give more emphasis to only grammar, vocabulary and reading. However, listening and speaking skills are not considered important in parts of a lot of textbooks therefore, instructors pay less attention to these competencies in their classes. Moreover, Osada (2004) stated that
listening is not very important for both teachers and learners and teachers test not to teach listening and learners learn listening not listening comprehension. Consequently, listening remains the most neglected part of language teaching. Hamouda (2013) emphasized that comprehending speech is a very difficult activity for learners. Students face a lot of challenges when they listen to a language. If instructors are expected to assist students to enhance their listening comprehension, they should understand their listening difficulties in comprehending spoken passages and teach them effective listening comprehension approaches so as to be able to solve their listening comprehension challenges. It is therefore vital to teach listening stratagems to learners and before doing this, instructors need to improve students’ knowledge of grammar, vocabulary and phonology (Goh, 2000).

In line with Vandergrift (2007), the improvement of methodology is considered high for the teaching of listening where learners need to be guided and assessed based on their own information and answers. Many scholars including Azmi et al (2014) argued that there exist three kinds of techniques in listening comprehension. These techniques include meta-cognitive, cognitive and socio-affective methods. These techniques can change entirely based on the degree of newbie’s. In this case, cognitive methods are associated to information and amassing input in both short and long-term memories to be used at a later date. Comprehension is deemed to begin with the acquired records this is assessed as consecutive ranges of formation and a procedure of interpreting. On the other hand, cognitive method is considered to be a problem-solving strategy that is applied by newcomers to address the studying activity and facilitate the mastering of know-how (Azmi et al, 2014).
Azmi et al. (2014) and Holden (2004) said that in meta-cognitive method college scholars are conscious when taking note of the text. On this method, newcomers find out how to devise, display and examine the accrued facts from the perspective of listening. In keeping with Wenden (1998), students who use meta-cognitive methodologies can research quicker and integrate the understanding outstandingly, can be constant receivers and address all conditions, have self-self-assurance to get assist from companions, teachers, or family, and may take a look at and assess themselves. Moreover, Salataci (2002) noted that the usage of meta-cognitive methodology in the listening procedure will increase novices’ self-confidence, motivation and capability to complete the sports.

In his part, Abdalhamid (2012) noted that there are two meta-cognitive skills which include expertise of cognition and regulation of cognition. Goh (2000) and Abdalhamid (2012) noted that variance among expert and non-expert is understood through the utilization of meta-cognitive strategies. Furthermore, Abdalhamid (2012) showed that skilled listeners carried out two times as many meta-cognitive strategies as their much less-skilled scholars.

Furthermore, Abdalhamid (2012) pointed that socio-affective methodologies are strategies that learners practice to liaise with others, test their understanding and lessen their apprehension. In their part, Azmi et al., (2014) said that socio-affective techniques are associated to college scholars’ interplay with different audio system and their responses closer to mastering. Habte-Gabr (2006) said that in socio-affective method, college students have to realize how to decrease tension, feel confident in the course of listening sports, and lift motivation in enhancing listening ability.
Other scholars including Sheorey and Mokhtari (2001) and Al-Alwan, et al (2013), have argued that meta-cognitive techniques are employed to design and carry out suitable movements so as to get a particular intention. They endured that meta-cognitive methodologies manage the complete mastering procedure. Further, Dincer and Yesilyurt (2013) noted that meta-cognitive approaches are study factors affecting the proficiency of second language. Moreover, Vandergrift, (2007) emphasized that meta-cognitive methodologies assist linguistic learners to apprehend the attention levels of strategies and to arrange and manage the listening comprehension approaches. Vandergrift (2007) stated that the usage of meta-cognitive techniques affects the attainment of listening skills. Goh (2002) noted that extra professional listeners confirmed a higher stage of attention of their listening challenges.

Mohseny and Raeisi (2009) on the association between linguistic skill ability of students and their listening methods used revealed that there was a positive association between proficiency stage and listening method used. While a study by Bidabadi and Yamat (2011) on the connection among listening strategies used by students and their listening proficiency found that beginner student in English used meta-cognitive techniques more regularly and used cognitive and socio-affective strategies more. The results further revealed a significant relationship between learners’ listening strategies and their listening proficiency.

On their part, Tavakoli, Shahraki, and Rezazadeh (2012) assessed the association between meta-cognitive awareness of proficient and less proficient learners and their achievement on the listening part of IELTS. The results revealed that meta-cognitive awareness had a more positive association with the students’ listening achievement. The influence of meta-cognitive instruction on students’ awareness of listening
approaches, listening comprehension, and oral proficiency was studied by Rahimi and Katal (2012). From the findings, students under meta-cognitive instruction had significantly better meta-cognitive awareness and speaking proficiency than students who were instructed by use of traditional teaching approaches.

Similarly, Graham (2006) asserted that other predictors that enhance students’ listening comprehension challenges exist. These factors include poor grammar, restricted vocabulary, and misconceptions about listening tasks. On their part, Seferoglu and Uzakgoren (2004) noted that listening comprehension challenges are associated to the types of resources used during listening process. The scholars emphasized that listening is not of great value and instructors do not teach listening approaches to their students.

Other researchers including Bloomfield (2010) and Walker (2014) articulated that among the serious challenges associated with listening comprehension is the articulation of words that is dissimilar from their appearance in print media. Owing to the circumstance that verbal language differs with written language, the acknowledgement of words contained in the verbal speech can produce some challenges for learners. Walker (2014) and Vandergrift (2007) pointed that learners need to differentiate the linguistic segments that belong to different words so as to identify the words despite their unfamiliar pronunciation; Prosodic structures of spoken English language affect the understanding of oral literature.

Oral passages are deemed to exist in real time and should be processed unexpectedly (Walker, 2014) and whilst the passage is over, most effective and intellectual representation stays. Listening desires on the spot processing to get admission to the spoken enter once more, making the skill more complicated than reading. Students’
cultural background knowledge may have a vital position of their listening comprehension. A standard know-how of the users’ tradition and its history can facilitate listening procedures. Vandergrift (2007) and Walker (2014) declared that listeners can use pragmatic information to make inferences and become aware of audio system’ implied that means that these need to be especially taken into consideration via teachers while teaching listening comprehension. Bloomfield (2010) informed that regional accents can affect the spoken message that is understood by using the listeners and familiar accents are simpler to understand than unusual accents. Further, Buck (2001) noted that there are a lot of challenges associated with vocabularies, unexpected topics, speedy speech rate, and strange accents.

Moreover, Hasan (2000) pointed out that unfamiliar words, challenging grammatical structures and the period of the spoken passages are the considered to be the most significant factors that affects freshmen’ listening comprehension skills. He further noted that clarity, loss of hobby and the demand for entire solutions to listening comprehension questions are the critical challenges associated to students’ listening comprehension. In line with this Teng (2002), pointed that there are four elements referred to as listener elements, speaker elements, stimulus factors, and context elements that affect students’ listening skills. This study investigated the effectiveness of integrated English approaches in the achievement of linguistic skills among secondary school students in Bungoma County.

2.4 Evaluation System in Integrated English Approach

Instructors are considered to be the real implementers of policies in learning institution since they are in-between policy and practice and the interface of coaching, curriculum and mastering, and therefore are essential to the delivery of the innovation
of evaluation (Fullan, 2004). Arkoudis and O’Loughlin, (2004) note that the challenges that are associated to any change in curriculum affect all teachers. Teachers, as mediators of evaluation are often entangled at the confluence of various evaluation cultures and thus are faced with a number of dilemmas in their evaluation process (Rea-Dickins, 2004). The important role that played by instructors in any educational reforms make research on instructors a more fascinating plan.

According to Ecclestone and Pryor (2003) three different predictors influence the potential of an assessment system to encourage formative assessment. These include the macro phase of ideology and social context, epistemology of assessment and policy-making, the phase of institutional conditions and the micro phase of classroom. Qui (2005) pointed out that by exploring instructors’ perception and practice, the study aimed at revealing the uptake of this formative assessment initiative at the micro levels and further to show the potential that it embodies in a context where an examination tradition is deeply rooted.

Fullan, (2004) reported that the theory of Innovation advocates that teachers need to undergo training before implementation of any change in curriculum and further develop a positive attitude towards the implementation process This is particularly when it comes to a top-down strategy. Besides, training could be of significance to the instructors who have been adapted to the examination-focused procedures and are still deeply immersed in the examination dominated culture. Teachers need training to comprehend the specific processes and procedures of formative assessment and further develop their skills for formative assessment. Rogers et al. (2007) further suggested that it was significant to make sure that teachers’ attitudes agree with rather than conflict with the strategy rhetoric. Otherwise, it can make a difference between
success and failure out of an innovation attempt. However, as the case that the institutional Teaching Administrative Department found out shows, some teachers did not take the power entrusted to them seriously therefore calling on professionalism on their part (Klenowski, 2008).

According to Lorenzo, et al. (2010), Navés, (2009), Yassin, et al., (2010), theme-based teaching occurs within the ESL/EFL or any other target language course and though the context is given by specific content areas, the focus of assessment is on language skills and functions. The present study aimed at assessing the use of Integrated English Approach in learning achievement of linguistic skills in public secondary schools in Bungoma County, Kenya.

2.4.1 Learner-Centered Teaching Approaches and Acquisition of Linguistic Skills

Collins and O'Brien (2003) noted that student-centered instruction (SCI) is a teaching strategy in which learners affects the content, materials, activities and pace of learning. This learning model places the learner in the center of the learning process. Learner-centered as used in conjunction with processing, learning, or teaching describes a learning process where much of the power during the experience rests with learners (Estes, 2004). By utilizing learner-centered facilitation procedures, teachers ensure that learning experienced and competency-based learning excels (Davis, 2003). In addition, De la Sablonniere et al., (2009) stated that although an educational shift from a teacher-centered strategy to a learner-centered strategy may be related with positive consequences, it nonetheless necessitates teachers and learners to respectively modify their thinking and action towards education.
In addition, Vavrus, et al., (2011) studied the adoption of student-centered strategies in various Sub-Saharan nations and concluded that instructor’s useful concerns on student-centered method, professional support and favourable conditions of instructions were never considered useful. The study revealed that teachers had inadequate linguistic skills during instruction hindering their expression of multifaceted ideas and to asking of critical questions in the classrooms. In addition, it emerged that the assessment system was associated less with active learning and student-centered teaching approaches. However, it was associated more with direct teacher instruction thus making it to be more of teacher-centered approach. This reveals that instructor-centered teaching approaches are practiced more in Sub Saharan nations. In addition, Hyvonena et al., (2014) showed that those collaborative and learner-centred approaches in authentic classroom setting can result in deeper understanding about student’s efficacious agency in learning contexts.

Farris, (2001) noted that in classrooms of second language learners, writing and reading give a wide occasion in which learners can interrelate with the targeted language, thus enabling active involvement of learners. Besides, writing and reading enable students to be engaged with language that is somewhat more mature than what they initially used. In addition, Mmela, (2010) argued that scholars learn more words fast through repeated exposure during writing and reading than through direct teaching approach. Artistic writing normally extends the ideas underlying the new words that eventually become a permanent part of writing and reading process.

In addition, Mmela (2010) conveyed a synthesis of studies on studying and writing connections, locating that analyzing has influence on writing and vice versa; for this reason, they concluded that the two are cyclical and similarly facilitative devices that
help each other. Newcomers learn how to read and write via conducting reading and writing. By use of studying experiences, most learners turn out to be proper readers in the identical manner they grasp verbal language (Mmela, 2010). Reading and writing need to come as naturally as language learning. Students write more and think at deeper levels when they are involved in low-stakes writing assignments, because the aim is on exploration of concepts rather than clarity of presentation. It allows students to connect what they know to what they are learning, and move beyond low-level recall level of information. Low-stakes writing also permits students to interact individually with information and concepts without the demand of creating well-polished finished work.

Further, Davidson et al., (2015) claimed that approaches that enhance the achievement of linguistic skills appear prominently during pre-school learning. On their part, Davidson et al., (2015) examined the effect of indirect language stimulation (ILS) approaches on receptive and expressive oral language of 4-year-old pupils using methods that could be easily imparted to instructors and implemented in the classroom. The outcome showed that students in classrooms where teachers had higher professional skills achieved significantly higher growth in expressive linguistic scores than students in other classes.

In their research, Ahmad and Aziz (2009) pointed out that in some instances instructors were of the view that classes need to be instructor-centered. In his part Ndirangu (2004) noted that unsuitable classroom skills including the adoption of teacher-centered approaches could sabotage the achievements and aims of the course. Eken (2000) as cited in Towett, Indoshi and Okwach (2013) pointed that in learner centered classes, learners were seen as being able to undertake a more active and
participatory role as compared to traditional strategies. This instruction method enhanced active involvement of learners in classroom activities. However, in a classroom environment a teacher should be well equipped with various approaches of instruction in Integrated English.

Students have been shown to have poor conceptualization of linguistic skills and part of the challenge lies with the traditional teaching approaches adopted by their instructors in classroom (Ahmad & Aziz, 2009). A study carried out by Ng’ong’a (2002) showed that in Kenya school leavers have continued to perform poorly in English and this was associated to instruction approaches adopted by their teachers in secondary schools. This study assessed the effectiveness of the teaching approaches adopted by teachers in enhancing the acquisition of linguistic skills among learners in secondary schools in Bungoma County.

2.4.2 Teaching Language through Drama

Instruction of language by use of drama activities offers a context for listening and significant language production, in which students need to use their linguistics resources (Chauhan, 2004). Drama instruction gives a dependable communicative background for the students leading to improved speaking capabilities among learners (Ulas, 2008; Janudom & Wasanasomsithi, 2009). Moreover, the execution of drama pedagogy has a benefit on students’ enthusiasm and self-esteem through its non-threatening classroom settings (Donnery 2009; Pacyga 2009; Read 2009). Moreover, drama events inspire students to learn and give them a relaxing but challenging learning situation. Role play as used during drama is an activity whereby learners are given a chance of developing a story together. In doing this, it is obligatory for them to be involved in the preparation of a role play and act it out (Cockett, 2000). Role
play in drama has positive influence on learners’ communicative and affective capabilities as it arouses the students’ authentic conversation and allows them to act in a framework, so they can overcome their fear of certain emotional, linguistic or social constraints (Brash & Warnecke, 2009).

When students are taught English by use of drama, they not only learn language use, but also learn communicative procedures. Drama-based events aimed on meaningful language, interactive communication and cooperative group work can arouse involvement among students (Dailey, 2009). With respect to cooperative learning as an instructional methodology which inspires students’ learning through group interaction, higher chances for meaningful input and output in interactive and supportive settings are provided (Ghaith, 2003).

Student Teams Achievement Division (STAD) is a cooperative methodology of instruction which emphasis on small groups of students with different capabilities working together attains a shared learning goal. Skills in English speaking are increasingly considered to be significant for EFL learners. However, according to Janudom and Wasanasomsithi (2009) a larger number of learners have very low English speaking skills. Moreover, Sukanake, Heaton, Chantrupanth and Rorex, (2003) pointed out that in some instances students in universities are not confident in either speaking or listening to the target language even though the implementation of communicative language instruction has been effected. Normally, all learners need to have adequate capabilities in English-speaking which ultimately allows for effective communication in students’ daily life. Due to this, it is essential to find effective pedagogical strategies to help in enhancing learners’ speaking skills. The use of drama during the teaching of English can result to the achievement of students’
English skills in the second or foreign language classrooms. Royka (2002) and Zyoud, (2007) pointed out that the benefits of drama as an instruction approach includes enjoyment of lessons by students and increasing learners’ positive learning experiences. However, other researchers including Gaudart (1990) claims that drama-based teaching consumes a lot of time during instruction. Even though drama is considered fun, for many traditional teachers, Royko (2002) posits that it is not a serious strategy for learning.

Learners have been assumed to only master a language if they memorized and practiced the grammar of the target language. It proved wrong in the long run as students knowing only theoretical grammatical rules were not able to communicate confidently in the target language in real life situations (Ellis, 2003; Willis & Willis, 2007). Moreover, Belz (2002), cited in Swenndal, (2011) ricochets the concerns associated with linguistic learning by use of drama activities (language play) and notes that it is a superfluous activity that deviates from a serious procedure of linguistic learning. Swenndal (2011) claims that students will derive benefits from drama involvement as their language achievement processes are inspired and supported despite the criticism associated with the adoption of drama in a language classroom teaching. The current study investigated the effectiveness of use of various teaching approaches including drama on the achievement of linguistic skills among secondary school students in Bungoma County.

2.5 Effectiveness of the English Integrated Approach in Methodology

Integration has been done across syllabus and in various subjects. Integration is a thinking of instruction where content is attained from different subject areas to emphasize on a specific topic or theme (Badley, 2009). KIE (2002) points out that
integration is the merging of two independent but associated subjects so as to reinforce and augment both. Barwell, (2005) view integration of subject matter as a methodology to learning that does not accept or base itself on any idea of sanctity of traditional methods. In his part Tomsky (2007) asserted that subject integration is associated to natural inquiry of learners, which does not respect separations. Division of knowledge into different subjects is artificial and does not reflect correctly the essential unity of reality.

Different views on the benefits associated with integration of grammar and literature have been seen. For example, Sadeghi (2007) supported the integration process where he noted that poetry can be an influential instrument for use by any instructor of English in a second or foreign language instruction especially since language instruction including literature is considered an important educational task. He assessed grammar and poetry as associated entities, where instructors act as users of poetry rather than instructors of it.

In the syllabus review of 2002, a number of areas including poetry, plays, novels, summary writing, grammar and oral literature were found to be too difficult for pupils (K.I.E 2004). However, it was felt that these areas were primarily perceived as difficult due to the approach adopted in teaching them. The review therefore recommended that the oral aspect of poetry and oral literature be covered under the language skills of listening and speaking while the study of novels would be handled under intensive reading. On the other hand, summary writing skills would be taught under reading and writing. Grammar would be reorganized and content presented in a spiral approach under the broad areas of parts of speech, phrases, clauses and sentences (K.I.E 2004). This recommendation was adopted and led to a totally
integrated English syllabus and strategy to the teaching and assessment of English in secondary school.

Further, Calderón, Slavin, and Sánchez (2011) asserted that quality of instruction matters a lot during English students’ instructions. The researchers highlight comprehensive reorganization models, as well as individual parts of these models as school structures and leadership, integration of language, language and literacy instruction, literacy and content instruction in secondary schools, cooperative learning, professional advancement, parent and family support teams, coaching and monitoring implementation and results.

Contemporary theories of second language acquisition pressures that the coaching of the four linguistic skills including listening, speaking, reading and writing be integrated. As Hinkel (2004) states, “in an age of globalization, pragmatic targets of language studying place an improved cost on included and dynamic multi talent academic fashions with a focal point on meaningful conversation and the improvement of learners’ communicative competence” (p. 113). The same holds authentic of the usage of literature in language school rooms and there may be an ever-growing competition that literature can encourage and facilitate the integration of the four linguistic within school rooms (Ghosn, 2002; McKay, 2002). As an example, quick stories novels can stimulate interesting subjects for classroom and organization discussions or freshmen can rewrite them, the use of their personal reviews or counting on their innovative.

Owiti, Onchera, and Kulo, (2014) argued in support of the instruction of grammar in context, the same perception held by Tommaso (2005) who notes that traditional methods to coaching grammar instruction policies out of context, together with
labeling of sentence elements has shown that these processes have little or no effect on improving scholar’s writing. Tommaso (2005) further argued that as opposed to instruction of grammar, in contextualized grammar practice, there is usage of real and longer texts. This aims at training learners on effective use of grammatical policies and sentence structures. The argument at the back of teaching grammar in context states that due to the fact students have difficulty shifting what they research in drills to their writing, grammar ought to be taught through the writing itself. Diverse techniques of contextualizing grammatical ideas can be used to improve the writing capability of learners.

Similarly, Potowski (2005) noted that in Spanish lessons for Heritage Speakers (HS) focuses on literacy achievement and development of grammatical knowledge. Concerning grammatical understanding, numerous learners have diagnosed linguistic factors that do not appear to be completely obtained by way of HS (Montrul, 2008), that differed from or are similar to the ones of second language learners (Montrul, 2007) or that are clearly exclusive from monolinguals’ linguistic understanding (Cabo, & Rothman, 2012). However, little has been stated approximately the right, or simplest teaching techniques to facilitate the grammar acquisition and improvement of HL.

Explicit understanding is received via aware techniques; however implicit understanding is received via subconscious methods. Whether grammar must gain knowledge of explicitly is under debate. Traditionally, grammar teaching concerned the specific presentation and practice of grammatical structures (Hedge, 2001; Ur, 2008). In recent years, an awful lot has been written approximately ways of teaching grammar in extra effective manner that minimizes conventional express practice. Ellis
(2006) provides a more holistic definition that summarizes modern trends in SLA: “Grammar coaching entails any educational technique that attracts rookies’ attention to a few particular grammatical shapes in any such manner that it helps them both to apprehend it meta-linguistically and/or procedure it in comprehension and/or production as a way to internalize it.” (p. 84).

Further, Fernández (2011) conducted a study postsecondary textbooks’ presentation of grammar, and he or she discovered that a number of the textbooks observe numerous techniques at the identical time: acquisition-based techniques, where grammar is discovered through processing, meaningful interplay and product-oriented processes, wherein grammar is learned through controlled oral exercise. There is a strong tendency toward the latter, which indicates a strong occurrence of conventional preparation with specific coaching of policies that are practiced in contrived contexts. A lot of textbooks ignore about the important function of input within the development of L2 grammar. This conservatism in the career has been attributed to instructors’ expectancies and prior reviews with language studying and does not mirror findings in SLA (Borg, 2003). However, there are some symptoms of alternate in the direction of enter processing and meaningful interaction (Fernández, 2011).

Language is the mediating device through which content and language are co-built in a getting to know surroundings (Moate, 2010). This integration could also turn out to be extra complex when inexperienced persons focus on language-centered talk in addition to content material centered communicates. It is through those interrelations that learners begin to engage in responsibilities which require complex language derived from curricular complex relations (Kong, 2009). Even though integration can also become successful whilst it responds to learners’ interest, Pica (2002) states that
a strong awareness on meaning and feature, an activity which may also presuppose the forget of shape, ought to deprive beginners of improving their language proficiency.

The view of this study was that the use of integrated English helps transform theoretical English skills into practical life situations and experiences that learners can identify with and contribute to meaningful acquiring of skills. Instruction methods recommended should be Heuristic that involves guided inquiry where the teacher moves the learners gradually from direct instruction to indirect learning. The role of the teacher being mainly a facilitator and the learner takes a higher degree of personal responsibility in the learning process.

2.5.1 Effective ELL Instruction for Formative Assessment

Effective ELL teaching plays an important part during formative assessment instruction. Formative assessment is considered to be an important aspect in effective teaching of ELL learners than non-ELL learners. ELL students are learning academic skills, content and language skills simultaneously and hence are more likely develop misconceptions in the course of learning academic practices taught in English misconceptions that need early detection so that the course of learning can be reset (Bailey et al., 2010). Frequent formative assessment of ELL learners gives practical insight into both their linguistic and content learning thus allowing instructors to provide the right type and level of supports that learners need as they build their capacity and autonomy of students. Because ELL learners’ English language proficiency is developing, an instructor cannot readily predict exactly what aspects of new content each ELL learner will comprehend, and therefore the teacher must rely
on ongoing assessment to inform any necessary instructional modifications (Meskill, 2010).

2.5.2 Resources in the Teaching of Integrated English

Reed (2011) state that different forms of technology can be presented in linguistic classrooms including the internet, computer and the smart board which can be productively utilized so as to enhance the learning process. Teachers identify task that are necessary and apply specific approaches that enable the use of current technology to efficiently analyse, acquire and evaluate a variety of electronic information. They use task-appropriate instruments to synthesis knowledge, create and modify solutions in a way that support the work of individual and groups in problem solving situations. Teachers communicate information in various formats and diverse audiences. They should therefore systematize, plan and deliver the instruction using the technology in attaining learner’s linguistic development of skills.

Chappelle (2003) examined the use of Computer Assisted Language Teaching (CALL) in the classroom as a way of developing certain capabilities such as grammar which permits practice through online resources. The teachers can adopt a resource such as (CALL) to advance not only grammar but also in the achievement learner’s linguistic skills in the integrated English approach. According to Lonergan (2012) audio playing machines are among the most common tools that are used during language instructions. This is because they are used to supplement textbooks to carry out listening activities. The most recent audios provide the learners with audio compact discs so that they can practice activities orally at their free time.
Ngozi, Samuel & Ameh (2012) agree that audio-visual resources are very vital and useful in language education, since the normal student is so far as the functions of his preceptor mechanism are concerned gains understanding in terms of multiple impression recorded through ear, eyes, touch and other series. This implies that audio-visual resources are equipment through which that function that occur in isolation, that is does not occur in isolation rather than through a balance pattern from any preceptor mechanism that are inspired by external occurrences. While the aforementioned studies looked at the use of resources and technology in assisting the learners gain understanding of the subject matter, the present study concentrated on assessing the achievement of linguistic skills in the Integrated English approach in conjunction with learning resources and technology.

2.6 The Effectiveness of Teacher’s Motivation of Learners in Integrated English Approach

According to Shang (2006), to acquire the aim of linguistic talents enhancement, the aim of the instruction is on the authentic and meaningful instruction, but not at the linguistic aspect. Further, Baker and Westrup (2000) suggested that grammar need to be instructed in a context so that a clearer meaning is realized. Students should be in a position of knowing when to use this language and the way its miles shaped grammatically. The instructors on their part need to use organized sentences or texts which comprise the grammatical structure. The use of texts inclusive of oral narratives is more great and attractive for college students so one can realize how the spoken mode features in actual contexts (Brenes, 2005). He in addition advises that teachers of language have to use real existence texts of their classes due to the fact
they include treasured samples of natural and spontaneous speech form native of the target language.

Further, Shang (2006) asserted that integration of literature and grammar instruction is associated with various benefits. For example, learners can gain knowledge of grammar, vocabulary and paragraphing and interactive communication skills through the integrative process. Moreover, since literature is a valuable linguistic tool with authentic texts, it can help learners to improve their inspiration, explore prior knowledge and promote literacy progression. In addition, Shang (2006) supports that grammar and literature cannot be separated since each has something vital to offer in the advancement of all-rounded learner. In addition, Erkaya (2005) as cited in Shang (2006) states that by integrating literature in the curricula, learners can acquire the four linguistic skills; listening, reading, speaking and writing more effectively because of the cultural, higher-order thinking, literary and motivational advantages associated with it. An integrated methodology to learning attempts to follow the learner’s natural ways of learning, viewing the world as a whole, the instructor’s role being to offer experiences and to assist the process by recommending further lines that may be followed (Adeyemi, 2010).

However, Owiti, Onchera, and Kulo (2014) in a study on use of oral literature in the teaching of English grammar in secondary schools in Bondo district, Kenya it emerged that instructors had not realized the reward of using oral literature during grammar instruction. Brenes (2005) recommends that the use of texts such as oral literature is more vital and interesting to learners so as to understand the effect of spoken mode on real contexts. He further recommends that language instructors need
to use real life texts in their classroom lessons since they include treasured samples of natural and spontaneous speech form native of the target language.

In spite of the demanding situations to enforcing drama pedagogies in an Asian context, there is additionally the silver lining to bear in mind, for each trainer and learner. Stinson (2009) looked at a common re-curing theme that for the lecturers concerned in the have a look at, drama made classes exciting and greater motivating to their college students. The scholars were described as being ‘engaged’, ‘attentive’, ‘involved and worried’, and ‘collaborating actively’ of their lessons (p.230). Drama increases motivation while decreasing anxiety (Stinson, 2009; Maley & Duff, 2005; Rieg & Paquette, 2009; Stanley Baldwin, 2012), lowering the ‘affective clear out’ that is vital for a scholar if he or she is to acquire and keep talents and expertise this is taught (Krashen, 2003). Different aspects of motivation can also be located via the sharing of studying via acting out tales (Peregoy & Boyle, 2008), and additionally through the development on sophistication of idea in the college students (Wright et al., 2007, as stated in Rieg & Paquette, 2009).

Teachers of English need to understand the classification of learners so as to acquire linguistic skills effectively, the language demands entrenched in specific texts and tasks, the use language of language in various disciplines and the support that learners are accorded so as to achieve proficiency in language competencies. The efficiency of use of formative assessment places similar demands on instructors and it poses additional challenges. For instance, studies suggest that instructors struggle with the way of using formative evaluation information during the planning of their instruction process (Dunn & Mulvenon, 2009; Shepard, 2005; Kingston & Nash, 2012).
The increase in formative assessment usage therefore calls for an examination of the potential effect associated with formative assessment practices on both the academic performance and language learning of ELL learners and the exploration of ways of tailoring formative assessment practices so as to meet the specific requirements of the linguistic learners (Heritage et al., 2012). The current research aimed at assessing the effectiveness of evaluation techniques used in integrated English approach on achievement of linguistic skills amongst secondary school learners in Bungoma County.

2.7 Challenges of Adopting Integrated English in Public Secondary School

Macharia (2011) acknowledges the difficulties involved when teaching English and Literature in secondary schools in Kenya and looks at the tactics that teachers use to cope with these challenges. From her study, it is clear that one of the ways these teachers cope with challenges is to attend in service courses. Looking at how effective and beneficial such professional development courses are to the teachers in this research therefore allows us to suggest ways in which the teachers think the courses can be improved.

Gichuki (2007) noted that the quality of a student’s acquisition of skills is dependent on the quality of instructors’ input. The instructor’s competence therefore affects the quality of academic performance at the end of the syllabus. He further observed that instructors implementing the revised English curriculum in public secondary schools still had inadequate knowledge on integration and that some ideas were challenging to teach.
The merging of English and Literature causes serious problems that lead to confusion, reduction in time allocation and resistance (Anyanzwa & Otunga, 2007; Barasa, 2005). In addition, reduction in the number of lessons as a result of integration is double tragedy because the content is too much thus completion of syllabus is impossible. The IA results in heavy work load for both teachers and the students. Teachers therefore neglect the weak students and only move on with fast learners. Most teachers of English are in agreement that more hours should be devoted to the teaching of English language in the Kenyan Secondary Schools because it is taught as a second language. Besides, when a new curriculum is introduced, teachers resist change and do not fully embrace the tenets of such new curricula (Barasa, 2005).

The cornerstone of the IA is the emphasis on extensive use of authentic teaching materials. Anyanzwa and Otunga (2007) and Oketch (2005) point out that resource materials and appropriate instructional settings which include text books, pictures, cards, articles, audio-visual aids, fieldworks, workshops, laboratories and personnel are critical to learning. In addition, Barasa (2005) emphasizes that for quality English teacher training, there has to be an improvement in the provision of language resources in secondary schools; the backbone of any educational system. They facilitate understanding of difficult concepts. Schools such as national and private ones where parents are able to provide resources perform well especially in the speaking skill.

In addition, Oseno, Barasa and Omulando (2014) in their study on challenges of teaching speaking skills using integrated approach in secondary schools in Kenya found out that teachers of English were experiencing some challenges in using the IA owing to their inadequate training in handling the content of integrating English and
Literature. The study recommended that in order to enhance performance in both teaching and learning of speaking skills using the IA in schools in Kenya, there was a need to re-look at the curriculum of English Teacher Trainees at university level to incorporate content on the IA to teaching English as a subject.

Researchers including Schleppegrell, (2005), Walqui & Heritage, (2012) and Heritage, Silva, & Pierce, (2007) have all reported that for all learners, learning academic content is intimate with learning the academic language of the content area. However, they further noted that this is deemed to be true for ELL learners. Furthermore, studies show that academic language skills including grammatical, discursive and the lexical structures specific to a certain context is associated with academic achievement (Aguirre-Muñoz, Parks, Benner, Amabisca, & Boscardin, 2006; Sato, Lagunoff, & Yeagley, 2011). These inter-connections among academic content learning, academic language learning and academic achievement shows that ELL learners benefit from structured support for academic English achievement within a specific discipline. These include the explicit instruction that is based on evidence of student learning and is deemed to address the grammatical and lexical competencies (Gersten et al., 2007; Aguirre-Muñoz, et al., 2006).

Scarcella (2003) noted that as learners advance through secondary schools, academic content is deemed to become differentiated and multi-faced in relation to academic linguistic skills that is required by learners so as to meaningfully engage with and learn content. For ELL learners to successfully engage with scholastic content, they must have adequate academic language to attain new knowledge and skills and to show what they understand and can do in scholarly subjects. Thus, it is important that ELL learners be given with suitable supports to learn the language of the content areas
and that these supports be aligned with the more rigorous content demands and higher achievement expectations associated with the CCSS. Only then can learners’ construction of content knowledge improve hand in hand with the achievement of linguistic skills (Sato et al., 2011; Walqui & van Lier, 2010).

2.7.1 Teachers’ Attitude towards Integrated English Approach

In a study by Otieno (2003) the outcome of data showed that teachers had a negative attitude towards the methodology of integration. These teachers’ attitude was associated to subject content and instructional resources that were used in the instruction of integrated English. Further the research found a positive association between instructors’ perception and their instruction performance in the integrated methodology.

According to Law, (2008) teachers’ skills and attitude count for a great deal more in curriculum renewal than do changes in content and method. It is noted that a lot of instructors lacked the necessary skills and knowledge to carry out an innovation. These teachers are reluctant to break new ground and lack sense of inner security, so necessary in good teaching. Hughes, (2005) in her study into the methods and challenges of integrating the teaching of English language and poetry in Kenyan Secondary Schools reported that a sizeable number of instructors had negative perception towards integrated English.

Yang and Huang (2008) carried out a survey in Malawi on secondary school learners’ attitude towards learning English and their effect on performance. The students complained that the teachers embarrassed them continuously during lessons and this was associated to negative attitude that the teachers of English had towards the
subject. This study intends to establish the attitudes teachers of English and how this affects implementation. One of the key problems noted by K.I.E (2004) evaluation report is that there still exist negative attitudes of some teachers towards the changes in the curriculum. This is supported by Gichuki (2007) who found out that teachers in Othaya division had a negative attitude towards the implementation of the revised English Curriculum.

Some scholars have different views on what influences English performance. In their study, Ahmad and Aziz (2009) revealed that instructors viewed that English lessons need to be teacher-centered. In this instance, the instructor is expected to be the expert and the authority in presenting information while others take a student-centered teaching approach viewing their role as more of student-learning. Ndirangu (2004) notes that skills including the usage of teacher-centered methods sabotage the attainment and goals of even the meticulously designed curriculum. Eken (2000) revealed that in a learner-centered class, teachers are more of implementers and learners take on the discussion role where students are seen as being able to undertake a more active and participatory role vis-a-vis traditional methods. This teaching approach encourages active participation of learners during classroom learning.

According to Law, (2008) teachers’ skills and attitude count for a great deal more in curriculum renewal than do changes in content and method. It is noted that many teachers often lack the necessary skills and knowledge to carry out an innovation. These teachers are reluctant to break new ground and lack sense of inner security, so necessary in good teaching. Hughes, (2005) in her study reported that a sizeable number of teachers had a negative attitude towards integrated English.
Yang and Huang (2008) carried out a survey in Malawi on secondary school learners’ attitude towards learning English and their effect on performance. The students complained that the teachers embarrassed them continuously during lessons and this was associated to negative attitude that the teachers of English had towards the subject.

Kilgallon and Maloney (2008) on their study on how pre-school teachers accomplish educational transformation, it emerged that pre-school teachers' capability to cope during the execution of assigned educational change was affected by a range of predictors. Respondents were able to describe how these predictors impacted on their daily instruction practice, influencing their ability to manage the implementation of the imposed changes and their ability to be sustained in the teaching profession. These predictors included having a positive attitude towards obligatory changes to educational plans and practices, teachers' workload and association with professional colleagues, the methodologies adopted by teachers when implementing educational change, attending professional development sessions and the role of the line manager. The current study investigated the strategies used in integrated English on achievement of linguistic skills.

2.8 Review of Related Studies in Kenya

Mbithe (2014) did a study on influence of the new integrated English curriculum on students’ achievement in English at the Kenya certificate of secondary education in Masinga Division, Kenya and found that both the learners and teachers had a positive attitude towards the integrated English curriculum. Teachers of English felt that the design of the English curriculum had an effect on the performance though with varied reasons. Although the teachers employed the right teaching techniques and had the
necessary professional documents and adequate teaching learning resources, the students still performed poorly.

Ogolla, Mbori and Buluma (2016) conducted a study on learners’ and teachers’ constraints in the implementation of the integrated English syllabus in secondary schools in Mumias Sub County, Kenya. Findings from the study revealed that there were challenges associated to methodology of instruction, availability and suitability of teaching and learning materials, the school atmosphere, effective integration of English and literature, learners and teachers’ attitudes and other socio-economic predictors which accounted to slow learner performance in English. The study suggested ways of redesigning suitable teaching and learning materials, enhancing teachers’ teaching skills through approaches aimed at coping with the challenges faced in the teaching of integrated English and the provision of avenues for the teachers to play an important role in designing a suitable curriculum for the effective teaching and learning of the integrated English language syllabus. The current study investigated the challenges facing teachers in adoption of integrated English approach which could have an effect on achievement of speaking, reading, writing and listening skills among learners.

On his part Magoma (2016) on the promise of integrated English curriculum: teachers’ and principals’ responses and reflections revealed that despite the promise of the re-organized English curriculum, teachers of English were teaching the integrated English curriculum without appropriate understanding of the procedure involved. The study recommended appropriate and continued professional support need to be provided to the teachers of integrated English curriculum in the form of in-service training for the promise to hold. The current study investigated the
effectiveness of instructional methods used in integrated English approach which had an effect on learners’ linguistic skills.

Moraa (2012) revealed that expository strategies of teaching dominate Integrated English classrooms and that learners disliked the strategies where teachers dominated lessons. However, the current study assessed the effectiveness of evaluation techniques used in integrated English approach on achievement of linguistic skills; reading, writing, speaking and listening.

Further, Owiti, Onchera, and Kulo (2014) on their study found that though instructors appreciated the benefits of contextualized grammar instruction, majority of them did not exploit oral literature genres in the English grammar instruction since they did not know how to integrate the genres in during classroom instruction. The study recommended that all genres need to carefully chosen and adopted in the grammar instruction and that English grammar should not be instructed in separation with emphasis on guidelines as this would enhance students’ linguistic competence as opposed to communicative competences. The current study assessed the strategies used in integrated English learning approach on achievement of linguistic skills; reading, writing, speaking and listening.

2.9 Research Gap

The significant role that English plays in various sectors of life including social, economic and academics has initiated a great need for acquisition of the four linguistic skills (Harmar, 2001). The need for good linguistic skills in English in turn has created an immense demand for quality English language teaching. Learners are interested in mastering English and many employers want their employees to have
good command of the language skills (Richards, 2006). Previous studies have shown that students' language skills benefitted from integrated English approach (Nold, Hartig, Hinz & Rossa, 2008) but the effects of integrated English approach on achievement in the content subject remain unclear. The problem of poor teaching of Integrated English has persisted (Otieno, 2003).

Anyanzwa and Otunga, (2007) and Barasa, (2005) postulated that the merging of English and Literature causes serious problems that lead to confusion, reduction in time allocation and resistance. In addition, Tommaso (2005), Potowski (2005), Owiti, et al., (2014) and Montrul, (2007) among other researchers have advocated for integration. However, little has been said about the suitable or most effecting teaching and learning approaches that facilitate achievement and development of linguistic skills among secondary school learners. The purpose of this study was to assess the use of integrated English approach in learning achievement of linguistic skills in public secondary schools in Bungoma County, Kenya in order to establish how various aspects of integrated approach influence development of linguistic skills among learners.

2.10 Summary

Owiti, Onchera, and Kulo, (2014) supports the instruction of grammar in context, the same opinion as held by Tommaso (2005) who perceives that out molded methodologies to teaching grammar taught guidelines out of context, including rote drills and labeling of sentence portions in workbook exercises. To achieve the aim of linguistic skills enhancement, the focus of the instruction need to be on the authentic and meaningful input, not on the grammatical form as argued by Shang, (2006), Baker and Westrup, (2000), Brenes, (2005), Erkaya, (2005) and Adeyemi, (2010). Other researchers argue that drama increases motivation while reducing anxiety. These researchers include Maley and Duff, (2005); Stinson, (2009); Baldwin, (2012) and Rieg & Paquette, (2009). However, Manyasi, (2014) reported that 70% of classroom communication is teacher talk creating need to assess how Integrated English approach is used in achieving learners’ linguistic development of skills.

Otieno (2003), Anyanzwa & Otunga, (2007) and Barasa, (2005) amongst other researchers highlighted that the problem of poor teaching of Integrated English had persisted in schools due to confusion, reduction in time allocation and resistance Moseti (2007) noted that the effectiveness of integrated English curriculum depends on the quality of teachers that are there to translate the Integrated English syllabus to practical instructional material in class. Therefore, this study assessed the use of integrated English approach in learning achievement of linguistic skills in public secondary schools in Bungoma County, Kenya.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was adopted in the study. It describes the research approach, research design, philosophical paradigm, study area, study population including the sample size determination and sampling procedures adopted, instruments used for data collection, validity and reliability of research instruments, data collection procedures, analysis of the data collected and ethical consideration issues.

3.2 Research Design

The research used descriptive survey design using mixed methods approach. Mixed methodology is the blending of two or more approaches in a research study resulting in both quantitative and qualitative data (Greene, 2007; Teddlie & Tashakkori, 2009; Creswell & Plano Clark, 2007). The study was mixed methods in a single research which permits for pragmatism. The blending of qualitative and quantitative methods in this study neutralizes bias, seeks convergence of results and produces final products which highlight the significant contribution of both approaches. Further, the researcher used mixed methodology for it was considered appropriate in helping the research meet the principles for gauging the significance of the answers better than do the single methods designs. As pointed out by Creswell (2009) mixed methodology provides the chance for presenting a superior diversity of different opinions. In this study both quantitative and qualitative data were collected at the same time.
Questionnaires were used to collect quantitative information which was later analyzed using frequencies, percentages, mean, Pearson Correlation analysis and regression analysis. However, the qualitative information was collected through the use of interviews, observations and document analysis which was later analysed thematically, classified and arranged before they were reported in narrations and quotations as per the research objectives. The qualitative data helped in expounding more on quantitative data and further captured concepts which may have been missed through collection of quantitative data. Therefore the blending of both quantitative and qualitative information in this study helped in understanding deeper the strategies used in integrated English learning approach on achievement of linguistic skills by students in public secondary schools in Bungoma County, Kenya.

3.3 Research Paradigm

The study paradigm is a thinking about the way in which information about an occurrence need to be collected, analyzed and adopted (Morgan, 2007). In addition, Teddlie & Tashakkori (2009) and Creswell & Plano Clark (2007) define a paradigm as a worldview, composed of the numerous theoretical expectations which are related to the view point of a researcher. According to these researchers, a worldview comprises of stances assumed on each of the basics (Creswell & Plano Clark, 2007) or magnitudes of dissimilarity (Teddlie & Tashakkori, 2009) comprising axiology, epistemology, ontology and methodology.

This study adopted pragmatism as the paradigm. The pragmatist investigators are interested in “what” and “how” as they investigate what they envision. Furthermore, pragmatism has attracted substantial backing as a stance for mixed methodology in research (Johnson & Onwuegbuzie, 2004; Feilzer, 2010; Morgan, 2007; Maxcy,
2003). Pragmatism leans towards solving real-world challenges experienced in daily life (Feilzer, 2010) rather than on expectations about the nature of information. In this study, pragmatism world view was adopted since it fits well with the use of mixed methods approach which the study used.

3.4 Study Area

This research was undertaken among secondary school teachers of English in Bungoma County (Appendix ix presents the map of the study area). The County lies between latitude 00 28’ and latitude 10 30’ North of the Equator, and longitude 340 20’ East and 350 15’ East of the Greenwich Meridian. The County covers an area of 3032.4 Km². It boarders the republic of Uganda to the North west, Trans-Nzoia County to the North-East, Kakamega County to the East and South East, and Busia County to the West and South West.

The County is within the Lake Victoria Basin, rising from 1200 metres in the west and southwest to over 4,000 metres to the North of Mt. Elgon. Apart from Mt. Elgon region, the rest of the County is underlain by granite, which forms the basement system. Mt Elgon forest ecosystems support life systems through the hydrological cycle and Plant production through the pollination process. The forested areas also provide soil nutrients through the decomposition of biomass, consequently supporting both soil and terrestrial species. Table 1 shows the main ecological zones and their respective agricultural activities.

The County experiences two rainy seasons, the long-March to July and short rains-August to October. The annual rainfall in the County ranges from 400mm (lowest) to 1,800mm (highest). The annual temperature in the County vary between 0°C and 32°C.
due to different levels of attitude, with the highest peak of Mt. Elgon recording slightly less than 0°C. The average wind speed is 6.1 km/hr. The 2017 the population is projected to be 1,759,499 (Male 859,350 and Female 900,149). The Male to Female ratio is 1:1.2. The county has a growing population with varying demographics, which include fertility, mortality, birth rates, migrations, immigrations among others. Understanding population composition by age cohorts helps to plan for delivery of required needs and services.

According to the statistics from Bungoma County Education office (K.C.S.E results 2013-2016), few students performed well in English as a subject while the majority scored very low grades because of the challenge faced by teachers of integrated English approach in achievement of linguistic skills. Secondly, numerous researches have been conducted in urban zones and therefore the need for rural depiction is also an important consideration. From the literature reviewed, there is terse research on a study of integrated English approach in learners’ linguistic development of skills in public secondary schools.

3.5 Target Population

The study targeted all the 724 teachers of English teaching Form three students in 206 secondary schools in Bungoma County. The region is made up of six administrative units namely; Bungoma Central sub-county, Bungoma East Sub-county, Bungoma West sub-county, Bungoma North Sub-county, Bungoma south Sub-county and Mount Elgon Sub-county. In addition, the study targeted all heads of languages department in all the 206 secondary schools.
Form three teachers of English were specifically targeted for the purpose of this research because, it is at this level that set books are fully introduced according to the syllabus and thus the teacher is tasked with the responsibility of teaching the skills appropriately using integrated approach. Form three teachers and learners are not also pressurized by the impending examinations as in the case of the Form fours. In addition, Form three teachers have at least taught their students for three years therefore have the necessary understanding of using various teaching methods of integrated English so as to enhance learners’ acquisition of various linguistic skills.

3.6 Sample Size and Sampling Procedures

3.6.1 Sample Size

Patton (2002) argue that the sample size hinge on what a researcher wants to understand, the aim of the research, problem being investigated, what is important, what will have integrity, the availability of time and adequacy of resource. The sample size formula for this study was drawn from Krejcie and Morgan (1970) as quoted by Kasomo (2001). The formula is given as:

\[
n = \frac{X^2 \times N \times P(1-P)}{(ME^2 \times (N-1)) + (X^2 \times P \times (1-P))}
\]

Where

\( n \)=Sample size

\( X^2 \)=Chi Square for the specified confidence level at 1 degree of freedom=(3.841) from tables

\( N \)=Population size
P=Population proportion (50 in the table)

ME=Desired margin of error (expressed as a proportion=0.05)

Using this formula, the sample size for schools was 134 teachers were 251 and heads of languages department were134 as presented in Table 3.1.

<table>
<thead>
<tr>
<th>Category</th>
<th>Target</th>
<th>Sample size</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of English</td>
<td>724</td>
<td>251</td>
<td>34.7</td>
</tr>
<tr>
<td>Heads of Languages Department</td>
<td>206</td>
<td>134</td>
<td>65.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>930</strong></td>
<td><strong>385</strong></td>
<td><strong>43.1</strong></td>
</tr>
</tbody>
</table>

This is consistent with recommendations of Neuman (2000) who argued that for large populations small sampling ratios are possible and can be very accurate. In this study, a sampling ratio 43.1% was used and therefore it was deemed to provide adequate information.

3.6.2 Sampling Procedures

The researcher stratified the respondents into the six administrative units; Bungoma Central sub-county, Bungoma East Sub-county, Bungoma West sub-county, Bungoma North sub-county, Bungoma south Sub-county and Mount Elgon Sub-county making Bungoma County as shown in Table 3.2. Thereafter, Purposive sampling was used to choose Form Three teachers of English involved in the study from each of the six administrative units. After purposively selecting Form three teachers of English, simple random sampling was used to pick on the individual subjects (respondents). Simple random sampling allows for equal probability of the population being selected.
According to Creswell (2009) randomly selected samples produce research information that can be generalizable to wider populations within margins of error that can be statistically determined using a formula. Random sampling also involves a pure chance selection and assignment of subject hence eliminating systematic bias and minimizing the effects of extraneous variable. In addition, HODs in every selected school was selected purposively to take part in the study.

Table 3.2  Sample Size as per each Administrative Unit

<table>
<thead>
<tr>
<th>Administrative unit</th>
<th>Schools</th>
<th>Teachers</th>
<th>Heads of Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target Population</td>
<td>Sample size</td>
<td>Percentages</td>
</tr>
<tr>
<td>Bungoma Central</td>
<td>40</td>
<td>26</td>
<td>65</td>
</tr>
<tr>
<td>Bungoma East</td>
<td>37</td>
<td>24</td>
<td>64.9</td>
</tr>
<tr>
<td>Bungoma West</td>
<td>31</td>
<td>20</td>
<td>64.5</td>
</tr>
<tr>
<td>Bungoma South</td>
<td>57</td>
<td>37</td>
<td>65.9</td>
</tr>
<tr>
<td>Bungoma North</td>
<td>26</td>
<td>17</td>
<td>64.4</td>
</tr>
<tr>
<td>Mount Elgon</td>
<td>15</td>
<td>10</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td>206</td>
<td>134</td>
<td>65</td>
</tr>
</tbody>
</table>
3.7 **Research Instruments**

According to Kombo and Tromp (2006), social science commonly uses questionnaires, interview schedules, observational forms and standardized test as research instruments. This research study used both qualitative and quantitative data gathering procedures. Questionnaires, interview schedules, observation and document analysis were the main data collection instruments used in this study. Each of the instruments is discussed independently as follows.

3.7.1 **Questionnaires**

In this research, well designed questionnaires were given to sampled teachers of English in the six administrative units of Bungoma County. Questionnaires were preferred because they were considered convenient to be used when handling large group of data. According to Kothari, (2008), the questionnaire generates data that are quantitative in nature and hence this tool is deemed appropriate since it gathers such information in cognizance with the research design adopted.

The questionnaire (Appendix ii) contained five sections with section a dealing with the demographic description of the participants involved in the study while section B covered the instructional methods used effectively in integrated English approach for linguistic learning achievement. Section C covered the effectiveness of learner motivational strategies used in integrated English approach on linguistic learning achievement, section D covered the effectiveness of evaluation techniques used in the integrated English approach. Section E dealt with challenges face teachers in adopting integrated English approach on linguistic learning achievement while the last section dealt with the influence of integrated English approach on learners’ linguistic learning.
skills in public secondary schools in Bungoma County. Section B and D of the questionnaire was scored as; 1= Strongly Disagree; 2 = Disagree; 3= Agree; 4= Strongly Agree while section C and E were scored as; 1= Not at all; 2 = Not much; 3= much; 4= Very much.

### 3.7.2 Interview Schedule

The researcher drew up semi-structured interview plan with questions relating to the research objectives. The interview schedule (Appendix iii) was administered to heads of languages departments in the sampled schools. An interview is a kind of conversation with specific purpose. Interview schedules yielded qualitative data in this study. According to Kvale, & Brinkmann (2009), qualitative information is usually gathered by researchers through the use of questionnaires and interviews. However, interviews are considered to be more authoritative in producing qualitative information that allows researchers investigators to determine people's opinions in deeply.

Moreover, Cohen et al (2007) pointed out that interviewing is a significant approach for discovering the construction and compromise of meanings in a normal setting. In addition, Berg, (2007) noted that the significance of interviewing does not result only to analyses words, a holistic snapshot, reporting of detailed views of informants but also, since it permits interviewees to express meanings in their own voices and give their own opinions and feelings. The qualitative data were thematically classified before they were reported in narrations and quotations as per the research objectives.
3.7.3 Observation Schedule

Observation is viewed as an important strategy for obtaining comprehensive information in qualitative studies specifically where a composite of both oral and visual information become vital to a study (Annum, 2016). The researcher observed one English lesson in each of the 134 sampled schools. The main aim of observation was to understand how teachers of English used integrated English approach in learning achievement of skills and at the same time gives an understanding of how learners conceptualize ideas as a result of integration. Observation therefore yielded qualitative data on instructional methods used in integrated English approach, learner motivational strategies used in integrated English approach and evaluation techniques used in the integrated English approach.

3.7.4 Document Analysis

According to Annum (2016), documentary analysis is a social science research approach that is used as an instrument for obtaining pertinent documentary evidence to aid and validate facts stated in a research, especially during the chapter of literature review. In this study, the researcher analyzed lesson plans, teachers’, schemes of work and syllabus of integrated English in order to understand teacher preparedness for the use of English literature to teach English and vice versa. Document analysis further yielded qualitative information for the study.

3.8 Piloting

Piloting is significant in establishing both the reliability and content legitimacy of the research instrument and to enhance formats, questions and scales (Ross, 2005). A
A pilot study was carried out in a neighbouring Kakamega County. The county was chosen because it shares similar characteristics as the study area. The researcher selected a total of 30 teachers from Kakamega County. The results from the piloting were included in the final instruments’ amendments and improve its content validity as well as questions, format and scales reliability (Ross, 2005).

3.9 Validity and Reliability of the Research Instruments

This section covers the validity and reliability of the research instruments.

3.9.1 Validity of the Research Instruments

Fraenkel & Wallen (2006) points out that validity is the level to which evidence provides any inferences an investigator makes grounded on the information collected through the use of a specific research tool. According to Kothari (2008) validity is value accredited to a scheme or measures of the level to which they obey to established knowledge or fact. In addition, an attitude measure is said to be valid when outcomes conform to other measures of possession of the attitude. For this situation, the content and structural validity of the instrument was tested by consulting research experts at Kisii University including thesis supervisors and thereafter incorporating their positive inputs in the refining the final data collection instruments (Foxcroft, wood, Kew, Herrington & Segal, 2004).

3.9.2 Reliability of the Research Instruments

Reliability is the consistency that a research tool shows when used frequently under the same circumstances (Orodho, 2009). Reliability is therefore, the level of dependability which shows that an instrument can be trusted to give the similar results
when used in two or more attempts to quantity the theoretical ideas. To determine reliability of research instruments, the researcher administered and re-administered the same test two weeks after the first administration in a pilot study that was conducted with 10 heads of departments and 20 Form three teachers of English in a neighbouring Kakamega County. Cronbach Alpha Coefficient was used to test on the reliability of the research instruments. Cronbach Alpha normally used as a degree of internal consistency.

Cronbach's $\alpha$ is defined as

$$\alpha = \frac{K}{K-1} \left(1 - \frac{\sum_{i=1}^{K} \sigma_{Y_i}^2}{\sigma_X^2}\right)$$

Where $K$ is the quantity of components (K-items or testlets), $\sigma_X^2$ the variance of the experiential total test scores, and $\sigma_{Y_i}^2$ the variance of component $i$ for the present sample of respondents.

Hypothetically, alpha fluctuates between 0 and 1, since it is the proportion of two means. Experimentally, though, alpha can be assigned any numeral which is always not more than 1. However, higher values of alpha are considered to be more desirable. Some scholars as a rule of thumb need a reliability coefficient of 0.70 or higher before they can adopt a research tool (Nunnally, 1978). Cortina, (1993) opines that Cronbach alpha generally rise as the inter-correlation among test matters rises, and is thus known as an internal consistency approximation of reliability of test scores. Since inter-correlations between test matters are exploited when all items measure a similar
construct, Cronbach alpha is considered to indirectly show the level to which a set of items measures a single uni-dimensional hidden construct.

A frequently acknowledged decree of thumb for unfolding internal consistency using Cronbach alpha is as shown in the Table 3.3.

<table>
<thead>
<tr>
<th>Cronbach's alpha</th>
<th>Internal consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>[\alpha \geq .9]</td>
<td>Excellent</td>
</tr>
<tr>
<td>[.9 &gt; \alpha \geq .8]</td>
<td>Good</td>
</tr>
<tr>
<td>[.8 &gt; \alpha \geq .7]</td>
<td>Acceptable</td>
</tr>
<tr>
<td>[.7 &gt; \alpha \geq .6]</td>
<td>Questionable</td>
</tr>
<tr>
<td>[.6 &gt; \alpha \geq .5]</td>
<td>Poor</td>
</tr>
<tr>
<td>[.5 &gt; \alpha]</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

A correlation coefficient of equal or more than 0.70 was considered adequate to allow the researcher proceed with the study as per the recommendations of Creswell (2009). In this study, a Cronbach Alpha of 0.79 was obtained on teachers’ questionnaire. This implies that teachers’ questionnaires had acceptable Cronbach alpha coefficient as per Table 3.3.

### 3.10 Data Collection Procedures

Data was collected in from June 2016 to August, 2016. The first phase involved reconnaissance visit to the study area to familiarize with the research area and obtain relevant data for refining the research thesis. The second phase was to identify research assistants and induct them on how to administer the questionnaires. During the second phase, research assistants were trained for a period of two days on ethical issues among other techniques of data collection. These techniques include safety,
how to obtain informed consent from participants, privacy and confidentiality concerns and how to handle adverse events.

The questionnaires were administered to 251 teachers of English with the help of research assistants when schools were on session. Before the administration of questionnaires, the researcher sought for permission to conduct the study from the school management. Thereafter, Form three teachers of English in the sampled schools were identified and requested to participate in the study. They were issued with one questionnaire each and were requested not to write their names on the questionnaire. They were further instructed to answer all the questions by ticking only one choice in each question. Once the questionnaires were fully filled, they were collected immediately for analysis. In the third phase, the researcher administered a 30-minute interview schedule to heads of languages departments of the sampled schools. The researcher made notes on the themes that were emerging from the interviews. In addition, the researcher analyzed the following documents; lesson plans, teachers’ guide books, schemes of work and syllabus for integrated English for Form three and four. Lastly, the researcher observed one form three English lesson which was in progress during the time of visit in each selected school.

3.11 Data Analysis

The researcher employed statistical procedures to organize mass of data that was collected from the field into some sensible and manageable form easy to understand. This is necessary in order to bring out clearly the characteristics of the data to facilitate description, interpretation and generalization to be made (Bryman & Crammer, 2001). The quantitative data from the questionnaire was first subjected to
preliminary processing through validation, coding and tabulation in readiness for analysis with the help of the statistical package for social science (SPSS) computer package. Frequencies, percentages, mean and Standard deviation was used to analyze quantitative data. Data analysed was presented by use of tables and figures. Pearson Correlation Coefficient was employed to determine relationship that exists between the adoption of integrated English teaching approach and students’ achievement of linguistic skills. Qualitative data from interview schedules, observation and document analysis was thematically classified and arranged before they were reported in narrations and quotations as per the research objectives. Table 3.4 provides a summary of data analysis.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Independent Variables</th>
<th>Dependent Variables</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>To establish the effectiveness of instructional methods used in integrated English approach on linguistic learning achievement.</td>
<td>Effectiveness of instructional methods</td>
<td>Linguistic Skills Achievement. (reading, writing, listening and speaking)</td>
<td>Quantitative Data: Frequencies, percentages, mean and standard deviation, Pearson Correlation Qualitative Data: Thematic Analysis</td>
</tr>
<tr>
<td>To evaluate the effectiveness of learner motivational strategies used in integrated English approach on linguistic learning achievement.</td>
<td>Effectiveness of learner motivational strategies</td>
<td>Linguistic Skills Achievement.</td>
<td>Quantitative Data: Frequencies, percentages, means and standard deviation, Pearson Correlation Qualitative Data: Thematic Analysis</td>
</tr>
<tr>
<td>To assess the effectiveness of evaluation techniques used in the integrated English approach on linguistic learning achievement.</td>
<td>Effectiveness of evaluation techniques</td>
<td>Linguistic Skills Achievement. (reading, writing, listening and speaking)</td>
<td>Quantitative Data: Frequencies, percentages, mean and standard deviation, Pearson Correlation Qualitative Data: Thematic Analysis</td>
</tr>
<tr>
<td>To find out challenges faced by teachers in adopting integrated English approach on linguistic learning achievement skills in learners’ linguistic development of skills.</td>
<td>Challenges faced by teachers</td>
<td>Linguistic Skills Achievement. (reading, writing, listening and speaking)</td>
<td>Quantitative Data: Frequencies, percentages, mean and standard deviation, Pearson Correlation Qualitative Data: Thematic Analysis</td>
</tr>
<tr>
<td>To establish the influence of integrated English approach on achieving linguistic skills in public secondary schools.</td>
<td>Integrated English approach on achieving</td>
<td>Linguistic Skills Achievement (reading, writing, listening and speaking)</td>
<td>Quantitative Data: Frequencies, percentages, mean and standard deviation, Pearson Correlation Qualitative Data: Thematic Analysis</td>
</tr>
</tbody>
</table>
Ethics in research are the standards of behaviour that differentiates between satisfactory and unsatisfactory behavior (Luey, 2005). A number of ethical matters can arise during an academic research study including writing, and also the publishing process. These involve plagiarism, falsification of information, confidentiality, conflicts of interest, treatment of both human and animal subjects in research and authorship issues. First, in this study the researcher sought permission from the relevant authorities before conducting research. The involvement of the respondents identified in the research was voluntary and free and no promises of benefits for participation.

The participants were further guaranteed of confidentiality and privacy of the information they provided. The researcher further ensured that consent to conduct the research was obtained from the National Commission for Science, Technology and Innovations. The researcher negotiated for entry to the schools through the relevant authorities in the schools.

Secondly, the identity of respondents was kept strictly confidential. At the end of the research, any information that that was bound to reveal the identity of the respondents was destroyed unless the concerned respondent had agreed in writing to its inclusion beforehand. Additionally, honesty was observed. Data, outcomes, methodologies and procedures adopted in the study were reliably reported. Furthermore, there were no falsifications, fabrications, or distortion of information collected. Similarly, objectivity was the researchers concern. The researcher endeavored to circumvent
bias during the analysis of data obtained, the interpretation of analyzed information and other facets of the study where neutrality was considered a requirement.

The researcher also guaranteed truthfulness. The researcher kept possibilities and promises, acted with earnestness, endeavored for consistency of thought and action. The researcher was also careful in carrying out research. The investigator avoided - unwarranted errors and negligence, critically examined this research work. Good record of research activities, such as data collection and research designs were kept. The respondents had freedom to ignore items that they wished not to respond to. Focus group discussion and interviews was carried out in an environment that permitted privacy of the information.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results of data analysis on the use of integrated English approach in learning achievement of linguistic skills in public secondary schools in Bungoma County, Kenya. Specifically, it deals with demographic description of the participants involved in the study, the effectiveness of instructional methods used in integrated English approach, the effectiveness of learner motivational strategies, the effectiveness of evaluation techniques, challenges faced by teachers in adopting integrated English and the influence of integrated English approach on achievement of linguistic skills. The chapter therefore discusses the findings under the outlined objectives where appropriate themes are derived.

4.2 Return Rate of Questionnaires

A total of 237 out of 251 teachers of English fully filled and returned the research questionnaires. In addition, 117 out of 134 Heads of languages Department in each of the sampled schools were interviewed. Table 4.1 presents the return rate of instruments used in the study.

Table 4.1 Return Rate of Instruments

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Total</th>
<th>Returned (used for Data Analysis)</th>
<th>Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires</td>
<td>251</td>
<td>237</td>
<td>94.4%</td>
</tr>
<tr>
<td>Interview Schedule</td>
<td>134</td>
<td>117</td>
<td>87.3%</td>
</tr>
</tbody>
</table>
The return rate for questionnaires used for data analysis in this study was 94.4% while that of interviews was 87.3% and this was therefore considered sufficient to provide adequate and reliable information on assessment of the use of integrated English approach in learning achievement of linguistic skills. It has been argued that potential bias could result from low response rate (Brick & Williams, 2013) and therefore in this study, high response rate was associated with high reliability in information gathered. Further Pike, (2007) noted that survey investigators have for a long time presumed that the best method to obtain impartial estimations is to attain a high response proportion.

However, most researchers have begun to query the extensively-held supposition that low response levels may give biased outcomes (Groves, 2006; Peytchev, 2013; Massey & Tourangeau, 2013). In this study, a high response rate of 94.4% for questionnaires and 87.3% for interviews was associated with high reliability in information provided.

4.3 Demographic Information of the Respondents

Some of the demographic data collected from respondents included; gender, age, highest level of education, teaching experience and number of lessons taught per week.

4.3.1 Gender of the Respondents

Teachers of English were asked to designate their gender in the research questionnaire that was provided. The outcomes of the analyzed information are shown in Figure 4.1.
Figure 4.1  Gender of the Teachers

Figure 4.1 demonstrates that 161 (67.9%) of the teachers of English were female as compared to 76 (32.1%) who were male. The study findings showed that a majority (67.9%) of the teachers of English in Bungoma County were female. This implies that there were more female teachers inclined to teaching English language than their male counterparts in Bungoma County secondary schools. This is consistent with the findings of Bernat and Lloyd (2007) who found out in the study that women were more interested in multilingualism than men.

4.3.2  Age of the Respondents

In addition, teachers of English were asked to indicate their age bracket. Their responses were tabulated and the results are provided in Figure 4.2.
Figure 4.2 Age of the Respondents

Figure 4.2 shows that 86(36.3%) respondents were aged 30 - 35 years, 82(34.6%) respondents were aged 35-40 years, 19(8.0%) respondents were aged 25-30 years and 14(5.9%) teachers were aged below 25 years while 10(4.2%) teachers were aged 41-45 years. From the respondents, it emerged that most (36.3%) of the teachers of English were aged 30-40 years. Studies by Alufohai and Ibhafidon (2015) reported that student taught by teachers between the ages of 21-34 years performed better than those of 49 years and above while students taught by teachers of 35-48 years performed better than those of 21-34. This shows that maturity in terms of age could influence significantly the students’ achievement in English. However, age according to Sloane and Kelly (2003) has no effect on students’ achievement in languages.

4.3.3 Level of Education

Further, teachers were requested to specify their uppermost level of education. The outcomes of the analyzed data are presented in Figure 4.3.
Figure 4.3  Respondents’ Highest Level of Education

Figure 4.3 shows that 146(61.6%) teachers had bachelors’ degree, 39(16.5%) were diploma holders, 30(12.7%) were masters holders and 12(5.1%) were untrained teachers while 10(4.2%) had PhD. As per the responses, it emerged that majority (61.6%) of teachers of English in Bungoma County had bachelor’s degree. Bachelors’ degree is always considered as a requirement in Kenya for one to qualify to teach in secondary schools. Education level determines the quality of teachers in a school which in turn has an effect on students’ achievement. Adeogun (2001) noted that the value of any education system worldwide is dependent on the quality of the teaching staff.

This is further supported by other researchers such as Rivkin et al., (2005), Harris & Sass, (2008) Adeyemi, (2014) and Aaronson et al., (2007), who reported that school-based predictors of learners’ achievement was the quality of teachers. Furthermore, Boyd, et al., (2008) and Unanma et al., (2013) indicated that a qualified
teacher needs to be in possession of a teaching credential or is licensed by the government and possesses at least a bachelor’s degree from a recognized university and has high qualifications in specific areas of subject specialization. In this study, therefore majority of the teachers were qualified and competent to teach Integrated English.

4.3.4 Teaching Experience

Teachers were additionally asked to specify their teaching experience in the questionnaire that was provided. The outcomes of the analyzed information are shown in Figure 4.4.

![Figure 4.4: Respondents’ Teaching Experience](image)

Figure 4.4 shows that 86(36.3%) respondents had a teaching experience of 10-15 years, 53(22.4%) respondents had a teaching experience of 15-20 years, 43(18.1%) respondents had an experience of below 5 years and 28(11.8%) respondents had taught for over 20 years while 27(11.4%) respondents had taught for 6-10 years. From
the responses, it emerged that most (36.3%) of the respondents had a teaching experience of over 10 years showing that they were had mastered the content of integrated English approach therefore were in a position to enable learners to achieve linguistic skills. According to Kubanyiova, (2012) teacher cognition has indicates what teachers learn during teacher education programs or classroom experiences and therefore the acquisition of linguistic skills by students is affected by teaching experience of teachers. Moreover, Clotfelter, Ladd and Vigdor (2016) pointed out that teacher experience is consistently associated with achievement.

4.4 **Effectiveness of Instructional Methods in Integrated English Approach**

The initial aim of this research was to establish the effectiveness of instructional methods used in integrated English approach on achievement of linguistic skills in public secondary schools in Bungoma County. To achieve this, the instructional methods used in integrated English approach were sub-divided into three sections; learner centered methods, teacher preparation and teachers’ ability to use methods. These sections are presented below.

4.4.1 **Learner Centered Methods in IA on Achievement of Linguistic Skills**

First the participants were requested to rate the use of learner centered methods in a four-point scale questions adopted from Likert scale as; Strongly Disagree, Disagree, Agree and Strongly Agree. The outcome of the analyzed information is presented in Table 4.2.
Table 4.2  Effectiveness of Learner Centered Methods on Achievement of Linguistic Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th>Overall Percentage</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>In Integrated English lessons, students are provided with ample opportunities for interaction and participation in the classroom enabling the acquisition of speaking, writing, reading and listening skills</td>
<td>27</td>
<td>11.4</td>
<td>7</td>
<td>3.0</td>
<td>83</td>
<td>35.0</td>
<td>50.6</td>
</tr>
<tr>
<td>Students can use listening skills to deduce and understand meaning correctly from spoken discourse</td>
<td>0</td>
<td>0.0</td>
<td>27</td>
<td>11.4</td>
<td>53</td>
<td>22.4</td>
<td>157</td>
</tr>
<tr>
<td>Students can speak accurately, fluently, confidently and appropriately in a variety of contexts</td>
<td>43</td>
<td>18.1</td>
<td>30</td>
<td>12.7</td>
<td>164</td>
<td>69.2</td>
<td>0</td>
</tr>
<tr>
<td>Learners actively engage in learning language and literacy skills when they are provided with the necessary resources</td>
<td>61</td>
<td>25.7</td>
<td>23</td>
<td>9.7</td>
<td>73</td>
<td>30.8</td>
<td>80</td>
</tr>
<tr>
<td>Learners use a variety of language and learning strategies to expand learning beyond the classroom and to become independent, lifelong learners</td>
<td>137</td>
<td>57.8</td>
<td>73</td>
<td>30.8</td>
<td>0</td>
<td>0.0</td>
<td>27</td>
</tr>
<tr>
<td>Learners practice their summarizing capabilities and they become more skillful in descriptive linguistic skills by writing news headlines for lessons and topics discussed in class</td>
<td>23</td>
<td>9.7</td>
<td>61</td>
<td>25.7</td>
<td>80</td>
<td>33.8</td>
<td>73</td>
</tr>
</tbody>
</table>
Table 4.2 shows that 120(50.6%) teachers agreed with the statement that in integrated English lessons, learners are given ample chances for interaction and involvement in the classroom enabling the acquisition of speaking, writing, reading and listening skills, 83(35.0%) teachers strongly agreed with the statement and 27(11.4%) teachers strongly disagreed with the statement while 7(3.0%) teachers disagreed with the statement. A mean of 3.12 with a moderate standard deviation of .934 was obtained on the statement showing that majority (85.6%) of the teachers of English in secondary schools in Bungoma County reported that students in integrated English lessons get opportunities for collaboration and involvement in the classroom enabling the acquisition of speaking, writing, reading and listening skills. This implies that integrated English provides learners with an advantage of acquisition of the four skills in English.

This was found to be in concurrence with the study findings of Akram and Malik (2010) who found out that successful integrative strategy helps language teachers in making English lessons active, engaging the students in various events and interactions. Moreover, Magoma (2016) argued that the instruction of English is aimed at permitting the students to speak and write with facility in ways considered to be appropriate to a diversity of settings therefore Integration enhances communicative competence in the learners through the acquisition of linguistic skills; writing, speaking, listening and reading. In addition, Mekheimer (2013) pointed out that integrated language approach had improved on the acquisition of language skills. This study finding showed that teaching of integrated English had enabled secondary school learners to acquire the four linguistic skills in English.
In addition, 157(66.2%) strongly agreed with the statement that students can use listening skills to deduce and understand meaning correctly from spoken discourse, 53(22.4%) teachers agreed with the statement while 27(11.4%) teachers were in disagreement with the statement. A mean of 3.34 and a low standard deviation of .804 was obtained on the statement showing and from the responses majority (88.6%) of the teachers of English in secondary schools in Bungoma County were of the view that through the integrated English learning approach, students can deduce and understand meaning correctly from spoken discourse. This implies that integrated English learning approach can enable learners to develop conceptualization skills and therefore are in a position to correctly interpret the meaning of spoken words. Furthermore, the students are in a position to write clearly what they have listened to and therefore acquire adequate communication competencies. This supports KIE (2002) report which pointed that integrated English tends to produce learners with competent communication skills.

In addition, the finding was found to be consistent with those of Ohno, (2011) who pointed out that the notion of communicative capability is an amalgamation of a fundamental system of knowledge and capabilities required for communication. In addition, Chen (2007) noted that language skills should be integrated by the teacher in speaking writing, reading and listening processes. All these language skills need to be considered as interdependent, inseparable and integrated components of a language.

Similarly, 164(69.2%) teachers of English were in agreement with the statement that the adoption of learner centered methods enables students to speak accurately, fluently, confidently and appropriately in a variety of contexts, 43(18.1%) teachers strongly disagreed with the statement while 30(12.7%) teachers disagreed with the
statement. From the responses, a mean of 2.91 and a high standard deviation 1.092 was obtained on the statement showing it can be inferred that majority (69.2%) of the teachers of English believed that use of student centered learning approach in teaching integrated English enhances students acquisition of speaking skills and therefore are able to speak fluently and confidently in different occasions in and outside school. This further support the KIE (2000) report which noted that use of learner centred teaching approach in integrated English tend to produce learners with competent communication skills which include the acquisition of speaking skills. Moreover, Farris, (2001) reported through student learner centered strategies, students learn more words swiftly and incidentally through recurrent acquaintance through writing and reading as opposed to via direct teaching.

On his part Mmela, (2010) pointed out that through student centered teaching approaches artistic writing logically encompasses the notions fundamental to the new words that ultimately become a permanent part of reading and writing. Moreover, Janudom and Wasanasomsithi (2009) argued that English speaking skills are increasingly significant for students of integrated English; however, many students have very low English speaking competencies. This therefore shows that speaking skills could easily be acquired through use of student centered teaching approaches.

Further, 80 (33.8%) teachers strongly agreed with the statement that learners actively engage in learning language and literacy skills when they are provided with the necessary resources, 73(30.8%) teachers agreed with the statement, and 61(25.7%) learners strongly disagreed with the statement while 23(9.7%) teachers disagreed with the statement. A mean of 2.88 and a high standard deviation of 1.246 was obtained on the statement showing that majority (64.6%) of the teachers of English were of the
view that provision of necessary resources for integrated English influences positively the acquisition of literacy skills. This implies that adequate and relevant resources such as textbooks for integrated English motivate learners to learn language and literacy skills. This is consistent with the finding of Adeogun, and Osifila, (2008) who found a positive significant association between instructional resources and students’ achievement.

In addition, Likoko, Mutsotso and Nasongo (2013) pointed out that educational achievements in secondary schools are closely associated to use and adequacy of instructional and learning materials indifferent ways. Furthermore, Barasa (2005) pointed out that an improvement in the provision of language resources in secondary schools is considered as the backbone of any educational system since they facilitate understanding of difficult concepts. This therefore shows that provision of adequate resources such as textbooks, drama play materials could positively influence the acquisition of the linguistic skills in English.

On the statement that learners used an assortment of linguistic and learning approaches to enlarge learning beyond the classroom and to become independent, lifelong learners, 137(57.8%) teachers strongly disagreed, 73(30.8%) teachers disagreed while 27(11.4%) teachers were in agreement. A mean of 1.34 and a moderate standard deviation of .982 was obtained on the statement and this showed that a majority (88.6%) of teachers of English were of the view that even with the use of learner centered teaching approaches, students do not learn beyond the classroom. This implies that learning beyond the classroom could influence learners’ acquisition of language skills and therefore students need to be encouraged to use various language and learning strategies outside the classroom. This is in line with the
findings of de la Sablonniere, *et al.* (2009) who argued that for effectiveness of student centered learning approaches, instructors and learners are required to adjust their thinking and action to education. However, Kalmar (2008) pointed out that literacy practices in classroom environment create literacy-related experiences. This implies that students need to ensure that there is learning beyond the classroom for effective achievement of set goals. Pearson (2004) concludes that learners need to be trained on strategies necessary for language learning which is autonomous of formal teaching setting. First, they should equip learners with meta-cognitive knowledge that will enable them to make the most of integrated English potentials (Kuppens, 2010; Lai & Gu, 2011; Sundqvist, 2009). The main aim of integrated English is the acquisition of the four skills in English; writing, reading, speaking and listening which enhances achievement in English.

In addition, 80(33.8%) teachers agreed with the statement that learners practice their summarizing capabilities and they become more skillful in descriptive linguistic skills by writing news headlines for lessons and topics discussed in class, 73(30.8%) teachers strongly agreed with the statement and 61(25.7%) teachers disagreed with the statement while 23(9.7%) teachers strongly disagreed with the statement. From the responses, a mean of 2.25 and a high standard deviation of 1.278 was obtained on the statement showing that majority (64.6%) of the teachers of English in Bungoma County believed that students who practiced summarizing skills were more proficient in descriptive language skills. This shows that the introduction of integrated English had enabled learners to acquire summarizing skills enabling them to perform better academically. On the contrary KIE (2004) report pointed out that during the syllabus review of 2002, a number of areas including poetry, plays, novels, summary writing, grammar and oral literature were found to be too difficult for learners. Summarizing
teaches learners how to distinguish the most significant concepts in a text, how to ignore unconnected information, and how to assimilate the important ideas in a meaningful way. Teaching learners to summarizing skills enhances their memory for what is read. This implies that integrated English has enabled students to acquire various skills in English.

On interviewing the heads of English Department, it was found out that since the adoption of integrated English approach, little improvement has been seen where teachers have been seen giving emphasis on writing as a skill. The classes were overpopulated and thus teachers lacked adequate time for individualised student coaching in terms of improving the writing skill and as a result, students’ writing skills was poor. In the same vein Behroozi and Amoozegar (2014) research exhibits the need to review the strategies used to teach English language in Iran. The collected information revealed that Iranian learners after nearly seven years of education were neither enabled to speak fluently in English language nor interact with other people due to emphasis on grammatical structure during learning.

On observation, it was found out that in listening and speaking skills little improvement was noticed as most of the learners could not speak effectively and listen keenly while being given instructions. This is consistent with the work of other researchers such as Alonzo, (2014), Alharbi, (2015) and Sarwar, et al., (2014) who noted that globally majority of secondary school graduates were not able to speak English language properly. Sarwar et al, (2014) further noted that even though some bright learners are able obtain high marks in written tests, they are incapable of expressing themselves orally in English language. In addition, majority of them had problems in attempting exercises related to listening as skill. It was further observed
that most of the teachers of integrated English did not use learner centered teaching methods. This shows that there were inefficiencies in the achievement of writing, speaking, listening and reading skills among learners of Integrated English.

On checking documents with the teachers of English, it emerged that lesson plans and schemes of work on integrated English were available. However, most of the teachers did not have updated schemes of work as per term when the study was undertaken. This implies that learners were disadvantaged in terms of achievement of linguistic skills.

4.4.2 Teacher Preparation on Achievement of Linguistic Skills

In addition, teachers of English in Bungoma County were asked to rate their level of agreement in a four-point adopted Likert scale items in the questionnaire on effectiveness of teacher preparation on achievement of linguistic skills. The results are shown in Table 4.3.
### Table 4.3 Effectiveness of Teacher Preparation on Achievement of Linguistic Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th>Overall Percentages</th>
<th>Mean</th>
<th>Std Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers incorporate content material into language classes enabling students to develop reading, and writing skills</td>
<td>43 18.1</td>
<td>0 0.0</td>
<td>114 48.1</td>
<td>80 33.8</td>
<td>71.9 3.23</td>
<td>0.982</td>
<td></td>
</tr>
<tr>
<td>Teaching content in English using story telling makes the content comprehensible to the learners enhancing the development of speaking and listening skills</td>
<td>0 0.0</td>
<td>30 12.7</td>
<td>123 51.9</td>
<td>84 35.4</td>
<td>87.3 3.45</td>
<td>0.892</td>
<td></td>
</tr>
<tr>
<td>Teachers’ use of multiple media in oral literature enables students to achieve speaking, writing and listening skills</td>
<td>27 11.4</td>
<td>0 0.0</td>
<td>137 57.8</td>
<td>73 30.8</td>
<td>88.6 3.11</td>
<td>0.997</td>
<td></td>
</tr>
<tr>
<td>Use of Computer Assisted Language Teaching (CALL) by teachers in the classroom helps in developing speaking and writing skills such as grammar which allows practice through online materials</td>
<td>0 0.0</td>
<td>80 33.8</td>
<td>134 56.5</td>
<td>23 9.7</td>
<td>66.2 3.09</td>
<td>0.902</td>
<td></td>
</tr>
<tr>
<td>Use of audio player equipment to English grammar helps in the development of listening and writing skills</td>
<td>27 11.4</td>
<td>0 0.0</td>
<td>84 35.4</td>
<td>126 53.2</td>
<td>88.6 3.08</td>
<td>0.924</td>
<td></td>
</tr>
<tr>
<td>Properly planed pre-reading activities improve learner’s comprehension</td>
<td>43 18.1</td>
<td>0 0.0</td>
<td>114 48.1</td>
<td>80 33.8</td>
<td>81.9 2.98</td>
<td>1.04</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.3 shows that 114(48.1%) teachers agreed with the statement that teachers incorporate content material into language classes enabling students to develop, reading and writing skills, 80(33.8%) teachers strongly agreed with the statement while 43(18.1%) respondents were in disagreement with the statement. From the responses, a mean of 3.23 and a moderate standard deviation of .982 was obtained and it can therefore be shown that majority (81.9%) of the teachers of English in Bungoma County reported that they incorporated content material into language classes enabling students to develop reading, and writing skills. This implies that use of language material in teaching enables learners to acquire the reading and writing skills. This supports the arguments of Leafstedt, et al., (2004) who pointed out that integration of phonological awareness in initial interventions might resolve reading challenges amongst students.

This further supports the work of Torres (2005) who pointed out that suitable grammar focusing procedures are established in meaning and communicative settings. It contributes positively to communicative aims and encourages precision within fluent, communicative language. Teachers should not disappoint learners with dialectal terminology and motivation is essential. Moreover, Copple, and Bredekamp, (2009) pointed out that incorporating content into language enabled learners to acquire phonological awareness, vocabulary, concepts of print, knowledge of the alphabet, reading and writing.

In addition, 123(51.9%) teachers agreed with the statement that teaching content in English using story telling makes the content comprehensible to the learners enhancing the development of speaking and listening skills, 84(35.4%) teachers strongly agreed with the statement while 30(12.7%) teachers were in disagreement.
with the statement. From the responses, a mean of 3.45 and a moderate standard deviation of .892 was obtained on the statement indicating that majority (87.3%) of the teachers of English in Bungoma County noted that story telling during teaching of content in English enables the acquisition of speaking and listening skills. This is supported by del Rosario Basterra Trumbull & Solano-Flores, (2011) who gave an example those learners who are familiar to assessment matters that unswervingly give a mathematical question may be confused by having the item set in a story background. They may be forced to put more emphasis on the story than on the mathematical chore at hand. Further, Al-Bulushi (2017) noted that storytelling approach could be adopted with an aim of enhancing writing skills because it uses various stages of literacy enhancement. It also inconsistently enhances the four important capabilities in linguistic learning alongside vocabulary and grammar.

In the same vein Diawn (2008) showed that storytelling enhanced learners’ self-assurance in their personal skills in writing and encourages cooperative learning among students. Storytelling also plays a significant role in writing and reading classes. As indicated by Al-Mansour and Al-Shorman (2011), storytelling enhances students’ reading understanding and recommended that oral narratives are beneficial for enhancing students’ reading capabilities and self-confidence. Since stories part of creative writing process, students need to be stimulated to practice it instructionally and widely. As asserted by Birkenkraha (2014), storytelling enhances creative writing amongst learners and supports to enhance the quality of students’ writing skills.

Similarly, 137(57.8%) teachers were in agreement with the statement that teachers’ use of multiple media in oral literature enables students to achieve speaking, writing and listening skills, 73(30.8%) teachers strongly agreed with the statement while
27(11.4%) teachers strongly disagreed with the statement. From the responses, a mean of 3.09 with a moderate standard deviation of .902 was obtained on the statement implying that majority (88.6%) of the teachers of English reported that students’ achievement of speaking, writing and listening skills could be achieved when teachers use multiple media in oral literature. According to NGA Center and CCSSO, (2010) learners will be in a position to assimilate and gauge information presented in varied media and formats, including quantitatively, visually and orally. Further, Snelson and Perkins, (2009) also points out there are varied reasons associated with use of media in the classroom. The main idea behind it is that the media appeal to learner’s senses and help them process the information. In this way, the instructor does not have to give extra clarifications as the teaching point has already been strengthened.

Further, 134(56.5%) teachers agreed with the statement that use of Computer Assisted Language Teaching (CALL) by teachers in the tutorial room helps in developing writing and speaking skills such as grammar which permits practice through online resources, 80(33.4%) teachers disagreed with the statement while 23(9.7%) teachers strongly agreed with the statement. The study found a mean of 3.11±.997 on the statement showing that majority (66.2%) of the teachers of English in Bungoma County were of the view that Computer Assisted Language Teaching (CALL) by teachers in the classroom helps in developing writing and speaking skills such as grammar which permits practice through online resources. This was found to be consistent with the findings of Chappelle (2003) who found out that the use of Computer Assisted Language Teaching (CALL) in the classroom is a way of developing certain skills such as grammar which allows practice through online materials. Furthermore, Davies et al., (2012) pointed out that CALL applications are all used as assisting tools to facilitate language teaching and learning.
In addition, 126 (53.2%) respondents were strongly in agreement with the statement that use of audio player equipment to English grammar helps in the development of listening and writing skills, 84 (35.4%) teachers agreed with the statement while 27 (11.4%) teachers were in disagreement with the statement. From the results, a mean of 3.08 ± 0.924 was attained on the statement showing that majority (88.6%) of the teachers of English cited that use of audio player equipment to English grammar helps in the development of listening and writing skills. This implies that audio equipment enhances students’ acquisition of writing and listening skills. This concurs with the findings of Lonergan (2012) and Ngozi (2012) who argued that audio player is one of the most common equipment used in the teaching of languages as they supplement textbooks to carry out listening activities thus enhancing acquisition of listening skills amongst learners.

Further, 114 (48.1%) teachers agreed with the statement that properly planned pre-reading activities improve learner’s comprehension, 80 (33.8%) teachers strongly agreed with the statement while 43 (18.1%) teachers were in disagreement with the statement. From the responses, a mean score of 2.98 and a high standard deviation of 1.04 was obtained on the statement implying that majority (81.9%) of the teachers of English believed that proper planning of reading activities improves learner’s comprehension. Locke and Latham, (2006) noted that during instructional planning, expert instructors use definite learning goals to remove disrupting items and irrelevant tasks from the days’ lesson. By doing so, they make it more likely that learners will focus on and oblige to reaching the targets entrenched in the learning target and learn to set their own targets in the process.
On interviewing the Heads of Departments of languages regarding effectiveness of teacher preparation on achievement of linguistic skills, they noted that few of the teachers who prepared for their teaching were able to achieve all the four skills in their teaching for instance it was found out that the use of properly planned pre-reading activities helped to improve the learner’s comprehension of the tasks they did. According to Gewa Thuraisingam, Nisha, Zahra & Adelina (2016), when teaching reading in the English Language classroom, teachers encounter struggling readers who have difficulties comprehending the passage. Therefore, they need to use strategies to get learners to activate existing knowledge, thereby creating a mental framework to which new terms, texts and ideas can be involved (Jingwei, 2016). The pre-reading design begins with the teacher of English introducing a vital word, concept or picture to arouse a discussion thus improving on learners’ comprehension of text (Gajria & Jitendra 2016).

It was observed that teachers who had effectively prepared for their teaching varied the use of various activities for instance; some teachers used multiple media in oral literature teaching thus enabling learners to achieve listening, speaking, writing and reading skills. It was further observed that teachers lacked enough time to adequately prepare teaching of the integrated English leading to inadequate achievement of the four linguistic skills. It was noted that they just picked the course books and went to class. Most of the teaching largely relied on the one course book and the teacher’s guide only.

It further emerged that most of the teachers of integrated English did not use learner centered teaching approaches. This shows that there were inefficiencies in the achievement of writing, speaking, listening and reading skills among learners of
Integrated English. However, Camilli, et al. (2010) found out that direct teacher instructions had a strong relationship with cognitive learners’ outcomes, more than learner-oriented instructions. Moreover, Mmela (2010) pointed that process of reading and writing are closely associated cognitive activities that are best imparted using active or student-centered approaches and therefore teachers need to engage students actively as they try to learn English.

The researcher further used the document analysis as a tool to check teacher preparedness to teaching of integrated English in the achievement of the four linguistic skills. Among the documents used were schemes of work, teachers’ guide books and lesson plan. It was found that teachers had properly prepared for teaching but they did not follow the lesson plans and the schemes of work in their teaching reason being they were supposed to rush through the syllabus to meet the set goals by the English department on when they are supposed to have completed the syllabus. From the findings, it can be shown that teachers were ill-prepared to teach integrated English despite its importance in enabling learners to acquire linguistic skills.

4.4.3 Teachers’ Ability in Methods used on Achievement of Linguistic Skills

The participants were further requested to rate their level of agreement on in a four-point Likert scale adopted items in the questionnaire on effectiveness of teachers’ ability to use methods on achievement of linguistic skills. The results of analyzed data are shown in Table 4.4.
### Table 4.4  Responses on Teachers’ Ability to use Methods

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD F</th>
<th>D F</th>
<th>A F</th>
<th>SA F</th>
<th>Overall Mean</th>
<th>Mean %</th>
<th>Std Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers examine the students’ understanding of the topic through the students' listening and speaking skills first before expanding through reading and writing activities.</td>
<td>126</td>
<td>53.2</td>
<td>84</td>
<td>35.4</td>
<td>0</td>
<td>0.0</td>
<td>27</td>
</tr>
<tr>
<td>Teachers create opportunities to focus on thinking skills through scheduled activities like problem-solving and decision-making during the teaching of poetry.</td>
<td>0</td>
<td>0.0</td>
<td>23</td>
<td>9.7</td>
<td>73</td>
<td>30.8</td>
<td>141</td>
</tr>
<tr>
<td>Teaching students study skills, teachers will give them an important tool that they can use to achieve speaking, listening, writing and reading skills.</td>
<td>0</td>
<td>0.0</td>
<td>84</td>
<td>35.4</td>
<td>73</td>
<td>30.8</td>
<td>80</td>
</tr>
<tr>
<td>Teachers demonstrate use of English Grammar books to find information enhancing the acquisition of learners’ linguistic skills.</td>
<td>30</td>
<td>12.7</td>
<td>127</td>
<td>53.6</td>
<td>80</td>
<td>33.8</td>
<td>0</td>
</tr>
<tr>
<td>Teachers process writing methods to help students write essays enabling them to acquire linguistic skills.</td>
<td>84</td>
<td>35.4</td>
<td>126</td>
<td>53.2</td>
<td>27</td>
<td>11.4</td>
<td>0</td>
</tr>
<tr>
<td>Teachers use journal writing in their classes enabling students have supportive ways of acquiring linguistic skills.</td>
<td>153</td>
<td>64.6</td>
<td>0</td>
<td>0.0</td>
<td>23</td>
<td>9.7</td>
<td>61</td>
</tr>
<tr>
<td>Teachers usually ask groups of students to act out an event while teaching drama thus enabling students to acquire speaking skills.</td>
<td>44</td>
<td>18.6</td>
<td>68</td>
<td>28.7</td>
<td>106</td>
<td>44.7</td>
<td>19</td>
</tr>
</tbody>
</table>
Table 4.4 shows that 126(53.2%) teachers were strongly in disagreement with the statement that teachers examine the students’ understanding of the topic through the students' speaking and listening skills first before expanding through reading and writing activities, 84(35.4%) teachers disagreed with the statement while 27(11.4%) teachers were in agreement with the statement. A mean of 1.26 and a low standard deviation of .789 was obtained on the statement. The study findings showed that majority (88.6%) of the teachers of English in Bungoma County reported that they did not examine the students’ understanding of the theme through the learners' speaking and listening skills first before expanding through reading and writing activities. This implied that teachers needed to gauge students’ understanding of the topics covered through listening skills which in turn leads to acquisition of writing and reading skills.

Zaremba, (2006) pointed out that speaking and writing are two productive skills required to be integrated in the development of effective communication. Further, according to Lindsay and Knight (2006) listening, as is known, is a skill of understanding verbal language.

While listening is considered an essential skill, present in most of the activities carried out throughout ones’ lives. Further, it has been argued that listening is a multifaceted process, which requires an understanding in order to teach it and later, evaluate it before integrating it with phonological features and with the speaking skills (Bueno, Madrid & McLaren, 2006). In addition, Nunan, (2001) as cited in Rocío, (2012) who pointed out that listening is a six-phased process, consisting of hearing, attending, understanding, memorizing, assessing and responding. These six phases occur in order and rapid succession therefore assessing learners’ understanding of a notion can be done through use of listening skills.
Further, 141(59.5%) teachers agreed with the statement that teachers created opportunities to focus on thinking skills through scheduled activities like problem-solving and decision-making during the teaching of poetry, 73(30.8%) teachers strongly agreed with the statement while 23(9.7%) respondents were in disagreement with the statement. From the responses, a mean score of 2.79 and a standard deviation of 1.242 were obtained on the statement showing that a majority (90.3%) of teachers of English reported that they created opportunities to focus on thinking skills through scheduled activities like problem-solving and decision-making during the teaching of poetry. This implied that teaching of integrated English had enabled students to gain problem solving skills. This was found to be consistent with the findings of Reed (2011) and Knowles and Smith (2001) who noted that integrated method to teaching literature can enable collaborative learning as well as help learners become autonomous problem solvers. This is further supported by the work of Khatib and Mehrgan (2012) who pointed in their study that short stories are thought suitable tools to establish critical thinking skills in students. In short stories, students should take a critical stance toward them, ask questions, and make judgments.

In addition, 84(35.4%) teachers disagreed with the statement that teaching students study skills, teachers will give them an important tool that they can use to achieve speaking, listening, writing and reading skills, 80(33.8%) teachers strongly agreed with the statement while 73(30.8%) teachers agreed with the statement. From the responses, a mean of 2.89 and a high standard deviation of 1.043 was obtained on the statement and it can therefore be deduced that majority of the teachers of English believed that study skills enabled students to achieve speaking, listening, writing and reading skills. This implied that study skills are an important element that teachers of
English need to impart to students. Taylor, Bernhard, Garg, and Cummins (2008) suggested new approaches of studying current literacy practices where newly emerging information, communication, multimedia pedagogies, and culturally specific literacy resources are incorporated in learning enables students to attain the four macro-skills of speaking, listening, writing and reading in English. It has also been argued that using new approaches of learning such as CALL and MALL has facilitated the language teaching–learning process in specific language skills such as listening (Liu, 2009), speaking (Kiernan & Aizawa, 2004), reading (Sung, Chang, & Huang, 2008), phrasing (Morita, 2003), vocabulary (Lu, 2008), spelling (Kemp & Bushnell, 2011), grammar (Moreira & Gomez, 2011), and phonological awareness (Plester & Wood, 2009). In this study, students’ use of various study skills enables them to improve on their learning skills.

Similarly, 127(53.6%) teachers disagreed with the statement that teachers demonstrate use of English Grammar books to find information enhancing the acquisition of learners’ linguistic skills, 80(33.8%) teachers agreed with the statement while 30(12.7%) teachers strongly disagreed with the statement. It emerged from the study finding that a mean score of 1.46 and a standard deviation of .924 was obtained on the statement showing that majority (66.5%) of the teachers of English in Bungoma County never demonstrated use English Grammar books to find information thus inhibiting the acquisition of learners’ linguistic skills. This therefore showed that teachers of English needed to demonstrate use of English grammar books to enable students acquire linguistic skills. This supports the work of Owiti, et al., (2014) and Tommaso (2005) who advocated for teaching of grammar in context. Furthermore, Alqahtani (2015) pointed out that vocabulary books and course-books contain a vast...
number of attractive pictures that present the meaning of basic words. This therefore shows that use of vocabulary books and course-books could positively influence learners’ acquisition of the four linguistic skills.

Further, 126(53.2%) teachers disagreed with the statement that teachers process writing methods to help learners write essays enabling them to acquire linguistic skills, 84(35.4%) teachers strongly disagreed with the statement while 27(11.4%) teachers were in agreement with the statement. From the responses, a mean score of 1.76 and a standard deviation of 1.124 were obtained on the statement and this shows that majority (88.6%) of the teachers of English in secondary schools in Bungoma County never processed writing methods to help students write essays enabling them to acquire linguistic skills. This implied that teachers need to teach students summary writing skills under reading and writing. This will in turn enhance students’ acquisition of the linguistic skills of in English.

According to Graham et al., (2016) students need to be taught to control their writing and speaking knowingly, comprehend why sentences are constructed as they are and to use Standard English. Student’s further need to understand and use age-suited vocabulary including linguistic and literary vocabulary, for discussing their writing, spoken and reading, language. This includes merging, practice and discussion of language. It is important that learners learn the correct grammatical terms in English and that these terms are integrated within the classroom instruction. Further, Fitzgerald and Shanahan (2000); Applebee and Langer (2011) and Baker et al., (2014) noted that writing challenges learners to understand, assess and synthesize ideas, texts, and concepts. In this study therefore, teaching students reading and writing
could enhance their summary skills since they will be able to evaluate, and synthesize ideas and concepts.

On the statement that teachers used journal writing in their classes enabling students have supportive ways of acquiring linguistic skills, 153(64.6%) teachers strongly disagreed with the statement, 61(25.7%) agreed with the statement while 23(9.7%) teachers disagreed with the statement. From the responses, a mean of 1.47 and a high standard deviation of 1.124 was obtained on the statement implying that majority (74.3%) of the teachers reported that they never used journal writing in their classes and this could be considered and an inhibitory way for acquisition of linguistic skills amongst the students. Journal writing is one of the pedagogies used by teachers of integrated English to enable students acquire linguistic skills. UNESCO (2005) noted that the classroom teaching instruction used by teachers is reliably seen as the crucial variable for enhancing learning results and is critical in any reform to enhance quality. Furthermore, Hyvonena et al., (2014) found out those collaborative and student-centered approaches in authentic classroom setting can lead to creation of deeper knowledge about learner’s efficacious agency in learning settings. In this study, use of journal writing could enable students to gain deeper knowledge on writing skills.

Similarly, 106(44.7%) teachers agreed with the statement that teachers usually asked groups of students to act out an event while teaching drama thus enabling students to acquire speaking skills, 68(28.7%) teachers disagreed, 44(18.6%) teachers strongly disagreed with the statement while 19(8.0%) teachers strongly agreed with the statement. The study found a mean of 2.28 and a standard deviation of 1.108 on the statement showing that a majority (52.7%) of the teachers of English in secondary schools in Bungoma County reported that students acted out events during the
learning of drama thus enabling them to acquire speaking skills. Teaching speaking English by use of drama could be effective in teaching English especially in listening skill instruction as pointed by Khaemanee (2011) who noted that drama can make the activities lively and meaningful for learners and at the same time they have more fun involving in the activities. Furthermore, Thongnuan (2011) disclosed drama can benefit students by enhancing their listening and speaking skills effectively. Moreover, Punyaruang (2012), Jaiharn (2013) and Thepsuriwong (2014) noted that instruction through dramatic Activities promoted learners’ speaking and writing skills. They further found out that students who were taught through the use of drama had better speaking skills than non-dramatic students.

On interviewing Heads of language department regarding teachers’ ability in methods used on achievement of linguistic skills, it emerged that they checked the lesson plans and schemes of work at the beginning of the term to ensure that teachers had planned for the methods they wished to use in their teaching to achieve linguistic skills. The heads of department of languages also noted that the department always organized for in-service programmes for the teachers thrice per year which enabled them to get acquainted with new methods of teaching that enable them achieve the four linguistic skills in their teaching. This supports the findings of Welsh (2010), who found that in-service training for teachers improved professional development by strengthening teachers' perceptions on how pupils learn and process information that they are being exposed to and tested on. Moreover, Tawarah, (2013) and Millinga (2014) pointed out that teachers’ in-service training provides opportunities for them to explore new roles, develop new instructional approaches, polish their practice and advance themselves both as educators and as an individual.
During classroom observation, the researcher noted the half of the teachers followed the lesson plans and the schemes of work they had prepared. This implies that few of the teachers effectively used instructional methods in achieving linguistic skills. On analyzing teacher’ schemes of work and lesson plan, the researcher noted that about half of the teachers’ contrary did what they had planned as per the instructional method to use in achieving linguistic skills. Most of the lessons were teacher centered not following the suggested methods of teaching as stated in the teachers’ guide books (centered methods).

Harwell (2003), who did a study on the implication of staff development and found out that the process, had the most powerful impact in lesson planning among the staff. Moreover, Adams and Bushman, (2006), Werderich, (2008) pointed out that teaching approaches are an important part in any curriculum integration and understanding instructional strategies help in planning and implementation of curricular integration. Therefore, teachers of integrated English need to plan for their lessons in order to enhance students’ achievement of linguistic skills.

4.5 Effectiveness of Learner Motivational Strategies Used in Integrated English Approach on Achievement of Linguistic Skills.

The second objective of this research was to evaluate the effectiveness of learner motivational strategies used in integrated English approach on achievement of linguistic skills in public secondary schools in Bungoma County. In order to achieve this, the learner motivational strategies were sub-divided into four sections; setting achievable objectives, organization of content, mastery of the content and use of reinforcements cues.
4.5.1 Setting Achievable Objectives and Achievement of Linguistic Skills

Setting of achievable goals is considered as an important component in teaching of integrated English approach in order for students to achieve linguistic skills. Teachers were requested to rate their responses on a four-point Likert scale items as; 1=not at all, 2= not much, 3=much and 4= very much. The results of analyzed data are shown in Table 4.5.
Table 4.5  Responses on Setting Achievable Objectives and Achievement of Linguistic Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all</th>
<th>Not much</th>
<th>Much</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Teachers over rely on the textbook as the exclusive teaching learning</td>
<td>43</td>
<td>18.1</td>
<td>61</td>
<td>25.7</td>
</tr>
<tr>
<td>materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At the end of each learning period in class, we encourage students to</td>
<td>73</td>
<td>30.8</td>
<td>141</td>
<td>59.5</td>
</tr>
<tr>
<td>self-evaluate their progress on enacting their virtue and seeking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feedback from their partners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The use of texts such as oral narratives is more significant and appealing</td>
<td>80</td>
<td>33.8</td>
<td>114</td>
<td>48.1</td>
</tr>
<tr>
<td>for students in order to comprehend the spoken mode functions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students have made an efficient use of range of sources of information</td>
<td>61</td>
<td>25.7</td>
<td>153</td>
<td>64.6</td>
</tr>
<tr>
<td>including libraries, dictionaries, the internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning and teaching content and language in secondary schools need to</td>
<td>23</td>
<td>9.7</td>
<td>61</td>
<td>25.7</td>
</tr>
<tr>
<td>be a collaborative work between teachers and learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.5 shows that 103 (43.5%) teachers reported that teachers very much over relied on the textbook as the exclusive teaching learning resources, 61 (25.7%) teachers cited that they relied not much on the textbook as the exclusive teaching learning resources and 43 (18.1%) teachers reported that they never relied at all on the textbook as the exclusive teaching learning materials while 30 (12.7%) teachers relied much on the textbook as the exclusive teaching learning materials. The study findings showed that majority of teachers of English in secondary schools in Bungoma County relied mostly on textbooks as the exclusive teaching learning materials. This implied that most schools use only textbooks in the teaching of integrated English and this could have a negative influence on the achievement of linguistic skills. Fernández (2011) investigated how postsecondary textbooks presented grammar and found out that some of the textbooks adopted numerous methods at the same. However, it was further noted that most textbooks ignored the primary role of input in the achievement of L2 grammar. This shows that use textbooks alone could be sufficiently in achieving linguistic skills in English. As pointed by Gichuki, (2007) and Osino, (2004), inadequate teaching and learning resources were one of the key challenges which influenced the implementation of Integrated English in a larger number of secondary schools in Kenya.

In addition, 141 (59.5%) teachers reported that at the end of each learning period in class, they never encouraged students much to self-evaluate their progress on enacting their virtue and seeking feedback from their partners, 73 (30.8%) teachers did not at all encourage students to self-evaluate their progress on enacting their virtue and seeking feedback from their partners at the end of each learning period while 23 (9.7%) teachers encouraged much students to self-evaluate their progress on enacting their virtue and seeking feedback from their partners at the end of each
learning period. The responses showed that majority of the teachers of English in secondary schools in Bungoma County never encouraged many students to self-evaluate their progress on enacting their virtue and seeking feedback from their partners. A number of researchers have identified various benefits for self-assessment they include; raising the level of awareness about the learning process (Kato, 2009); promotion of learner autonomy (Butler & Lee, 2010); setting of realistic goals and directing personal learning (Abolfazli Khonbi & Sadeghi, 2012) discernment of individual patterns of strengths and weaknesses (Esfandiari & Myford, 2013) and increasing learner motivation (Barbera, 2009; Sadler & Good, 2006). In this study therefore, encouraging self-assessment among the students could be positively associated with achievement of linguistic skills.

Similarly, 153(64.6%) teachers believed that learners have not much made an efficient use of wide range of information sources including libraries, dictionaries, encyclopedia’s and the internet, 61(25.7%) teachers, 61(25.7%) teachers reported that students never at all made an efficient use of range of sources of information including libraries, dictionaries, encyclopedia’s and the internet while 23(9.7%) teachers were of the view that students have very much made an efficient use of range of sources of information including dictionaries, libraries, encyclopedia’s and the internet. The responses showed that a majority of the teachers that students have not much made an efficient use of range of sources of information including encyclopedia, libraries, the internet and dictionaries. This implies that the students only relied on teachers’ lectures and textbooks available in their schools in the learning of integrated English and thus were disadvantaged in achieving the linguistic skills. Therefore, students need to be encouraged to use a variety of resources which enables them to achieve linguistic skills.
Chappelle (2003) noted that teachers can use a variety of resources to improve not only grammar but also achieving learner’s linguistic skills in the integrated English approach. Similarly, majority of the teachers believed that there is much needed collaboration between students and teachers in the teaching and learning of content and language in integrated English approach. This will enhance students’ ease in the acquisition of the four linguistic skills. This is consistent with Knowles and Smith findings (2001) which showed that the integrated methodology to instruction in literature can enable collaborative learning as well as help learners to become independent problem solvers. This shows that collaboration is an important element in the acquisition of linguistic skills in English.

Similarly, 123(51.9%) teachers agreed that much of learning and teaching content and language in secondary schools need to be a collaborative work between teachers and learners, 61(25.7%) teachers believed that learning and teaching content and language in secondary schools does not need much to be a collaborative work between teachers and learners while 30(12.7%) teachers agreed that learning and teaching content and language in secondary schools need to be very much a collaborative work between teachers and learners. The responses showed that majority of the teachers believed that there is much needed collaboration between students and teachers in the teaching and learning of content and language in integrated English approach. This will enhance students’ ease in the acquisition of the four linguistic skills. This is consistent to the work of Hoewisch (2001) and Chien, Lee, & Kao (2008) who found out in their studies that teacher association is beneficial in sustaining integrated curricula and improving the growth of a community of learners in the classroom, promoting both academic performance and linguistic acquisition among the learners. In addition, Pawan and Jeremy, (2011) found out that collaboration between English teachers and
content area teachers are important if the immediate and long-term goals of students are to be addressed. This therefore shows that collaboration in teaching of integrated English is an important element which enhances learners’ acquisition of the four linguistic skills.

From the interviews with Heads of Department of Languages on what was their view on setting achievable objectives and achievement of linguistic skills and most of them concurred with their teachers that teaching of English language is a collaborative task between the teacher and the leaner and thus the learners were the main agents in enabling the teachers in achieving achievable objectives. In most of the classes observed the researcher observed that the teachers did not use the set objectives in achieving of linguistic skills as observed in their teaching, they dwelled so much on the reading and writing skills while the speaking and listening skills were not effectively achieved. Parisa, Ansari & Saba (2014) who found out in their studies that collaboration in teaching of English enhanced students’ positive attitude towards the learning of English. A positive attitude is associated with high achievement in academic performance.

Similarly, it was observed that teachers rarely set objectives of enabling those integrated literary skills such as short story, poetry, novel and oral literature to enhance the achievement of the four linguistic skills. From the document analysis, mainly the scheme of work and the lesson plan the researcher noted that most of the teachers had not set achievable objectives right from the onset and thus it was very difficult for them using the set objectives in the achievement of linguistic skills. Few of the teachers who had set achievable objectives to be used in achieving objectives were not able to achieve that due to over relying of the course books in delivering
their lesson. Guthrie et al. (2000) noted that in order to improve on the intrinsic motivation for reading of learners, teachers need to emphasize learning targets and provide evaluative feedback on learners’ work.

4.5.2 Teachers’ Organization of Content and Achievement of Linguistic Skills

Further the participants were asked to rate the effect of teachers’ organization of content on the acquisition of linguistic skills. The outcome of the analyzed information is presented in Table 4.6.
Table 4.6  Teachers’ Responses on Effect of Organization of Content on Achievement of Linguistic Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th>Overall Mean</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching of grammar through writing itself improves the writing ability</td>
<td>23</td>
<td>9.7</td>
<td>27</td>
<td>11.4</td>
<td>61</td>
<td>25.7</td>
<td>126</td>
</tr>
<tr>
<td>of learners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials to be taught in poetry are usually arranged in order of</td>
<td>164</td>
<td>69.2</td>
<td>73</td>
<td>30.8</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>difficulty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching grammar using Drama increases motivation while reducing anxiety</td>
<td>84</td>
<td>35.4</td>
<td>0</td>
<td>0.0</td>
<td>73</td>
<td>30.8</td>
<td>80</td>
</tr>
<tr>
<td>amongst students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usually, poetry topics are grouped together in a related manner making</td>
<td>164</td>
<td>69.2</td>
<td>73</td>
<td>30.8</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>it easier for students to learn speaking and listening skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral literature Learning has provided experiences where learners</td>
<td>10</td>
<td>4.2</td>
<td>20</td>
<td>8.4</td>
<td>84</td>
<td>35.4</td>
<td>123</td>
</tr>
</tbody>
</table>
Table 4.6 showed that 126 (53.2%) teachers were strongly in agreement with the statement that teaching of grammar through writing itself improves the writing ability of learners, 61 (25.7%) teachers of English agreed with the statement and 27 (11.4%) teachers disagreed with the statement while 23 (9.7%) teachers strongly disagreed with the statement. From the responses, a mean of 3.04 and a standard deviation of 1.081 was obtained on the statement showing that majority (78.7%) of teachers of English believed that teaching of grammar through writing itself improves the writing ability of learners. This implied that learners need to be encouraged to practice writing more thus improving the skills and therefore writing skills would be taught under reading and writing. This is consistent with the arguments of Tommaso (2005) who showed that behind teaching grammar in context, grammar need to be instructed through the writing itself and this is attributed to the fact that learners have difficulty in transferring what they have learned in drills to their own writing. Therefore, it emerged that numerous approaches of contextualizing grammatical ideas can be used to enhance the writing ability of students. Moreover, Strickland & Shanahan, (2004) pointed out that language is the foundation for ongoing literacy support and involves learning about the structure, vocabulary and grammar.

Further, 164 (69.2%) teachers strongly disagreed with the statement that materials taught in poetry were usually arranged in order of difficulty while 73 (30.8%) teachers disagreed with the statement. From the responses, a mean of 1.14 and a low standard deviation of 0.673 were obtained on the statement showing that all the teachers of English in secondary schools in Bungoma County reported that they never arranged materials taught in poetry in order of difficulty. This implied that poetry materials were taught as per the emerging themes rather than their difficulty.
Moreover, Elting and Firkins, (2006) noted that dramatizing poetry improves students’ language proficiency and encourages them in the development of confidence in using English as a communicative instrument.

In addition, 84(35.4%) teachers were in disagreement with the statement that teaching grammar using Drama increases motivation while reducing anxiety amongst students, 80(33.8%) teachers strongly agreed with the statement while 73(30.8%) teachers agreed with the statement. From the responses, a mean of 2.69 and a standard deviation of .988 were obtained showing that a majority of the teachers of English in secondary schools in Bungoma County teaching grammar using drama increased motivation while reducing anxiety amongst students. This implied that use of drama could have a positive influence on learners’ performance in English grammar due to its motivation effect. The study findings were found to be consistent with those of other researchers such as Maley & Duff, (2005), Stinson (2009), Baldwin, (2012) and Rieg & Paquette, (2009) amongst others who showed drama made English instructions interesting and more motivating to students. Their findings showed that students were more engaged, attentive, interested, and participated actively in their classes. These attributes are considered by Krashen, (2003) as essential for a student if they are to acquire and retain skills and knowledge that is taught. This shows that use of drama in teaching English grammar could enhances students’ acquisition of linguistic skills especially the speaking skills. From the responses, it was shown that teachers never grouped related poetry topics and this could have a negative effect on students’ ability to learn speaking and listening skills together.
Further, 164 (69.2%) teachers strongly disagreed with the statement that usually, poetry topics were grouped together in a related manner making it easier for students to learn speaking and listening skills while 73 (30.8%) teachers disagreed with the statement. From the responses, a mean of 1.15 and a low standard deviation of .595 showing that all the teachers reported that they never grouped poetry topics together in related manner. From the responses, it can be shown that teachers never grouped related poetry topics and this could have a negative effect on students’ ability to learn speaking and listening skills together. Manyasi, (2014) noted that teachers of English language can use short stories, poetry, plays and novels to supplement the grammar instruction.

Similarly, 123 (51.9%) teachers strongly agreed with the statement that oral literature learning had provided experiences where learners demonstrated what they had learned in class using writing and speaking, 84 (35.4%) teachers agreed with the statement, 20 (8.4%) teachers disagreed with the statement while 10 (4.25) teachers strongly disagreed with the statement. The responses showed a mean 2.76 and a standard deviation of 1.247 on the statement showing that a majority (87.3%) of the teachers of English in secondary schools in Bungoma County believed that learning of oral literature had enabled learners to demonstrate what they had learned in class using writing and speaking. This implies that oral literature enhanced the acquisition of writing and speaking skills among the secondary school students. Peregoy and Boyle (2001) argue that oral and written languages are integrated in most communication events and often occur together. From the aforementioned, it can be argued that students who are good in oral literature and usually good writers and speakers.
Furthermore, Brenes (2005) advises that the use oral literature enhances students to understand how the spoken method functions in actual contexts.

On interviewing Heads of Department of Languages on how teachers’ organization of content enhanced achievement of linguistic Skills few of them noted that most of the teachers over relied on the text books and therefore they could not even group poetry topics together in a related manner to make it easier for students to learn speaking and listening skill. They had a lot of lessons and they lacked enough time to enable them organize the content to enable them achieve linguistic skills. This is consistent with the work of Okwara (2009) who found in his study that teachers of English perceived teaching of integrated English as time consuming. This is further supported by Mbithe (2014) who noted that integrated English syllabus was too wide to cover within the little time allocated to English on the timetable and therefore schools needed to set aside enough time and resources for effective teaching of integrated English.

The researcher observed that in many of the lesson taught, the teachers had not organized the content in an organized manner to enhance the achievement of linguistic skills. Lesson development phase was teacher centered giving no room for the learners to actively participate in the lesson which enabled them achieve linguistic skills. According to Hayatu et al (2017) use of different methods of teaching depend on the topics to be learned, the learners’ ability, the time allocation, the objective of the lesson. Meanwhile, most of the current emphasis is on the use of learner-centered methods to teaching and learning. This is because learning itself is dynamic, the environment keeps changing and teaching strategies should also change to reflect the changes in the environment (Joseph, 2009). In this study therefore, the adoption and
use of learner-centered teaching approaches need to be encouraged so as to enable learners to achieve the linguistic skills in English.

4.5.3 Teachers’ Mastery of Content and Students’ Acquisition of Linguistic Skills

Further the respondents were asked to rate the effect of teachers’ mastery of content on learners’ acquisition of linguistic skills. The results of the analyzed data are shown in Table 4.7.

Table 4.7 Teachers’ Responses on Effect of Mastery of Content on Students’ Acquisition of Linguistic Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all</th>
<th>Not much</th>
<th>Much</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of instruction affect most in educating English students</td>
<td>16</td>
<td>48</td>
<td>78</td>
<td>95</td>
</tr>
<tr>
<td>Learners are in a position to understand effectively, critically read</td>
<td>46</td>
<td>108</td>
<td>60</td>
<td>23</td>
</tr>
<tr>
<td>as well as engage efficiently in expressive and creative writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners are in a position to clearly understand as well as converse</td>
<td>53</td>
<td>133</td>
<td>30</td>
<td>21</td>
</tr>
<tr>
<td>effectively in spoken English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners in our school are able to comprehend what they have read and</td>
<td>62</td>
<td>119</td>
<td>44</td>
<td>12</td>
</tr>
<tr>
<td>are therefore able to speak effectively what they have learned in context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment strategies used in our school is effective in monitoring</td>
<td>58</td>
<td>127</td>
<td>29</td>
<td>23</td>
</tr>
<tr>
<td>students’ processing skills and problem-solving approaches</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.7 showed that 95(40.1%) teachers reported that the quality of instruction mattered very much in educating English students, 78(32.9%) teachers cited that the quality of instruction mattered much in educating English students and 48(20.3%) teachers believed that quality of instruction did not matter much in educating English students while 16(6.8%) teachers reported that the quality of instruction did not matter at all while educating English students. The study findings suggested that majority (73.0%) of the teachers of English believed that the quality of instructions mattered much while educating English learners. This implied that teachers’ mastery of content enables teachers to provide quality instructions which influence positively learners’ acquisition of linguistic skills. This supports the findings of Calderón, Slavin, and Sánchez (2011) who asserted that the quality of teaching mattered most in educating English students. Furthermore, Gichuki (2007) notes that the quality of students acquisition of linguistic skills depends on the quality of an instructors’ input. This is in agreement with UNESCO (2005) who noted that instructor’s competencies affect the quality of students’ achievement after completion of the syllabus. Other researchers have noted that classroom pedagogy used by teachers is the most crucial element for improvement learning outcomes and is critical in any reform which aims at improving quality.

In addition, 108(45.6%) teachers reported that learners were not much in a position to comprehend critically, effectively read, as well communicate effectively and be engaged in creative writing, 60(25.3%) teachers cited that learners were much in a position to effectively read, critically understand issues as well as engaging efficiently in expressive and creative writing and 46(19.4%) teachers noted that learners were not at all able to, understand critically effectively read as well as getting involved
efficiently in expressive and creative writing while 23(9.7\%) teachers reported that learners were very much able to understand critically effectively read as well as getting involved efficiently in expressive and creative writing. From the responses, it can be argued that most of the teachers of English believed that learners were not able to effectively read, comprehend critically as well as engage efficiently in expressive and creative writing. This implied that despite the introduction of integrated English which had an aim of improving learners’ acquisition of the four English linguistic skills, secondary school students could not effectively read, comprehend critically as well as engage efficiently in expressive and creative writing. Walqui & van Lier, (2010) and Sato et al., (2011) argued that learners’ construction of content knowledge go hand in hand with the achievement of their English and therefore teachers need to provide support to learners in learning integrated English which enables them to acquire the four linguistic skills. However, Van (2009), noted that integrated English encourages critical thinking and therefore secondary school students are expected to be critical thinkers who are able to understand critically, efficiently read as well as getting involved efficiently in communicative and creative writing.

Similarly, 133(56.1\%) teachers cited that learners were not much in a position to understand as well as communicate effectively in spoken English, 53(22.4\%) teachers noted that learners were not at all in a position to understand as well as communicate effectively in spoken English and 30(12.7\%) learners reported that learners were much in a position to comprehend as well as converse effectively in spoken English while 21(8.9\%) teachers cited that learners were very much in a position to comprehend as well as converse effectively in spoken English. From the responses, it emerged that majority (78.5\%) of the teachers of English believed that secondary
school students in Bungoma County were not much in a position to understand as well as communicate effectively in spoken English. This contradicts Shang (2006) findings which asserted that integration of literature and language teaching had enabled learners to have better interactive communication skills. In addition, majority of the teachers believed that learners were not much able to understand what they had read and were therefore not able to speak effectively on what they had learned in context. This implied that teachers need to put in place effective teaching and assessment methods which allow them to understand the comprehension capacity of the learners as indicated by Meskill, (2010). This was found to be consistent with the work of other researchers such as Alonzo (2014), Alharbi (2015) and Sarwar, et al., (2014 :) who both found in their studies that majority of secondary school students could not speak English language fluently even after graduation.

In addition, 119(50.2%) teachers noted that learners in their schools were not much able to comprehend what they had read and were therefore not able to speak effectively what they had learned in context, 62(26.2%) teachers reported that learners in their schools were never able to comprehend what they had read and were therefore not able to speak effectively what they had learned in context, 44(18.6%) teachers pointed out that learners in their schools were much able to comprehend what they had read and were therefore able to speak effectively what they had learned in context while 12(5.1%) teachers reported that learners in their schools were very much able to comprehend what they had read and were therefore able to speak effectively what they had learned in context. The responses showed that majority (76.4%) of the teachers believed that learners were not much able to comprehend what they had read and were therefore not able to speak effectively on what they had learned in context.
This supports the work of Mwamba, (2005) who noted that due to persistent inadequacies in communicative capabilities among secondary school graduates. English language teachers perceive that there was still a challenge with speaking skills instructions in secondary schools in Kenya. Furthermore, other scholars such as Alonso, (2014), Al-Hosni, (20140, Alharbri (2015) and Mwamba, (2005) amongst others believe that speaking is an underrated skill among secondary school students.

In addition,127(53.6%) teachers noted that assessment strategies used in their schools were not much effective in monitoring students’ processing skills and problem-solving approaches, 58(24.5%) teachers reported that assessment strategies used in their schools were never effective in monitoring students’ processing skills and problem-solving approaches and 29(12.2%) teachers cited that the assessment strategies used in their schools were much effective in monitoring students’ processing skills and problem-solving approaches while 23(9.7%) teachers cited that the assessment strategies used in their schools were very much effective in monitoring students’ processing skills and problem-solving approaches. The responses showed that a majority of the teachers of English believed that the assessment strategies that they had adopted in their schools were not effective in monitoring students’ processing skills and problem-solving approaches. This therefore showed that teachers need to adopt new strategies of assessing students which can enable effective monitoring of students’ processing skills and problem-solving approaches. Langa and Yost (2007) noted that learner-centered strategies empower learners to create associations, generalization and transfer of knowledge to numerous problem-solving circumstances in the actual world.
4.5.4 Use of Reinforcement Cues and Learners’ Acquisition of Linguistic 
Skills

Further the participants were requested to rate the effect of teachers’ use of 
reinforcement cues on learners’ acquisition of linguistic skills. The outcome of the 
analyzed data is shown in Table 4.8.

Table 4.8 Teachers’ Responses on Effect of Use of Reinforcement Cues on 
Learners’ Acquisition of Linguistic Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all</th>
<th>Not much</th>
<th>Much</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners are always provided with newspapers therefore enriching the</td>
<td>53</td>
<td>107</td>
<td>57</td>
<td>20</td>
</tr>
<tr>
<td>acquisition of reading linguistic skills</td>
<td>22.4</td>
<td>45.1</td>
<td>24.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Secondary schools need to have functional libraries or e-libraries with</td>
<td>0</td>
<td>52</td>
<td>104</td>
<td>81</td>
</tr>
<tr>
<td>current information on grammar and literature in English</td>
<td>0.0</td>
<td>21.9</td>
<td>43.9</td>
<td>34.2</td>
</tr>
<tr>
<td>Having libraries and promotion of activities in and outside the school</td>
<td>0</td>
<td>0</td>
<td>157</td>
<td>80</td>
</tr>
<tr>
<td>has reinforced the normal efforts of teachers in teaching drama</td>
<td>0</td>
<td>0</td>
<td>66.2</td>
<td>33.8</td>
</tr>
<tr>
<td>Learners are divided into groups in our school enabling cooperative</td>
<td>6</td>
<td>12</td>
<td>5.1</td>
<td>89</td>
</tr>
<tr>
<td>learning which has been shown to be effective at improving the</td>
<td>2.5</td>
<td>5.1</td>
<td>54.9</td>
<td>37.6</td>
</tr>
<tr>
<td>acquisition of language skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.8 shows that 107(45.1%) teachers noted that learners are always not much 
provided with newspapers therefore hindering the acquisition of reading linguistic 
skills, 57(24.1%) teachers reported that learners are always much provided with
newspapers therefore enriching the acquisition of reading linguistic skills and 53(22.4%) teachers cited that learners were never provided with newspapers therefore hindering the acquisition of reading linguistic skills. The participants’ responses showed that majority of the teachers of English believed that learners were not much provided with newspapers therefore hindering the acquisition of reading linguistic skills. Therefore, learners need to be provided with newspapers to enable them develop reading culture and acquire reading skills. Chappelle (2003) noted that teachers can use a variety of resource to improve not only grammar and achieve learner’s linguistic skills in the integrated English approach.

In addition, 104(43.9%) teachers reported that secondary schools should be much provided with efficient libraries or e-libraries with up to date information on grammar and literature in English, 81(34.2%) teachers noted that secondary schools ought be very much provided with efficient libraries or e-libraries with up to date information on grammar and literature in English while 53(21.9%) teachers cited that Secondary schools should not be much provided with efficient libraries or e-libraries with up to date information on grammar and literature in English. The study findings suggested that majority of the teachers of English in secondary schools in Bungoma believed that secondary schools should be much provided with functional libraries or e-libraries with current information on grammar and literature in English. Libraries motivate students to learn as Kavulya, (2004) noted that libraries provide resources for learning and self-improvement and therefore provision of libraries with adequate integrated English books enables students to acquire linguistic skills. Further, it was shown that the establishment of libraries and promotional events within and outside the learning institutions had much reinforced the normal efforts of teachers in
teaching drama. This implied that drama using various drama pedagogies improves the acquisition of linguistic skills as noted by Piazzoli (2011). In addition, the responses showed that learners were very much divided into groups in their schools enabling cooperative learning which has been shown to be effective at improving the acquisition of language skills.

Further, 157 (66.2%) teachers noted that the establishment of libraries and promotion of events within and outside the learning institutions had much reinforced the normal efforts of teachers in teaching drama while 80(33.8%) teachers reported that the establishment of libraries and promotion of events within and outside the learning institutions had very much reinforced the normal efforts of teachers in teaching drama. From the responses, it can be shown that the establishment of libraries and promotion of event within and outside the learning institutions had much reinforced the normal efforts of teachers in teaching drama. This is consistent with the work of Madukoma et al. (2013) who undertook a research on library teaching and the academic achievement of undergraduate learners at Babcock University, Nigeria, where it emerged that majority of participants in the study pointed out that library instruction had positively affected their academic achievement. In a similar study by Shen (2014), it emerged that there was a significant and positive association between library orientation and information literacy skills of the learners.

In addition, 130(54.9%) teachers noted that learners were much divided into groups in their schools enabling cooperative instruction which has been shown to be efficient in improving the acquisition of linguistic skills while 89(37.6%) teachers reported that learners were very much divided into groups in their schools enabling cooperative
learning which has been shown to be effective at improving the acquisition of linguistic skills. The responses showed that learners were very much divided into groups in their schools enabling cooperative instruction which has been shown to be efficient in improving the acquisition of language skills.

The researcher observed classroom teaching with the aim of finding out the effect of the use of reinforcement cues on learners’ acquisition of linguistic skills. The study found out that very of the teachers used reinforcement cues on in enhancing linguistic skills, it was noted that little use of reinforcement cues was rewarded to the learners after giving a correct answer, content was not organized properly and the set objectives were not realistic. Most of the teachers did not bother to reinforce their learners after giving a correct answer in a classroom interaction. This implies that if teachers used reinforcement cues effectively, it would enhance the acquisition of linguistic skills. Brown (2004) pointed out that one of the more popular means of provoking oral language achievement in both intensive and extensive levels is use of reinforcement cues such as a picture-cue.

From the findings, there were inadequate motivational strategies put in place to enhance learners’ acquisition of the four linguistic skills in English. This resulted in inadequate acquisition of reading, listening, writing and speaking skills among learners in secondary schools in Bungoma County.

4.6 Evaluation Techniques and Achievement of Linguistic Skills

The third objective of this research was to assess the effectiveness of evaluation techniques used in the integrated English approach on achievement of linguistic skills
in public secondary schools in Bungoma County. To achieve this, evaluation techniques were subdivided into three; forms of evaluation techniques, evaluation of skills and teachers’ use of feedback.

4.6.1 Forms of Evaluation Techniques Used in Integrated English Approach on Achievement of Linguistic Skills

The participants were requested to rate the effect of forms of evaluation techniques used in integrated English approach on achievement of linguistic skills. The outcome of the analyzed information is shown in Table 4.9.
Table 4.9  Teachers’ Responses on Forms of Evaluation Techniques and Achievement of Linguistic Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at All</th>
<th>Not Much</th>
<th>Much</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized performance examination results are used for high-stakes decisions in assessment for learners’ acquisition of linguistic skills</td>
<td>8</td>
<td>60</td>
<td>72</td>
<td>97</td>
</tr>
<tr>
<td>Competitions in composition writing has enabled Teachers of English in our school to assess the level of acquisition of writing skills among learners</td>
<td>126</td>
<td>36</td>
<td>64</td>
<td>11</td>
</tr>
<tr>
<td>Engaging learners in debating enhances the acquisition of speaking and critical thinking skills</td>
<td>42</td>
<td>122</td>
<td>20</td>
<td>53</td>
</tr>
<tr>
<td>Drama based approaches in teaching enhances acquisition of speaking skills</td>
<td>11</td>
<td>14</td>
<td>139</td>
<td>73</td>
</tr>
<tr>
<td>Use of peer support enhances weak English learners to cope with the rest of the learners in class</td>
<td>21</td>
<td>52</td>
<td>55</td>
<td>109</td>
</tr>
<tr>
<td>Teachers of English meet to map out a plan and direction for the teachers’ continued development within the profession</td>
<td>108</td>
<td>50</td>
<td>43</td>
<td>36</td>
</tr>
</tbody>
</table>

Table 4.9 shows that 97(40.9%) teachers noted that standardized performance examinations results were very much used for high-stakes decisions in assessment for learners’ acquisition of linguistic skills, 72(30.4%) teachers pointed out that standardized performance examinations results were much used for high-stakes decisions in assessment for learners’ acquisition of linguistic skills 60(25.3%) teachers cited that standardized performance examinations results were not much used for high-stakes decisions in assessment for learners’ acquisition of linguistic skills.
while 8(3.4%) teachers noted that standardized performance examinations results were not at all used for high-stakes decisions in assessment for learners’ acquisition of linguistic skills. The study findings showed majority (71.3%) of the teachers of English in secondary schools in Bungoma County believed that standardized performance examinations results were used for high-stake decisions in assessment for learners’ acquisition of linguistic skills. This implied that standardized tests can have an influence on the acquisition of linguistic skills. For instance, permitting a reading examination to be read loudly to a learner would be an adjustment if the construct that is being examined is decrypting of text. However, Kopriva (2008) pointed out that it should not be presumed that learners who easily communicate in English have the literacy skills essential to comprehend the written instructions for a standardized tests.

Further, 126(53.2%) teachers noted that competitions in composition writing did not at all enabled teachers of English in their schools to assess the level of acquisition of writing skills among learners, 36(15.2%) teachers reported that competitions in composition writing did not much enabled teachers of English in their schools to assess the level of acquisition of writing skills among learners while 64(27.0%) teachers reported that competitions in composition writing had much enabled teachers of English in their schools to assess the level of acquisition of writing skills among learners. From the responses, it emerged that majority (68.4%) of the teachers noted that competitions in composition writing did not at all enabled teachers of English in their schools to assess the level of acquisition of writing skills among learners. This implied that most of the schools did not have any competitions in composition writing and therefore learner’s acquisition of linguistic skills was inhibited. It emerged
therefore that little is done to motivate students to excel in English which impacts negatively on the attainment of what is instructed by the instructors of English to learners during English instructions therefore hampering the comprehension of the anticipated communication capabilities. Some researchers have argued that writing is essential to the learning, social and linguistic settings as it improves critical and creative thinking, allow learners to use their own judgment, writing styles, and terminologies (Cultural, & Cohen, 2003; Lane, Graham, Harris, Weisenbach, 2007). These researchers further argued that writing is essential in gathering memorizing and sharing content information. They further, noted that it is an effective instrument for exploring and thinking about new concepts. This shows that composition writing enhances students’ development of linguistic skills and therefore schools need to stress the need for competitions in composition writing

In addition, 122(51.5%) teachers pointed out that engaging learners in debating did not much enhanced the acquisition of speaking and critical thinking skills, 53(22.4%) teachers noted that engaging learners in debating very much enhanced the acquisition of speaking and critical thinking skills and 42(17.7%) teachers agreed that engaging learners in debating did not at all enhance the acquisition of speaking and critical thinking skills while 20(8.4%) teachers noted that engaging learners in debating enhanced much the acquisition of speaking and critical thinking skills. From the responses, it can be shown that majority (69.2%) of the teachers of English were of the opinion that debating did not much enhanced learners’ acquisition of speaking and critical thinking skills. This therefore showed that most schools did not practice debating amongst their students and this hindered the acquisition of linguistic skills. However, Satit and Anchalee (2015) noted that as a communicative and an interactive
technique, debate can be integrated into the classroom context. Just by partaking, listening and watching a debate in the classroom, students can improve their speaking skill automatically. This shows that debating enhances students’ speaking skills and therefore schools need to embrace debating as a way of teaching integrated English.

Further, 139(58.6%) teachers agreed that drama based approaches in teaching much enhanced acquisition of speaking skills and 73(30.8%) teachers reported that drama based approaches in teaching very much enhanced acquisition of speaking skills while 14(5.9%) teachers believed that drama based approaches in teaching did not much enhanced acquisition of speaking skills. The study findings showed that majority (58.6%) of the teachers of English in secondary schools in Bungoma County believed that drama based approaches in teaching much enhanced acquisition of speaking skills. The study found that the instruction of speaking English by use of drama enhanced the achievement of linguistic skills. Language instructors who have used drama during their instruction have found that the activities could be efficient in teaching English specifically listening capabilities instruction as pointed by Khaemanee (2011) who noted that drama creates a lively learning environment which is meaningful to learners and on one hand learners will have more fun while participating in the drama activities. Furthermore, Thongnuan (2011) disclosed that the benefit of the drama instruction is the effective improvement of learners’ listening and speaking skills.

It further emerged that 109(46.0%) teachers reported that use of peer support enhanced very much weak English learners to cope with the rest of the learners in class, 55(23.2%) teachers noted that use of peer support enhanced much weak English
learners to cope with the rest of the learners in class while 52 (21.9%) teachers reported that use of peer support enhanced not much weak English learners to cope with the rest of the learners in class. From the results, it emerged that majority (69.2%) of the teachers of English in the County believed that use of peer support enhanced very much weak English learners to cope with the rest of the learners in class. This is consistent with Flashman (2012) who noted that students with similar educational achievement are more likely to become friends and the tie between friends will be altered with the changing of academic achievement. Therefore, peer support should facilitate aspirations of students in the acquisition of language skills.

In addition, 108 (45.6%) respondents noted that teachers of English did not at all meet to map out a plan and direction for the teachers’ continued development within the profession, 50 (21.1%) teachers reported that teachers of English did not much meet to map out a plan and direction for the teachers’ continued development within the profession while 36 (15.2%) teachers noted that teachers of English very much met to map out a plan and direction for the teachers’ continued development within the profession. From the responses, it emerged that most (45.6%) of the teachers never met to map out a plan and direction for the teachers continued development within the profession. This implied that the various forms of evaluation used by teachers could be differing and therefore affecting the learners’ acquisition of linguistic skills.

Collaboration among teachers could therefore enhance learners’ acquisition of linguistic skills. Hoewisch (2001) and Chien, Lee, & Kao (2008) noted that team work teaching is essential in sustaining integrated curricula and improving the development of English learners in the tutorial room, encouraging both academic performance and linguistic achievement for learners. In addition, partnership between
content area teachers and teachers of English grammar is important if the instantaneous and long-term goals of students are to be achieved (Pawan & Jeremy, 2011).

On interviewing HODs it emerged that most of the teachers of English relied on examinations that had already been set instead of designing their own examinations. HODs further noted that debates on topical issues were rarely arranged by teachers. The only group which benefited from debating was members of the debate club. In addition, the HODs confirmed that teachers of English rarely gave to student’s composition writing. This was attributed to the fact that composition marking consumed a lot of time as compared to grammar. Zampardo, (2008) pointed out that the most used teaching approach that supports in the development of writing capabilities in the stable literacy strategy is the approach of writing procedure (composition writing). In this study therefore, the low adoption of composition writing in secondary schools contributed to students’ low acquisition of writing skills. The more the secondary school learners acquire the writing process, the more they are likely to be able to express themselves effectively as indicated by Ozbell, (2006). Therefore, students need to be given weekly assignments on composition writing so as to improve on their writing skills.

On observation, it was found out that the form three teachers of Integrated Approach teachers rarely used peer support during the teaching process. Peer support is associated with improving education outcomes among students as shown by Flashman (2012). In this study therefore, there is need for teachers of English to adopt the use of peer support during the teaching process and this will in turn enhance students’
acquisition of linguistic skills. Today one outcome of the students’ learning process is the ability to engage in active learning as a member of a group (Gielen & De Wever, 2015). Peer-support gives students opportunities to develop their own thinking. This helps with knowledge structuring (Johnson & Johnson 2009) and with sharing key ideas and findings (Baker, Cluett & Ireland, 2014).

From the document analysis, the researcher found out that teachers had clearly stated different forms of evaluation. However, most of the evaluation strategies were not used in classroom. For instance, use of competition in composition writing. According to European Commission (2016) the evaluation process usually results in teachers issuing a set of judgments and recommendations which may trigger the implementation of a variety of remedial and support actions to help schools address any shortcomings or weaknesses (European Commission, 2016). From this, it can teachers need to use various evaluation techniques in order to enhance students’ acquisition of linguistic skills.

4.6.2 Evaluation of skills Used in Integrated English Approach and Achievement of Linguistic Skills

The participants were asked to rate the effect of evaluation of skills used in integrated English approach on achievement of linguistic skills. The outcomes of the analyzed data are shown in Table 4.10.
<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>Std Dev.</th>
<th>Overall Percentage Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme-based instruction improves students’ writing, speaking and listening skills in English.</td>
<td>114</td>
<td>48.1</td>
<td>23</td>
<td>9.7</td>
<td>60</td>
<td>25.3</td>
<td>40</td>
</tr>
<tr>
<td>Students are able to recognize words and improve on phonological processing skills.</td>
<td>62</td>
<td>26.2</td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>58.6</td>
<td>25</td>
</tr>
<tr>
<td>Summary writing skills are taught under reading and writing enable students to acquire competency in writing.</td>
<td>24</td>
<td>10.1</td>
<td>22</td>
<td>9.3</td>
<td>126</td>
<td>53.2</td>
<td>65</td>
</tr>
<tr>
<td>English grammar need to be instructed in a context so that meaning is clear and learners understand when to use the structure.</td>
<td>49</td>
<td>20.7</td>
<td>20</td>
<td>8.4</td>
<td>118</td>
<td>49.8</td>
<td>50</td>
</tr>
<tr>
<td>Integration of literature and language teaching enables learners to understand grammar, vocabulary, and paragraph structure, interactive communication skills.</td>
<td>28</td>
<td>11.8</td>
<td>64</td>
<td>27.0</td>
<td>105</td>
<td>44.3</td>
<td>40</td>
</tr>
</tbody>
</table>
Table 4.10 shows that 114 (48.1%) respondents strongly disagreed with the statement that theme-based instruction improves students’ writing, speaking and listening skills in English, 60 (25.3%) respondents agreed with the statement and 40 (16.9%) respondents strongly agreed with the statement while 23 (9.7%) teachers disagreed with the statement. A mean of 2.1097 and a high standard deviation of 1.18455 were obtained on the statement. From the responses, it emerged that a majority (57.8%) of the teachers of English in Bungoma County believed that theme based approach of teaching was not effective in improving students’ linguistic skills. Lorenzo et al., (2010) and Yassin et al., (2010) opined that the focus of theme-based instruction was on language skills and functions which were found to be contrary to the current study findings which showed that theme based approach was not effective in students’ acquisition of linguistic skills. Moreover,

Further, 139 (58.6%) teachers disagreed with the statement that students were able to recognize words and improve on phonological processing skills, 62 (26.2%) teachers strongly disagreed with the statement and 25 (10.5%) teachers agreed with the statement while 11 (4.6%) teachers strongly disagreed with the statement. The study further found a mean of 1.9367 and a moderate standard deviation of .74234 showing that majority (84.8%) of the teachers of English were of the view that their students were not able to recognize words and improve on their phonological skills despite the use of various evaluation skills in integrated English in secondary schools which were aimed at improving learners’ acquisition of linguistic skills. In their work Lindsey, Manis and Bailey (2003) indicated in their study that word recognition and phonological dispensation or decoding capabilities are associated to one another. However, in our study it seems like the word recognition was not associated with
phonological processing skills since learners were not able to use word recognition to develop their phonological skills. In the same vein, Konza (2014) pointed out that phonological responsiveness is essential to learning to read and that incorporation of phonological awareness in initial reading resolves reading challenges for learners (Leafstedt, Richards, & Gerber, 2004). This therefore shows that teaching of integrated English through word recognition need to be done at an early stage therefore enable students’ acquisition of phonological skills.

In addition, 126 (53.2%) teachers agreed with the statement that summary writing skills were taught under reading and writing and enabled students to acquire competency in writing, 65 (27.4%) teachers strongly agreed with the statement while 46 (19.4%) respondents were in disagreement with the view. A mean score of 2.9789 ±.88033 showing that majority (80.6%) of the teachers of English in Bungoma County were of the view that teaching summary skills under reading and writing enabled students to acquire competency in writing skills. This implied that teaching of summary skills under reading and writing was effective in enhancing writing skills this is in line with KIE (2004) recommendation that summary writing skills were going to be taught under reading and writing in integrated English. Moreover, Tabatabaei and Assefi, (2012) noted that the innovations in English language teaching has led to the change in the method of teaching writing from the traditional way of the end product-oriented approach to the process of creating writing. This implies that students’ summary writing method gauges the students’ understanding of the subject and therefore improves on the critical writing skills.

Similarly, 118 (49.8%) teachers agreed with the statement that English grammar need to be instructed in a context so that meaning is clear and learners understand when to
use the structure, 50(21.1%) teachers strongly agreed with the statement and 49(20.7%) teachers strongly disagreed with the statement while 20(8.4%) teachers disagreed with the view. From the responses, it emerged that majority (70.9%) of the teachers of English in secondary schools in Bungoma County believed that teaching of grammar in context made meaning clear enabling students to understand the use of structure in integrated English. This supports the earlier findings of Owiti, et al., (2014) who supported the idea of teaching of grammar in context. The idea behind teaching grammar in context was that learners had challenges in shifting what they had learned in drills to their writing and therefore English grammar needed to be instructed by the use writing procedures. Moreover, the study findings were found be too consistent with the work of Torres (2005) who pointed out that there are some different ways of teaching grammar as skill. First, it is significant to consider how listening and reading activities can combine a focus on meaning with attention to grammar. Listening and reading give opportunities for learners to notice grammar in context as part of the skill of making sense of written and spoken discourse. In this sense, teachers have to construct tasks which require learners to notice and to process grammar to complete the task successfully. Learners are encouraged to listen and read formulating predictions about what the text might be about, making relations from the lexis and gliding over much of the grammar.

Further, 105(44.3%) respondents agreed with the statement that Integration of literature and language teaching enables students to understand grammar, vocabulary, and paragraph structure, interactive communication skills, 64(27.0%) respondents disagreed with the statement and 40(16.9%) teachers strongly agreed with the statement while 28(11.8%) teachers strongly disagreed with the statement. It seems therefore that a majority (60.2%) of the teachers of English in secondary schools in
Bungoma County believed that integration of literature and language teaching enabled learners to understand grammar, vocabulary, and paragraph structure, interactive communication skills. This implied that integrated English enhanced students’ acquisition of linguistic skills in secondary schools. This is supported by Sadeghi (2007); Owiti, et al., (2014) and Tommaso (2005) argues in favour of integration by noting that the use of integrated English helps transform theoretical English skills into practical life situations and experiences that learners can identify with and contribute to meaningful acquiring of skills.

On interviewing HODs of language, observation and conducting document analysis, it emerged that theme based instruction improves students; writing, listening and speaking skills. This is consistent with the works of Yugandhar, (2016) who noted that developing academic linguistic skills and discourse can be achieved through the use of tasks, texts and themes which drawn from other subject content areas. Further, Richards, & Rodgers, (2001), pointed out that the integration of theme-based content with the language learning appears appropriate and allows the learners’ familiar with both the context of learning content and language learning.

4.6.3 Teachers’ use of Feedback in Integrated English Approach and Achievement of Linguistic Skills

Further the participants were requested to rate the degree of agreement on teachers’ use of feedback in integrated English approach on achievement of linguistic skills. This enabled the researcher to understand the effectiveness of evaluation techniques used in the integrated English approach on achievement of linguistic skills in public secondary schools. Teachers’ responses were tabulated and the results were presented in Table 4.11.
Table 4.11  Teachers’ Responses on use of feedback on Achievement of Linguistic Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Overall Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Teachers’ role in integrated English is to offer skills and promote the procedure by making recommendations that may be followed.</td>
<td>26</td>
<td>11.0</td>
<td>67</td>
<td>28.3</td>
<td>21</td>
</tr>
<tr>
<td>Use of authentic teaching materials has enabled effective acquisition of the four skills of English.</td>
<td>27</td>
<td>11.4</td>
<td>55</td>
<td>23.2</td>
<td>88</td>
</tr>
<tr>
<td>Planning lessons teachers by is extremely vital for good teaching of literature and grammar.</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>84</td>
</tr>
<tr>
<td>As skilled professionals, teachers of English need both support and feedback from colleagues and students on the acquisition of linguistic skills by learners.</td>
<td>6</td>
<td>2.5</td>
<td>23</td>
<td>9.7</td>
<td>130</td>
</tr>
</tbody>
</table>

157
Table 4.11 shows that 123(51.9%) teachers of English were strongly in agreement with the statement that teachers’ role in integrated English is to offer skills and assist the procedure by making suggestions that may be followed, 67(28.3%) teachers disagreed with the statement, and 26(11.0%) teachers strongly disagreed with the statement while 21(8.9%) teachers agreed with the statement. The study showed that majority (60.8%) of the teachers of English in secondary schools in Bungoma County believed that teachers provided experiences and assisted the process by making suggestions that that could be followed. This was found to be consistent with the arguments of Adeyemi (2010) who noted that an integrated English method to instruction attempts to follow students’ normal means of instruction where the world is viewed as a whole therefore the instructor’s responsibility is to give skills and to assist the procedure by recommending further instructions that may be followed by the students.

Similarly, 88(37.1%) teachers agreed with the statement that use of authentic teaching materials had enabled effective acquisition of the four skills of English, 67(28.3%) teachers strongly agreed with the statement and 55(23.2%) teachers disagreed while 27(11.4%) teachers strongly disagreed. The responses implied that a majority (65.4%) of teachers of English in secondary schools in Bungoma County were of the view that use of authentic teaching materials enabled students to effectively acquire the four skills of English. Su, (2007) pointed out that integrated language approach emphasized meaningful and authentic language use and linked oral and written language development which was found to be in line with this study finding.

In addition, 153(64.6%) teachers strongly agreed with the statement that planning lessons teachers by was extremely vital for good teaching of literature and grammar
while 84 (35.4%) teachers agreed with the statement. From the responses, it seems like all the teachers of English in public secondary schools believed that planning of lessons was an important tool for effective teaching in integrated English as this enabled learner to effectively acquire the four skills in English. Experienced and skillful teachers of English understand the importance of a well-designed lesson and that they acknowledge that lesson preparation is not an ordinary initiative. Lesson planning is a multifaceted and considerate procedure that allows instructors to cautiously arrange the learning activities, respondent structures and connections that will aids during the instruction process. Acceptable lesson preparation is essential to guarantee that all learners meet the goals of a specific lesson. This therefore shows that proper lesson planning in integrated English enables effective acquisition of the four skills by learners.

Furthermore, 130(54.9%) teachers agreed with the statement that as skilled professionals, teachers of English need both support and feedback from colleagues and students on the acquisition of linguistic skills by learners, 78(32.9%) teachers strongly agreed with the statement while 29(13.2%) teachers were in disagreement with the statement. From the responses, it can be shown that majority (86.8%) of the teachers of English noted that they needed both support and feedback from colleagues and students on the acquisition of linguistic skills by learners. Feedback is vital to formative assessment and is attached to clear norms concerning prospects for learner achievement, making the instruction procedure clearer and modeling for learners (Monsen, 2002). Instructors are also deemed to benefit from the feedback procedure as they pay closer consideration to what learners do and do not comprehend well, and are well in a position to correct instruction methodologies to achieve set learner goals.
Interviewing HODs, regarding use of feedback on achievement of linguistic skills, majority of them noted that feedback from colleagues and students on the acquisition of linguistic skills by learners was necessary. The feedback acted as a pointer of the areas of difficulty.

During classroom observation, it was noted that few teachers listened to the feedback from the learners. This was attributed to the lack of adequate time to listen to individualized student feedback and this affected the achievement of linguistic skills since feedback was not used in correcting the identified areas of difficulty among the learners. This was found to be consistent with other researchers’ findings such as Anyanzwa and Otunga, (2007) and Barasa, (2005) who pointed out that the merging of English and Literature caused serious problems that led to confusion, reduction in time allocation and resistance. Time allocated for the teaching of integrated English needs therefore to be increased to allow teachers to give individualized feedback to students.

From the document analysis, majority of the teachers had lesson planned before going to class, but during lesson delivery, a few of them did not give adequate attention to the section of getting feedback from learners. Instead, they just gave an assignment. From the study, it can be shown that teachers were not keen on the use of feedback and this contributed to low achievement of linguistic skills by the students. Epstein, Atkins, Cullinan, Kutash and Weaver, (2008) pointed that learner feedback provide rich information on learner attitudes, behaviours and expectations for learning in class. In addition, Goss and Sonnemann (2017) pointed out that peers can positively influence each other’s’ learning, through tutoring, helping, providing friendship, giving feedback and making class a place where learners want to come to each day.
This therefore shows that teachers need to be encouraged to use feedback as a way of enhancing learners’ achievement of linguistic skills.

4.7 Challenges Faced by Teachers in Adopting Integrated English Approach

The fourth aim of this research was to find out challenges faced by teachers in adopting integrated English approach in learners’ achievement of linguistic skills in public secondary schools in Bungoma County. To achieve this, the objective was subdivided into four aspects; Attitude, teachers’ competencies, time factor and resources.

4.7.1 Teachers’ Attitude and Learners’ Achievement of Linguistic Skills

The participants were requested to rate their level of agreement on a five-point Likert scale items on effect of attitude in the adoption of integrated English approach. The outcomes of the analyzed information is shown in Table 4.12
Table 4.12  Teachers’ Responses on Effect of Attitude on the Adoption Integrated English Approach in Learners’ Achievement of Linguistic Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>UD</th>
<th>A</th>
<th>SA</th>
<th>Overall Percentages</th>
<th>Mean</th>
<th>Std Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have negative attitude towards teaching listening skills using comprehension passages.</td>
<td>20</td>
<td>8.4</td>
<td>38</td>
<td>16.0</td>
<td>17</td>
<td>7.2</td>
<td>146</td>
<td>61.6</td>
</tr>
<tr>
<td>Learners’ attitude towards composition writing plays a vital role in achievement of writing skills</td>
<td>23</td>
<td>9.7</td>
<td>56</td>
<td>23.6</td>
<td>11</td>
<td>4.6</td>
<td>71</td>
<td>30.0</td>
</tr>
<tr>
<td>Secondary school students have a poor reading culture making them perform poorly in reading skills</td>
<td>9</td>
<td>3.8</td>
<td>21</td>
<td>8.9</td>
<td>43</td>
<td>18.1</td>
<td>84</td>
<td>35.4</td>
</tr>
<tr>
<td>The nature of the English comprehension curriculum poses a challenge to the learners affecting their comprehension negatively</td>
<td>67</td>
<td>28.3</td>
<td>68</td>
<td>28.7</td>
<td>22</td>
<td>9.3</td>
<td>66</td>
<td>27.8</td>
</tr>
</tbody>
</table>
Table 4.12 shows that 146 (61.6%) teachers were in agreement with the statement that teachers have negative attitude towards teaching listening skills using comprehension passages, 38 (16.0%) teachers were in disagreement with the statement, and 20 (8.4%) teachers strongly disagreed with the statement while 16 (6.8%) teachers strongly agreed with the statement. The study findings suggested that majority (78.4%) of the teachers of English in secondary schools in Bungoma County noted that teachers had negative attitude towards teaching listening skills using comprehension passages. This implies that most of the teachers may not be using comprehension passages while teaching listening skills and this could hinder the acquisition of linguistic skills by secondary school learners. Okwara, et al., (2009) noted that teaching integrated English requires a situation where students could be presented with a reading comprehension in form of an oral narrative and are required to respond to both literature and grammar questions based on the comprehension. This implies that effective acquisition of the four linguistic skills could be achieved when teachers in secondary schools develop a positive attitude towards teaching of integrated English.

Further, 76 (32.1%) teachers strongly agreed with the statement that learners’ attitude towards composition writing plays a vital role in achievement of writing skills, 71 (30.0%) teachers agreed with the statement, 56 (23.6%) teachers disagreed with the statement while 23 (9.7%) teachers of English were strongly in disagreement with the statement. The results of the study showed that majority (62.1%) of the teachers of English in secondary schools believed that learners’ attitude towards composition writing plays a vital role in achievement of writing skills. This implied that students with a positive attitude towards composition writing have better chances of acquiring linguistic skills in comparison to those who have negative attitude towards composition writing. Based on a preliminary survey on students’ performance in
advanced grammar and composition, attitudes and behavior appear to be important factors affecting students’ English performances. This implied that students with a positive attitude towards composition writing have better chances of acquiring linguistic skills in comparison to those who have negative attitude towards composition writing. Based on a preliminary survey on students’ performance in advanced grammar and composition, attitudes and behavior appear to be important factors affecting students’ English performances (Aceron, 2015). According to Alagozlu (2007) college students demonstrate poor performance in grammar as manifested in their inability to construct sentences in English with correct grammar and utilize verbal ideas effectively as reflected to their difficulties encountered in expressing their decisions or stand, as well as their judgment and disposition in writing essays.

Similarly, 84(35.4%) teachers agreed with the statement that secondary school students have a poor reading culture making them perform poorly in reading skills, 80(33.8%) teachers strongly agreed with the statement and 43(18.1%) teachers were not decided on the statement while 30(12.7%) teachers disagreed with the statement. The study findings suggested that majority (76.2%) of the secondary school teachers of English in Bungoma County were of the view that students had poor reading culture and this made them to perform poorly in reading skills. Therefore, learners need to be given various reading resources and be encouraged to develop reading culture which enhances the acquisition of reading skills in the integrated English approach. This supports the findings of other researchers such as Panida & Nutprapha (2017) and Siriprasert, (2009) who pointed out that reading is perhaps the most significant skill for the student learning development because students basically use written texts in searching for information and acquiring new data of knowledge.
In addition, 68(28.7%) teachers disagreed that the nature of the English comprehension curriculum poses a challenge to the learners affecting their comprehension negatively, 67(28.3%) teachers strongly disagreed and 80(33.7%) teachers were in agreement with the statement while 22(9.3%) teachers were undecided on the statement. From the responses, it can be deduced that majority (57.0%) of the secondary school teachers were of the opinion that the nature of the English comprehension curriculum did not pose any challenge to the learners. According to Nasser and Al-Shorman (2017), comprehension is certainly the most crucial reading skill. Gallets further noted that reading comprehension leads to developing all areas of language competence such as speaking, writing and listening.

During classroom observation and interviews conducted with HODs, it was found out that most teachers had negative attitude towards teaching of listening skills using comprehension passages provided in the teachers’ guide. They did not give the learners the opportunity of listening to the passage first, then answering the questions. Instead, passages were photocopied and given to the learners to read and answer the questions. According to Kurita (2012), students may find listening conception capabilities problem to acquire and this necessitates instructors to modify their listening instructions into more efficient ones. The development of listening conception skill assists students to prosper in linguistic learning and increase their input of conceptualization. On their part, Pourhossein, & Ahmadi, (2011) said that listening conception is a dynamic procedure in which the listener conceptualizes meaning by use of cues from contextual data. Ahmadi (2016) further adds that listening comprehension lessons should be constructed with cautious step by step preparation. This suggests that listening activities move from the simple to the more complex ones; that the learners know what the activities are and are given directions
as to “where to listen, what to listen for, how to listen and when to listen. In this study therefore, teachers need to give learners the opportunity of listening to the passages before answering questions enhancing their listening skills.

4.7.2 Teachers’ Competencies and Learners’ Achievement of Linguistic Skills

Further, the teachers of English were requested to rate their level of agreement on a five point Likert scale items on effect of their competencies in the adoption of integrated English approach. The results of the analyzed data are shown in Table 4.13.
Table 4.13  Teachers’ Responses on Effect of Competencies in the Adoption of Integrated English Approach

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Overall percentages</th>
<th>Mean</th>
<th>Std Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Teachers have poor competence in oral literature</td>
<td>41</td>
<td>17.3</td>
<td>43</td>
<td>18.1</td>
<td>76</td>
<td>32.1</td>
<td>77</td>
</tr>
<tr>
<td>Teachers have inadequate knowledge on the teaching of English language</td>
<td>22</td>
<td>9.3</td>
<td>46</td>
<td>19.4</td>
<td>55</td>
<td>23.2</td>
<td>114</td>
</tr>
<tr>
<td>making the acquisition of speaking and writing concepts difficult</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensive language training amongst teachers has enhanced the</td>
<td>58</td>
<td>24.5</td>
<td>93</td>
<td>39.2</td>
<td>42</td>
<td>17.7</td>
<td>44</td>
</tr>
<tr>
<td>speaking, writing and listening skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers have been equipped with the relevant drama</td>
<td>82</td>
<td>34.6</td>
<td>71</td>
<td>30.0</td>
<td>46</td>
<td>19.4</td>
<td>38</td>
</tr>
<tr>
<td>knowledge through in-service training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-service training of teachers has enabled them acquire new methods</td>
<td>67</td>
<td>28.3</td>
<td>120</td>
<td>50.6</td>
<td>12</td>
<td>5.1</td>
<td>38</td>
</tr>
<tr>
<td>of handling teaching of oral literature using drama</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.13 shows that 77 (32.5%) teachers of English were strongly in agreement with the statement that teacher’s poor competence in oral literature influences negatively students’ achievement of speaking skills, 76 (32.1%) teachers agreed with the statement and 43 (18.1%) teachers disagreed with the statement while 41 (17.3%) teachers strongly disagreed with the statement. The results showed that majority (64.6%) of the teachers of English in secondary schools in Bungoma County reported that teacher’s poor competence in oral literature influences negatively students’ achievement of speaking skills. Gichuki (2007) noted that the quality of a student’s acquisition of linguistic skills is dependent on the quality of an instructor’s input and therefore instructor’s capabilities affect the quality of achievement at the end of the course. This implied that since most teachers may be challenged in oral literature, the achievement of linguistic skills among learners may be difficult.

On the statement that teachers have inadequate knowledge on the teaching of English language using drama making the acquisition of speaking and writing concepts difficult, 114 (48.1%) teachers strongly agreed, 55 (23.2%) teachers agreed with the statement and 46 (19.4%) teachers disagreed with the statement while 22 (9.3%) teachers strongly disagreed with the statement. From the results, it emerged therefore that a majority (71.3%) of the teachers of English were of the view that the inadequacy of teachers’ knowledge on the teaching of English language using drama had hindered students’ acquisition of writing and speaking skills. This implied that teachers need to be trained on teaching of English language by use of drama. This can only be done through provision of in-service courses and seminars for teachers of English. Drama enhances authentic and spontaneous linguistic acquisition in contrast to the written language that can naturally be found in a typical language classroom (Piazzoli, 2011).
Further, 93(39.2%) teachers disagreed with the statement that intensive language training amongst teachers had enhanced the acquisition of the speaking, writing and listening skills, 58(24.5%) teachers strongly disagreed with the statement, 44(18.6%) teachers strongly agreed with the statement while 42(17.7%) teachers disagreed with the view. The responses pointed out that majority (63.7%) of the teachers believed that intensive language training amongst teachers had not enhanced the acquisition of the speaking, writing and listening skills. This emanated from the fact that most of the teachers in the County had not undergone any specialized training or in-service training on the teaching of integrated English. This is consistent with the work of Matere (2012) who pointed out that training at pre-service and in-service levels; in addition to the consultative process of curriculum development was needed to prepare instructors to adapt to the rapid changes in the teaching of integrated English course. In addition, Oseno, Barasa and Omulando (2014) on their study on challenges of teaching speaking skills by use of integrated approach in secondary schools in Kenya found out that teachers of English were experiencing some challenges in using the IA owing to their inadequate training in handling the content of integrating English and Literature.

In addition, 82(34.6%) teachers strongly disagreed with the statement that teachers had been equipped with the relevant knowledge through in-service training to enable them to handle drama, poetry, oral literature and grammar, 71(30.0%) teachers disagreed with the statement and 46(19.4%) teachers agreed with the statement while 38(16.0%) teachers strongly agreed with the view. The results showed that majority (64.6%) of the teachers in public secondary schools had not undergone any in-service training and therefore lacked the necessary skills to enable them to handle drama, poetry, oral literature and grammar. This implied that apart from the normal teacher
trainings in Universities, teachers need to undergo in-service trainings on pedagogies of teaching integrated English. Teachers need to have continued professional development for effective service delivery especially where new curriculum has been introduced (Day & Sachs, 2004).

Similarly, 120(50.6%) teachers disagreed with the statement that in-service training of teachers had enabled them acquire new methods of handling teaching of oral literature using drama, 67(28.3%) teachers strongly disagreed, 38(16.0%) teachers strongly agreed while 12(5.1%) teachers agreed. From the responses, it was shown that majority (78.9%) of the secondary school teachers had no undergone in-service training and were therefore not in a position to efficiently handle the teaching of oral literature using drama. Spoken literature has been documented as an important instrument for instruction of linguistic skills. This is consistent with the reviewed English syllabus which necessitates that instructors efficiently address the aims of integrated English language instruction (KIE, 2006). Spoken literature therefore offers one such setting for instruction of grammar and therefore teachers need to undergo in-service training to enable them to be effective in their teaching and enable learners acquire linguistic skills.

On interviewing HODs most of them agreed that teachers had been equipped with relevant knowledge in teaching integrated English through in-service trainings which had enabled them to acquire methods of handling the teaching of oral literature and drama. However, the in-service trainings are not regularly organized thus impeding on teachers’ competencies in acquiring skills on emerging issues in integrated English. This is consistent with the work of Harrell (2010) who reported that many teachers are not competent to teach integrated science curriculum due to their insufficient content
knowledge needed to teach science. Another study conducted by Lam, Alviar-Martin, Adler and Sim (2013) reported similar results which showed that teachers’ inadequate content knowledge in different subject areas prevented them from identifying key ideas to be covered in teaching an integrated curriculum. Further, Park (2008) echoed that teachers were not yet well prepared in theoretical knowledge on Integrated Curriculum. As Hinde (2005) noted, successful implementations of IC require skilled and knowledgeable teachers. The complexity of using IC challenges both in-service and pre-service teachers to develop overall teaching competency, including content knowledge in different subject areas, theoretical knowledge on IC, and pedagogical knowledge of implementing integrated curriculum (IC).

### 4.7.3 Time as a Factor on the Adoption of Integrated English Approach in Learners’ Achievement of Linguistic Skills

Further, the teachers of English were requested to rate their level of agreement on a five-point Likert scale items on effect of time factor in the adoption of integrated English approach. The outcomes of the analyzed data are shown in Table 4.14.
Table 4.14  Effect of Time Management on Acquisition of Linguistic skills in Integrated English

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Std Dev.</th>
<th>Overall Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of syllabus is impossible since the content is too much</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>16.9</td>
<td>43</td>
<td>18.1</td>
<td>63</td>
<td>26.6</td>
<td>91</td>
</tr>
<tr>
<td>The merging of English and Literature has caused reduction in time allocation for teaching of both subjects in one</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>10.1</td>
<td>22</td>
<td>9.3</td>
<td>123</td>
<td>51.9</td>
<td>68</td>
</tr>
<tr>
<td>Teaching of literature and English grammar has resulted in heavy workload for both teachers and the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>15.6</td>
<td>47</td>
<td>19.8</td>
<td>92</td>
<td>38.8</td>
<td>61</td>
</tr>
<tr>
<td>There is lack of adequate time for instruction and examination features of English and literature in a more applicable manner in secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>61</td>
<td>25.7</td>
<td>23</td>
<td>9.7</td>
<td>73</td>
<td>30.8</td>
<td>80</td>
</tr>
</tbody>
</table>

172
Table 4.14 shows that 93(38.4%) teachers strongly agreed that completion of syllabus was impossible since the content is too much, 63(26.6%) teachers agreed and 83(35.0%) teachers were in disagreement. From the results a mean of $2.8650 \pm 1.10791$ was obtained showing that majority (65.0%) of the teachers of English in secondary schools in Bungoma County noted that completion of syllabus of integrated English was impossible since the content was too much. This is attributed to the fact that despite the integration, no extra-time was allocated for English subject. This was found to be consistent with other researchers’ findings such as Anyanzwa and Otunga, (2007) and Barasa, (2005) who pointed out that the merging of English and Literature caused serious problems that led to confusion, reduction in time allocation and resistance. In addition, decrease in the amount of lessons due to integration was double tragedy because the content is too much thus completion of syllabus is impossible.

Further, 123(51.9%) teachers agreed with the statement that the merging of English and Literature had caused reduction in time allocation for teaching of both subjects in one, 68(28.7%) teachers strongly agreed with the statement while 46(19.4%) disagreed with the view. The responses pointed out that majority (80.6%) of the teachers in public secondary schools had the opinion that the merging of English and Literature had caused reduction in time allocation for teaching of both subjects in one. This implied that the time that was allocated for literature and English language has been merged into one leading to reduction in time allocated for the teaching of integrated English as noted by Anyanzwa & Otunga, (2007) and Barasa, (2005).

In addition, 92(38.8%) respondents agreed with the statement that teaching of literature and English grammar had resulted in heavy workload for both teachers and
the students, 61(25.7%) teachers strongly agreed with the statement and 47(19.8%) teachers of English disagreed with the view while 37(15.6%) teachers of English strongly agreed with the statement. The responses showed that majority (64.5%) of the teachers of English believed that integration had resulted in heavy workload for both teachers and students. This has resulted in use of pedagogies which does not allow students to acquire linguistic skills. This supports an earlier argument of Barasa (2005) who noted that integration had resulted in heavy work load for both teachers and the students. Barasa further noted that teachers had neglected the weak students and only moved on with fast learners. Therefore, teachers of English felt that more hours needed to be devoted to the instruction of English language in the Kenyan Secondary Schools.

Similarly, 80(33.8%) teachers strongly agreed with the statement that there is lack of adequate time for instruction and examination features of English and literature in a more applicable manner in secondary schools, 73(30.8%) teachers agreed with the statement, 61(25.7%) teachers strongly disagreed with the statement while 23(9.7%) teachers disagreed with the statement. The responses showed that majority (64.6%) of the teachers of English in public secondary schools in Bungoma County believed integration had resulted to lack of adequate time for instruction of integrated English hindering students’ performance. This supports the work of Anyanzwa & Otunga, (2007) and Barasa, (2005) who all noted the merging of English and Literature causes serious problems that lead to confusion, reduction in time allocation and resistance. In addition, Massey (2008) time is a crucial element especially when dealing with integrated curriculum.
The researcher observed that connection between steps in the lesson was not clearly emphasized, learners were not continually motivated during the lesson and lesson conclusion was not appropriately done as per integrated English guidelines. The teachers rushed through the lesson so as to complete the syllabus within the stipulated time lines. Regarding document analysis, it emerged that the teachers were doing contrary to what they had prepared. This was attributed to lack of adequate time for the teaching of integrated English.

On interviewing HODs it emerged that effect of time management on the acquisition of linguistic skills was an issue. They confirmed that most of the teachers were not able to complete the syllabus on stipulated time. The integrated English consumed a lot of teaching time as compared to other subjects and therefore time allocated for the teaching of Integrated English need to be increased. According to Yao & Sibert (2017) time is a crucial feature for the effective execution of any curriculum. Other researchers such as Anyanzwa & Otunga, (2007 and Barasa, (2005) pointed out in their studies that decrease in the number of lessons due to integration is double tragedy because the content of integrated English is too much thus completion of syllabus is impossible. This was further found to be consistent with the findings of Magoma (2016) who found out that limited time allocated to integrated English curriculum hampered the implementation of the program as expected. From the study findings, time allocated for teaching of integrated English need to be increased to allow for effective teaching including completion of syllabus.
4.7.4 Resources as a predictor of Learners’ Achievement in Linguistic Skills

Further, the teachers of English were requested to rate their level of agreement on a five-point Likert scale items on effect of resources in the adoption of integrated English approach. The outcome of the analyzed data is shown in Table 4.15.
Table 4.15   Teachers’ Responses on Effect of Resources on Learners’ Achievement of Linguistic Skills in Integrated English

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Overall Percentages</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of language resources in secondary schools hampers the teaching and learning of oral literature</td>
<td>0</td>
<td>80</td>
<td>114</td>
<td>43</td>
<td>66.2</td>
<td>2.0253</td>
<td>1.03303</td>
</tr>
<tr>
<td>Lack of sufficient facilities coupled with large classes comprising unmanageable number of students, results in low morale of teachers to teach drama</td>
<td>30</td>
<td>43</td>
<td>84</td>
<td>80</td>
<td>69.2</td>
<td>2.5612</td>
<td>1.09382</td>
</tr>
<tr>
<td>Lack of funds to buy the approved literature set books and course books has affected the teaching of linguistic skills</td>
<td>0</td>
<td>30</td>
<td>164</td>
<td>43</td>
<td>87.3</td>
<td>2.3797</td>
<td>1.13089</td>
</tr>
</tbody>
</table>
Table 4.15 shows that 114 (48.1%) teachers agreed with the statement that lack of language resources in secondary schools hampered the teaching and learning of oral literature, 43 (18.1%) teachers strongly agreed with the statement while 80 (33.8%) teachers of English disagreed with the view. The outcome of the research findings suggested that majority (66.2%) of the teachers in public secondary schools in Bungoma noted that lack of language resources in secondary schools hampers the teaching and learning of oral literature. This implied that most secondary schools in the region lack adequate resources such as textbooks for integrated English hindering the teaching and learning process which results in poor acquisition of linguistic skills among learners. Barasa (2005) emphasized that for quality Integrated English teaching there has to be an improvement in the provision of language resources in secondary schools which is considered the backbone of any educational system. This shows that more integrated English resources need to be provided to all schools to enable students acquire the four linguistic skills which include speaking, writing, reading and listening.

Similarly, 84 (35.4%) teachers agreed that there was lack of sufficient facilities coupled with large classes comprising unmanageable number of students, resulting in low morale of teachers to teach drama, 80 (33.8%) teachers strongly agreed with the statement and 73 (30.8%) teachers were in disagreement with the statement. From the responses, it can be shown that a majority (69.2%) of the teachers of English in public secondary schools believed that lack of adequate teaching and learning facilities in secondary schools had resulted in low morale of teachers to teach drama. This shows that there is need for adequate provision of teaching and learning facilities especially for drama activities as this enhances the efficient teaching and learning of drama enabling students to acquire speaking skills. This is in line with the work of
Muthamia (2009) and Olel (2000) who both found out in their research that the efficiency and productiveness of instructors of English depended on the adequacy and relevance of instructional resources and their attitude.

In addition, 164 (69.2%) teachers agreed that lack of funds to buy the approved literature set books and course books had affected the teaching of linguistic skills, 43 (18.1%) teachers strongly agreed while 30 (12.7%) teachers were in disagreement with the statement. From the responses, it can be shown that majority (87.3%) of the teachers, believed that funds were required to buy adequate approved literature set books and course books which had affected the teaching of integrated English resulting in poor acquisition of linguistic skills by learners.

Interviews conducted with HODs and observation found out that most of the schools lacked funds to buy the approved literature set books and course books. This negatively affected the implementation of the integrated English curriculum. This supports the findings of Magoma (2016) which pointed out that lack of adequate teaching/learning resources was a hindrance to effective achievement of linguistic skills.

### 4.8 Elements of Achievement of Linguistic Skills among Learners

The elements of achievement of linguistic skills shows the level at which learners of integrated English have achieved linguistic skills. In order to understand how these learners have achieved linguistic skills, teachers of integrated English were asked to rate in a four Likert scale items in the questionnaire on elements of achievement of linguistic skills. Their responses were tabulated and the outcomes are presented in Table 4.16.
<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Overall Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can listen attentively to comprehension and respond appropriately</td>
<td>0 0.0</td>
<td>164 69.2</td>
<td>30 12.7</td>
<td>43 18.1</td>
<td>2.4895</td>
<td>.78445</td>
<td>69.2</td>
</tr>
<tr>
<td>Learners can use listening capabilities to deduce and understand meaning appropriately from spoken English</td>
<td>43 18.1</td>
<td>110 46.4</td>
<td>0 0.0</td>
<td>84 35.4</td>
<td>2.1730</td>
<td>.71280</td>
<td>64.5</td>
</tr>
<tr>
<td>Students can express themselves in an accurate, fluent, confident and appropriate way in various platforms</td>
<td>110 46.4</td>
<td>43 18.1</td>
<td>23 9.7</td>
<td>61 25.7</td>
<td>2.1477</td>
<td>1.2552</td>
<td>64.5</td>
</tr>
<tr>
<td>Students can read fluently and efficiently</td>
<td>104 43.9</td>
<td>103 43.5</td>
<td>30 12.7</td>
<td>0 0.0</td>
<td>1.6878</td>
<td>.68549</td>
<td>87.4</td>
</tr>
<tr>
<td>Students have established a life-long curiosity in reading on an extensive array of themes</td>
<td>141 59.5</td>
<td>73 30.8</td>
<td>0 0.0</td>
<td>23 9.7</td>
<td>1.5992</td>
<td>.90881</td>
<td>90.3</td>
</tr>
<tr>
<td>Students can read and comprehend literacy and non-literary materials</td>
<td>80 33.8</td>
<td>157 66.2</td>
<td>0 0.0</td>
<td>0 0.0</td>
<td>1.6624</td>
<td>.47388</td>
<td>100.0</td>
</tr>
<tr>
<td>Students have made an efficient use of range of sources of information including libraries, dictionaries, encyclopedias and the internet</td>
<td>30 12.7</td>
<td>103 43.5</td>
<td>61 25.7</td>
<td>43 18.1</td>
<td>2.4937</td>
<td>.93256</td>
<td>56.2</td>
</tr>
<tr>
<td>Students can use correct spelling, punctuation and paragraphing</td>
<td>30 12.7</td>
<td>141 59.5</td>
<td>43 18.1</td>
<td>23 9.7</td>
<td>2.2489</td>
<td>.79807</td>
<td>72.2</td>
</tr>
</tbody>
</table>
Table 4.16 shows that 164 (69.2%) teachers agreed with the statement that integrated English learners could listen attentively to comprehension and respond appropriately, 43 (18.1%) teachers strongly agreed with the statement while 30 (12.7%) teachers agreed with the statement. From the responses, a mean of $2.4895 \pm .78445$ was attained on the statement displaying that majority (69.2%) of the teachers reported that students of integrated English could not listen attentively to comprehension and therefore were not in a position to respond appropriately. This implies that the teaching of integrated English had not enabled students to effectively achieve listening skills. This concurred with the findings of Hamouda (2013), who pointed out that students had critical challenges in listening comprehension since schools paid little consideration to reading, vocabulary and grammar. Speaking and listening skills are not important portions of many text books and instructors do not necessarily contemplate about these skills during classroom instructions.

Moreover, 110 (46.4%) teachers agreed with the statement that learners can use listening capabilities to deduce and understand meaning appropriately from spoken English, 84 (35.4%) teachers strongly agreed with the statement while 43 (18.1%) teachers strongly disagreed with the statement. A mean of $2.1730$ and standard deviation of $.71280$ was obtained on the statement showing that majority (64.5%) of the teachers of Integrated English pointed that students could not use listening capabilities to deduce and understand meaning appropriately from spoken English. This implies that from the teaching of integrated English, learners are not in a position to effectively achieve listening skills and this could be attributed to what Osada (2004) expressed where he noted that listening skill did not have adequate acceptance in its own right but relatively it has been well thought-out as a passive competence.
that requires no assistance in its acquisition. Moreover, Goh (2000) pointed out that it was essential for teachers increase students’ understanding of grammar, vocabulary, and phonology before teaching listening strategies. This shows that teachers of integrated English need to focus on acquisition of reading, speaking and writing skills and allow listening skills to develop.

In addition, 110(46.4%) teachers strongly disagreed with the statement that students can express themselves in an accurate, fluent, confident and appropriate way in various platforms, 61(25.7%) teachers strongly agreed with the statement and 43(18.1%) teachers disagreed with the statement. A mean of 2.1477 and a standard deviation of 1.25521 was attained on the statement pointing out that majority (64.5%) of the teachers of English believed that students could not express themselves in an accurate, fluent, confident and appropriate way in various platforms. From the responses, it can be inferred that learners of English in secondary schools had not achieved well speaking skills and therefore were disadvantaged when it comes to communication in public. Zaremba, (2006) and Alonso (2014) pointed out that out of the four important English skills, speaking appears as the most significant skill that is necessary for communication and therefore learners who study English as a second language typically possess inadequacies in the speaking English outside the classroom (Zhang, 2009) and also have low acquaintance to English speakers (Massey, Tourangeau, 2013). This shows that learners in secondary schools need to be encouraged to use English both within the classroom and outside.

It further emerged that 104(43.9%) teachers strongly disagreed with the statement that students can read fluently and efficiently, 103(43.5%) teachers disagreed with the statement while 30(12.7%) respondents were in agreement with the statement. Further
a mean of 1.6878 and a standard deviation of .68549 showing that majority (87.4%) of the teachers pointed that students could not read fluently and efficiently. This is an indication that Integrated English learners had not effectively achieved reading skills as shown by Snowling (2006), who argued that research does not demonstrate a common order of reading progression, as this procedure is strongly affected by the linguistic orthography.

In addition, 141(59.5%) teachers strongly disagreed with the statement that students have established a life-long curiosity in reading on an extensive array of themes, 73(30.8%) teachers disagreed with the statement while 23(9.7%) teachers were in agreement with the statement. A mean of 1.5992 and a standard deviation of .90881 was obtained on the statement meaning that majority (90.3%) of the integrated English teachers in secondary schools in Bungoma County noted that students had not established a life-long curiosity in reading on an extensive array of themes. This shows that there was poor reading culture among secondary school students. This is consistent with the works of Klauda and Guthrie, (2015) who pointed out that learning of foreign or second language among students is challenging since students may struggle to achieve reading skills, particularly students who are taught by use of teacher-centered teaching styles.

Further, all the teachers were in disagreement with the statement that students can read and comprehend literacy and non-literary materials where a mean score of 1.6624 and a low standard deviation of .47388 were obtained on the statement. The finding shows that students in secondary schools in Bungoma County could not read and comprehend literacy and non-literary materials an implication that students had not achieved reading skills. According to Cain et al, (2004), reading conception is a
multi-faced procedure, where other extra skills are required. As shown by Snow, (2002) there are other determinants which affect reading conceptualization and these predictors are associated to the, context, text, and the learner. Moreover, Bauman, (2009) pointed out that terminology is one of the important predictors which influence reading comprehension. In this study therefore, other factors could be affecting students’ ability to read and comprehend literacy and non-literacy materials since integration has been shown to be effective in the achievement of linguistic skills. This is further supported by the works of Iqbal1, Noor, Fakharh and Kazemian (2015) who noted in their studies that a significant factor in reading conception is predicting the meaning from the situation where learners are not instructed to deduce the meanings from the situation. They noted that learners prefer getting the correct meaning of the word as they do not attempt to undertake to get the meaning from the context. Training in assuming the meaning from context can enhance the understanding of reading in English.

Moreover, 141(59.5%) teachers disagreed with the statement that students can use correct spelling, punctuation and paragraphing, 43(18.1%) teachers agreed with the statement, 30(12.7%) teachers strongly disagreed with the statement while 23(9.7%) teachers strongly agreed with the statement. From the responses, a mean of 2.2489±.79807 was attained on the view pointing out that majority (73.3%) of the integrated English teachers believed that learners could not use correct spelling, punctuation and paragraphing. This showed that learners had not fully acquired grammatical competencies despite the use of various approaches in teaching integrated English. In Jaramillo and Medina’s (2011) study, the written skill is perceived as an art in which willingness and motivation are important. Furthermore, it
is necessary to explain that there are many learners who need to express their ideas in a second language but they find themselves without the linguistic resources to carry it out, (Gass & Selinker, 1994 as cited in Shahrohan, 2015). This means that they are not acquiring knowledge correctly because they can’t write well in English. Moreover, Jaramillo and Medina (2011) focused their action study on the acquisition of writing short descriptive texts in English. The results showed that most of the challenges facing learners were associated to the construction of sentences, grammatical errors and challenges in reading comprehension. The researchers understood that learners performed better in writing tasks when they had a clear idea about the topic they were focusing on. In addition, investigators suggested that the best way to improve writing skills was through practice. In addition, Larios et al. (2008) in a study where foreign language (English) writer’s planned provision of time to writing procedures was examined. The study pointed out that the procedures of writing preparation consumed a higher portion of composition time for respondents. It also emerged that writing procedures were differentially disseminated depending on the degree of English proficiency of the writer. In this study, learners had not efficiently acquired writing skills despite the adoption of integrated English in secondary schools.

4.9 Influence of Challenges in Integrated English Approach on Achievement of Linguistic Skills

The last objective of this research was to establish the influence of challenges faced by teachers in the teaching of integrated English approach on achievement of linguistic skills in public secondary schools in Bungoma County. Pearson Correlation analysis was used test the influence of the four attributes of challenges faced by
teachers of integrated English; Attitude, teachers’ competencies, time factor and resources (4.7 above) on achievement of linguistic skills (elements of achievement of linguistic skills) (4.8 above). Pearson Correlation Coefficient (simply “r”) was used to establish the potential association between challenges faced by teachers and achievement of linguistic skills. Where when $r = (+) 1$, it indicated a perfect positive association and when it is ($-) 1$, it indicated perfect negative association, showing that disparities in independent variable (x) elucidate 100% of the difference in the dependent variable (y).

This implies that for a single variation in independent variable (challenges) leads to a continuous variation in the dependent variables (achievement of linguistic skills) in the same direction, then association is considered to be perfect positive. But if such variation happens in a reverse direction, the association is considered to be perfect negative. The value of ‘r’ nearer +1 or -1 shows high level of association between the two variables. The results of Data analysis were presented in Table 4.17.

**Table 4.17 The Correlation Coefficient between Challenges of integrated English Approach and Achievement of Linguistic Skills**

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Acquisition linguistic skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>$r=0.911^{**}$</td>
</tr>
<tr>
<td></td>
<td>$p = 0.000$</td>
</tr>
<tr>
<td></td>
<td>$N = 237$</td>
</tr>
<tr>
<td>Competencies</td>
<td>$r=0.363^{**}$</td>
</tr>
<tr>
<td></td>
<td>$p = 0.000$</td>
</tr>
<tr>
<td></td>
<td>$N = 237$</td>
</tr>
<tr>
<td>Time Factor</td>
<td>$r=0.492^{**}$</td>
</tr>
<tr>
<td></td>
<td>$p = 0.000$</td>
</tr>
<tr>
<td></td>
<td>$N = 237$</td>
</tr>
<tr>
<td>Resources</td>
<td>$r=0.648^{**}$</td>
</tr>
<tr>
<td></td>
<td>$p = 0.000$</td>
</tr>
<tr>
<td></td>
<td>$N = 237$</td>
</tr>
</tbody>
</table>
Table 4.17 shows that there was a strong positive correlation between attitude and learners’ acquisition of linguistic skills (r=.911; p=.000). This implies that attitude had a significant but positive correction with learners’ acquisition of linguistic skills showing that positive attitude has a positive effect on learners’ linguistic skills. The study found out that attitude had a significant but positive correlation with learners’ acquisition of linguistic skills showing that positive attitude has a positive effect on learners’ linguistic skills. Learners’ inspiration and positive perception during the teaching episodes is important in ensuring that the students persist adequately to successfully acquisition of the second language. As such, perceptions and motivation play a significant part in linguistic learning since they affect learners’ accomplishment or failure in the linguistic skills acquisition. Palencia (2009) further pointed that the predictors that affected English language achievement of the student-participants are based on their attitude and motivation on learning the language, learning approaches and learning styles.

In addition, teachers’ competencies had a positive influence on learners’ acquisition of linguistic skills (r=.363; p=.000). This implied that as teachers’ competencies increased, there was likelihood on learners’ acquisition of linguistic skills. This concurs with the finding of Magoma (2016) who noted that majority of head teachers under his study noted that teacher of integrated English found curriculum implementation challenging since they had inappropriate training. This shows that the level of training of teachers of Integrated English affects the teaching of integrated English hence the acquisition of linguistic skills among learners.

Similarly, time factor had a positive association with learners’ acquisition of linguistic skills (r=.492; p=.000). This shows that an increase in time allocated to the instruction
of integrated English could result in an effective acquisition of linguistic skills by learners. However, Magoma, (2016) pointed that limited time allocated to integrated English curriculum was among the reason that teachers noted as a hindrance for implementing the integrated English curriculum program as expected.

Further, resources had a positive correlation with learners’ acquisition of linguistic skills ($r=.648; p=.000$). This implies that availability and adequacy of integrated English resources such as textbooks enhances learners’ acquisition of linguistic skills. In the same vein Magoma (2016) pointed out that inadequacies of instructional resources affected negatively the integrated English curriculum implementation. English language textbooks and Literature set-books considered to be inadequate influencing negatively curriculum implementation.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section gives the summary, conclusion and recommendations of the findings on the strategies used in integrated English approach on learning achievement of linguistic skills in public secondary schools in Bungoma County, Kenya. These are based on the five objectives of the study.

5.2 Summary of the Findings

5.2.1 Effectiveness of Instructional Methods used in Integrated English Approach on Achievement of Linguistic Skills

The first objective of this research was to establish the effectiveness of instructional methods used in integrated English approach on achievement of linguistic skills in public secondary schools in Bungoma County. Research outcomes showed that a majority of the instructors of English in secondary schools in Bungoma County believed that students in integrated English lessons get opportunities for interaction and participation in the classroom enabling the acquisition of speaking, writing, reading and listening skills. In addition, majority of the teachers of English were of the view that through the integrated English learning approach, students can infer and interpret meaning correctly from spoken discourse. This implies that integrated English learning approach can enable learners to develop conceptualization skills and therefore are in a position to correctly interpret the meaning of spoken words.
Similarly, majority (69.2%) of the teachers of English believed that use of student centered learning approach in teaching integrated English enhances students acquisition of speaking skills and therefore are able to speak fluently and confidently in different occasions in and outside school. Majority (64.6%) of the teachers of English were of the view that provision of necessary resources for integrated English influences positively the acquisition of literacy skills. This implies that adequate and relevant resources such as textbooks for integrated English motivate learners to learn language and literacy skills.

In addition, majority (88.6%) of teachers of English were of the view that even with the use of learner centered teaching approaches, students do not learn beyond the classroom. This implies that learning beyond the classroom could influence learners’ acquisition of language skills and therefore students need to be encouraged to use various language and learning strategies outside the classroom. Similarly, majority (64.6%) of the teachers of English in Bungoma County believed that students who practiced summarizing skills were more proficient in descriptive language skills. This shows that the introduction of integrated English had enabled learners to acquire summarizing skills enabling them to perform better academically. On observation, it emerged that most of the teachers of integrated English did not use learner centered teaching approaches. This shows that there were inefficiencies in the achievement of writing, speaking, listening and reading skills among learners of Integrated English.

On the effectiveness of teacher preparation on learners’ achievement of linguistic skills, it emerged that majority (81.9%) of the teachers of English in Bungoma County believed that they incorporated content material into language classes enabling
students to develop reading, and writing skills. This implies that use of language material in teaching enables learners to acquire the reading and writing skills.

In addition, majority (87.3%) of the teachers of English in Bungoma County believed that story telling during teaching of content in English enables the acquisition of speaking and listening skills. Similarly, majority (88.6%) of the teachers of English in Bungoma County believed that students’ achievement of speaking, writing and listening skills could be achieved when teachers use multiple media in oral literature.

The study further showed that majority (66.2%) of the teachers of English in secondary schools in Bungoma County were of the view that Computer Assisted Language Teaching (CALL) by teachers in the classroom helps in developing speaking and writing skills such as grammar which allows practice through online materials.

Furthermore, majority (81.9%) of the teachers of English believed that proper planning of reading activities improves learner’s comprehension. It has been argued that during instructional planning, expert teachers use specific learning targets to remove distracting items and irrelevant tasks from the days’ lesson. In doing so, they make it more likely that students will focus on and commit to reaching the goals embedded in the learning target and learn to set their own goals in the process.

On the effectiveness of teachers’ ability to use methods on achievement of linguistic skills, the study findings showed that majority (88.6%) of the teachers of English in Bungoma County believed that teachers did not examine the students’ understanding of the topic through the students’ listening and speaking skills first before expanding through reading and writing activities. This implied that teachers needed to gauge
students’ understanding of the topics covered through listening skills which in turn leads to acquisition of writing and reading skills.

Similarly, majority (66.5%) of the teachers of English in Bungoma County never demonstrated the use English Grammar books to find information thus inhibiting the acquisition of learners’ linguistic skills. This therefore showed that teachers of English needed to demonstrate use of English grammar books to enable students acquire linguistic skills. This implied that teachers need to teach students summary writing skills under reading and writing. This will in turn enhance students’ acquisition of the linguistic skills of in English.

On the statement that teachers used journal writing in their classes enabling students have supportive ways of acquiring linguistic skills, it emerged majority (74.3%) of the teachers reported that they never used journal writing in their classes and this could be considered and an inhibitory way for acquisition of linguistic skills amongst the students. This therefore showed that teachers need to embrace the use of journal writing to encourage the acquisition of linguistic skills. The study findings further showed that a majority (52.7%) of the teachers of English in secondary schools in Bungoma County reported that students acted out events during the learning of drama thus enabling them to acquire speaking skills.

5.2.2 Effectiveness of Learner Motivational Strategies used in Integrated English Approach on Achievement of Linguistic Skills

The second aim of this research was to evaluate the effectiveness of learner motivational strategies used in integrated English approach on achievement of linguistic skills in public secondary schools in Bungoma County. The outcomes of
this research showed that majority of teachers of English in secondary schools in Bungoma County depended on textbooks largely as the exclusive teaching and learning resources. This implied that most schools use only textbooks in the teaching of integrated English and this could have a negative influence on the achievement of linguistic skills. In addition, majority of the teachers of English never encouraged many students to self-evaluate their progress on enacting their virtue and seeking feedback from their partners. This implied that students were not in a position to evaluate themselves on the achievement of linguistic skills.

Further, a majority of the teachers that students have not much made an efficient use of range of sources of information including libraries, dictionaries, encyclopedias and the internet. This implies that the students only relied on teachers’ lectures and textbooks available in their schools in the learning of integrated English and thus were disadvantaged in achieving the linguistic skills. Therefore, students need to be encouraged to use a variety of resources which enables them to achieve linguistic skills. Similarly, majority of the teachers believed that there is much needed collaboration between students and teachers in the teaching and learning of content and language in integrated English approach. This will enhance students’ ease in the acquisition of the four linguistic skills. This shows that collaboration is a vital component in the achievement of linguistic skills in English.

On teachers’ organization of content and achievement of linguistic skills, it emerged that majority (78.7%) of teachers of English believed that teaching of grammar through writing itself improves the writing ability of learners. This implied that learners need to be encouraged to practice writing more thus improving the skills and therefore writing skills would be taught under reading and writing. In addition,
majority of the teachers of English in secondary schools in Bungoma County teaching grammar using drama increased motivation while reducing anxiety amongst students. This implied that use of drama could have a positive influence on learners’ achievement in English grammar due to its motivation effect. From the responses, it was shown that teachers never grouped related poetry topics and this could have a negative effect on students’ ability to learn speaking and listening skills together.

Similarly, majority (87.3%) of the teachers of English in secondary schools in Bungoma County believed that learning of oral literature had enabled learners to demonstrate what they had learned in class using writing and speaking. This implies that oral literature enhanced the acquisition of writing and speaking skills among the secondary school students. On teachers’ mastery of content and students’ acquisition of linguistic skills, the study findings suggested that majority of the teachers of English believed that the quality of instructions mattered much while educating English learners. This implied that teachers’ mastery of content enables teachers to provide quality instructions which influence positively learners’ acquisition of linguistic skills. The teacher’s skills have an effect on students’ achievement in English.

Similarly, majority of the teachers of English believed that secondary school students in Bungoma County were not much able to understand as well as converse effectively in spoken English. This further pointed out that students were not able to understand and converse well in English language despite the introduction of integrated English. Furthermore, majority of the teachers of English believed that the assessment strategies that they had adopted in their schools were not effective in monitoring students’ processing skills and problem-solving approaches. This therefore showed
that teachers need to adopt new strategies of assessing students which can enable effective monitoring of students’ processing skills and problem-solving approaches.

On the effectiveness of use of reinforcement cues on learners’ acquisition of linguistic skills, it emerged that majority of the teachers believed that learners were not much provided with newspapers therefore hindering the acquisition of reading linguistic skills. Therefore, learners need to be provided with newspapers to enable them develop reading culture and acquire reading skills.

5.2.3 Effectiveness of Evaluation Techniques Used in Integrated English Approach on Achievement of Linguistic Skills

The third objective of this study was to assess the effectiveness of evaluation techniques used in the integrated English approach on achievement of linguistic skills in public secondary schools in Bungoma County. The study findings showed majority of the teachers of English in secondary schools in Bungoma County believed that standardized achievement test outcomes were used for high-stake decisions in assessment for learners’ acquisition of linguistic skills. This implied that standardized tests can have an influence on the acquisition of linguistic skills. For example, allowing a reading test to be read aloud to a student would be a modification if the construct being measured is decoding of text. This implied that most of the schools did not have any competitions in composition writing and therefore learner’s acquisition of linguistic skills was inhibited. It emerged therefore that little is done to motivate students to excel in English which impacts negatively on the achievement of what is instructed by the teachers of English to students during English lessons hence affecting negatively the achievement of expected communication skills.
In addition, majority of the teachers of English were of the opinion that debating did not much enhanced learners’ acquisition of speaking and critical thinking skills. This shows therefore showed that most schools did not practice debating amongst their students and this hindered the acquisition of linguistic skills. Further, the study findings showed that majority of the teachers believed that drama based approaches in teaching much enhanced acquisition of speaking skills. The researcher found that teaching speaking English through dramatic activities improved the acquisition of linguistic skills. It further emerged that majority of the teachers of English in the County believed that use of peer support enhanced very much weak English learners to cope with the rest of the learners in class. This implied that the various forms of evaluation used by teachers could be differing and therefore affecting the learners’ acquisition of linguistic skills.

On the evaluation of skills used in integrated English approach on achievement of linguistic skills, it emerged that a majority of the teachers of English believed that theme based approach of teaching was not effective in improving students’ linguistic skills. Further, majority (84.8%) of the teachers of English were of the view that their students were not able to recognize words and improve on their phonological skills despite the use of various evaluation skills in integrated English in secondary schools which were aimed at improving learners’ acquisition of linguistic skills.

In addition, majority (80.6%) of the teachers of English were of the view that teaching summary skills under reading and writing enabled students to acquire competency in writing skills. This implied that teaching of summary skills under reading and writing was effective in enhancing writing skills. Similarly, majority (70.9%) of the teachers of English in secondary schools believed that teaching of grammar in context made
meaning clear enabling students to understand the use of structure in integrated English. Further, majority (60.2%) of the teachers of English in secondary schools in Bungoma County believed that integration of literature and language teaching enabled students to gain knowledge of vocabulary, grammar, and paragraph structure, interactive communication skills. This implied that integrated English enhanced students’ acquisition of linguistic skills in secondary schools.

On teachers’ use of feedback in integrated English approach and achievement of linguistic skills, the study showed that majority (60.8%) of the teachers of English in secondary schools in Bungoma County believed that teachers provided experiences and assisted the process by making suggestions that that could be followed. In addition, all the teachers of English in public secondary schools believed that planning of lessons was an important tool for effective teaching in integrated English as these enabled learners to effectively acquire the four skills in English. Good teachers know the value of a well-planned lesson and they appreciate that lesson planning is not a mundane enterprise. Lesson planning is a complex, thoughtful process that enables teachers to carefully orchestrate the activities, participant structures, and interactions that will support student learning. Adequate lesson planning is critical to ensure that all students meet the learning goals of a lesson and move a bit further down the road towards college and career readiness. This therefore shows that proper lesson planning in integrated English enables effective acquisition of the four skills by learners.

Furthermore, majority (86.8%) of the teachers of English noted that they needed both support and feedback from colleagues and students on the acquisition of linguistic skills by learners. Feedback is vital to formative assessment and is tied to explicit
criteria regarding expectations for student performance, making the learning process more transparent, and modeling “learning to learn” skills for students.

5.2.4 Challenges Faced by Teachers in Adopting Integrated English Approach in Learners’ Achievement of Linguistic Skills

Objective four of this research investigated the challenges faced by teachers in adopting integrated English approach in learners’ achievement of linguistic skills in public secondary schools in Bungoma County. The study findings suggested that majority (78.4%) of the teachers of English in secondary schools noted that teachers had negative attitude towards teaching listening skills using comprehension passages. This implies that most of the teachers may not be using comprehension passages while teaching listening skills and this could hinder the acquisition of linguistic skills by secondary school learners. This implies that effective acquisition of the four linguistic skills could be achieved when teachers in secondary schools develop a positive attitude towards teaching of integrated English.

Further, majority (62.1%) of the teachers of English in secondary schools believed that learners’ attitude towards composition writing plays a key role in acquisition of writing skills. This implied that students with a positive attitude towards composition writing have better chances of acquiring linguistic skills in comparison to those who have negative attitude towards composition writing. Based on a preliminary survey on students’ performance in advanced grammar and composition, attitudes and behavior appear to be important factors affecting students’ English performances. Similarly, majority (76.2%) of the secondary school teachers of English were of the view that students had poor reading culture and this made them to perform poorly in
reading skills. Therefore, learners need to be provided with a variety of reading materials and be encouraged to develop reading culture which enhances the acquisition of reading skills. In addition, majority (57.0%) of the secondary school teachers were of the opinion that the nature of the English comprehension curriculum did not pose any challenge to the learners.

On the effect of teachers’ competencies on the adoption of integrated English approach in learners’ achievement of linguistic skills, it emerged that majority (64.6%) of the teachers of English in secondary schools reported that teacher’s poor competence in oral literature influences negatively students’ achievement of speaking skills. This implied that since most teachers may be challenged in oral literature, the achievement of linguistic skills among learners may be difficult. In addition, majority (71.3%) of the teachers of English in secondary schools were of the view that the inadequacy of teachers’ knowledge on the teaching of English language using drama had hindered students’ acquisition of speaking and writing skills. This implied that teachers need to be trained on teaching of English language by use of drama. This can only be done through provision of in-service courses and seminars for teachers of English.

Further, majority (63.7%) of the teachers believed that intensive language training amongst teachers had not enhanced the acquisition of the speaking, writing and listening skills. This emanated from the fact that most of the teachers in the County had not undergone any specialized training or in-service training on the teaching of integrated English. In addition, majority (64.6%) of the teachers in public secondary schools had not undergone any in-service training and therefore lacked the necessary skills to enable them to handle drama, poetry, oral literature and grammar. This
implied that apart from the normal teacher trainings in Universities, teachers need to undergo in-service trainings on pedagogies of teaching integrated English.

Similarly, majority (78.9%) of the secondary school teachers had not undergone any in-service training and were therefore not in a position to efficiently handle the teaching of oral literature using drama. During linguistic skills, oral literature is perceived to be an important instrument during the instruction process. This is attributed to the fact that teaching using drama activities are in line with the re-structured English curriculum which requires the objectives of integrated English language teaching to be clearly articulated.

On the effect of time factor on the adoption of integrated English approach in learners’ achievement of linguistic skills, majority (65.0%) of the teachers of English in secondary schools in Bungoma County noted that completion of syllabus of integrated English was impossible since the content was too much. This is attributed to the fact that despite the integration, no extra-time was allocated for English subject. Further, majority (80.6%) of the teachers in public secondary schools had the opinion that the merging of English and Literature had caused reduction in time allocation for teaching of both subjects in one. This implied that the time that was allocated for literature and English language has been merged into one leading to reduction in time allocated for the teaching of integrated English. Similarly, majority (64.6%) of the teachers of English in public secondary schools in Bungoma County believed integration had resulted to lack of adequate time for the teaching and learning of integrated English hindering students’ performance.
On the effect of resources on the adoption of integrated English approach in learners’ achievement of linguistic skills, the study findings suggested that majority (66.2%) of the teachers in public secondary schools in Bungoma noted that lack of language resources in secondary schools hampers the teaching and learning of oral literature. This implied that most secondary schools in the region lack adequate resources such as textbooks for integrated English hindering the teaching and learning process which results in poor acquisition of linguistic skills among learners.

Similarly, majority (69.2%) of the teachers of English in public secondary schools believed that lack of adequate teaching and learning facilities in secondary schools had resulted in low morale of teachers to teach drama. This shows that there is need for adequate provision of teaching and learning facilities especially for drama activities as this enhances the efficient teaching and learning of drama enabling students to acquire speaking skills. In addition, majority (87.3%) of the teachers in secondary schools in Bungoma county believed that funds were required to buy adequate approved literature set books and course books which had affected the teaching of integrated English resulting in poor acquisition of linguistic skills by learners.

5.2.5 Elements of achievement of Linguistic Skills

The study found that majority (69.2%) of the teachers reported that students of integrated English could not listen attentively to comprehension and therefore were not in a position to respond appropriately. This implies that the teaching of integrated English had not enabled students to effectively achieve listening skills. Majority (64.5%) of the teachers of Integrated English pointed that students could not use
listening skills to infer and interpret meaning correctly from spoken discourse. This implies that from the teaching of integrated English, learners are not in a position to effectively achieve listening skills. Furthermore, majority (64.5%) of the teachers believed that students could not speak accurately, fluently, confidently and appropriately in a variety of contexts. From the responses, it can be inferred that students in secondary schools had not achieved well speaking skills and therefore were disadvantaged when it comes to communication in public. It further emerged that majority (87.4%) of the teachers pointed that students could not read fluently and efficiently.

Similarly, majority (90.3%) of the integrated English teachers in secondary schools noted that students had not developed a life-long interest in reading on a wide range of subjects. This shows that there was poor reading culture among secondary school students. Further, students in secondary schools in Bungoma County could not read and comprehend literacy and non-literary materials an implication that students had not achieved reading skills.

5.2.6 Influence of Challenges of integrated English Approach on Achievement of Linguistic Skills

The last objective of this study was to establish the influence of challenges faced by teachers in the teaching of integrated English approach on achievement of linguistic skills in public secondary schools in Bungoma County. The research found out that attitude had a significant but positive correlation with learners’ acquisition of linguistic skills showing that positive attitude has a positive effect on learners’ linguistic skills. Learners’ motivation and positive attitude during the instructional
episodes is vital in ensuring that the learners persist adequately to successfully acquire the second language. As such, attitudes and motivation play an important role in language learning as they would appear to influence students’ success or failure in the language acquisition. In addition, teachers’ competencies had a positive influence on learners’ acquisition of linguistic skills. This implied that as teachers’ competencies increased, there was likelihood on learners’ acquisition of linguistic skills. This shows that the level of training of teachers of Integrated English affects the teaching of integrated English hence the acquisition of linguistic skills among learners. Similarly, time factor had a positive correlation with learners’ acquisition of linguistic skills showing that an increase in time allocated to the teaching and learning of integrated English could result in an effective acquisition of linguistic skills by learners.

5.3 Conclusions of the Study

The following conclusions are made based on the study findings;

Learner centered methods enabled learners to develop conceptualization, speaking and reading skills. This showed that learner-centered methods were effective in learners’ acquisition of linguistic skills. Students’ acquisition of speaking skills enabled them to speak fluently and confidently in different occasions in and outside school. In addition, adequate teacher preparation enabled learners to acquire linguistic skills integrated English. The preparation involves incorporating content material into language classes, storytelling during teaching of content in English and use of audio player equipment to teach English grammar. In instructional planning, expert teachers use specific learning targets to remove distracting items and irrelevant tasks from the
days’ lesson. This improves learning atmosphere enabling learners’ acquisition of linguistic skills.

However, teachers of English did not examine the students’ understanding of the topic through the students' listening and speaking skills first before expanding through reading and writing activities. This implied that teachers needed to gauge students’ understanding of the topics covered through listening skills which in turn leads to acquisition of writing and reading skills. In addition, teachers of English never demonstrated use of English Grammar books to find information thus inhibiting the acquisition of learners’ linguistic skills. The study therefore concludes that learner-centered teaching approaches are effective in enhancing students’ achievement of linguistic skills in secondary schools.

Based on the second objective, standardized achievement test outcomes, competitions in composition writing, debating and drama based approaches of teaching were not used by most schools in the assessment for learners’ acquisition of linguistic skills. This hindered secondary school learners’ acquisition of linguistic skills. Therefore, it was concluded that the inefficiencies associated with teachers’ use of motivational strategies hindered students’ achievement of linguistic skills. This shows that effective use of various motivational strategies during the instruction of integrated English leads to students’ achievement of linguistic skills.

Based on the third objective, students were not able to recognize words and improve on their phonological skills despite the use of various evaluation skills in integrated English in secondary schools which were aimed at improving learners’ acquisition of linguistic skills. Theme based approach of evaluation was however, considered
ineffective in influencing learners’ acquisition of skills. However, teaching of summary skills under reading and writing and teaching of grammar in context was found to be effective in influencing learners’ acquisition of linguistic skills. Therefore, the use of various evaluation strategies during the instruction of integrated English positively enhances secondary school learners’ acquisition of linguistic skills.

Based on the fourth objective, time factor, influenced negatively the completion of syllabus of integrated English. This is attributed to the fact that despite the integration, no extra-time was allocated for English subject, and this has resulted in use of pedagogies which does not allow students to acquire linguistic skills. Moreover, lack of language resources and sufficient facilities coupled with large classes in secondary schools hampers the teaching and learning of integrated English hindering learners’ acquisition of linguistic skills. This study therefore concluded that time factor and adequacy of instructional resources influenced negatively the acquisition of linguistic skills among secondary school learners.

Based on the fifth objective, attitude, time factor, and availability & adequacy of integrated English resources had a significant but positive correlation with learners’ acquisition of linguistic skills showing that positive attitude, increase in time allocated to the teaching and learning of integrated English and availability integrated English resources such as textbooks enhances learners’ acquisition of linguistic skills. Therefore, it can be concluded that reduction in challenges affecting teachers’ adoption of integrated English approach enhances students’ achievement of linguistic skills.
5.4 **Recommendations of the Study**

The following are the recommendations of this study:

i. Teachers of English in secondary schools need to embrace student-centered teaching approaches during instruction since student-centered approaches were associated with efficiency in the acquisition of linguistic skills.

ii. Secondary schools need to use motivational strategies such as standardized achievement test, competitions in composition writing, debating and drama based approaches of teaching. These motivational strategies are associated with students’ effectiveness in the acquisition of linguistic skills.

iii. For effective acquisition of linguistic skills, teachers of English need both support and feedback from colleagues and students on the acquisition of linguistic skills by learners. Further, learners need to be provided with a variety of reading materials and be encouraged to develop reading culture which enhances the acquisition of reading skills. In addition, instructional time for integrated English need to be reviewed in line with the content material associated with integrated English.

iv. There is need for various secondary schools to put in place various strategies aimed at reducing or eliminating challenges associated with the teaching of integrated English. These strategies include training of teachers, increasing the amount of time used for instruction in integrated English and provision of adequate teaching and learning materials for integrated English.
5.5 Suggestions for Further Research

The following suggestions are made for further research:

i. The effect of teacher biographic factors on students’ acquisition of linguistic skills.

ii. There is need for a similar study to be carried out in different counties and comparisons be made on the findings.
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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Kisii University
P.O Box 6434
Eldoret

Dear Sir/ Madam,

RE: EDUCATIONAL RESEARCH

I am Audrey Matere a student undertaking a PhD in Education, at Kisii University, Eldoret. In order to complete this program, I am required to research and present a Thesis on the “Assessment of the use of Integrated English Approach in Learning Achievement of Linguistic Skills in Public Secondary Schools in Kenya: A Case of Bungoma Count. This research is purely for academic purposes and the information you give will be treated with confidentiality. Do not indicate your name anywhere on this questionnaire. I kindly request you to participate in my study and your responses to the items in the questionnaire. The results will not be used for any other purposes except this study. You are free to withdraw from participating in the study at any time. Thank you

Yours faithfully

Audrey Matere
Kisii University
Faculty of Education and Human Resource Development
Department of Curriculum Instruction and Educational Media.
APPENDIX II: QUESTIONNAIRE FOR TEACHERS OF ENGLISH

This questionnaire is purely meant for academic research. Please fill in responses as truthfully as you can.

Section A: Demographic Information

1. What is your gender?
   (i) Male □ (ii) Female □

2. What is your age group?
   (i) Below 25 years □ (ii) 25 – 30 years □
   (iii) 30 – 35 years □ (iv) 35 – 40 years □
   (v) 40 – 45 years □ (vi) 45 – 50 years □
   (vii) Over 50 years □

3. What is your highest level of education?
   i) KCSE ii) Diploma □
   iii) Bachelor’s Degree □ vi) Masters □
   vii) PhD viii) Untrained □
   ix) Any other (specify) …………………

4. Please indicate your teaching experience
   i) Below 5 years □ (ii) 5 – 10 years □
   (iii) 10 – 15 years □ (iv) 15 – 20 years □
   (v) Over 20 years □

5. Indicate the number of lessons you have per week
   (i) Below 10 lessons □ (ii) 11 -20 lessons □
   (iii) 21 -30 lessons □ (iv) 31 -40 lessons □
   (v) Over 41 lessons □
SECTION B: Effectiveness of Instructional Methods Used in Integrated English Approach on achievement of Linguistic Skills
Please Tick (✓) in appropriate space in response to the stated statement
Scale 1= SD; 2 = D; 3= A; 4= SA

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<td><strong>B (i) Learner centered methods</strong></td>
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<tr>
<td>In Integrated English lessons, students are provided with ample opportunities for interaction and participation in the classroom enabling the acquisition of speaking, writing, reading and listening skills.</td>
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<td>Students can use listening skills to infer and interpret meaning correctly from spoken discourse</td>
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<td>Students can speak accurately, fluently, confidently and appropriately in a variety of contexts</td>
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<td>Learners actively engage in learning language and literacy skills when they are provided with the necessary resources</td>
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<td>Provision of adequate textbooks for integrated English motivates learners in the development of reading skills</td>
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<td>Learners use a variety of language and learning strategies to expand learning beyond the classroom and to become independent, lifelong learners</td>
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<td>Students practice their summarizing skills and they get more proficient in descriptive language skills by writing news headlines for lessons and topics discussed in class.</td>
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<td><strong>II: Teachers’ preparation for the lesson</strong></td>
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<tr>
<td>Teachers incorporate content material into language classes enabling students to develop reading, and writing skills</td>
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<tr>
<td>Teaching content in English using story telling makes the content comprehensible to the learners enhancing the development of speaking and listening skills.</td>
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<td>Teachers’ use of multiple media in oral literature enables students to achieve speaking, writing and listening skills.</td>
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<td>Use of Computer Assisted Language Teaching (CALL) by teachers in the classroom helps in developing speaking and writing skills such as grammar which allows practice through online materials.</td>
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<td>Use of audio player equipment to English grammar helps in the development of listening and writing skills</td>
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<td>Properly planned pre-reading activities improve learner’s comprehension.</td>
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<td><strong>III: Teachers’ ability to use the methods</strong></td>
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<tr>
<td>Teachers examine the students’ understanding of the topic through the students’ listening and speaking skills first before expanding through reading and writing activities</td>
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<tr>
<td>Teachers create opportunities to focus on thinking skills through scheduled activities like problem-solving and decision-making during the teaching of poetry</td>
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<tr>
<td>Teaching students study skills, teachers will give them an important tool that they can use to achieve speaking.</td>
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</table>
listening, writing and reading skills.

Teachers demonstrate use of English Grammar books to find information enhancing the acquisition of learners’ linguistic skills.

Teachers process writing methods to help students write essays enabling them to acquire linguistic skills.

Teachers use journal writing in their classes enabling students have supportive ways of acquiring linguistic skills

Teachers usually ask groups of students to act out an event while teaching drama thus enabling students to acquire speaking skills.

### Section C: Effectiveness of learner motivational strategies used in integrated English approach on achievement of linguistic skills

Scale 1 = Not at all; 2 = Not much; 3 = much; 4 = Very much

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<tr>
<td>Setting achievable objectives</td>
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<tr>
<td>Teachers over rely on the textbook as the exclusive teaching learning materials</td>
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<tr>
<td>At the end of each learning period in class, we encourage students to self-evaluate their progress on enacting their virtue and seeking feedback from their partners.</td>
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<td>The use of texts such as oral narratives is more significant and appealing for students in order to comprehend how the spoken mode functions in real contexts</td>
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<td>Students have made an efficient use of range of sources of information including libraries, dictionaries, encyclopedia’s and the internet</td>
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<td>Learning and teaching content and language in secondary schools need to be a collaborative work between teachers and learners</td>
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<tr>
<td>Organization of content</td>
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<tr>
<td>Teaching of grammar through writing itself improves the writing ability of learners</td>
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<td>Materials to be taught in poetry are usually arranged in order of difficulty</td>
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<tr>
<td>Teaching grammar using Drama increases motivation while reducing anxiety amongst students</td>
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<tr>
<td>Usually, poetry topics are grouped together in a related manner making it easier for students to learn speaking and listening skills</td>
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<td>Oral literature Learning has provided experiences where learners demonstrate what they have learned in class using writing and speaking.</td>
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<tr>
<td>Mastery of the content</td>
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<tr>
<td>Quality of instruction matters most in educating English learners</td>
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<tr>
<td>Learners are able to effectively read, comprehend critically as well as engage efficiently in expressive and creative writing.</td>
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<tr>
<td>Learners are able to understand as well as converse effectively in spoken English</td>
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<td>Learners in our school are able to comprehend what they have read and are therefore able to speak effectively what they have learned in context</td>
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</table>
Assessment strategies used in our school is effective in monitoring students’ processing skills and problem-solving approaches

**Use of reinforcement cues**

Learners are always provided with newspapers therefore enriching the acquisition of reading linguistic skills

Secondary schools should be provided with functional libraries or e-libraries with current information on grammar and literature in English

The provision of libraries and promotion of activities in and outside the school has reinforced the normal efforts of teachers in teaching drama

Learners are divided into groups in our school enabling cooperative learning which has been shown to be effective at improving the acquisition of language skills

Teachers reinforce the learners both negatively and positively thus motivating them to achieve competency in speaking, writing and listening skills.

State some of the learner motivational strategies that are used in Integrated English Approach to enhance learning achievement of linguistic skills?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

**Section D: Effectiveness of evaluation techniques used in the Integrated English approach on achievement of linguistic skills**

Scale 1= Not at all; 2 = Not much; 3= much; 4= Very much

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<td><strong>Forms of Evaluation Techniques</strong></td>
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<td>Standardized achievement test outcomes are used for high-stakes decisions in assessment for learners’ acquisition of linguistic skills</td>
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<td>Competitions in composition writing has enabled Teachers of English in our school to assess the level of acquisition of writing skills among learners</td>
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<tr>
<td>Engaging learners in debating enhances the acquisition of speaking and critical thinking skills</td>
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<td>Drama based approaches in teaching enhances acquisition of speaking skills.</td>
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<td>Use of peer support enhances weak English learners to cope with the rest of the learners in class</td>
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<td>Teachers of English meet to map out a plan and direction for the teachers’ continued development within the profession.</td>
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<td><strong>Evaluation of skills</strong></td>
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<td>Theme-based instruction improves students’ writing, speaking and listening skills in English</td>
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<td>Students are able to recognize words and improve on phonological processing skills</td>
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<td>Summary writing skills are taught under reading and writing enable students to acquire competency in writing</td>
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<td>Grammar should be taught in a context so that meaning is clear and students know when to use the structure.</td>
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<tr>
<td>Integration of literature and language teaching enables students to gain knowledge of vocabulary, grammar, and paragraph structure, interactive</td>
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communication skills.

### III: Teachers use of feedback

Teachers’ role in integrated English is to provide experiences and assist the process by making suggestions that may be followed. Use of authentic teaching materials has enable effective acquisition of the four skills of English. Planning lessons by is extremely vital for good teaching of literature and grammar. As skilled professionals, teachers of English need both support and feedback from colleagues and students on the acquisition of linguistic skills by learners.

Which other effective evaluation techniques used in Integrated English Approach on learning achievement of skills?

____________________________________________________________________________________

**Section E: Challenges faced by teachers in adopting integrated English approach in learners’ achievement of linguistic development of skills**

Scale 1= Strongly Disagree (SD); 2 = Disagree (D); 3 = Undecided (UD); 4=Agree (A) and 5 = Strongly Agree (SA)

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<tr>
<th>I: Attitude</th>
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<tr>
<td>Teachers have negative attitude towards teaching listening skills using comprehension passages</td>
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<td>Learners’ attitude towards composition writing plays a key role in acquisition of writing skills</td>
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<td>Learners’ negative attitude towards instructional materials used in the teaching of literature has affected negatively the teaching of poetry in secondary schools</td>
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<td>Secondary school students have a poor reading culture making them perform poorly in reading skills</td>
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<td>Poor attitude of school heads and students towards the poetry affects its teaching and learning process</td>
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1 = always; 2= Not always; 3= Rarely and 4 = Not at all

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<th>Challenges</th>
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<tr>
<td><strong>II: Teachers’ Competencies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher’s poor competence in oral literature influences negatively students’ achievement of speaking skills</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Teachers have inadequate knowledge on the teaching of English language using drama making the acquisition of speaking and writing concepts difficult.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Intensive language training amongst teachers has enhanced the acquisition of the speaking, writing and listening skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers have been equipped with the relevant knowledge through inservice training to enable them to handle drama, poetry, oral literature and grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

245
Time factor
Completion of syllabus is impossible since the content is too much
The merging of English and Literature has caused reduction in time allocation for teaching of both subjects in one
The syllabus is overloaded with few periods allocated to integrate English.
Prescribed contents of the teaching course are incompatible with the allotted time of teaching
There is lack of sufficient time for studying and examining aspects of English and literature in a more practical way in secondary schools.

Resources
Lack of language resources in secondary schools hampers the teaching and learning of oral literature
Lack of funds to buy the approved literature set books and course books has affected the teaching of linguistic skills
Access to computers, updated software and hardware are key elements to successful adoption and integration of linguistic skills

What other challenges do you face in adopting Integrated English Approach on learning achievement of linguistic skills?

Section F: Elements of Achievement of Linguistic Skills
Scale: 1= Not at all; 2 = Not much; 3= much; 4= Very much

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can listen attentively to comprehension and respond appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students can use listening skills to infer and interpret meaning correctly from spoken discourse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students can speak accurately, fluently, confidently and appropriately in a variety of contexts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students can read fluently and efficiently</td>
<td></td>
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</tr>
<tr>
<td>Students have developed a life-long interest in reading on a wide range of subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Students can read and comprehend literacy and non-literary materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students have made an efficient use of range of sources of information including libraries, dictionaries, encyclopedia’s and the internet</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students can use correct spelling, punctuation and paragraphing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students can communicate appropriately in functional and creative writing</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

(b) What recommendations would you make in regard to solving such problems?

(C) How does Integrated English Approach influence the achievement of learning linguistic skills among your learners during teaching?
APPENDIX III: INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENT OF LANGUAGES

Kisii University
P.O Box 6434
Eldoret

Dear Sir/ Madam,

RE: EDUCATIONAL RESEARCH.

I am Audrey Matere a student undertaking a PhD in Education, at Kisii University. In order to complete this program, I am required to research and present a Thesis on the “Assessment of the use of Integrated English Approach in Learning Achievement of Linguistic Skills in Public Secondary Schools in Kenya: A Case of Bungoma County. This research is purely for academic purposes and the information you give was treated with confidentiality. Do not indicate your name anywhere. I kindly request you to participate in my study. The results will not be used for any other purposes except this study.

Thank you

Yours faithfully

Audrey Matere

Kisii University

Faculty of Education and Human Resource Development
Department of Curriculum Instruction and Educational Media.
1. School …………… County……………………… Sub-county……………………

2. Number of teachers of English ……………………………………………………..

3. Mean score for English as a subject in your school……………………………..

4. Since the adoption of Integrated English Approach, what changes do you see in the
development of:
   (a) Writing skills
   b) Listening Skills
   c) Reading Skills
   d) Speaking

5. (a) How do you ensure instructional methods used in achieving linguistic skills are
effective?

   (b) Which resources enhance the teaching of Integrated English Approach on
       achievement of linguistic skills?

6. How effective are learner motivational strategies used in Integrated English
   approach on achievement of linguistic skills?

7. (a) What challenges have you faced in adopting Integrated English approach on
    linguistic achievement of skills?

   b) What challenges have your teachers faced in adopting Integrated English approach
      on linguistic achievement of skills?

   (b) What recommendations would you make in regard to solving such challenges?
APPENDIX IV: LESSON OBSERVATION SCHEDULE

To be used in observing activities that goes on within the integrated English course classroom. Detailed description was recorded during classroom teaching.

County __________________ Sub County _______________ School __________________
Date_________________ Number of students present in class __________________
Teachers’ gender _______________ Academic qualification __________________

<table>
<thead>
<tr>
<th>Document</th>
<th>Features/Aspects</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan</td>
<td><strong>Lesson Introduction</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) Literary aspects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(d) Linguistic aspects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(e) Teaching activities to achieve the objectives</td>
<td></td>
</tr>
<tr>
<td>Schemes of work</td>
<td>(a) Availability</td>
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</tr>
<tr>
<td></td>
<td>(b) General objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) Allocation of time for various topics</td>
<td></td>
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<tr>
<td>Integrated English</td>
<td>(a) Evaluation Techniques</td>
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</tr>
<tr>
<td>Approach</td>
<td>(b) Skills</td>
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</tr>
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<td></td>
<td>(c) Use of reinforcement cues</td>
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</tr>
<tr>
<td></td>
<td>(d) Content organization</td>
<td></td>
</tr>
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<td></td>
<td>(e) Achievement of set objectives</td>
<td></td>
</tr>
<tr>
<td>Challenges</td>
<td>(a) Time factor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Availability of teaching resources</td>
<td></td>
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<tr>
<td></td>
<td>(c) Teachers’ attitude</td>
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# APPENDIX V: DOCUMENT ANALYSIS

Teacher______________________ School__________________________

Male/Female__________________ Class__________________________

County______________________ Sub-County____________________

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<thead>
<tr>
<th>Document</th>
<th>Features/Aspects</th>
<th>Comments</th>
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</thead>
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<tr>
<td></td>
<td>- Availability of genera objectives</td>
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<tr>
<td></td>
<td>- Allocation of time for various topics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Instructional methods suggested in teaching English lessons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Availability of resources for teaching integrated English approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- If learner and teacher activities are clearly shown</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Availability of updated remarks</td>
<td></td>
</tr>
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<td>Lesson Plan</td>
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<tr>
<td></td>
<td>- Allocation of time for various topics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Clearly stated lesson development steps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Availability of specific lesson objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Time allocation for every step of the lesson</td>
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<tr>
<td></td>
<td>- Evaluation strategies outlined</td>
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<tr>
<td></td>
<td>- Conclusion of the lesson</td>
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<tr>
<td>Syllabus</td>
<td>- Content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Topics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sub-topics</td>
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</tbody>
</table>
APPENDIX VI: PERMIT APPLICATION LETTER FROM KISII UNIVERSITY

KISII UNIVERSITY
ELDORET CAMPUS
OFFICE OF THE DEPUTY DIRECTOR-ACADEMIC AFFAIRS

Phone: 0720 094 039
Email: eldoret campus@kisiiuniversity.ac.ke

P. O. Box 6434- 30100
ELDORET- KENYA

17TH JUNE, 2015

TO WHOM IT MAY CONCERN.

Dear Sir / Madam.

RE: AUDREY MATERE REG NO: DED/00048/14

This is to acknowledge and inform you that the above mentioned student successfully completed her course work in Doctor of Philosophy in Educational Communication and Technology (English) in the Faculty Education and Human Resource Development.

However she is working on her research entitled “Assessment of the use of Integrated English Approach in Learning Achievement of Linguistic Skills in Public Secondary Schools in Kenya: A Case of Bungoma County.”

We are kindly requesting your office to provide her with the permit to proceed to the field for data collection and completion of her research.

Please do not hesitate to call the undersigned for any verification.

Thanks.

Charles O. Ong’oro
DEPUTY DIRECTOR-ACADEMIC AFFAIRS.
APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. AUDREY W. MATERE
of KISII UNIVERSITY, 6434-30100
Eldoret, has been permitted to conduct
research in Bungoma County

on the topic: ASSESSMENT OF THE USE
OF INTEGRATED ENGLISH APPROACH IN
LEARNING ACHIEVEMENT OF LINGUISTIC
SKILLS IN PUBLIC SECONDARY SCHOOLS
IN KENYA: A CASE OF BUNGOMA
COUNTY

for the period ending:
31st August, 2016

Applicant’s
Signature

Permit No: NACOSTI/P/15/3091/6909
Date Of Issue: 24th August, 2015
Fee Recieved: Ksh 2,000

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

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

REPUBLIC OF KENYA

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. 6289

CONDITIONS: see back page
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacost.go.ke
Website: www.nacost.go.ke
When replying please quote

Ref: No.

NACOSTI/P/15/3091/6909

Audrey W. Matere
Kisii University
P.O. Box 402-40800
KISII.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Assessment of the use of integrated English approach in learning achievement of linguistic skills in public secondary schools in Kenya: A case of Bungoma County,” I am pleased to inform you that you have been authorized to undertake research in Bungoma County for a period ending 31st August, 2016.

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

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

Said Hussein
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Bungoma County.

The County Director of Education
Bungoma County.

Date: 24th August, 2015
RE: AUTHORITY TO CARRY OUT RESEARCH – AUDREY W. MATERE
REG. NO: NACOSTI/P/15/3091/6999

The bearer of this letter Audrey W. Materere is a student of Kisii University. She has been authorized to carry out research on “Assessment of the use of integrated English approach in learning achievement of linguistic skills in public secondary schools in Kenya: A case of Bungoma County”, the research period runs up to 31st August, 2016.

Kindly accord her the necessary assistance.

ELIZABETH JEMIMAH MAINA
FOR: COUNTY DIRECTOR OF EDUCATION,
BUNGOMA COUNTY
APPENDIX IX: STUDY AREA

Figure 1: Map of Bungoma County showing the Educational boundaries in Sub – counties.
APPENDIX X: TRANSCRIBED INTERVIEW SCHEDULE

INTERVIEW SCHEDULES FOR HEADS OF LANGUAGE DEPARTMENT

1. School: St Mary's Sioss Girls  
   County: Bungoma  
   Sub-County: Bungoma
   North

2. Number of teachers teaching English: 8 (eight)

3. Mean score of English as a subject: 4.0

4. Since the adoption of integrated English approach, what challenges do you see in the development of
   (a) writing skills
   Little improvement in the writing skills as the classes are over populated giving a problem to the teachers in marking individual compositions.
   (b) Listening skills
   Slight improvement with the listening skills. Teachers do not pay attention to "listening passages" which they teach hurried due to scarcity of time allocated for English lessons.
   (c) Reading skills
   Not much improvement as reading tests such as course books and set books are inadequate leading to sharing of these materials by learners thus no room for individualised reading.
   (d) speaking skills
   Little improvement because learners are not given an opportunity to practice the listening skills. For instance, there are no organised debates in the school.

5. How do you ensure instructional methods used in achieving linguistic skills are effective
   - Random visits to the classes to assess how teachers teach the integrated English approach
   - Organizing meetings where teachers share their strengths and weaknesses thus correcting one another
   - Approving of schemes of work and lesson plans.
(b) Which resources enhance the teaching of integrated English approach on achievement of linguistic skills

- Realia
- Diorama
- Charts
- Commercially prepared resources
- Tape recorders

6. How effective are learner motivational strategies used in integrated English approach on achievement of linguistic skills

- Debates organised by teachers are a way of motivating learners' speaking and listening skills
- Theme based instruction improves students' writing, speaking and listening skills
- Provision of libraries promote activities in and outside the school improving reading and writing skills

7(a) What challenges have you faced in adopting integrated English approach on achievement of linguistic skills

- Scarcity of resources
- Overpopulated classrooms
- Examination oriented system of education where teaching is exam oriented than understanding the concepts
- Lack of motivation from the school management and government
- Negative attitude from teachers in the department, thus they do not support some activities such as organizing of debates which improve speaking and listening skills

7 (b) what challenges have your teachers faced in adoption of integrated English approach?

- Overcrowded classrooms
- Scarcity of resources
- Lack of enough provision of refresher courses
- Pressure to complete the syllabus within stipulated timelines
- Lack of motivation from the school management

(c) What recommendations will you make in solving such challenges?

- Motivating of the teachers of English as it is a compulsory subject
- Frequent organization of in-services course with an aim of updating teachers of English on current issues in teaching of integrated English
- Increase the number of teachers of English in every school so as to share the heavy work load they carry per individual
- Provision of enough resources for teaching integrated English
- Teaching should not be examination oriented such that teachers do not hurry to complete the syllabus
## APPENDIX XI: TRANSCRIBED DOCUMENT ANALYSIS

**APPENDIX V: DOCUMENT ANALYSIS**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Mary Wagula</th>
<th>School</th>
<th>S'Kusi' sec School</th>
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</thead>
<tbody>
<tr>
<td>Male/Female</td>
<td>Female</td>
<td>Class</td>
<td>3S</td>
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<tr>
<td>County</td>
<td>Bungoma</td>
<td>Sub-County</td>
<td>Bungoma-South</td>
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<table>
<thead>
<tr>
<th>Document</th>
<th>Features/Aspects</th>
<th>Comments</th>
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</table>
| Scheme of Work |  - Availability of the scheme of work  
- Availability of general objectives  
- Allocation of time for various topics  
- Instructional methods suggested in teaching English lessons  
- Availability of resources for teaching integrated English approach  
- If learner and teacher activities are clearly shown  
- Availability of updated remarks column | - Schemes available but not updated.  
- General objectives available.  
- Allocation of time done but not followed appropriately in class.  
- Instructional methods rarely suggested.  
- Resources provided, course books shared among learners.  
- Learner and teacher activities not properly differentiated.  
- Remarks column was forgotten and never used. |

| Lesson Plan |  - Availability of the lesson plan  
- Allocation of time for various topics  
- Clearly stated lesson development steps  
- Availability of specific lesson objectives  
- Time allocation for every step of the lesson  
- Evaluation strategies outlined  
- Conclusion of the lesson | - Lesson plan available.  
- Allocation of time done.  
- Lesson development steps not clearly done.  
- Specific lesson objectives available.  
- Evaluation strategies outlined at all.  
- Conclusion of the lesson not appropriately shown.  
- Content well articulated.  
- Topics and sub-topics not followed accordingly |

| Syllabus |  - Content  
- Topics  
- Sub-topics |  |

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240

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259
APPENDIX XII: TRANSCRIBED OBSERVATION SCHEDULE

APPENDIX IV: LESSON OBSERVATION SCHEDULE

To be used in observing activities that go on within the integrated English course classroom. Detailed description was recorded during classroom teaching.

<table>
<thead>
<tr>
<th>County</th>
<th>Sub County</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bungoma</td>
<td>8 West</td>
<td>St. Anthony School</td>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of students present in class</th>
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<tbody>
<tr>
<td>4-5</td>
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<table>
<thead>
<tr>
<th>Teachers’ gender</th>
<th>Academic qualification</th>
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<th>Features/Aspects</th>
<th>Comments</th>
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<td>Lesson Introduction</td>
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<td>- Topic</td>
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</tr>
<tr>
<td></td>
<td>- Objectives</td>
<td></td>
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<td></td>
<td>- Literary aspects</td>
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<td>- Linguistic aspects</td>
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<td></td>
<td>- Teaching activities to achieve the objectives</td>
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</tr>
<tr>
<td>Lesson development</td>
<td>Introduction</td>
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</tr>
<tr>
<td></td>
<td>- Lesson objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Review of the previous lesson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Connection between the next step of the lesson</td>
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<tr>
<td>Lesson Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- How lesson development was done following the steps clearly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- How connection between steps was clearly emphasized</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- If instructional methods were effectively used</td>
<td></td>
</tr>
</tbody>
</table>


- Review of the previous lesson not done. Connection between lesson steps not clearly emphasized. Lesson development done hurriedly. No emphasis was done and instructional methods largely were learner centred. Learners were not continuously motivated throughout the lesson.
<table>
<thead>
<tr>
<th>Motivational strategies</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of reinforcement strategies</td>
<td>Time factor</td>
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<tr>
<td>Organized content</td>
<td>Availability of teaching resources</td>
</tr>
<tr>
<td>Achievement of the set instructional objectives</td>
<td>Teachers' attitude</td>
</tr>
</tbody>
</table>

**Lesson Conclusion**
- If the lessons were concluded appropriately
- If the learners were given assignments
- If the learners were able to answer the questions appropriately
- If peer support was used in correcting weak students

*Lesson conclusion poorly done as the teachers were rushing to the next class.*
*Assignments were given.*
*Most of the learners could not answer questions appropriately.*
*Peer support was rarely used in correcting weak students.*

*Reinforcement strategies were used in few instances.*
*Content was presented organized but hurried through.*
*Set objectives not achieved accordingly.*
*Sparse.*
*Teaching resources scarce.*
*Learners sharing one course book.*
*Negative attitude by most of the teachers.*
### APPENDIX XIII (a) ENGLISH LANGUAGE PERFORMANCE IN KCSE IN BUNGOMA COUNTY (2013-2014)

**BUNGOMA COUNTY KCSE RESULTS IN ENGLISH LANGUAGE IN 2013**

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<th>NAME</th>
<th>NO.</th>
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<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>D+</th>
<th>D-</th>
<th>E</th>
<th>X</th>
<th>Y</th>
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<th>M.G. M.S.2012</th>
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**SOURCE:** MOE - COUNTY DIRECTOR OF EDUCATION - BUNGOMA COUNTY 2013

**BUNGOMA COUNTY KCSE RESULTS IN ENGLISH LANGUAGE IN 2014**

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**SOURCE:** MOE - COUNTY DIRECTOR OF EDUCATION - BUNGOMA COUNTY 2014
APPENDIX XIII (b) ENGLISH LANGUAGE PERFORMANCE IN KCSE IN
BUNGOMA COUNTY (2015-2016)

BUNGOMA COUNTY KCSE RESULTS IN ENGLISH LANGUAGE IN 2015

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SOURCE: MOE - COUNTY DIRECTOR OF EDUCATION - BUNGOMA COUNTY 2015

BUNGOMA COUNTY KCSE RESULTS IN ENGLISH LANGUAGE IN 2016

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SOURCE: MOE - COUNTY DIRECTOR OF EDUCATION - BUNGOMA COUNTY 2016
# APPENDIX XIV: PLAGIARISM REPORT

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APPENDIX XV: PUBLICATION

EFFECT OF TEACHERS’ ORGANIZATION OF CONTENT ON THE LEARNERS’ ACQUISITION OF LINGUISTIC SKILLS AMONG SECONDARY SCHOOL STUDENTS IN BUNGOMA COUNTY, KENYA.

Matere Aydryn¹, Peter O. Nyakau¹ and Violet Nabwire Kafwa².
1. Department of Curriculum Instruction Studies and Media, Kisii University.
2. School of Education, Moi University P.O. Box 3900, Eldoret, Kenya.

Abstract

The aim of this study was to assess effect of teachers’ organization of content on the learners’ acquisition of linguistic skills among secondary school students in Bungoma County, Kenya. The study utilized descriptive survey research design using mixed methods approach. A sample size of 251 teachers, 371 students and 134 heads of languages department was used. Purposive, Proportionate and simple random sampling techniques was used to obtain the respondents. Data was collected using questionnaires, interview schedules, observation and document analysis. The validity of the instrument was tested through expert judgment while reliability was achieved using Cronbach Alpha. Quantitative data was analysed by use of frequencies and percentages while qualitative data was analysed thematically and presented in narrations and quotations. The study found that authentic teaching materials and planning of lessons by teachers was associated with learners’ achievement of linguistic skills. Additionally, teachers had a negative attitude towards the adoption of integrated English approach. The study recommended that teachers need to adopt new strategies of assessing students. The findings of this study will be significant to teachers of English to re-evaluate their styles of teaching and improve on them. It may also assist curriculum planners and developers at Kenya Institute of Curriculum Development (KICD) on need to organize in-service course for teachers of English in line with the revised curriculum.

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Introduction:

For the past two centuries, the integration of English language studies with subject material content in recognized education has been given a significant attention in Europe, Asia, the Americas and Africa (Coyle, Hood, & Marsh, 2010; Bennaiss, 2011; Lyster & Ballinger, 2011; Naves, 2009; Moate, 2011). This integration according to Dalton-Puffer & Smit (2007) has led to rebirth of two extensive teaching approaches; Content Based Instruction (CBI) and content and language integrated learning approach (CLIL).

The thinking of the integrated skills approach (ISA) originated from the idea that in normal, daily practice, oral and written languages were not separated and isolated from one another (Su, 2007). Perego & Boyle (2001) on their part argue that oral and written languages are integrated in most communication occasions and often occur together.

Corresponding Author: Matere Aydryn.
Address: Department of Curriculum Instruction Studies and Media, Kisii University.
integrated-skills approach, similarly, functions just as both communicative language teaching (CLT) and whole language do since they both stress on meaningful and dependable language usage and associate both written and oral language development (Su, 2007).

KIE (2004) defines integration as amalgamation of two independent but related subjects, so as to augment each other. In English, writing, listening and speaking need to be complementary (MoE, 2012). Integration stresses the horizontal association between different curriculum parts with an aim of inter-relating content or learning experiences to enable the learners to observe a unity to knowledge (Roehrig et al., 2007). Roswell (2013) further describes the consequence of kinaesthetic instruction as part of dependable, multidisciplinary form of interaction that creates an important element in inter-cultural literacy, which if amalgamated deliberately in the English classroom setting, could arouse, support and substantiate the spoken engagement of students.

In the syllabus review of 2002 in Kenya, a number of areas including poetry, plays, novels, summary writing, grammar and oral literature were found to be too difficult for pupils (KIE 2004). However, it was felt that these areas were primarily perceived as difficult due to the approach adopted in teaching them. The review therefore recommended that the oral aspect of poetry and oral literature be covered under the language skills of listening and speaking while the study of novels would be handled under intensive reading. On the other hand, summary writing skills would be taught under reading and writing. Grammar would be reorganized and content presented in a spiral approach under the broad areas of parts of speech, phrases, clauses and sentences (KIE 2004). This recommendation was adopted and led to a totally integrated English syllabus and strategy to the teaching and assessment of English in secondary school.

Further, Calderón, Slavin, and Sánchez (2011) asserted that quality of instruction matters a lot during English students’ instructions. The researchers highlight comprehensive reorganization models, as well as individual parts of these models as school structures and leadership, integration of language, language and literacy instruction, literacy and content instruction in secondary schools, cooperative learning, professional advancement, parent and family support teams, coaching and monitoring implementation and results.

Scarcella (2003) noted that as learners’ advance through secondary schools, academic content is deemed to become differentiated and multi-faced in relation to academic linguistic skills that is required by learners so as to meaningfully engage with and learn content. For ELL learners to successfully engage with scholastic content, they must have adequate academic language to attain new knowledge and skills and to show what they understand and can do in scholarly subjects. Thus, it is important that ELL learners be given with suitable supports to learn the language of the content areas and that these supports be aligned with the more rigorous content demands and higher achievement expectations associated with the CCSS. Only then can learners’ construction of content knowledge improve hand in hand with the achievement of linguistic skills (Sato et al., 2011; Walqui & van Lier, 2010).

Akram and Malik (2010) view successful integrative approach as inevitable support that would assist language teachers to make the lessons active, engage the students in different tasks and interactions during learning. Intense and efficient communicative learners are supposed to be involved in the integration of the four linguistic skills, in which the teacher requires to create a positive environment, design appropriate tasks inspire students and deal with challenges according to learners’ needs (Davis & Peerse, 2000).

Educators argue that reading, speaking, listening and writing should be treated in the language learning process as combined, interdependent and intimate foundations of language and that no language development should be detached from the whole teaching choice. When a learner writes, reads, speaks, or listens, this language encounter feeds into a mutual information pond, and that in successive encounters with English language, this learner can draw on this pond (Su, 2007). Use of drama instructions has been pragmatic to the instruction of other languages which could either be first or second languages. In addition, Piazzoli (2011) adopted the use of drama workstations as part of a third-year Italian language teaching and found that the respondents in the research could yield more dependable and spontaneous language, in contrast to 'scripted' language where learners would normally find in a common English language class. From the results of the study, this was accredited to the engagement the respondents had to the role, settings that were appropriate to real life, and the theatrical tension that was formed in the drama lessons.
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RESEARCH ARTICLE

EFFECTIVENESS OF LEARNER CENTERED METHODS IN INTEGRATED ENGLISH APPROACH ON LEARNERS’ ACHIEVEMENT OF LINGUISTIC SKILLS IN SECONDARY SCHOOLS IN BUNGOMA COUNTY, KENYA.

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Abstract

In spite of the efforts to enhance the performance of English in Kenyan secondary schools, there have been persistent challenges in using the integrated English approach on learning achievement of linguistic skills. The purpose of this study was to assess the effectiveness of learner centered teaching methods in integrated English approach on learning achievement of linguistic skills in public secondary schools in Bungoma County. The study utilized descriptive survey research design using mixed methods approach. A sample size of 251 teachers, 371 students and 134 heads of languages department was used. Purposive, Proportionate and simple random sampling techniques was used to obtain the respondents. Data was collected using questionnaires, interview schedules, observation and document analysis. The validity of the instrument was tested through expert judgment while reliability was achieved through the use of Cronbach Alpha. Quantitative data was analysed by use of frequencies, percentages means and standard deviation. Qualitative data was analysed thematically and presented in narrations and quotations. The study found that learner centered methods enabled learners to develop conceptualization, speaking and reading skills. The study recommended that teachers of English need to embrace the use of journal writing, demonstrate use of English grammar thus enabling students’ acquisition of linguistic skills. The findings of this study will be significant to teachers of English to re-evaluate their styles of teaching and improve on them.

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Introduction:

Collins and O’Brien (2003) noted that student-centered instruction (SCI) is a teaching strategy in which learners affects the content, materials, activities and pace of learning. This learning model places the learner in the center of the learning process. Learner-centered as used in conjunction with processing, learning, or teaching describes a learning process where much of the power during the experience rests with learners (Estes, 2004). By utilizing learner-centered facilitation procedures, teachers ensure that learning experienced and competency-based learning excels (Davis, 2003). In addition, De la Sablonnière et al., (2009) stated that although an educational shift from a teacher-centered strategy to a learner-centered strategy may be related with positive consequences, it nonetheless necessitates teachers and learners to respectively modify their thinking and action towards education.

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757
In addition, Vavrus et al., (2011) studied the adoption of student-centered strategies in various Sub-Saharan nations and concluded that instructors’ useful concerns on student-centered method, professional support and favourable conditions of instructions were never considered useful. The study revealed that teachers had inadequate linguistic skills during instruction hindering their expression of multifaceted ideas and to asking of critical questions in the classrooms. In addition, it emerged that the assessment system was associated less with active learning and student-centred teaching approaches. However, it was associated more with direct teacher instruction thus making the it to be more of teacher-centred approach. This reveals that instructor-centred teaching approaches are practised more in Sub-Saharan nations. In addition, Hyvonen et al., (2014) showed that those collaborative and learner-centred approaches in authentic classroom setting can result in deeper understanding about student’s efficacious agency in learning contexts.

Further, Mnena, (2010) argued that scholars learn more words fast through repeated exposure during writing and reading than through direct teaching approach. Artistic writing normally extends the ideas underlying the new words that eventually become a permanent part of writing and reading process. In addition, Mnena (2010) conveyed a synthesis of studies on studying and writing connections, locating that analyzing has influence on writing and vice versa; for this reason, they concluded that the two are cyclical and similarly facilitative devices that help each other. Newcomers learn how to read and write via conducting reading and writing. By use of studying experiences, most learners turn out to be proper readers in the identical manner they grasp verbal language (Mnena, 2010). Reading and writing need to come as naturally as language learning. Students write more and think at deeper levels when they are involved in low-stakes writing assignments, because the aim is on exploration of concepts rather than clarity of presentation. It allows students to connect what they know to what they are learning, and move beyond low-level recall level of information. Low-stakes writing also permits students to interact individually with information and concepts without the demand of creating well-polished finished work.

Further, Davidson et al., (2015) claimed that approaches that enhance the achievement of linguistic skills appear prominently during pre-school learning. On their part, Davidson et al., (2015) examined the effect of indirect language stimulation (ILS) approaches on receptive and expressive oral language of 4-year-old pupils using methods that could be easily imparted to instructors and implemented in the classroom. The outcome showed that students in classrooms where teachers had higher professional skills achieved significantly higher growth in expressive linguistic scores than students in other classes.

In their research, Ahmad and Aziz (2009) pointed out that in some instances instructors were of the view that classes need to be instructor-centred. In his part Ndirangu (2004) noted that unsuitable classroom skills including the adoption of teacher-centred approaches could sabotage the achievements and aims of the course. Eken (2000) as cited in Toweit, Indosith and Otwach (2013) pointed that in learner-centred classes, learners were seen as being able to undertake a more active and participatory role as compared to traditional strategies. This instruction method enhanced active involvement of learners in classroom activities. However, in a classroom environment a teacher should be well equipped with various approaches of instruction in Integrated English.

Students have been shown to have poor conceptualization of linguistic skills and part of the challenge lies with the traditional teaching approaches adopted by their instructors in classroom (Ahmad & Aziz, 2009). A study carried out by Ng’ong’a (2002) showed that in Kenya school leavers have continued to perform poorly in English and this was associated to instruction approaches adopted by their teachers in secondary schools. This study assessed the effectiveness of the learner centered teaching approach adopted by teachers in enhancing the acquisition of linguistic skills among learners in secondary schools in Bungoma County.

Methodology:-
The research used descriptive survey design using mixed approach methods. Mixed methodology is the blending of two or more approaches in a research study resulting in both quantitative and qualitative data (Greene, 2007; Teddie & Taehakki, 2009; Cresswell & Plano Clark, 2007). The study was mixed methods in a single research which permits for pragmatism.

The study targeted all the 724 teachers of English teaching Form three students in 206 secondary schools in Bungoma County. In addition, the study targeted all heads of languages department in all the 206 secondary schools. Form three teachers of English were specifically targeted for the purpose of this research because, it is at this level that set books are fully introduced according to the syllabus and thus the teacher is tasked with the responsibility of