

THE ROLE OF THE INTEGRATED ENGLISH APPROACH ON THE
LEARNERS' PERFORMANCE IN GRAMMAR IN SECONDARY SCHOOLS IN
NAKURU MUNICIPALITY.

BY:

KHAEMBA JOSEPHINE MULINDI

EGERTON UNIVERSITY LIBRARY

A RESEARCH THESIS SUBMITTED TO THE GRADUATE SCHOOL IN
PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF THE DEGREE OF
MASTER OF ARTS IN ENGLISH LANGUAGE AND LINGUISTICS OF
EGERTON UNIVERSITY.

EGERTON UNIVERSITY.

MAY, 2005.

X



Eger241280

2007/72692-X

DECLARATION AND RECOMMENDATION

DECLARATION

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

NAME: KHAEMBA JOSEPHINE MULINDI

DATE: 16-5-05

SIGN: 

RECOMMENDATION

This MA Thesis has been submitted for examination with our approval as University supervisors.

NAME: DR. KIMANI NJOROGE

DATE: 18/5/05

SIGN: 

NAME: DR. CATHERINE KITETU

DATE: 18.5.05

SIGN: 

1507/72-69-4

COPYRIGHT

All rights reserved: no part of this thesis may be reproduced, stored in any retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise. Written permission for any copying must be obtained from the author or Egerton University on her behalf.

Copyright 2005.

Khaemba Josephine Mulindi.

DEDICATION

To my late grandmother Priscilla Khayasi whose dreams and vision have been my inspiration.

ACKNOWLEDGEMENTS

The development of this thesis would not have been possible without the help of many people. I am especially grateful to my supervisors, Dr. Kimani Njoroge, for his thought provoking questions, insightful criticisms and advice. Dr. Catherine Kitetu for capturing the essence of this work and providing invaluable advice. To my other lecturers, Dr. John Kimemia, who taught me research techniques and corrected my work; Dr. Aswani Buliba for his bibliographical assistance and helpful thoughts towards my proposal. To Mr. G. Mayaka for his valuable suggestions. To Dr. Yieke for her contribution. To Ms Juma for allowing me to read her thesis whose content was of great help. To Dr. Furaha Chai for reading through my proposal and correcting the grammar.

I am also grateful to my colleagues for their support and advice. In particular, I am thankful to the teachers who allowed me to visit their classes and the students whose responses form useful data in this thesis. I also thank Mr. J. Mwangi the language teacher of Njoro Boys Secondary School for his invaluable material.

I am especially thankful to my parents, friends, and members of my family for their support and encouragement.

It is not possible to name everybody who has contributed to the final work but to them all, I owe my gratitude.

ABSTRACT

The KCSE examination results reveal that English is poorly performed in the National Examination. Although the integrated English approach was introduced to increase fluency in the subject, students continue to perform poorly. Few studies have investigated the integrated approach to the teaching of English in relation to the learners' written performance. The objectives were to investigate how input through the integrated approach and input through the non-integrated approach affected the learners' written grammatical constructions. The study sought to determine whether there was a relationship between these approaches and the learners' grammatical performance. The study was premised upon the input hypothesis, which claims that we acquire language only when we understand input that contains structure that is a little beyond where we are now, i.e. $[i + 1]$ where i represents the current competence and 1 the next level. The theory was relevant because its tenets formed the basis for comparing the linguistic input through the integrated approach and input through the non-integrated. This was to ascertain appropriate target language input that facilitates acquisition. An experimental design of pretest-posttest control group procedure was adopted to achieve the above objectives. The hypotheses were that there is no relationship between input through the integrated or the non integrated approach and the learner's grammatical performance. Two groups of learners: the experimental group and the control, all form two, drawn from four secondary schools in Nakuru municipality were involved. The experimental group received the input through integrated approach while the control group was exposed to input through the non-integrated approach. The subject teachers were drawn from the same schools to assist in the teaching. Tests were administered to both groups and the mean scores computed and compared. The results were tabulated and the 2 sample t-test analysis was applied. The results showed significant differences in the test scores of the treatment group and the control group. From the analysis of the results, it was concluded that learners who received input through the non-integrated approach performed better than those who were subjected to input through integrated approach. These findings are important to educators and curriculum developers as they are expected to come up with informed decision pertaining to the teaching of English.

DEFINITION OF TERMS

Approach:

It is an assumption dealing with the nature of language and the nature of language teaching and learning. It describes the nature of the subject matter to be taught. It states a point of view—a philosophy—something which one believes but can not necessarily prove.

Acquisition:

The process of getting to know a language unconsciously by mere exposure. In this study, acquisition and learning are used interchangeably to capture language learning.

Comprehensible input:

Language data which are understandable but with effort and are slightly more advanced than the learner's current level of comfortable understanding.

Fluency in English:

Used in this study to mean the ability to write accurately and appropriately in English language.

Grammar:

The system of rules for ordering words in sentences and texts.

Input:

The written or spoken language addressed to the learners. What they hear or read

Integrated approach:

It is a philosophy that views learning and teaching in a holistic way where literary and non literary texts are used to teach language. In this study it involves the merging of language and literature into one subject. It replaces fragmented teaching with integrated contexts

Integrated English course/curriculum:

Refers to interdisciplinary teaching where what is learned is organized in such a way that cuts across subject matter lines. Subject areas are linked to create new models for learning.

Learning:

The process of getting to know a language by conscious effort, usually through a teacher, a book or some language teaching device.

Literary material:

Viewed as creative work i.e. the deliberate manipulation of language features to achieve certain effects.

Method:

An overall plan for the orderly presentation of language material based upon the selected approach. While an approach is axiomatic, a method is procedural; no part of which contradicts.

Non literary:

Material that is non fictional e.g. magazines, journals, newspapers, etc.

Optimal input:

Used here to mean language samples that are challenging but not overwhelming to the learner which results in acquisition.

Practice:

The repetition of target language structures to ensure acquisition. A language is a habit, habits are established by repetition. A language must be taught through repetition of target language features.

Quantity of input:

A great deal of language data to which a learner is exposed to.

Second Language Acquisition:

Refers to the subconscious or conscious process by which a language other than the first language is learnt in a natural or tutored setting.

Target language:

The language being taught and learned; refers to English language in this study.

Written Grammatical Performance:

The learners output as seen through their grammatical constructions in written tests

TABLE OF CONTENTS

Declaration and recommendation.....	ii
Copyright.....	iii
Dedication	iv
Acknowledgement.....	v
Abstract.....	vi
Definition of terms.....	vii
Table of contents	viii
List of tables.....	xi
Abbreviations and symbols.....	xii

CHAPTER ONE

INTRODUCTION

1.1	Background to the study.....	1
1.2	Statement of the problem.....	6
1.3	Objectives of the study.....	6
1.4	Hypotheses Tested.....	6
1.5	Justification of the study.....	7
1.6	Scope of the study.....	7
1.7	Limitations of the study.....	8
1.8	Summary	8

CHAPTER TWO

THE LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1	Introduction.....	10
2.2	Methods of Language Teaching	10
2.3	Integration of Language and Literature.....	14
2.4	Teaching of Literature.....	19
2.5	Teaching of Language.....	21
2.6	Integrated English Curriculum	23
2.7	Optimal Input	26

2.8	Studies on Structural Content of Language Teaching.....	30
2.9	Local Studies on the Teaching of English.....	31
2.10	Theoretical Framework.....	33

CHAPTER THREE
METHODOLOGY

3.1	Introduction.....	36
3.2	Research design.....	36
3.2.1	Experimental studies: intervention and control.....	37
3.3	Target population and location of study.....	37
3.4	Sample and sampling procedure.....	37
3.5	Data collection procedure and Instruments.....	39
3.6	Teaching and Testing procedures.....	40
3.7	Testing and Scoring Procedures.....	40
3.8	Reliability of the instruments.....	41
3.9	Validity of the instruments.....	41
3.10	Data analysis techniques	42

CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1	Introduction.....	43
4.2	Testing the integrated English approach	43
4.3	Testing the non-integrated English curriculum.....	47
4.4	The T-test analysis for the integrated and non-integrated approach.....	51
4.4.1	The two-sample t-test.....	51
4.4.2	The two-tailed t-test procedures for the experimental and control groups..	53
4.5	The t-test analysis of the overall scores for the experimental group and control group.....	56
4.6	Discussions.....	58
4.7	Summary	60

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction	62
5.2	Conclusions.....	62
5.3	Recommendations.....	63
5.4	Areas for further research.....	65
	REFERENCES.....	66
	APPENDICES.....	71

LIST OF TABLES

Table 1A &1B	Description of samples	38
Table 2 (a):	Scores before and after instruction for school 1 using integrated approach.....	44
Table 2 (b):	Scores before and after instruction for school 2 using integrated approach.....	46
Table 3 (a):	Scores before and after instruction for school 1 using non-integrated approach.....	48
Table 3 (b):	Scores before and after instruction for school 2 using non-integrated approach.....	50
Table 4 (a):	T-test analysis of test 1 for school 1.....	53
Table 4 (b)	T-test analysis of test 2 for school 1.....	54
Table 4 (c)	T-test analysis of test 3 for school 1.....	54
Table 5 (a):	T-test analysis of test 1 for school 2.....	55
Table 5 (b):	T-test analysis of test 2 for school 2.....	55
Table 5 (c):	T-test analysis of test 3 for school 2.....	56
Table 6 (a):	T-test analysis of the overall mean scores for the experimental and control group for school 1.....	57
Table 6(b):	T-test analysis of the overall mean scores for the experimental and control group for school 2.....	57

LIST OF ABBREVIATIONS AND SYMBOLS

KCSE	Kenya Certificate of Secondary Education
KIE	Kenya Institute of education
KNEC:	Kenya National Examinations Council
MOE:	Ministry of Education
SLA:	Second language acquisition
SPSS:	Statistical packages for Social Sciences
TPR:	Total Physical response
i +1	i refers to the learners' current stage of inter language development and 1 the next level that is slightly advanced.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The background to this study was the growing concern of the students' poor performance in English in Secondary schools in Kenya. The research was to establish the role of integrated English approach on the learners' written grammatical performance.

The Mackay report (1981) which was the presidential working party on the second University proposed the restructuring of Kenya's entire education system from 7-4-2-3 to 8-4-4 system of education. With the 8-4-4 curriculum, English language and literature were collapsed into one subject called English. With the 8-4-4 English syllabus, integration was introduced as an approach to teaching English and literature. The integration implied that English and literature would be taught as one subject by the same teacher. KIE (1987) says,

“The teacher of English will be forced to have sound command of English language as well as possess a sufficient appreciation of the literatures of Kenya, Africa and the rest of the world”.

According to the Ministry of Education (1992), the approach is termed the integration of language and literature in that language and literature are allowed to co-exist in order to, as argued by Long and Carter (1987), stimulate students' language development and at the same time enhance sensitivity to the use of language in literature.

KIE (2003) adopts integrated approach which means merging language and literature to be taught as a compact unit in order to strengthen and enrich both. Through exposure to literature the learners will improve their language skills. They will not only enrich their vocabulary but also learn to use language in a variety of ways. An improved knowledge of language will enhance the learner's appreciation of literary material. Furthermore KIE (ibid) posits that while some people have expressed concern about the integration of language and literature, it is important to note that literature provides genuine and expressive samples of language and literature in context. This helps students to gain familiarity with many different linguistic uses, forms and conventions of the written mode.

Reading of literary works provides a rich context in which learners can acquire new vocabulary and knowledge of the rich possibilities of language use. It is pointed out in the syllabus that teaching language structures in isolation is not only boring but it also tends to produce learners who lack communicative competence. The syllabus also stipulates that language is not learnt in a vacuum. It revolves around issues and concerns that affect people. These may include civil education, good governance, HIV/AIDS, environmental issues, corruption, the struggle to preserve moral and spiritual values etc. The English teacher is therefore required to expose the learner to these concerns through all the language skills.

With the 8-4-4 system of education and the school curriculum, the policy makers took into consideration the fact that there is only a limited amount of time available for teaching literature and language since there are many other subjects to be taught. This is an actual impediment since the integrated English course is too wide. The time allocated for the teaching of the subject is six lessons a week for form two. It is expected that the integrated approach will help maximize the utilization of this time to ensure effective coverage of the syllabus.

Other approaches to teaching languages are the deductive and inductive approach. Grammar may be approached deductively, in which case students are given a grammatical rule with examples before they practise the use of a particular structure or inductively, where students see a number of examples of the rule in operation in discourse, practise its use and then evolve a rule with the help of the teacher and then practise using the structure. In either of these approaches, there is a phase where students practise the use of grammatical structures i.e. by the use of substitutional tables, flash cards or language games.

However, with the integrated approach, as reported in Bukonya et al (2003) English course, the grammar items to be taught are integrated in the reading passages. The teacher is expected to supplement the provided text in the reading passage with other literally and non literary materials where the grammar items being taught are used. The justification for this is that this will not only make the learning of grammar more meaningful but also interesting. Non literary material may include: Newspapers, Journals, Magazines and other non fictional books.

According to the revised English curriculum, integration means that the teacher's role in teaching is 75% teacher based. In addition, the literature set books should be the main resource materials. Comprehension, Summary and Writing should be based on the set books in literature. Grammar items should be contextualised with reference to the set books. But one point to note is that the language and content of literature is deliberately and creatively modified (even often distorted) for the needs of the writer. Some kinds of extracts necessarily involve an artificial separation of sentences from a wider context with which they naturally cohere. Interpretative problems can result as much from the difficulties of contextualisation and from linguistic deviations more usually associated with difficulty in literary text.

Previously, this approach was open to students who had completed with passing grade at ordinary level (O-Level). It was offered at advanced level. It was appropriate for this group of students because they already had assimilated the everyday usage of language and could therefore appreciate new shades of meaning and syntax.

According to Ellis (2001), competence in English is an essential prerequisite for educational and career success. Without it, a student will be handicapped when learning his/her other subjects and later, when learning and performing a job. English is the medium of instruction in all public institutions and a compulsory subject in national examinations. In addition, English is the official language of communication in Kenya and an international language. This means that good performance in English determines opportunities for further education as well as job prospects. The importance of English cannot therefore be underestimated.

Since the introduction of the integrated English approach, there has been a problem of poor performance in English in secondary schools. This approach had the ultimate goal to increase fluency and performance in English (KIE, 1987). However, many students with good grades in other subjects have failed to secure places in public universities and in job markets because qualification is pegged on good performance in English. According to the (KIE, 2003) English syllabus, some people have expressed concern about the integration of language and literature. Mutea (2001) notes that performance in English at (KCSE) has been poor for many years many of the students scoring D and below. KIE (2003) reports that many people have pointed at the integrated approach as the cause of the poor performance. The Koech Report of 1999 says stakeholders alleged that the integrated approach has made the syllabus too wide for

coverage. For example, KIE (1987) refers to integrated approach as a difficult and onerous task while the KNEC (1997) reports that integration of language and literature made the new English curriculum wide and congested, it cannot be covered in the four year secondary school period. It was the concern of this research to verify the merits of these criticisms leveled at the integrated approach.

This study saw the need to investigate the input through the integrated English approach, the literary and language samples addressed to the learners, to find out how it impacted on the learner's performance. Learners will be able to acquire the target language if the input addressed to them is comprehensible and supplied in sufficient quantity Krashen (1987). Comprehensible input is a major requirement for language acquisition.

The focus of this study was on the learners' written grammatical construction after exposure to input given through the integrated and the non integrated approaches. According to Ur (1988), the learning of grammar should be seen in the long term as one of the means of acquiring a thorough mastery of the language as a whole, not as an end in itself. Grammar is at the core of the Kenya secondary school English syllabus MOE (2003). Grammar may furnish the basis for a set of classroom activities during which it becomes temporarily the main learning objective. This underscores its importance in the teaching of English. The contents of grammar include; parts of speech, nouns, verbs, adverbs, adverb phrases, adjectives, interjections, prepositions, phrases and clauses.

Previously a great deal of grammar teaching concentrated on form. Grammatical choices were made not on a whim but to give accurate information. Other approaches to the teaching of grammar proceed from presentation, practice and use. However, the integrated English approach proposes that grammar items be presented to the class within the context in which they appear. A story or a short dialogue which is in written form in the textbook or a literary book should be used (MOE, 2003). Besides, the Ministry of Education recommends that teachers utilise literary and non literary material to help the learners acquire a thorough mastery of the language (KIE, 1992).

The integrated approach presumes that students will manage to process and internalise the grammar presented within the context in which it appears without clear assistance. This may be a wrong assumption, because within the literary context the learners' attention may be on the message and not necessarily on the structures or grammatical forms.

Acquiring grammatical competence means going beyond the course book and using other supplementary resources. Constant practice is essential, use of language games, films, role play, writing compositions, etc, help enhance the acquisition of grammatical proficiency. But the input addressed to the learners through integrated approach is rather too broad and lacking in specificity.

The Ministry of Education (1992) reports that grammar is an area in which many teachers lack confidence. Grammar requires specific and clear guidelines that relate to form and rules. In addition, it requires explicit explanations not couched in linguistic terms incomprehensible to the learners. Some of the literary texts have literary jargons operating at some level far beyond the learner's linguistic competence. Some teachers training background show that they were trained to teach literature only and other subjects other than English language.

A number of workshops on the teaching of English have been organised for language teachers to address the issue of poor performance in English but what has been done so far is to pick sections of the course e.g. the novel, (prose), play (drama), short story, comprehension, etc, and analyse. Few seminars eg the one organised by the National Educational Services have addressed the issue of integration and learners' written performance. Institutions of higher learning have started offering bridging courses in English which indicates that students continue to perform poorly in the subject.

In Kenya, a lot of research has been done on the teaching of English but few have addressed the input through the integrated English course and how it affects the learners' written performance. So far there is no empirical evidence to show how much input through the integrated approach is adequate to enable the learners acquire fluency in all the skills of English, grammar not withstanding. It was the issue of input as channelled through integrated approach and the fact that students continued to perform poorly in English that formed the basis for this study.

1.2 Statement of the problem.

Poor performance in English in Kenya Certificate of Secondary Education is a problem. The introduction of the integrated approach had the ultimate goal to increase fluency and performance in the subject. Yet, students have continued to perform poorly. This is an area that requires research inquiry. The role played by the integrated English approach on the learners' written grammatical constructions is the focus of this study.

1.3 Objectives of the study

The main objectives of the study were;

- (i) To find out how the input through the integrated English approach affects the learners' written performance.
- (ii) To investigate how the input through the non-integrated approach affects learners' written performance.
- (iii) To compare the integrated and the non-integrated approach to teaching on the learners' written grammatical performance.

1.4 Hypotheses tested

The following hypotheses were looked at during the research:-

- (i) There is no relationship between the input through integrated English curriculum and the learners' written performance.
- (ii) There is no relationship between input through the non-integrated approach and the learners' written performance.
- (iii) There would be no difference in learners' performance when they are subjected to either the integrated or the non-integrated approach.

The null hypotheses were used because they are better fitted to statistical techniques, many of which are aimed at measuring the likelihood that a difference found is truly greater than zero. This study applied the two-tailed sample test of significance. This assumes that the difference could occur in either direction.

1.5 Justification of the study

The study investigated the integrated approach to teaching English. The research intended to show how the input through this approach affected the learners' written grammatical performance. Poor performance in English in KCSE is a problem. Therefore, there was need to establish if there is a relationship between the integrated English course and the learners' written grammatical performance.

A few studies have been conducted in Kenya in the area of integrated approach to teaching English. The few conducted do not concentrate on the role of integrated approach on the learners' performance in grammatical construction. Furthermore, they do not involve direct classroom instruction. Allwright and Bailey (1991), note that classroom research produces fruitful results of major relevance to teaching, syllabus design, material development and testing.

The findings of the present study are important to Educators and curriculum developers. It is expected that the results will help the professional managers to come up with informed recommendations on how English should be taught. They are also of benefit to (applied) linguistics i.e. in areas such as second language acquisition, specifically language teaching and language learning. This will in turn benefit the entire pedagogical process.

1.6 Scope of the study

The study concentrated on the teaching of English in four secondary schools drawn from Nakuru municipality. It was confined to second language acquisition within the classroom. Though classroom research covers many aspects, e.g. the factors affecting second language acquisition, this study drew conclusions from only the outcomes of classroom language lessons.

Four classes of form two students participated in the study. The researcher assigned two classes to experimental group and two classes to the control group. The experimental group was exposed to input through the integrated approach. The input given to them was a merger of literary skills and language skills as laid down in the Intergrated English Course Book 2. The control group was subjected to input through the non-integrated approach. The teachers isolated language skills i.e. grammar content, comprehension, writing, speech work and listening from KIE book 2 and taught them in isolation. The teaching covered two months. The main focus was on the learning of grammar and testing of written work. Three tests were administered to evaluate the learners' performance in grammatical constructions.

1.7 Limitations of the study

One of the limitations of the study was that only four-form two classes were studied. This is because of the limited time set for the study. Secondly, the learners were evaluated only in written grammatical structures; the 8-4-4 System of Education in Kenya puts a lot of emphasis on written skills (KIE 1992). Besides, there are not many studies that have investigated grammar skills in relation to the integrated approach to teaching. Basically, the learning of grammatical structures is one of the means of acquiring a thorough mastery of the language as a whole. The focus was on classroom input. Other factors affecting second language acquisition were not considered. Conclusions were drawn from the outcome of input only. The limitations of the input hypothesis (see chapter two) time and financial constraints contributed to the limited scope.

1.8 Summary of the Thesis

This introductory Chapter has laid out the background and purpose for the study. The aim of the study was to investigate the role of input through the integrated English approach on the learners' written grammatical performance. Although integration was introduced to increase proficiency in English, students continue to perform poorly in the subject. Consequently many students with poor grades in English have had to lose their chances to pursue higher Education. The job market too demands good performance in English. This means that those students who don't master English reap no academic, social and professional benefits. In the School setting, lack of proficiency in English makes the learning of other subjects difficult. The importance of good performance in English cannot therefore be overemphasized. The study saw the need to investigate the input through integrated English approach in order to establish whether or not it impacted positively on the learners' grammatical constructions.

Chapter two presents the literature review. The review centres on the integrated English approach as adopted by Kenyan curriculum planners. Here, the study looks at views on integration that formed the basis for integrated English approach. The study also looks at integrated English curriculum as practised in Western Countries. Few studies have been done in Kenya as regards the input of the integrated English curriculum. This study noted the above. The basic principles of the input hypothesis are brought into focus. The review explores the various

approaches to language teaching, the structural content, and local studies on the teaching of English.

Chapter three explores the methodologies of the study. Experimental research design was adopted for this study. The research location along with the data collection and analysis procedures are described.

Chapter four provides the analysis and interpretation of the results from the fieldwork. The results are given which showed that students performed better in written grammatical constructions when they received input through the non-integrated approach as opposed to input through the integrated approach. The non-integrated approach provides greater amount of comprehensible input in terms of grammatical structures. When grammar is the subject matter acquisition comes from the teacher talk used to present the grammar and the activities the learners are involved in (Krashen, 1985). Chapter five presents the conclusions and recommendations for further research in the area of integrated approach to teaching.

CHAPTER TWO

THE LITERATURE REVIEW AND THEORETICAL FRAMEWORK

LITERATURE REVIEW

2.1 Introduction

The review centres on the key areas to this study with a view to establish what constitutes appropriate target language for acquisition in a classroom situation. Studies on the various approaches to teaching are reviewed. The areas covered in this review are studies on:-

- i. Methods of language teaching
- ii. Integration of language and literature
- iii. Teaching of literature
- iv. Teaching of language
- v. Integrated English curriculum
- vi. Optimal input
- vii. Structural content of language teaching
- viii. Local studies on the teaching of English

2.2 Methods of language teaching

Several scholars have attempted to determine directly which teaching methods are best by simple comparisons. Krashen (1987) concludes from these studies that deductive methods (rule first, then practice) are slightly more efficient than audio-lingual teaching. The differences are often statistically significant, but are not huge. Krashen (ibid) interprets the failure to find large differences to the fact that none of the methods compared in the studies provided much in the way of comprehensible input. The input hypothesis predicts that an approach that provides substantial quantities of comprehensible input will do much better than any of the other approaches. The present research found the above argument quite significant in so far as the integration of English and Literature is concerned. The researcher sought to establish the comprehensibility of input through the integrated approach and through the non-integrated by comparison. Chomsky (1971) talks about competence and performance. The evidence of a learner's competence lies in his/her ability to perform, i.e. to talk or write about it. The study of

language acquisition has its ultimate goal an understanding of what constitutes linguistic competence at different developing points.

Grammar-Translation approach; as the name implies, the objectives of this method are the teaching of rules of grammar and translating of sentences and passages into the target language. Krashen (1987) studies on this method reveal that it provides scraps of comprehensible input. The focus in teaching is entirely on form not meaning and the input is grammatically sequenced. This fails to provide adequate comprehensible input. In fact it violates nearly all the components of the input hypothesis. It is argued that the method should result in very low amount of acquired competence.

The Audio-lingual method puts emphasis on the spoken language as the primary objective of language teaching. The basic assumption is that second language learning should be viewed as a mechanistic process of habit formation. This method incorporates the structural linguistic theory and the behaviorist psychology into its foundation. Lado (1964) in Krashen (1982:130) notes that audio lingual pattern drills focus the student's attention away from the new structure. The students may think they are learning vocabulary instead of patterns as in:

That is a ----- (Key, knife, pencil etc). (Cued by pictures).

Although it has been criticized by Chomsky, it is a fact still used widely. Audio-lingual methodology does provide comprehensible input given the dialogues practised. Lado (ibid) advises that the dialogue should contain 'useful' language, be age appropriate and natural. This approach has a clear sequence based on linguistic simplicity and the entire lesson is dominated by the structure of the day. However, this method does not meet the requirement of quantity. Students focus is hardly on message. Pattern practice may be comprehensible in theory, but students do not attend to meaning. This method violates several aspects of the input hypothesis. Production is expected immediately and to be error free. It results in inductive learning with some acquisition.

Krashen (1985) observes that the Cognitive Code has some similarity to grammar translation, but differs in the sense that while the latter is basically to help students read literature in the target language, the former attempts to help students in all the four skills. Cognitive code posits that competence precedes performance. It assumes that once the student has a proper degree of cognitive control over the structures of a language, facility will develop automatically with the use of language in meaningful situations. Learning becomes acquisition through such

activities as language games, role-playing, dialogues, etc. Basically, this method is rule based; provides very little comprehensible input and the focus is on form not meaning. The desire to contextualise the rule of the day limits the structures used, which may deny the student the $i+1$ he/she needs. It does not provide adequate comprehensible input with total focus on message. Students are expected to produce right away and it is assumed that conscious learning can be accomplished by everyone.

The Direct Method as popularized by De Sauze in Krashen (1982) utilizes speech rather than written language as the main channel of communication to concentrate on. Under this method, it is expected that the learner will acquire rules of grammar inductively. Emphasis is on accuracy and errors are corrected in class. It provides a great deal of comprehensible input as the entire period is filled with target language use. However, the input is grammatically sequenced which distorts efforts at real communication and presumes that conscious control is necessary for acquisition.

According to the Natural Approach as developed by Terrel (1977), class time is devoted primarily to providing input for acquisition. Only the target language is used in the classroom. The goals of the course are semantic to enable students to talk about ideas, perform tasks and solve problems. Activities may involve the use of certain structure. These provide comprehensible input. It utilizes realia, pictures and students previous knowledge. The approach has no deliberate sequencing hence meets the quantity requirement. It is basically a classroom method.

Asher's (1977) in Krashen (1982) the Total Physical Response approach consists of obeying commands that involve overt physical response. The commands become more complex as the class progresses and Asher claims it is quite possible to embed vast amounts of syntax in the form of commands. Students speak only when they are ready which occurs at around 10 hours of instruction. The principles of TPR system are: delay of speech from students until understanding of spoken language has been extensively internalized; achieve understanding of spoken language through utterances by an instructor in the imperative; expect that at some point in the understanding of spoken language, students will indicate a readiness to talk. This method provides comprehensible input. It assumes that grammar will be learnt inductively. Hence, TPR should result in substantial language acquisition.

Suggestopedia approach which was developed in Bulgaria by Georgi Lozanov in the 1970's was meant for small groups of around 12 students at a time and are intensive. The method requires an attractive classroom and a pleasant classroom atmosphere with soft lighting and music to lower anxiety. It also requires a teacher with a dynamic personality and a state of relaxed alertness in the students. This method provides comprehensible input. It is not sequenced and its focus is on communication and meets the requirement of quantity.

The present research took interest in the above approaches to establish to what extent each approach satisfies the requirement for optimal input and to what extent integrated English approach fits in these approaches. Of the above, TPR and Natural approach meet the requirement of comprehensible input. The two are relevant to the present study. They provide a framework that helps the researcher to see what methods do for the second language students. More so, the classroom is of benefit when it is the major source of comprehensible input. When adequate comprehensible input is applied in the second language classroom, acquisition is encouraged. Bukenya et al (2003) posits that integrated approach focuses on communicative competence, therefore if we focus on comprehension and communication, we meet the syntactic requirement for optimal input. Brown (1987) supports the above view. Teachers should therefore make sure that the input is comprehensible by use of comprehension checks, non-linguistic means of encouraging comprehension and by providing extra linguistic support in the form of realia and pictures to encourage language acquisition. The use of objects and pictures in early second language instruction corresponds to the caretakers' use of the 'here and now' in encouraging first language acquisition, in that they help the acquirer understand message containing structures that are 'a little beyond' them.

The ministry of Education (2003) recommends that films and video tapes be utilized to enhance the acquisition of grammatical proficiency. The chief objective of teaching grammar is to help students understand how language works and to use it correctly and appropriately in different contexts. Learning how rules operate is useful. However the Ministry of Education has not addressed the preparation and production of instructional materials mentioned above. Furthermore, teaching grammar items within the context in which they appear hinders the learning of how rules operate. Learners are not able to isolate rules of grammar from a given context and apply to new situations. This may be the reason why students are not performing well in written grammatical construction.

The importance of the above discussion for this study was that formal instructions have the potential for providing comprehensible input. The way teachers communicate the course contents to the learners is what promotes learning. Grammar skills require clear, efficient and appropriate presentation. Teachers can isolate parts of a sentence in order to highlight the particular structure to be learnt. This isolation can be emphasized further through written reinforcement on the chalkboard through brief and accurate explanation. It is difficult to tell how much grammatical input within the integrated English course is appropriate for the mastering grammatical Competence. It remains an empirical question. On the other hand, if the lesson of the day contained a rich variety of grammatical structures supplied in sufficient quantity and be part of the next lesson, it will guarantee natural review and recycling as long as there is enough of the input. If the learner misses a structure once, it will be part of the input again and again. This will facilitate acquisition. Krashen (1987) concludes that the 'extensive' side of extensive-intensive reading is correct, that students profit more from reading for meaning and reading great quantities of material, than from decoding of difficult paragraphs, and that students gain more from participating in practice activities than from focused listening comprehension exercises.

2.3 Integration of language and literature

The Ministry of Education (2003) and Kenya Institute of Education (KIE) 2003 adopted an integrated approach to the teaching of language. Integration means merging two autonomous but related entities in order to strengthen and enrich both. According to (MOE and KIE, 2003) through exposure to literature the learners' language skills will improve. They will not only enrich their vocabulary but also learn to use language in a variety of ways. It is therefore hoped that an improved knowledge of the language will enhance the learner's appreciation of literary material. Integration means that no language skill should be taught in isolation. Listening, speaking, reading and writing should complement each other. According to the revised English syllabus, literature provides genuine and expressive samples of language in context. This helps students to gain familiarity with many different linguistic uses, forms and conventions of the written mode. Reading of literary works provides a rich context in which learners can acquire new vocabulary and knowledge of rich possibilities of language use. It is argued that teaching language structures in isolation is not only boring but it also tends to produce learners who lack

communicative competence. Accordingly, in the teaching of English, the emphasis should be on the acquisition of communicative competence and not simply on the passing of examinations.

The Ministry of Education (1992) recommends that literary texts can be utilized in the teaching of language: such an approach is termed the integration of language and literature in that language and literature are allowed to co-exist in order to stimulate students' language development and at the same time enhance sensitivity to the use of language in literature. Moody (1971) points out that the study of literature is fundamentally the study of language in operation. The aim of integrating Literature and Language is simply to encourage an added interest in literary texts as an addition for teaching language. According to the Ministry of Education (2003), increasing the availability of texts for teaching language is advantageous in that the extensive reading experience gained offers a genuine learning context and a focus for students' efforts to communicate. However, it cautions that, the fact that literature is so often a rich source of linguistic variety, should not mean that teachers turn every page of every text into a set of language exercise at the expense of the students' enjoyment of reading the text. A balance must be maintained. Some scholars argue that it is possible to bring the literary and linguistic aspects of the learning situation together without sacrificing either to the immense benefit of students. Collie and Slater (1987) conclude that literature study is clearly linked to the study of language. They say,

“in view of the approaches to the teaching of literature, to utilize literary texts for the purpose of language development, it may be useful exercise to delineate the areas covered by language and literature so that the selection of items for both will be somewhat arbitrary.”

Krashen's (1987) on communicative competence argues that with a grammatical focus, where each lesson or group of lessons focus on structure, communication will always suffer; the teacher's mind, and the materials writer's mind is focused on contextualizing a particular structure, and not on communicating ideas, hence the goal in the mind of the teacher is the learning or acquisition of the rule or word. For example, according to (KIE, 2003) the course has contextualized the teaching of grammar and reading. The grammar items to be taught are integrated in the reading passages and made reference to in the grammar section. Krashen's argument underscores the fact that optimal input is not grammatically sequenced. When input is

comprehensible, when meaning is successfully negotiated, $i+1$ will be present automatically. Unsequenced communicative input contains built-in review and a rich variety of structure, which guarantees us natural review and recycling. The above arguments imply that learners should read whole works of art not extracts removed from the full text to which they belong. This is because they may both lose meaning and acquire false interpretation.

If the acquirer understands the input and there is enough of it, $i+1$ will automatically be provided. The teacher should not attempt to teach according to any grammatical sequence or be concerned with how they are speaking or aim at including a certain number of structure or certain vocabulary sample as done in the integrated course books. Comprehensible input will automatically follow a natural order. Widdowson (1990) suggests that the teaching of language as communication calls for an approach which brings linguistic skills and communication abilities into close association with each other. Even though a particular exercise may focus on a particular skill or ability, its effectiveness will often require the learners to make reference to other aspects of their communicative competence.

According to Widdowson (Ibid), previous concerns have been that a learner whose principal purpose in learning the language is to acquire study skills in reading need not be engaged in the more difficult activity of writing as this may hold back the student's development in reading. Traditionally, the control on the language learning process has been achieved by strict limits on the input, where the language data is gradually filtered through the learner by careful selection and grading so that he/she is exposed to very little language at a time. But today the argument is that instead of restricting the amount of language to which the learner is exposed, the restriction is put on the amount of attention that the learner pays to what he is exposed to. The kind of interpretation task the learner is required to undertake is limited.

In support of the above argument, Krashen (1985) hypothesizes that natural communicative input could supply $i+1$ for all students if the input was not artificially limited to a range of discourse types and if it was supplied in sufficient quantity. Some kinds of passages necessarily involve an artificial separation of sentences from a wider context which lead to problems in interpretation as a result of difficulties of contextualization. He argues that the amount of comprehensible input should be increased. However, he says that there is not enough data to state with confidence, how much input is necessary to reach a given stage. The point being underscored by Krashen (ibid) is that comprehensibility is a fundamental and necessary

requirement for language acquisition. When the acquirer does not understand the message, there will be no acquisition. Incomprehensible input will not help.

The implication for the present research was that the grammatical items introduced to the learners require a clear presentation. The presentation must be appropriate for the language being presented and the level of the students. Presenting grammatical structures within the context in which they appear, in literary and non-literary text, it would not be right to assume that at the presentation, students will manage to process and internalize the grammar presented without any overt assistance. Explanations may be required to achieve better results.

The concern of this study was that if teachers used enough of the available instruction time supplying comprehensible input, they would be able to stimulate more rapid SLA if focus was on communication. Incorporating literary and language skills in the teaching of grammar impairs communication and concept development. Since the teacher's goal is to teach the grammar of the language, literature due to its structural complexity and its unique use of language does little to contribute to this goal.

According to Rivers and Temperly (1978), integrating the language skills of reading and writing enables the students to develop a summary of the material read. Integrating listening, writing and reading adds vividness to the material to be learnt. Direct reading of a text while simultaneously listening to a taped model reading in meaningful and expressive segments can help students develop useful habits of anticipation and syntactic identification of both skills. Rivers et al (Ibid) have argued that the learning of grammar may be approached deductively or inductively. However, in either of these approaches, there is a phase where students practise the use of grammar structures. In the teaching of grammar practice is emphasized. KIE (1987) emphasizes the reading component of the 8-4-4 syllabus; ideally, it is expected that the teacher should assess both the reading abilities of individual students as well as the readability of the reading materials. Improving the skill of reading is through wide reading without which the integration of language and literature becomes impossible.

The relevance of the above argument to this study was that enough time is needed to enable teachers supply comprehensible input to encourage language acquisition. Pattison (1968) points out that the systematic study of both the language and its literature is indispensable but it has to be done properly otherwise it may be an actual impediment to language acquisition. Perren (1985, 153) says that texts are used for intensive and extensive reading, however, they are

carefully selected; difficult or complex style is avoided. To enable students get more out of reading, there should also be intensive interpretation. The literature they use should be stimulus for most of their speech and writing. This underscores the fact that the classroom may be an excellent place for second language acquisition. Hatch (1978) argues that in the classroom, we can provide an hour a day of comprehensible input which is probably much better than the outside can do for learners.

Given the integrated approach, the grammar items are integrated in the reading passages, and the teachers are advised to utilize texts where the grammar items being taught are used. Oral narratives constitute listening comprehension and speech work to be taught using poems. The point to note here is that some of the literary texts are written in Linguistic terms incomprehensible to the students.

Collie and Slater (1987) argue that students must study structure to see the unfolding of a story, events, characters or theme. Teachers are therefore advised to discuss chronological sequencing and flashback and their purpose and effect. Teachers can write one sentence or more of summaries of a text and then ask students to put them in the correct sequence; alternatively, students might be asked to bring all the parts together in a single paragraph summary. Here, the use of cohesive devices, reference skills and embedding could be of particular importance. Hill (1986) notes that the way a poem is designed and set out (structure) is an integral part of the work and can not be changed without altering the meaning. There is need to appreciate the choice of particular words (language) and their effects (literature). O'Connor's (1950) view on mood and tone proposes that students may be asked to identify the moods. They can look at how the vocabulary used illustrates the mood.

The Ministry of Education (2003) proposes that a grammar item should be presented to the class within the context in which it appears. The aim is to get the learners to perceive the structure, its form and meaning in both speech and writing. Bukenya et al (2003) supports the above argument by pointing out that the teaching of grammar should be contextualized. Both literary and non-literary materials should be used in the teaching of grammar items. This will not only make the learning of grammar more meaningful but also interesting. However, Widdoson (1978) argues that to present someone with a set of extracts and to require them to read them not in order to learn something interesting and relevant about the world but in order to learn something about the language being used is to misrepresent language use to some degree.

Although language is always central to literature, literature is always more than language because it goes beyond the boundaries of grammatical correctness.

2.4 Teaching of Literature

Literature, according to Ministry of Education (1992), concerns itself with finding the significance of a work, examining characters, themes, and literary forms both historical and geographical factors. On the other hand, language study might well concern itself with grammar, punctuation, spelling, speech, vocabulary summary, composition, pronunciation, etc.

In the teaching of literature, Lott (1986) says that, understanding and enjoyment of text should come before critical analysis. Time must be given to ensure that students understand what they read. The Ministry of Education (1992) guides teachers to proceed from; pre-reading, discussion and questions, predictions and summary of what had been read previously, then reading through the passage to enable students to understand the purpose of the reading. Review of the previous topic should be done and finally the comparison is done to encourage students to read other texts by the same author. The question of time is of paramount importance for language acquisition to occur.

Literature is a product of human imagination employing language creatively to reflect man's relationship with his environment. As an imaginative reflection of reality, literature is an autonomous phenomenon which has credible and causal life of its own. Taylor (1981) says that literature is realized through language. The language being the raw material of literature is employed in an innovative and fresh way. Literary works are not confined to the normal usage of language. The writers have poetic license, and this license to use language differently is not arbitrarily given: it arises out of and is consequent upon the nature of literature.

An individual work of literature exists in two contexts; historical and generic. For example, the play, the poem, the novel and the short story. Allen (1975) says that the problem with using literary text for non-literary purposes is that literature retains a self consciousness about literary tradition which is quite inappropriate for writing in other fields. We can not entirely separate literature from the history of literature and view it as an example of the best use of English language for language courses.

The language and content of literature is deliberately and creatively modified. Literature has structure- the various parts and how they are patterned and organized-to give a harmonized whole. Allen (ibid) says that literature is a facet of culture. Literature often reflects a particular cultural perspective; thus on conceptual level, it may be quite difficult for students. A text which is extremely difficult on either linguistic or cultural level will have few benefits to the learners.

In the teaching of Poetry, the choice of poems will depend on the linguistic competence of the class. They should be poems that learners are able to use their own experiences to relate to. Poems engender people's observations, feelings, opinions, reactions to the world around them and students should be allowed to see it this way. To move from simple poems to unfamiliar topics takes time hence students should not be rushed.

Kembo, (1991) says the teaching of all other genres of literature involve the knowledge of such factors as: the circumstances and the events surrounding the work. These maybe historical, economic, social, political and religious that affect society so deeply that they give rise to written reactions. The teacher should find out the link between the content of the text and those circumstances that surround its writing. However, the current content of Kenya Certificate of Secondary Education (KCSE) course devalues the discipline of literature. The "text" on the page is all that matters. Any contextualizing of the text becomes irrelevant. Students can not do any social, economic, political or religious commentary on the text. Students are asked to simply identify a few stylistic devices, character traits, etc. This approach fails to prepare the learners for the intellectual rigors of the theoretical study.

The study of literature requires rigorous interpretation and analytical skills. Its language is looked at beyond the informative value. The teacher should help the students to see how language has been used: stylistic devices; symbolism, metaphors and use of imagery, irony, juxtaposition, etc should be brought to the notice of the students. Language structure and special use of words should also be studied.

In the teaching of oral literature the teacher should draw the attention of the learner to the features that characterize the forms of oral literature. Each form has its own features e.g. the riddles, proverbs, narratives and songs. However, in the integrated approach, the teachers are expected to use literature to teach speech work, comprehension, and grammatical skills, which undermines the literary study.

Brumfit and Carter (1987) point out that there are dangers inherent in the approach where we concentrate conveniently on short texts, single lines of poetry and on literary extracts because space do not permit otherwise. Interpretative problems arise as a result of this. Students should be given opportunities to explore complete, self contained texts

2.5 Teaching of language

There are various techniques that teachers can use in presenting grammar items e.g. through flash cards, personalizing, blackboard drawing, situationalizing, charts etc. Selinker et al (1991) state that Language proficiency is not a single achievement marking some quantitative level of progress with language learning. Rather, it is the ability to apply specific processing skills to problem bearing identifiable cognitive demands. Proficiency then is evident when the demands of the task are not in excess of the demands of the language learners. This study noted that the input of the language classroom should not be in excess of the demands of the learner's current competence.

On the teaching of grammar, Ur (1998) says grammar may furnish the basis for a set of classroom activities during which it becomes temporarily the main learning objective. The learning of grammar should be seen in the long term as one of the means of acquiring a thorough mastery of the language as a whole, not as an end in itself. A great deal of grammar today will concentrate on form, but being able to produce structure does not mean that students can necessarily produce then appropriately. According to Ur (ibid) grammatical choices are made not on a whim but for the purpose of giving accurate information and often to indicate the attitude of the speaker. Therefore it is argued that, in order to explain what is happening in grammar, the context is extremely important.

However, other scholars like Phillipson et al (1990) using pedagogical grammar hypothesis argue that instructional strategies, which draw the attention of the learner to specifically structural regularities of the language as distinct from the message content will, under certain conditions, significantly increase the rate of acquisition over and above the rate expected from the learners acquiring that language under natural circumstances. With the integrated English curriculum, grammar content load is not seen as distinct from the message content but part of the literary content. The traditional standpoint is that grammar instruction

provides learners with specific information about correct target language forms and by implication leads to internalization of these rules and thus to greater communicative ability.

But most recent language teaching methodologies have de-emphasized the rule of grammar instruction. The integrated English approach finds its basis in the above statement. Studies by Faerch and Kasper (1987) reveal that learners' use of communicative strategies has aroused considerable interest among foreign language teachers on the need to encourage learners' creativity and problem solving skills. Canale and Swain (1980) suggest the need for teachers to help students to develop comprehensive skills; inferencing strategies to compensate for the absence of meaning attached to unknown words. The integrated English course requires the learners to utilize inferencing strategies since most of the vocabularies derive their meaning from the context. But according to Krashen's idea of $i+1$, the notion that optimal input is just slightly more advanced than the learners' current level of inter-language development, it is expected that teachers tailor their speech so that they provide and maintain a degree of syntactic complexity at the level of $i+1$.

Cook (1986) says, the study of literary English has little bearing on the learners' needs to understand and produce more functional written or spoken forms of the language. It is often the deviation from the norms of English grammatical and lexical usage that literature achieves excellence. Such deviations, despite their refreshing effect, can do little but confuse the language learner. Such writing should therefore be avoided with all but the most advanced learners. New shades of meaning or syntax can hardly be appreciated before their everyday usage has been fully assimilated.

The present research noted that teaching grammar in the context in which they occur, especially in literary works, it is not possible to know whether or not some of these works are operating at some level of complexity other than $i+1$. Allwright and Bailey (1991), looking at classroom discourse, questions some characteristics of teacher talk. They conclude that the second language classroom offers very little opportunity to the learner to communicate in the target language or to hear it used for communicative purposes by others. According to the revised English curriculum, integration means that 75% of instruction is teacher based. The set of skills listed as objectives in the curriculum guide, can not possibly be developed unless the students have an opportunity to engage actively in the acquisition of those skills. Other scholars suggest that the teaching of grammar should proceed from presentation, practice and use.

Harmer, (1987) notes that at the presentation stage, learners should be introduced to the structure, sound, meaning and use of the new language item. The presentation should be clear, efficient, lively and interesting for the learners to remember the new item. It must also be appropriate for the language being presented and for the level of the students. Lastly, the presentation must be productive, allowing students to become involved in contributing their own examples. Explanations may be required to achieve better results. Such explanations may take number of forms: personalizing, flash cards, modeling, isolation and contrast. Explanations should be necessary, brief and accurate.

The practice stage gives the students the chance to use the required item, but within controls or guidelines laid down by the teacher. It can be done through matching or substitution exercises. A context could be provided within which the structure is practised in a meaningful way. To ensure the students have real understanding of both how and when particular structures are likely to be used, exercises should be devised that more closely resemble the way language is used in real life. Students can engage in role play, drama, debates and discussions.

The implication for the present study is that teachers must be clear about the grammatical form of the item they are introducing and the rule for the formation of the item. Decisions must be made about the pattern within which the item is going to be introduced or practiced. Teachers must think of how people use language in real situations and be on top of their material by careful choice of materials and methods.

2.6 Integrated English curriculum

According to the Kenya National Examinations Council (2005), the integrated English curriculum has the ultimate goal to strengthen the learners' language and literary skills. Functional writing and oral skills are expected to be developed through exposure to excerpts from compulsory set text and on optional texts. It is hoped that this approach will enhance the learners' communicative competence and improve their performance in the subject.

This kind of approach was used in Kenya during the 7-4-2-3 system of education. After acquiring the basic skills in English at ordinary level (O-Level), students joined high school for advanced level (A-Level) to study literature. Emphasis was laid on literary appreciation where literary language was analyzed based on the selected texts. This was thematic approach as opposed to merging subjects as is currently done with the 8-4-4 English curriculum.

Successful integrated English curriculums have been reported in western countries. The curriculum is appropriate for students who have an excellent command of language skills in writing and speaking and who are looking for a rigorous academic and intellectual challenge. For example the integration of literature and composition; literature specific to periods of time are the basis for the reading in this course. A thematic approach is used to teach these works. The main goal of this course is to help students master the writing process. This includes an understanding of the multi-paragraph form and the analysis of literature in writing.

In American studies, for example, Vars (1965), reports that with integrated English curriculum, there was no loss of learning of subject matter and that, overall, students in the integrated programs did as well as the students in separate subject programs. However, the success is attributed to the fact that teachers plan and teach together. They have the same expectations across subject areas which is a factor in the overall performance of the students.

Other studies like that of Schmidt (1983), found that in the integrated English classroom, the amount of time spent in art and literature is more than double the amount of time spent on the subjects in classrooms where integration is not a priority. With the Kenyan integrated curriculum, integration brought with it reduced time for teaching the integrated courses.

MacIver (1990) studying the impact of an integrated curriculum on students' attitude found that integrated program students developed team spirit and improved their attitudes and work habits. This was attributed, in part, to the fact that teachers met in teams and were able to quickly recognize and deal with students' problem. In Kenya, one teacher teaches an integrated curriculum. Vars (1965) reports that motivation for learning is increased when students work real problems. Students are actively involved in planning their learning and in making choices. In Kenyan situation, students have no choice in the planning. Littlewood (1986) argues that a group of students aiming at functional command of language may read a modern novel because of its linguistic content, while a group of future academic specialists may discuss the basic human issues portrayed in a work of art. Different students' aims require literature to serve different functions, which are best performed by different literary work.

The integration of subjects needs to be thematic in approach Shoemaker (1991), says common planning time is needed to allow teachers to select themes, explore resources, discuss students learning styles and needs, and co-ordinate teaching schedules. Themes are the

organizing principles around which the curriculum is built. Implementation therefore takes time. To be successful in integrated curriculum, Palmer (1991) suggests that teachers and curriculum supervisors work together to identify common goals, objectives, skills and themes. From these, the teachers work together to find appropriate connections to content areas and devise plans for teaching. However, in Kenya a list of texts are prescribed for teachers to work with. Teachers are not given a chance to make choices based upon what they know about their learners.

According to Jacobs (1989), for a successful implementation of integrated program, action research should be conducted. There is need for the development of a proposal for integration, implementation and monitoring of the pilot program with continued assessment of students and the program. These are some of the factors that were not considered by the Kenyan curriculum planners before adopting the integrated curriculum. Besides, the teacher variable was not considered.

On the Japanese studies, Lake (2004) reveals that integrated English curriculum design is based on the idea that students will be motivated to improve their language skills if they are given chances to use the target language for the purpose of pursuing what they are interested in. Three courses of Reading, Discussion, and Academic writing are designed to enhance the integration of basic English skills. The courses share topics and particular types of paragraphs or essay structures. The organization methods and topics are first introduced in reading classes, the topics are then discussed in discussion classes and, finally, in academic writing classes, essays are written on the same topic using the same organization methods. From the above discussion, we realize that focus is placed on discussion in English, writing in English and reading in an academic area of interest in English. The present study found this kind of input optimal to help learners improve their language skills as well as develop a deep understanding of a particular field of interests, e.g. politics, economics, etc. This is unlike the Kenyan type of integrated curriculum where English is not only used in the study of literature but it is also expected to be the subject matter.

2.7 Optimal Input

Determining appropriate target language input, calls for finding out how much of it is available to be used by the learner, that is how much of it can actually become 'intake'. Corder (1978) points out that while second language learners particularly those living in the target culture may be exposed to a great deal of language, not all of it can be utilized by their developing internal grammatical systems. Only a portion of the input can serve as 'intake'. Krashen's concept of comprehensible input has received a number of criticisms, one of which is that, it is not easy to see how mere exposure to input, even if comprehensible, promotes language development. In support of the input hypothesis, Long (1981) argues that it is the effort made by the learner to comprehend the input that fosters development in face-to-face interaction. Allwright and Bailey (1991) therefore suggest that it is the interaction itself which is productive. Canale and Swain (1980) point out that while comprehensible input may be sufficient for acquiring semantic competence, i.e in the target language, comprehensible output is needed in order to gain grammatical competence i.e learners must struggle with producing output which is comprehensible to their interlocutors if they are to master the grammatical markers of the language. Krashen says that comprehensible input is responsible for progress in language acquisition and output is possible as a result of acquired competence.

Ellis (2001) proposes that in order for language acquisition to occur, there must be a relationship between comprehensible input and negotiated interactions. This research considered the classroom to be a setting where teachers can provide optimal input. If teachers applied strategies for negotiated interactions and provided moments of concentrated focus on contextualised input tuned to the learners level of understanding, then acquisition could be possible. Chaudron (1985) proposes that teachers can make input comprehensible by using comprehension checks, confirmation checks and clarification requests. However, Ellis (1981) notes that successful outcome of a subject lesson or a language lesson may depend on the type of language used by the teacher and the type of interactions occurring in the classroom. This is due to the rejection of language teaching method as a principal determinant of language learning. Studies of teacher talk, for example those of Gaies (1977, 1979) and Long and Sato (1983) reveal that formal adjustments occur at all language levels. Gaies found that teachers' utterances were simpler on a range of measures of syntactic complexity when they addressed learners than when they were talking among themselves. It was noted that teachers made adjustments in

pronunciation, in Lexis and in grammar which mirror those observed in foreigner talk. In general, ungrammatical speech modifications do not occur because the classroom does not permit deviations from the standard language.

The implication of the above discussion on the present research was that the success of teaching depends to a large extent on the way teachers communicate during instruction. The problem of poor performance in written grammatical skills in Kenya is compounded by the fact that not all the teachers of English were trained to teach both Literature and English language. The MOE (1992) reports that grammar is an area in which many teachers lack confidence. Teachers must be clear about the grammatical form of the item they are introducing, the rule for the formation of the item, although it may not be necessary to state it explicitly to students. This study looked at the type of teacher talk that incorporated both language and literary skills against the type of communication that emphasizes language skills only.

Long and Sato (1983) observe that in language classroom, tutorial questions are more frequent than in natural settings. The same researchers note that whereas comprehension checks are more frequent in the classroom, confirmation checks and requests for clarification are less so. This is due to one way communication in classroom. Teachers dominate the talk; they determine what level of adjustments to make. Foreigner talk normally occurs in one to one interactions where there is plenty of feedback from the learner. Teacher talk occurs in one to many interactions, where learners may vary in their levels of proficiency, however, it is expected that teachers do vary their adjustments to suit the linguistic competence of the class they are teaching. As far as the present study is concerned, the input hypothesis predicts that roughly tuned input will provide $i+1$ for more than one learner at a time as well as a built-in review as long as learners understand what is said. It was therefore expected that with a roughly tuned input, learners would perform well in written work when exposed to either integrated English approach or non-integrated approach as long as focus was on comprehension and communication.

Studies which have investigated the role of comprehensible input on language acquisition are important to this study. Krashen (1985) proposes that learners acquire morphological features in a natural order as a result of comprehending input addressed to them. Long's and Krashen's proposal have led to several studies that have investigated what factors are involved in making input comprehensible, they suggested small group work, teacher led lessons, task designs, modified interactions, etc. The present research appreciated the $i+1$, that learners

can acquire structure that is a little beyond where they are now if focus is on comprehension and that context and extra-linguistic information aid in understanding input. Specific grammatical items need to be selected and focused on during instruction.

Ellis (1981) and Hatch (1978) note that the role of input in second language acquisition has proved to be a controversial issue. Very few studies have sought to demonstrate if and how input affects acquisition. Much of the research has been describing the kind of linguistic modifications that occur in foreign talk, or devices used to negotiate meaning, or interactions that result from asking learners to perform tasks in different conditions.

For example, to establish the role of input in language acquisition. Hatch (1978) measured input features and output features to find out the relationship between them e.g. the frequency of grammatical features of input can be correlated with the frequency of the same features in the learners' output. These two scholars reported a positive correlation between the frequency of various questions in the input and the order in which they are acquired. Larsen-Freeman (1976) compared the standard Morpheme order for SLA with the frequency of the same Morpheme in the parental speech examined by Brown (1987) of first language acquisition. She found a significant correlation. She concluded that the Morpheme frequency of occurrence in native-speaker speech is the principal determinant of the oral production morpheme accuracy of second language learners. However Lightbown (1985) hypothesized that the frequency of input forms can have a delayed impact. This is due to the fact that some structures naturally occur more frequently than others.

It was the assumption of this study that the grammatical structures that appeared more frequently in the integrated English course would result in the acquisition of the same structures. As reported by Long (1981), he wished to show that linguistic adjustments promote comprehension, and that comprehensible input promoted acquisition. The results demonstrated that comprehensible input is the causative variable in the input – output relationship. The present study considered output as being the result of exposure to comprehensible input. Written tests were administered which required the learners to demonstrate correct and appropriate use of the target language features. In essence, learners were expected to prove that by listening and reading, they had understood input.

Ellis (1980, 1981) and Hatch (1978) note that there has been more theorizing about the effect of input and interaction in second language acquisition than careful, empirical study. The present study notices the gap. Some studies examined the classroom input to establish the effect of input and interaction on the rate of SLA in a classroom. They found that although teachers and some native speaking children modified their speech when addressing the L2 learners, neither the overall quantity of speech the learners were exposed to nor the quantity of speech specifically directed at the learners predicted the subsequent improvement in language ability of the different learners. The studies therefore, concluded that the quantity of comprehensible input in the classroom does not determine the rate of SLA. They observe, however, that this may be because wrong measures of input were used. They examined quantity of input but it may be quality (i.e. specific kinds of interactionally adjusted input) that is important. In agreement with the above observation, Selinker et al (1991) state that language proficiency is not a single achievement marking some quantitative level of progress with language learning rather, it is the ability to apply specific processing skills to problem bearing identifiable cognitive demands.

Seliger (1977) in a study of adult classroom learners did find a significant correlation between the quantity of interaction and achievement scores. He recommends further studies regarding quantity of input. The present study appreciated the above recommendation. Fillmore (1982) suggests that both quantity and quality of input are influential in determining the rate of SLA. The integrated English approach emphasizes the teaching of language in context. The Ministry of Education (2003) states that with simple grammatical structure the text that forms context may be a sentence or two which serves as a model for immediate practice. The present study utilized the above argument to show that context need not be a whole literary work and teaching language in context does not imply merging literature and language to be taught as one entity. Krashen (1987) reports that contextualisation involves inventing a realistic context for the presentation of a grammatical item with a goal of having the teachers and learners mind focused on the idea or message being communicated. Ellis (1980) suggests that the following features are likely to facilitate rapid development of SLA; a high quantity of input directed at the learner, independent control of the propositional content by the learner e.g. topic choice, opportunities of uninhibited practice among others. But as yet there is little empirical proof. Other scholars suggest that the crucial factor is consciousness raising. The learner should be aware of what

does and does not work for him/her. The integrated curriculum has specific texts to be covered, students have no choice. In most cases, students do not read beyond the specified texts.

2.8 Studies on structural content of language teaching

Wilkins (1982) says that the content of language teaching is usually cited as a list of items made up of morphological systems or parts of systems, e.g. the definite article, indefinite article, prepositions, past tense, etc. Teaching basically focuses on the learning of morphological forms, a paradigm is isolated from the structural relations which they are supposed to operate. According to Wilkins (Ibid), lack of recognition of the structural nature of language leads to lack of specificity of the structural and semantic content of learning. Wilkins argues that the teaching of English might among other things concern itself with the detailed study of texts, literary and non-literary, which are not written with the needs of a language learner in mind. He observes that although this brings the learner into contact with a range of linguistic forms, which is not provided for by the more controlled content, it is true that what the student is brought into contact with remains haphazard.

Ayot (1984) states that a syllabus defines and informs the teacher of the objectives as far as teaching of that subject is concerned. It gives a teacher a fairly well defined outline of what may appear in the exam. The syllabus should be upon how something is done rather than the mere provision of a plan of knowledge as subject matter to be worked on. He also extends the focus upon procedures for learning to account for the actual social situation in which learning will take place.

According to the Ministry of Education (2003) English syllabus, listening and speaking skills can contribute significantly to the development of reading and writing skills. Oral literature (narratives, oral, poetry, songs, proverbs, tongue-twisters and riddles) is recommended for use in the teaching of the listening and speaking skills. For effective integration, the learner should also be taught the classification, types and features of the oral literature genres.⁴ In order to help the learner acquire a thorough mastery of the language as a whole, grammatical structures should be presented in context. Teachers are expected to be very creative and innovative as they think of the best ways of utilizing both literary and non-literary material to help the learner acquire grammatical competence. This means going beyond the

English course book. Constant practice is essential. Use of language games, films, video tapes, role play, writing composition and drama in the acquisition of grammatical proficiency is encouraged.

It is recommended that reading skills be developed through the study of literature which falls under intensive reading. The different literary genres should be introduced and issues related to themes, style, plot and characterization be studied. The learner should also be encouraged and facilitated to read extensively. The use of reading will enhance other language skills.

On writing, emphasis is on encouraging the learner to achieve competence in writing using the language structure they have learnt. Prabhu (1987) defines a syllabus as a statement of what is to be taught. He observes that the syllabus is an operational construct that supports the teaching activity. It is also an instrument of organizational control where it exercises supervisory control in institutionalized education. Ayot and Patel (1992) say that a syllabus helps to keep the educational standards uniform throughout the country.

The implication for the present research was that teachers ought to complete the syllabus for any given class if learning, is to progress. In this study, teaching followed the syllabus stipulations for the treatment group. It was the contention of this study to investigate the form two syllabus which adopts integrated approach to find out how learners would perform in grammatical structures.

2.9 Local studies on the teaching of English

The study by Kasire (2000) looked at the role of classroom input in the acquisition of WH- words. His main objectives were to investigate the role of the three second language acquisition pedagogic approaches, namely, form focused instruction, meaning focused instruction and increased frequency of target language structures. He wanted to establish the various approaches that can foster language acquisition. His methodology involved a test and re-test procedure. The Pearson product moment correlation co-efficient technique and t-test analysis were applied to determine the statistical significance of the differences in the test results.

This study provided insights on the present research since its focus was on pedagogic approaches. Of the three approaches he investigated, the results revealed that form focused

approach enables the learners to construct grammatically correct sentences using the target structures. The present study investigated the integrated English approach and its effect on the learners' written grammatical performance. With the integrated approach, focus is on the message, not form. It also lays great emphasis on context, that grammar items should not be taught in isolation but in context.

Namach (1990) sought to explain factors that affect the implementation of the 8.4.4 primary English syllabus and Bakuli (1990) focused on the instructional practices by teachers of English in upper primary classes. The two scholars wished to establish whether teachers of English were well prepared for the teaching of the new 8.4.4 programme; identify resources available for English lessons; describe and assess the existing teaching methods and to identify and describe the existing instructional problems that teachers of English faced. These two studies had positive implications for the present research although their focus was on the teaching of English in primary schools. The present study investigated the teaching of English in secondary schools with special focus on the input of the integrated English Course.

A study by Karanu (1992) observed the production and use of resources for English language teaching. His objectives were to establish whether English language teachers had skills to produce resources for language teaching and to investigate how often English language teachers used resources for teaching.

The above studies revealed that there are several difficulties experienced by teachers in the teaching of English; an acute shortage of reading materials, little exposure of the learners to the target language outside the classroom, teachers rush over a wide area of topics in a short time in order to cover the syllabus, little learner participation in lessons and teachers being less resourceful in meeting the learners' needs. The implication for the present research was that there is need for teachers to provide input to learners in large quantities. The input should be roughly tuned to the level of the learners' competence as advocated by Krashen (1987), Allwright and Bailey (1991) and Ellis (2001). Teachers should use comprehension checks, confirmation checks and clarification requests. In a nutshell, teachers need to make adjustments to suit the learner's need to comprehend the message.

The limitation of the above studies was that they were descriptive in nature. They did not involve any statistical measures of the variables. The present research employed an experimental design, which utilized inferential statistics to compare the results of the two

different approaches to teaching. Other studies that were relevant to the present study were those by Kirigia (1991) and Kembo (1985). Their studies investigated what inhibited learners' comprehension of written texts. They found out that statements with difficult words or words with specialized usage make learners unable to decipher meanings of parts of texts given; non-redundant texts, often having difficult words cause comprehension problems, but designing learning materials which reflect what the learner is most likely to experience in the immediate environment enhance comprehension. They therefore recommend that inference is necessary to aid comprehension and that learners should be encouraged to process the meaning of a whole range rather than words in isolation.

The present study, which focused on the integrated English course, appreciated the above recommendation in that integration has at its core, teaching language in context hence the importance of inferring strategies. The learners will not be able to perform well in their grammatical constructions when focus was on meaning and not form. They will not appreciate and comprehend re-write rules when focus was on message and not form. Some passages for comprehension are extracts far removed from their immediate contexts, which make comprehension of such extracts difficult to achieve.

2.10 Theoretical Framework

The study was premised upon Krashen's (1987: 20) input hypothesis. This hypothesis is located within Krashen's Monitor model. The monitor is the device that learners use to edit their language performance. It utilizes 'learnt' knowledge by acting upon and modifying utterances generated from 'acquired' knowledge. Its use is based on three conditions: there must be sufficient time; the focus must be on form and the user must know the rule.

The input hypothesis claims that a necessary (but not sufficient) condition for language acquisition is that the acquirer understands input that contains $i+1$. Krashen (1982, 1985, 1987) hypothesized that language data which were understandable but with effort, and were slightly more advanced than the second language learners' current level of comfortable understanding would promote learning. He called it $i+1$, where i represents the learners' current stage of inter-language development and the $+1$ designates that the input is challenging but not overwhelming to the learner. In such cases, comprehension is possible with effort.

According to input hypothesis, we acquire language only when we understand input that contains structure that is 'a little beyond' where we are now. We use more than our linguistic competence to help us understand. We also use context to help us understand language directed at us. The input hypothesis says we acquire by going for meaning first, and as a result we acquire structure.

There are four tenets to input hypothesis. First, input relates to acquisition. Secondly, acquisition is achieved by understanding language that contains structure $i+1$ with the help of context. Thirdly communication is successful with comprehensible inputs and if there is enough of it, $i+1$ will be provided automatically. Finally with comprehensible input, production ability emerges. Allwright and Bailey (1991) report that research; theory and practical experience, all point to the fact that input is crucial to language learning.

This hypothesis has received a number of criticisms; first, it is not at all obvious, according to Allwright and Bailey (1991), that incomprehensible input has no value to the language learner, since there is much to be learnt beyond linguistic forms and their meanings. Secondly, it is not easy to see how mere exposure to input, even if comprehensible, promotes language development. It has been criticized on the grounds that Krashen does not really explicate the cognitive processes that are responsible either for acquisition or learning. Larsen-Freeman (1980) observes that Krashen does not explain what the learner does with input. However, Corder (1978) and Long (1981) support the input hypothesis. It thus remains an important fact in second language acquisition research and with proper utilization of the available instruction time to supply comprehensible input, a rapid SLA can be stimulated. This study appreciates the fact that optimal input is comprehensible. The second language teachers can help make input comprehensible by making adjustments with an aim to be understood by the learner. Hatch (1978) and Brown (1987) support the above argument. Krashen (1982, 1987) argues that if we focus on comprehension and communication, we will meet the syntactic requirements for optimal input. In this study, the grammar skills and language skills are viewed as input introduced to the learners through the integrated approach. Integrated English course includes literary and language samples. Lack of proficiency in grammar could be attributed to the fact that little emphasis is placed on specific language skills. Teaching of grammar is done by taking a little of the various skills couched in one lesson. This kind of input amounts to scraps

of comprehensible input. A thorough mastery of grammatical competence results when the input is comprehensible and provided in sufficient quantity.

The limitations of input hypothesis notwithstanding, the $i+1$ formula holds true for this study; that the learners current linguistic ability plus a little more results in acquisition with the help of extra linguistic features and context. The teachers' use of comprehension checks and confirmation checks makes input comprehensible. When teachers make learners to answer questions and repeat target language structures, they help enhance the comprehensibility of those target structures. If specific grammatical structures are selected and focused upon during instruction, they are automated for acquisition. The learners attention should be focused on particular form-functional relationships. This underscores (Krashen's 1987) principle of comprehensible input.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section included the research design, the population and sample, location of the study, data collection procedures and instruments, data analysis techniques, validity and reliability of the instrument.

3.2 Research design

The study employed the experimental research design. Experimental research design is ideally suited to establish causal relationships between variables. It allows for the manipulation of the treatment variable. The type of design was the pre-test –post- test control group design. The design was adopted because it effectively controls for eight threats to internal validity namely: history, maturation, testing, instrumentation, regression, selection, mortality and interaction effects. In this design, two groups of subjects were used: the treatment group and the control group. The researcher desired to compare the written performance of a group of form two students (Experimental group) taught English using the integrated approach with the performance of another group of form two students (Control group) taught using the non-integrated. This was to find out how either of the two approaches affects the learners' written performance. Students were randomly assigned to two groups. One group was subjected to the input through the integrated English approach, the other group through the non-integrated approach. At the end of the treatment, both groups sat for the same examination and their scores were compared. The steps involved were:-

- i. Random assignment of subjects to control and experimental groups
- ii. Administration of pre-test to both groups
- iii. Administration of treatment to experimental groups but not the control groups
- iv. Administration of post-test to both groups.

3.2.1 Experimental studies: Intervention and control

The experiment is the most powerful research design for testing theories about causal relationships (Bogg, 1979) In setting up the study, the two groups of learners, experimental group and control group, did not differ except that one got treated to the input through integrated English approach, and the other to the non-integrated English approach. All learners were Form two students drawn from secondary schools in Nakuru municipality. The students were randomly assigned to the two groups. A pre-test was administered to both groups to establish their current written grammatical competence. The experiences of the two groups were kept as similar as possible during the study. After the treatment had been implemented, a test was administered to both groups and their results compared. Then the two-sample t-test analytical procedures were carried out (see 3.10) to determine whether or not there was statistically significant differences in the test scores of the two groups. From the results, we were able to conclude that there is a difference in the learners' written performance as a result of the integrated and the non-integrated approaches to the teaching of English. The experimental group scored significantly lower on the post-tests than the control group. Therefore we can safely infer that the poor performance was the direct result of the integrated approach.

3.3 Target population and location of the study

The population in this study constituted secondary school students in Nakuru Municipality. Integrated English is the approach used in the teaching of English in Secondary schools in Kenya. The researcher selected this area because the mean scores for K.C.S.E in English have been low. For this reason, the integrated English approach was investigated to establish 'whether it affected the learners' written grammatical performance.

3.4 The sample and sampling procedure.

The sample was drawn from Nakuru Municipality. Random sampling procedures were used to select four secondary schools. This was because the researcher hoped to generalize the results beyond the immediate group that was studied.

Random samples yield data that can be generalized to a larger population. In addition, random sampling permits the researcher to apply inferential statistics to the data. Inferential

statistics enabled the researcher to make certain inferences about population values on the basis of obtained sample values. The respondents consisted of form two students. Form twos were thought appropriate because it was expected that after one year in secondary school, they would have settled in. Form ones are usually unsettled because of the transition from primary to secondary. Form two's are not under much pressure from the impending KCSE done at end of fourth year. The school head teachers do not allow outsiders to interfere with form three's and four's since their teachers are keen on preparing them for KCSE.

A total of four classes, one from every school, were used. The sample size was 120 subjects taken out of the four schools. The study utilized entire classes. To help ensure generalisability, a sample of thirty or more should be used Allwright and Bailey (1991). The subject teachers drawn from the same schools assisted in the teaching. The treatments were incorporated in the regular school program.

The following is a summary of the samples.

DESCRIPTION OF THE SAMPLES

Table 1 A : Samples for integrated approach.

	SCHOOL 1	SCHOOL 2
	Experimental group	Experimental group
No. of learners	30	30
No. of females	17	22
No. of males	23	17
No. used for data analysis	30	30

Table 1 B Samples for the non-integrated approach

	SCHOOL 1	SCHOOL 2
	Control group	Control group
No. of learners	30	30
No. of Females	15	13
No. of Males	20	22
No. used for data analysis	30	30

The sample used for data analysis was arrived at by considering the application of t-test analysis in the study. The two sample t-test requires a sample of not more than 30 subjects in each sub-group for the results to be effective (Mugenda and Mugenda, 1999).

3.5 Data collection procedure and instruments

The researcher obtained permission for the students to participate. Permission was sought from the Ministry of Education, Science and Technology. A letter of authority to conduct research was requested for from the Provincial Director of Education. The researcher visited the Head teachers and the teachers of selected schools seeking their cooperation in the study. A letter of introduction and explanation of the purpose was handed to the heads of English departments. The assisting teachers administered the pre-tests to their students. The pre-tests administered to four groups of students validated the instruments. The pre-test scores of the four classes were not significantly different from one another. The calculated t-values were less than the critical t value of 2.045. The experiment covered two months. The researcher constructed the grammar items based on the topics covered during the period of study. The first post-test was administered after one month of instruction. The experiment continued for another one month. At the end of which the final post-test was administered to the learners. The researcher incorporated her treatments into the regular school program at the start of the term.

The main data elicitation instruments were the tests. The tests asked the learners' knowledge on grammatical constructions in areas such as: adverbs, verbs, clauses, prepositions, conductions, adjectives, nouns etc. The following are examples of the test items:-

Transformations: The plants got damaged by the cold whether. -----

Test 1 item Ei (End----- the plants)

Production: Write one word that describes the following:

Test 1 item Hi "Pens, paper, rulers etc"-----

Word formation: Put the correct form of the word in brackets in the space provided

Test 3 item Ai "The sun-----the whole day" (shine)

Completion: Complete the following

Test 1 item Fii You'll come tomorrow, ----- you?

For the rest of the test items see appendices E, F, G.

Tests were used in the collection of data. Tests were used because they can produce very similar results when different people administer following the instruction given. In addition, their practical applications are important in the learning process. Classroom tests unlike external examinations are concerned with evaluation for the purpose of determining the effectiveness of a student learning, teacher performance and resource materials. Tests obtain feedback on the learning process. All the test administered appear as appendices E,F,G.

The tests were administered to both groups to examine the effects of implementing a particular approach on the learners' performance. Once the scoring was done, their results were tabulated and compared as shown in chapter 4.

3.6. Teaching and testing procedures

The teachers who taught the experimental group were asked to use the all-inclusive integrated approach where emphasis was put on all aspects of language and literary skills. The form two integrated English course book was used. Those who taught the control group were asked to isolate Language topics from the literature ones. Emphasis was laid on the Language topics, eg comprehension, summary, writing, grammar, etc. The literature topics were handled by another teacher who did not form the sample in this study. The researcher co-ordinated the teaching of the two groups under integrated and non-integrated approaches. She made periodic classroom visits to monitor teacher adherence to the assigned approach as well as making sure that any results could be confidently interpreted as the results of the application of the distinctive teaching approaches. From the lessons, the teachers using the non-integrated approach postulated that they had ample time for review and recycling the structures to be learned. This facilitated learner acquisition of the grammatical structures. The Literary skills were handled by a different teacher. The duration of the teaching was two months.

3.7 Testing and scoring procedures

The Pre-test was administered to all the groups before instruction. This was done to measure the students' abilities in written grammatical constructions before the experimental treatments had been introduced. Test 2 and test 3 constituted the Post-tests. Test 2 was given after one month of instruction and a final one at the end of the instruction. They were given to measure the students' achievements in written grammatical constructions after the treatment

variable. With the presence of the control group, the changes in the post-tests scores were attributed only to the experimental variable that was manipulated by the researcher.

Each learner's work was marked and a total score awarded. For tests 1 to 3 a learner scored one mark for every correct construction. Constructions with faulty expressions and wrong spellings were marked wrong. For post-test 2 section E, each item had two blank spaces to be filled in, $\frac{1}{2}$ a mark was given to each correct answer.

3.8. Reliability of the instrument

This refers to the level of internal consistency or stability of the measuring device overtime. It is a measure of the degree to which a research instrument yields consistent results or data after repeated trials Mugenda and Mugenda (1999). This study utilized the test-retest method to assess reliability. It involved administering the same instrument to two sub-groups of the same group of subjects twice. The consistency of their results proved that the instrument was reliable.

3.9 Validity of the instrument

Validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under study (Mugenda and Mugenda, Ibid). To ensure content validity, the post-tests were representative of the content covered during the term of study. Tests were selected whose content was similar to that used in the treatments. The teachers of English who did not form the sample in this study moderated the tests. Internal validity was upheld by holding other variables constant e.g. the teacher variable, other factors affecting second language acquisition, etc. The experimental group and the control group did not differ except for exposure to the experimental treatment. All the members of the sample had an equal chance of being selected. The research was conducted in actual setting to which we wished to generalize the findings. The use of the pre-test post-test control group helped to enhance the validity of the results

3.10 Data analysis techniques.

The tabulated tests results were used to calculate and analyze the mean of the scores of the students who received the input through the integrated approach and those who received the input through the non-integrated curriculum. The mean of each test was calculated and presented in tables (see chapter 4). The mean was used because it takes into account each score or measurement in the distribution hence said to be 'stable' measure of central tendency although it is pulled towards an outlier.

The t-test analysis was applied to determine the statistical significance in the means between the treatment group and the control group. The t-test helps to establish that the differences found between two groups is a result of a treatment and not due to chance. The researcher used a significant level of .05 to test the hypotheses. The t-test analysis was done with the help of the computer statistical packages for social sciences (SPSS).

The results were inferentially compared and interpreted to determine whether integrated English curriculum affects the learners' written performance. Inferential statistics are important in that they allow for generalizations from the sample to the larger population, i.e. that the differences found between the samples will also be found in the populations from which they were drawn.

The sample means and standard deviations otherwise known as the sample statistics were combined using a formula called test statistic (see appendix A) to yield a critical ratio, also called a t – value. The t – value indicated how often a difference score of a given magnitude between samples of a given size would occur when there is no true population difference.

The t- distribution is used to determine the level of statistical significance of an observed difference between the samples means. In this study, the null hypotheses were rejected if the calculated t – value reached a significance level of 0.05 (see appendix H for t – distribution).

The critical t- value using the sample size of 30 at the significance level of 0.05 was 2.045. If the computed t – values for the two tailed sample means were larger than – 2.045 and +2.045, then this a large t – value indicated that there was a significant difference in the learners' written grammatical performance as a result of the integrated and the non-integrated approaches. This would lead to the rejection of the earlier stated Ho hypothesis which stated that there would be no difference in the learners' written performance as a result of the integrated and the non-integrated approaches.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

In this section, the role of integrated English approach to teaching English and the role of non-integrated approach is analyzed. Statistical evidence is given to establish that there is a relationship between the integrated English curriculum and the learners' written performance and the non-integrated English and the learners' written performance. Statistical analyses reveal that the non-integrated approach facilitated the learners' better performance in grammatical constructions as opposed to the integrated approach. A comparison of the two approaches on the learners' written performance is given.

4.2 Testing the integrated English approach

A pre-test was administered to two classes of students in different schools. The two classes formed the experimental group. Two post-tests were administered after instruction using the integrated English curriculum. The post-test 1 was given after a month's instruction and a post-test 2 was administered at the end of the experiment. The table below gives a comparison of the learners' scores and the mean scores before and after instruction.

Table 2A: Scores before and after instruction for school 1 using integrated approach

X	Raw score out of 40		
	Pre-test Test 1	Post-test Test 2	Post -test Test 3
1	21	11	18
2	19	14	16
3	20	17	17
4	19	12	16
5	16	12	12
6	12	14	20
7	17	11	16
8	16	19	9
9	13	13	6
10	15	15	16
11	7	11	10
12	14	19	18
13	9	11	16
14	18	11	12
15	16	7	10
16	11	15	14
17	8	9	11
18	15	12	19
19	11	11	15
20	13	11	15
21	15	14	12
22	14	12	18
23	9	18	17
24	11	9	10
25	15	13	13
26	8	11	17
27	14	9	12
28	15	18	18
29	13	13	13
30	15	8	10
MEAN	$X = \frac{419}{30}$ = 13.97	$X = \frac{380}{30}$ = 12.67	$X = \frac{426}{30}$ = 14.20

A study of table 2A reveals that a few learners scored higher on the second test after instruction was given. Majority of the learners registered a drop in performance. Only five learners showed an improvement after instruction. This implies that little learning hence little

acquisition had taken place after the first instruction. After the second instruction, two learners scored very low marks on test three, thirteen students showed some little improvement. The rest showed no improvement at all. This performance indicated the negative effect of the integrated approach on the learners' written performance. At least two learners scored average marks on the pre-test. After the first instruction, no student scored an average mark, one student scored an average mark after the second instruction.

From the above examples it is evident that there was no improvement in performance after the first instruction. However, little improvement was noted after the second instruction.

A comparison of the mean scores shows the above trend. Before the treatment, the mean score was 13.97, an indication of poor performance for the majority of the learners. After the first instruction, the mean score dropped to 12.67, an indication that little or no learning had taken place in grammatical structures. After the second instruction, the mean score slightly rose to 14.20, a little improvement on the previous performances implying that the integrated approach requires more time for learning to take place as KNEC (1997) reports, the integrated approach made the English curriculum wide and congested, it can not be covered within the specified time. The integrated approach has squeezed the provision of the subject into a short space of timetabled time hence not studied in breadth and depth. The above statistical evidence attests to these arguments.

Table 2B: Scores before and after instruction for school 2 using integrated approach

X	Raw score out of 40		
	Pre-test Test 1	Post-test Test 2	Post-test Test 3
1.	15	14	11
2.	22	20	20
3.	13	18	19
4.	18	10	20
5.	16	14	19
6.	17	18	18
7.	20	15	17
8.	14	15	9
9.	12	8	17
10.	10	17	6
11.	12	10	16
12.	14	12	16
13.	12	11	15
14.	12	13	15
15.	18	16	15
16.	19	17	15
17.	8	12	15
18.	13	9	15
19.	16	12	15
20.	17	14	15
21.	11	16	14
22.	10	8	14
23.	15	14	14
24.	12	15	14
25.	15	10	13
26.	13	12	13
27.	12	12	13
28.	9	12	12
29.	12	14	12
30.	9	8	12
MEAN	$X = \frac{416}{30}$ = 13.87	$X = \frac{396}{30}$ = 13.20	$X = \frac{439}{30}$ = 14.63

A careful study of table 2B reveals that only 8 students scored higher on the second test after the first instruction. Many learners recorded a drop in performance. The rest of the learners showed no improvement. This implies that little learning had taken place after the first instruction. After the second instruction, at least half of the class showed a little improvement,

six students dropped in their performance, the rest remained within the same range. This trend indicated that the integrated approach does not enhance the learners written performance. On the pre-test, three learners scored below 10 marks. After the first instruction, four learners scored below 10. Two students scored below 10 after the second instruction. On average, two students scored average marks on the pre-test, after the first instruction, only one student got an average score. After the second instruction, two students scored average marks. From the above examples, it is evident that little improvement was noted after the treatment.

The mean scores attest to the above argument. Before the instruction, the mean score was 13.87, an indication of a general poor performance in grammatical structures among the learners. After the first instruction, the mean score slightly dropped to 13.20, an indication that little learning had occurred. After the second instruction, the mean score rose to 14.63 at least a slight improvement on the previous performance. As in table 2A, the implication is that the integrated English curriculum requires more time for curriculum implementation as Glonlund and Linn (1990) notes, students perform poorly when they are not exposed to various skills adequately.

4.3 Testing the non-integrated English curriculum

A pre-test was administered to two groups of students in different schools. The two groups formed the control group in this study. Two post-tests were administered after the instruction using the non-integrated approach. The first post-test was administered after a month's teaching. The second post test was administered to the learners at the end of the second month of teaching. The table below shows a comparison of the learners' scores before and after instruction and the mean scores.

Table 3A: Scores before and after instruction for school 1 using non-integrated approach

X	Raw score out of 40		
	Pre-test Test 1	Post-test Test 2	Post-test Test 3
1.	24	28	30
2	22	22	24
3	16	14	15
4	10	17	22
5	10	11	13
6	18	20	21
7	8	12	23
8	15	13	15
9	12	16	21
10	15	21	23
11	12	17	18
12	15	15	18
13	15	18	16
14	9	13	19
15	8	12	18
16	11	14	18
17	15	15	20
18	15	16	17
19	14	10	15
20	14	16	18
21	14	16	17
22	12	13	15
23	16	15	20
24	18	17	17
25	12	17	21
26	9	10	18
27	7	10	14
28	14	14	14
29	12	21	23
30	13	15	14
MEAN	$X = \frac{405}{30}$ = 13.50	$X = \frac{468}{30}$ = 15.60	$X = \frac{557}{30}$ = 18.57

A study of table 3A reveals that more learners scored higher on the second test after instruction was given. For example, 5 learners scored below 10 on the pre-test, no student scored below 10 after the first instruction and the second instruction. Only five students registered a drop in performance. Majority of the learners improved in their performance. After

the second instruction, only one student dropped in performance, two students remained constant due to lack of attention or slow learning ability, most of the learners scored more than the previous scores. This trend shows the positive effects of the non-integrated approach on the learners' grammatical constructions. From the above examples, it is evident that the results after the teaching were higher than those before the instruction.

A comparison of the mean scores further shows the level of improvement in the learners' performance. Before the instruction, the mean scores was 13.50 a clear indication of the learners' general weak performance in grammatical structures. After the first instruction, the mean score rose to 15.60 and after the second instruction, it rose to 18.57. This proves that most of the learners scored higher on the post-tests after the instructions. The implication is that the non-integrated approach facilitated the learners' improvement in performance.

Table 3B: Scores before and after instruction for school 2 using non-integrated approach

X	Raw score out of 40		
	Pre-test Test 1	Post-test Test 2	Post-test Test 3
1	14	24	27
2	19	22	27
3	19	21	24
4	14	20	23
5	11	20	22
6	20	19	21
7	19	19	21
8	17	19	22
9	17	18	20
10	13	18	20
11	20	17	20
12	16	17	20
13	20	17	23
14	21	17	19
15	12	15	19
16	17	15	18
17	11	16	19
18	12	15	18
19	13	14	18
20	9	18	16
21	3	14	16
22	11	14	13
23	10	13	13
24	12	14	16
25	14	13	13
26	11	12	19
27	11	14	12
28	12	14	12
29	9	9	12
30	6	7	10
	$X = \frac{413}{30}$	$X = \frac{485}{30}$	$X = \frac{553}{30}$
MEAN	= 13.77	= 16.17	= 18.43

A careful study of table 3B reveals that more learners scored higher after instruction. Before instruction 4 learners scored below 10 marks. After the first instruction 2 students scored below 10. This indicates the positive effect of instruction. After the first instruction, most of the

learners registered an improvement in performance. Only 6 learners registered a slight drop. After the second instruction, majority of the learners improved on their scores, only 2 registered a slight drop. From the examples above, it is evident that instruction played a major role in the improved scores. This is because the scores after instruction were higher than those before the instruction.

The mean scores clearly shows the level of the learners' improvement in performance. Before instruction, the mean score was 13.77 just like the mean scores of the other groups of learners in this study. After the first instruction, the mean score rose to 16.17 and to 18.43 after the second instruction. The trend shows higher scores after the instruction hence the positive role played by the non-integrated approach.

4.4 The t-test analysis for the integrated and the non-integrated approach

4.4.1 The two sample t-test

A comparison of the raw scores and the mean scores alone cannot adequately prove whether there was any significant difference in the learners' written performance in grammatical tests as a result of the integrated approach and the non-integrated approach to teaching. In order to either accept or reject the null hypotheses stated in chapter 1 (1.4) the t-test had to be applied to determine the statistical significance of the scores of the two groups.

The following steps were followed for the t-test.

- a) Stating the null and the alternative hypotheses
 H_0 – Null hypothesis
 H_1 – Alternative hypothesis
- b) Selecting the level of significance.

This study selected the level of significance at 0.05. The significance level of 0.05 means that out of 100 studies, we would expect differences between groups to be caused by a treatment or intervention, in 95 of the studies. The difference in the remaining 5 studies would be due to chance or error (Mugenda and Mugenda 1999)

- c) Giving the test statistic

$$T = \frac{\bar{X} - \mu}{S/\sqrt{n}}$$

(See appendix A) for the interpretation of this formula.

The reason for using the t-statistic is

- i) When the μ (population deviation) is not known
- ii) The $n \leq 30$

This study used 30 as the number of subjects in each group.

d) Formulating the decision rule

- i) Compute degrees of freedom (df) where $df = n - 1$

In this study the number of the sample was = 30

$$Df = 30 - 1$$

$$= 29$$

- ii) Get the critical value from the table. The t-tables show the values of t at specified significance levels (see appendix H). The tabled t-values are referred to as Critical t-values.

In this study, the critical value was 2.045 for a two tailed test located at the inter section with the computed df at 0.05. (see appendix H).

e) Computing the t-values

- i) Calculate the mean (M)
- ii) Calculate the standard deviation (SD)
- iii) Calculate the test value (T)

$$T = \frac{\bar{X} - \mu}{S/\sqrt{n}}$$

Here a computer was used to calculate the t values. If absolute value of the calculated t is greater than the absolute value of the critical t, then we conclude that the two groups are significantly different on the variable under study.

In this study, the critical value = 2.045, therefore we reject the H_0 if the computed t value does not fall between -2.045 and 2.045 (see appendix B) the region of rejection.

Statement of the null and alternative hypotheses.

For a two sample tailed test, the H_1 has no direction.

H_1 - #

H_0 – There is no deference in the learners’ written performance as a result of the integrated and the non-integrated approaches

H_1 – There is a difference in the learners’ written performance as a result of the integrated and the non-integrated approaches.

4.4.2 The two tailed t-test procedures for experimental and control group

The following tables give the computed figures using the two tailed t-test procedures for the non – integrated and the integrated approaches.

Table 4A: Test 1 for school 1

	Non-integrated	Integrated
Raw score	40	40
No. of subjects	30	30
Total	405	419
Mean	13.50	13.97
SD	3.88	3.63

t value = 0.70337

The critical value adopted in this study is 2.045 at the significance level of 0.05. This value will be used for the treatment groups and the control groups.

From table 4 A, the computed t value lies between – 2.045 and 2.045 (see appendix B for rejection region). It can therefore be argued that learners in the experimental group and in the control group were at the same level of linguistic competence. If teaching has to be a causative variable, then the after instruction t-value of the two groups should fall in the region outside – 2.045 and 2.045 (see appendix B).

Table 4B: Test 2 for school 1

	Non integrated	Integrated
Raw score	40	40
No. of subjects	30	30
Total	468	380
Mean	15.60	12.67
SD	3.97	3.17

$$t \text{ value} = -5.0749$$

From table 4 B, the test value for the mean scores between the non-integrated and the integrated is -5.0749 . Since the calculated t-value is greater than the critical t-value, we reject the H_0 . There is no difference in the learners' written grammatical performance as a result of the integrated and the non-integrated approaches: therefore, the conclusion here is that the learners' written performance on average are significantly different as a result of the integrated and the non-integrated approaches.

It can be argued that the non-integrated approach had a positive effect hence facilitated the learners' better performance in the grammatical structures.

Table 4C: Test 3 for school 1

	Non-integrated	Integrated
Raw score	40	40
No. of subjects	30	30
Total	557	426
Mean	18.57	14.20
SD	3.78	3.49

$$t \text{ value} = -6.8572$$

From table 4 C, the t-value of the experimental and the control group is -6.8572 . There is a significant difference between the means of the integrated and the non-integrated approaches. This shows that instruction played a major role in the learners' written grammatical performance. Therefore, we reject the null hypothesis and accept the alternative hypothesis. There is a significant difference in the learners' written grammatical performance as a result of

the integrated approach and the non-integrated approaches. We can therefore conclude that the non-integrated approach facilitated the learners' better performance in the grammatical constructions.

Table 5A: Test 1 for school 2

	Non-integrated	Integrated
Raw score	40	40
No. of subjects	30	30
Total	413	416
Mean	13.77	13.87
SD	4.45	3.44

$$t \text{ value} = 0.15915$$

The calculated test value from table 5A is 0.15915. This value falls between -2.045 and 2.045 which is the critical region in this study at 0.05 significance level. This implies that the experimental group and the control group were at the same level of linguistic competence at the time of pre-test. If the treatment has to be the causative variable in the learners' written performance, then the means of the two groups should be significantly different after instruction. The after instruction t-value between the two groups should be within the rejection region (see appendix B).

Table 5B: Test 2 for school 2

	Non-integrated	Integrated
Raw score	40	40
No. of subjects	30	30
Total	485	396
Mean	16.17	13.20
SD	3.67	3.18

$$t \text{ value} = -5.1138$$

From table 5 B, the calculated test value is -5.1138 . Since it is greater than the critical t-value -2.045 , we reject the H_0 and accept the alternative hypothesis. The conclusion here is that the two means are significantly different. Therefore it can be concluded that there is a difference in performance as a result of the integrated and the non-integrated approach. In essence, we can

argue that the non-integrated approach played a significant role in facilitating the learners' improved performance in grammatical structures.

Table 5C: Test 3 for school 2

	Non-integrated	Integrated
Raw score	40	40
No. of subjects	30	30
Total	553	439
Mean	18.43	14.63
SD	4.44	3.07

$$t - \text{value} = -6.784$$

The calculated t value from the above figures is -6.784 . This value is greater than the absolute value of the critical t. We can then conclude that the means of the two groups are significantly different. The calculated t value lies within the rejection region (see appendix B). We therefore reject the null hypothesis. There is no difference in performance as a result of the integrated approach and the non-integrated; and accept the alternative hypothesis: there is a significant difference in the learners' written performance as a result of the integrated approach and the non-integrated approach. It can therefore be concluded that the learners who were subjected to input through the non-integrated approach performed better in the grammatical structures than those who were subjected to the integrated approach.

4.5 The t-test analysis of the overall scores for the experimental group and the control group

In the following tables, a comparison between the overall scores of the treatment group and the control group for the three tests is made using a two-tailed test.

Table 6A: Overall mean scores for the experimental and control group for school 1

	CONTROL GROUP Non-integrated	EXPERIMENTAL GROUP Integrated
TOTAL	476.67	408.33
MEAN	15.89	13.61
SD	3.87	3.43

$$t \text{ value} = -3.638$$

Applying Ostle's (1975) formular for t-test at a significance level of 0.05 and with one degree of freedom, the calculated test value is -3.6381 , this value is greater than the two-tailed critical t value of -2.045 since it falls within the rejection region (see appendix B) ground is provided for the rejection of the null hypothesis. Therefore the probability that the non-integrated approach had a positive effect on the learners' written performance at 0.05 level of confidence is 95%. It can then be concluded that the use of the integrated approach had a slow effect on the learners' comprehension of grammatical structures. For individual overall mean scores (see appendices C & D).

Table 6B: Overall mean scores for experimental and control group for school 2 .

	CONTROL GROUP Non-integrated	EXPERIMENTAL GROUP Integrated
TOTAL	483.67	417.01
MEAN	16.12	13.90
SD	4.19	3.23

$$t \text{ value} = -3.7695$$

Using the same level of significance, critical value and degree of freedom like in the preceding sections, the calculated test value from the above figures is -3.7695 . This value lies within the rejection region. We therefore reject the null hypothesis and accept the alternative hypotheses that there is a difference in performance as a result of the integrated and the non-integrated approaches. It can therefore be concluded that the non-integrated approach facilitated the learners' better performance in the grammatical constructions.

4.6 Discussions

Prabhu (1987), says that Form focused activities where the learners repeat and manipulate language forms or construct forms on the model of those given, facilitate subconscious assimilation of the structural regularities inherent in the forms involved. This promotes language acquisition. The results of this study support grammar drills.

A keen observation of the mean scores show that the input through the non-integrated English has a statistically significance effect on the learners' grammatical constructions, even after the students have been subjected to it for only two months. The t-values for the two groups after the two months of instruction were -6.8572 and -6.784 (see table 4C and 5C). This shows that the difference between the mean scores of the non-integrated group and the integrated English group is significantly large. The t-values shown are larger than the critical t-value of -2.045 (see appendix B). This trend indicates that the input through the non-integrated English resulted in achievement increases for the majority of the students in grammatical structures. On the other hand, the group of students subjected to the integrated English course made little gain in performance during the same time frame.

Using the non integrated approach resulted in higher post- test scores than those who were taught the integrated curriculum. The analyzed data in this chapter indicate that the integration of literature and language made the English curriculum congested. The syllabus cannot be covered in depth and breadth hence fails to enhance the learner's ability to construct grammatically correct sentences. The non-integrated English Course ensures built-in review, i.e. consistency of occurrence of the structures to be learnt which facilitates acquisition.

Another important finding is that in the integrated English classroom, the amount of time spent on grammatical structures is less than the amount of time spent on the same area in the language only classroom. In the integrated English curriculum, the teacher has to teach so many areas that he/she hardly has time for intensive drilling. The six lessons allocated for English in form two are not enough to allow for the coverage of all the skills of language and literature. Thus the reduced time for teaching both English language and literature impacts negatively on the learning of grammar. For example, in test 2, the mean scores for the integrated curriculum were 12.67 and 13.20 while in the language only classrooms; the mean scores were 15.60 and 16.17. The t-test values (see appendices C & D) prove the significant differences between the

means. Therefore, the stipulated time for the six lessons for teaching English in form 2 is not adequate for the integrated course.

The fact that there was a slight improvement in the mean scores after test 3 shows that integrated English curriculum takes time for effective implementation. It requires students' self-direction, but this is lacking in our Kenyan secondary schools. Students are not actively involved in planning their learning and in making choices. They are not motivated. The input through the integrated English approach has no logical sequence hence fails to ensure review and recycling of the target language features. The teaching of grammar items in the context in which they occur, in literary works, fails to provide optimal input because, it is not possible to know, whether or not some of these works are operating at some level of complexity other than $i+1$, i.e. the learner's current competence plus a little more (Krashen 1985).

Ur (1998) says the learning of Grammar should be seen in the long term as one of the means of acquiring a thorough mastery of the language as a whole, not as an end in itself. The way English grammar skills are taught have no bearing on the learners' actual practical utilization of the language. Under the integrated English approach, the teaching of grammar is too general, lacks systematicity, no adequate practice with the target features and no follow up exercises. The teaching is done as per the units in the integrated English course book. There are no teachers made materials to blend with what is available as recommended by the Ministry of Education (1992). The English syllabus is hardly completed and this impacts negatively on the learner's written grammatical performance.

Allwright and Bailey, (1991) argues that the language classroom offers very little opportunity to the learner to communicate in the target language or to hear it used for communicative purposes by others. Due to the wide integrated English curriculum, teaching is done by giving "a little of everything" (Jacobs 1989). This kind of approach provides scraps of comprehensible input rather than a truly integrated approach to teaching. In this way, it fails to facilitate learning and language acquisition. The teaching of writing and extensive reading is poorly done. Teachers are given few texts to work with, this hinders the development of concepts. There is poor reading culture in secondary schools; the integration of language and literature provides little time for in depth learning. Teachers develop survival techniques

whereby students are told to mark fellow students' essays. There is no thorough teaching of writing.

A final important observation is that the integrated English curriculum does not only impact negatively on the learners' grammatical construction but is also not favoured by the majority of the teachers. Some teachers are trained to teach both language and literature. Others are teachers of literature only and another subject. A teacher will emphasize one area as opposed to the other depending on one's area of specialization. Students who would perform well in language are pushed down by literature and vice versa. In the 8-4-4 philosophy of education (KIE,1987), guide books are not approved of but practically, there is heavy reliance on them which implies little preparation on the part of the teacher and by inference the teachers' inability to help learners to develop the necessary skills for responding to a text.

4.7 Summary

From the above discussions and statistical evidence, it can be concluded that enough ground has been provided for the rejection of the null hypotheses which says:

- (a) There is no relationship between the input through integrated approach and the learners' performance.
- (b) There is no relationship between the input through the non-integrated approach and the learners' written performance
- (c) There is no difference in performance as a result of the integrated and the non-integrated approach and acceptance of the alternative hypotheses namely:-
 - i) There is a negative relationship between the integrated English curriculum and the learners' written performance
 - ii) There is a positive relationship between the non-integrated English approach and the learners' written performance
 - iii) There is a significant difference in the learners' written performance as a result of the integrated and the non-integrated approaches

The computed t-test values reveal that the integrated approach takes a long time to create a slight effect on the learners' written grammatical performance. On the other hand, the non-integrated has a positive effect on the learners' written performance. Despite the fact that the differences in performance are not so huge, the differences are significant enough to

enable us reject the null hypotheses and postulate that the differences were as a result of the treatment variable namely teaching using the two approaches on different groups.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The results of the data analysis from the preceding chapter provide useful information on the teaching of English in secondary schools. This chapter gives the conclusions and recommendations made from the findings.

5.2 Conclusions

The findings in chapter 4 support the positive effects of the non-integrated English approach on the learners' structured grammatical performance. It is clear that the non-integrated English approach facilitated the learners' better performance in grammatical structures. Evidence from the results indicate that the non-integrated English approach encourages depth and breadth in learning when the target structures are used in realistic contexts. This ensures built-in review and recycling leading to language acquisition.

The non-integrated approach allows for the application of all the methods of teaching English e.g. the direct method, the grammar translation the natural approach etc. This approach therefore leads to the mastery of the skills of language.

The integrated English curriculum on the other hand, does not help the learners to apply the skills learnt due to overload in terms of integration. The teacher has to cover so many areas with inadequate time which makes it difficult for them to cover the syllabus comprehensively. This approach provides scraps of comprehensible input, which does not ensure real communicative competence. Optimal input requires comprehensible input be supplied in sufficient quantity Ellis (2001). Rough tuning of the input, (Krashen, 1987) is not possible with the integrated English curriculum.

Integrated curriculum requires more time for curriculum exploration. The time allocated for the teaching of English on the time table is not enough to promote mastery of the rules and development of the language skills. Presentation, practice and use of the target language structure is lacking under this approach. Learners can understand text without precise syntactic

and morphological knowledge, but can not produce it accurately without syntactic and morphological knowledge (Clarke 1989).

The learners are not actively involved in planning their learning and in making choices. The choice of course books and set texts is done by the curriculum planners. This leads to low motivation for learning; low levels of homework completion, poor self-direction and inadequate language use outside the classroom.

The results provided by this study indicate that merging of English language and literature into one examinable subject put a lot of strain and unease on the teachers. The teachers are not provided with adequate in-service or time to thoroughly develop an integrated English curriculum. So, they go to an unstructured 'a little of everything' approach which fails to facilitate comprehension of input and learner achievement.

5.3 Recommendations

This study recommends a non-integrated English approach that employs a multi-methodology in the teaching of English. The different methods as discussed in section 2.2 can be used interchangeably to supply comprehensible input. Comprehension checks, non-linguistic means and extra linguistic support in the form of realia and pictures may encourage language acquisition.

A truly integrated approach to learning where, the language skills of reading, writing, listening and speaking are integrated is recommended. This approach does not involve the merging of English language and literature into one autonomous subject. Literary texts can be utilized for intensive and extensive reading.

In the teaching of grammar, the learners should be allowed enough practice and use of the target grammatical structures. The learning of grammar may be approached deductively or inductively. This can be achieved through language games, discussions, dramatization, debates and group work with emphasis on the use of the target language structures and application of the target language features.

It is recommended that grammatical structures, be roughly tuned to the learners competence and be provided in sufficient quantity to ensure recurrence and recycling. Learners subjected to integrated English curriculum should have independent control of the propositional

content of the language course, e.g., topic choice. This will encourage motivation and consciousness raising.

According to the Ministry of Education (1992), to utilize literary text for the purpose of language development, it may be useful to delineate areas covered by each. This study recommends that integration assumes a thematic focus, themes that promote the linking of concepts and lead to deeper understanding of conceptual connections. Activities that are arbitrarily connected are not helpful. A thematic curriculum attempts to address broad themes in the field under study with specific goals and skills to be developed. For example, the integration of literature and international studies, English and creative writing, helps to strengthen students understanding of the world around them and sharpen their skills of creative writing. Thus, an integrated curriculum is a means, not the end result. Poorly designed units do not achieve deeper understanding and thorough learning.

An integrated English curriculum requires teamwork, while an individual teacher may or may not have expertise in each content area, members of teacher teams are able to work together to find connections that cut across single content areas. It is not necessary for language and literature to be taught by only one teacher in a particular class.

This study recommends more time for effective exploration of an integrated English curriculum. More time should be allocated for the teaching of English to ensure adequate coverage of the syllabus. Teachers should be provided with adequate in-service and time to thoroughly teach an integrated curriculum. In this way, it will help curb the problems of rush for literary guidebooks and choosing of topics of convenience which reflects poorly on the teachers' ability to deliver. Workshops and seminars should be organized on regular basis to enable teachers develop own materials to blend with what is available in the course books.

Although literature study is clearly linked to the study of language i.e. Language being the raw material that literature is made of, literature is often more than language. It goes beyond grammatical correctness. It is important that English language and literature be left as separate subjects in the curriculum.

5.4 Areas for further research

This study recommends further research in all the other skills under integrated English curriculum not covered in this research. This will help identify other causes of poor performance in English.

An integrated English curriculum may not address a logical sequence in the development of literary studies and language. Further research into the effect of sequence is recommended. It may be that sequence decisions currently held one more a product of text books than actual necessity for understanding. Another area is assessment of student learning. The Kenya Certificate of Secondary Education Examination does not capture the essence of integration. The examination requires specific processing skills as opposed to integrated learning. This area has not been explored.

The teacher variable needs to be explored more fully. Teachers without adequate in-service or time to thoroughly develop an integrated curriculum may not manage an integrated approach to learning. Best practices for initial and on going in service training need to be researched on.

Another issue is the extent to which pre-service teachers are prepared to teach an integrated curriculum. This area has not been studied. Finally, careful examination of successfully integrated programs may suggest the extent to which integration can or should be implemented.

REFERENCES

- Allen, P. (1975), "*The Sacred Hoop: A Contemporary Indian Perspective on American Indian Literature*". in Chapman (1975).
- Allwright, D. and Bailey, K.M. (1991), *Focus on the Language Classroom Research for Language Teachers*, Cambridge: C.U.P.
- Ayot, H.O. (Ed). (1984), *Languages for learning*, Nairobi:, Macmillan Publishers.
- Ayot, H.O. and Patel. (1992), *Instructional Methods: General Methods*. Nairobi: Educational Research and Publication.
- Baker, J.M. (1995), *Research*. London: O.U.P
- Barasa K and Sure K (1985), *Gateway Secondary Revision English* Nairobi: Longman,
- Bennet, W.A. (1968), *Aspects of Languages and Language Teaching*. New York: C.U.P.
- Best, J.W. and Kahn J.V. (1993), *Research in Education* U.S.A: C.U.P.
- Borg, W.R. & Gall, D. (1989) *Educational Research* (5th Edition). New York: Longman
- Bakuli, N. (1990), *A Study of Instructional Practices used by Teachers of English in Upper Classes of Primary School in Kabras Division, Kakamega district*: M.Ed (P.T.E) Thesis, Kenyatta University
- Bluman, G. A. (1992), *Elementary Statistics*, A step by step Approach. Wm.C Brown Pub.
- Brown. H. D. (1987) *Principles of Language Learning and teaching*. (2nd ed). Englewood Cliffs, N. J. Prentice – Hall, Inc.
- Brumfit, C. and R. Carter. (eds).(1987), *Literature and Language Teaching*. Oxford: O.U.P.
- Bukenya, A., A. Kioko, D. Njengere, and V. Mulei. (2003), *Head Start Secondary English*. Kenya: OUP, East Africa Ltd.
- Buttler, C. (1985), *Statistics in Linguistics*. UK; Basil Blackwell.
- Carter, R.A. and M.N.Long.(1987), *The Web of Words: Language Based Approached to Literature*. Cambridge: C.U.P.
- Chaudron, C. (1995), *Second Language Classroom*. London: C.U.P.
- Chomsky, N. (1971), "*Deep Structure, Surface Structure and Semantic Interpretation*" In Steinberg and Jakobovits (eds.) Monton: MIT Press.
- Collie, J. N. and S. Slater. (1987), *Literature in the Language Classroom*. London; CUP

- Canale, M. and M. Swain. (1980), '*Theoretical bases of Communicative Approaches to Second Language Teaching and Testing* in Allwright and Bailey (ed) *Language classroom*. Cambridge: CUP.
- Clarke, D.F. (1987), *Communicative Theory and its Influence on Material Production in Language Teaching: The IAJLT and Applied Linguistics, April*. London: C.U.P.
- Cook, G. (1986), *Literary English in Brumfit and Carter (eds.) (1987), Literature and Language Teaching*. Oxford: OUP.
- Corder, P. (1973), *Introducing Applied Linguistics*. London: Hazell Watson and Viney.
- Corder, S. P. (1978), *Language Learner Language* in J. C. Richards (ed). *Understanding Second and Foreign Language Learning* Rowley, MA: Newbury House
- De Saussure, F. (1913), *Course in General Linguistics* in W. Baskin (ed). (1959), New York.
- Ellis, R. (1980), *Teaching Secondary English*. England: Longman Group.
- Ellis, R. (1981), '*The role of Input in Language Acquisition: Some Implications for Second Language Teaching*.' *Applied Linguistics* Vol. No. 1
- Ellis, R. (2001), *The Study of Second Language Acquisition*. London: O.U.P.
- Faerch, C. and G. Kasper (eds). (1987), *Introspection in Second Language Research*. Philadelphia: Clevedon.
- Gaies, S. J. (1977), *The Nature of Linguistic Input in Formal Second Language Learning. Linguistic and Communication Strategies in ESL Teachers' Classroom Language* in Brown, Yorio and Crymes.
- Gill, R. (1985), *Mastering English Literature*. London: Macmillan.
- Harmer, J. (1987), *Teaching and Learning Grammar*. London: Longman.
- Hatch, E. M. (ed). (1978), *Second Language Acquisition. A Book of Readings*. Rowley, MA: Newbury House.
- Hill, J., (1986), *Using Literature in Language Teaching* Macmillan: ELTS.
- Jacobs, H.H. (1989), *Interdisciplinary Curriculum: Design and Implementation*. Alexandria, VA: Association for supervision and curr. dev.
- Kasire, B.G.L. (2000), *The role of classroom inputs in the acquisition of WH-words*. M.A Thesis, Egerton University.

- Karanu, N. J. (1992), *Training in Production and Use of Resources for English Language Teaching in Selected Schools in Nairobi Primary Schools*. M.Ed (P.T.E) Thesis, Kenyatta University
- Kathuri, N.J. (1993), *Introduction to Educational Research*, Egerton University: EMC.
- Kembo, J. A. (1985), *Language Games: A Study of the Use of Games in Language Teaching and Learning in Selected Std. 1 Classes in Nyeri District*. M. Ed. (P.T.E) Thesis, Kenyatta University.
- Kembo, J. A.(1991), *Methods of Teaching Literature*. Nairobi: Nairobi University Press.
- K.I.E. (1987), *A Handbook for Teachers of English in Secondary Schools in Kenya*. Nairobi: J.K.F.
- K.I.E. (1987), *Integrated English Book 2*. Nairobi: Jomo Kenyatta Foundation.
- KIE. (2003), *Kenya Institute of Education Secondary English Syllabus*. Nairobi: Literature Bureau.
- Kirigia, E. (1991), *Assessment of English Reading Comprehension of Pupils Completing Primary Education: A Case Study of Meru Municipality*. MA: Thesis. K. U.
- KNEC. (1997), *The Kenya National Examinations Council*. Nairobi.
- KNEC.(2005), The National Examinations Council: KNEC/SDSTD/CS/KCSE/05/003/Nairobi.
- Koech Report (1999), *Totally Integrated Quality Education and Training. (TIQET)*. Nairobi: Government Printers.
- Krashen, S. D. (1982), *Principles and Practice in Second Language acquisition*. Oxford: Pergamon Press.
- Krashen, S. D. (1985), *The Input Hypothesis: Issues and Implications*. London: Longman
- Krashen, S. D. (1987), *Principles and Practice in Second Language Acquisition*. (UK): Prentice Hall International.
- Lake, K. (2004), *Integrated Curriculum: Research You Can Use (SIRS)*.
- Larsen- Freeman D. E. (1980), *Discourse Analysis in Second Language Research*. Rowley, MA: Newbury House.
- Larsen-Freeman, D. (1986), *Techniques and Principles in Language Teaching*. Oxford: OUP.
- Lightbown, P. M. (1985), 'Great Expectations: Second Language Research and Classroom Teaching' in *Applied Linguistics* Vol 6 No. 2.

- Littlewood, W.T. (1986), *Literary and Informational Text in Language Teaching*. Cambridge C.U.P.
- Long, M. H. (1981), *Input, Interaction and Second Language Acquisition*. New York: New York Academy of Sciences.
- Lott, B., (1986), *A Course in English Language and Literature*. London: Edward Arnold.
- Maclver, D. (1990), *Meeting the Needs of Young Adolescents: Advisory Groups, Interdisciplinary Teaching Teams and School Transition Programs*. Phi Delta Kappan 71/6.
- Mackay Report. (1981), *Report of The Presidential Working Party on the Second University*. Nairobi: Government Printer.
- M.O.E. (1992), *A Guide to English Teaching of Literature*. Nairobi: Longman.
- M.O.E. (2003), *English Course Regulations and Syllabuses*. Nairobi: Longman.
- Mutea, J. (2001), *Examining the KCSE Integrated English Syllabus* (monograph).
- Mugenda, O. L. and A. G. Mugenda. (1999), *Research Methods: Quantitative and Qualitative Approaches*. Nairobi, Kenya: Acts Press.
- Mwangi, W. P. (1991), *An Investigation of the Relationship Between the In-School Linguistic Environment and Academic Performance in Primary Schools*. M.Ed. (P.T.E) Thesis, KU
- Namach, S. K. (1990), *A Study of the Factors, Which Affect the Implementation of 8:4:4 Primary English Syllabus in Selected Schools in Funyula Division of Busia District*. M. Ed. (P.T.E) Thesis, KU
- Nassiuma, D. K. and J. W. Mwangi. (2004), *Statistical Methods for Information Analysis. An Introduction* Egerton, Egerton University Press.
- Nunan, D, (1992), *Collaboration Language and Teaching*. London: C.U.P.
- O'Connor, F. (1950), *An Introduction to Literature*. Boston: Little Brown.
- Ostle, B., and R.W.Mensing. (1975), "Basic Concepts and Techniques for Research Works" in *Statistics in Research*. Ames: The IOWA State University Press.
- Palmer, J. (1991), "Planning Wheels Turn Curriculum Around". *Educational Leadership* 49/2.

- Pattison, B. (1968), *The literary Element in G.E. Perren (ed). (1968), Teachers of English as Second Language*. Cambridge: C.U.P
- Phillipson, R. (1991), *Foreign and Second Language Pedagogy Research*. Bank House
- Perren, G.E. (1985), *Teachers of English as Second language*. New York: C.U.P.
- Prabhu, N. S. (1987), *Second Language Pedagogy*. New Delhi: O.U.P.
- Politzer, R. L. and L. Weiss. (1972), *The successful Foreign Language Teacher*. Philadelphia: The centre for curriculum development; Inc.
- Rivers, W.M. and M.S. Temperly. (1978), *A practical Guide to Teaching of English as Second Language*. London: O.U.P.
- Rivers, W.M. (1964), *The Psychologist and The Foreign Language Teacher*. Chicago: University of Chicago Press.
- Schmidt, W. (1983), *Curriculum Integration: It's Use in Language Arts Instructions*. Research Series No. 140. East Lansing, MI: Institution for Research on Teaching.
- Seliger and Schohamy. (1989), *Second language Research Methods*. Oxford: OUP.
- Seliger, H. W. and M.H. Long. (eds). (1983), *Classroom Oriented Research in Second Language Acquisition*. Rowley, M.A. Newbury House.
- Selinker et al (1991), *The Interlaguage Hypothesis Extended to Children: Language Learning in Allwright and Bailey*. C.U.P.
- Shoemakers, B. (1991), "*Integrative Education: A Curriculum for the Twenty-First Century*". Oregon School Study Council.
- Sinclair, J. and D. Brazil, (1982), *Teacher talk*. London: Oxford University Press.
- Taylor, R. (1987), *Understanding Elements of Literature*. London: Macmillan.
- Ur, P., (1988), *Grammar Practice Activities*. London: C.U.P.
- Vars, G. (1965), *A Bibliography of research on the effectiveness of block- time programs*. Ithica: Cornell University.
- Wilkins, D.A. (1982), *Linguistics in Languages Teaching*. London: Edward Arnold.
- Widdowson, H.G. (1990), *Teaching Language as Communication*. London: O.U.P.

APPENDIX A

Test Statistic

$$t = \frac{\bar{X} - \mu}{S/\sqrt{n}}$$

\bar{X} - Sample mean - integrated approach

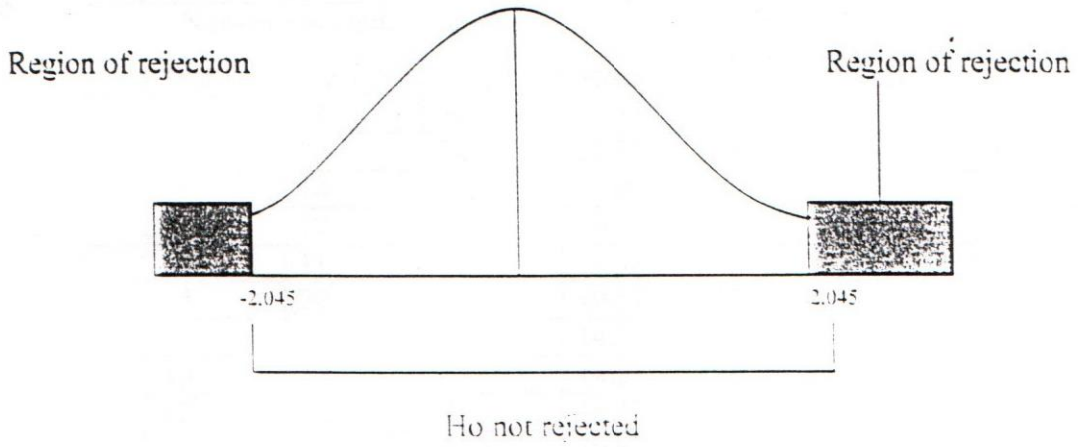
μ - Population mean - non-integrated

S - Sample deviation - integrated

n - no of cases in sample - integrated

APPENDIX B

Two sample tailed test
Critical value=2.045



Reject H_0 if the computed t value does not lie between -2.045 and 2.045

APPENDIX C

UPPER HILL SECONDARY SCHOOL

LANET SECONDARY SCHOOL

Non-Integrated: School 1					Integrated: School 1			
	Test 1	Test 2	Test 3	Mean	Test 1	Test 2	Test 3	Mean
	24	28	30	27.33	21	11	18	16.67
	22	22	24	22.67	19	14	16	16.33
	16	14	15	15.00	20	17	17	18.00
	10	17	22	16.33	19	12	16	15.67
	10	11	13	11.33	16	12	12	13.33
	18	20	21	19.67	12	14	20	15.33
	8	12	23	14.33	17	11	16	14.67
	15	13	15	14.33	16	19	9	14.67
	12	16	21	16.33	13	13	6	10.67
	15	21	23	19.67	15	15	16	15.33
	12	17	18	15.67	7	11	10	9.33
	15	15	18	16.00	14	19	18	17.00
	15	18	16	16.33	9	11	16	12.00
	9	13	19	13.67	18	11	12	13.67
	8	12	18	12.67	16	7	10	11.00
	11	14	18	14.33	11	15	14	13.33
	15	15	20	16.67	8	9	11	9.33
	15	16	17	16.00	15	12	19	15.33
	14	10	15	13.00	11	11	15	12.33
	14	16	18	16.00	13	11	15	13.00
	14	16	17	15.67	15	14	12	13.67
	12	13	15	13.33	14	12	18	14.67
	16	15	20	17.00	9	18	17	14.67
	18	17	17	17.33	11	9	10	10.00
	12	17	21	16.67	15	13	13	13.67
	9	10	18	12.33	8	11	17	12.00
	7	10	14	10.33	14	9	12	11.67
	14	14	14	14.33	15	18	18	17.00
	12	21	23	18.67	13	13	13	13.00
	13	15	14	14.00	15	8	10	11.00
Total	405	468	557	476.67	419	380	426	408.33
Mean	13.50	15.60	18.57	15.89	13.97	12.67	14.20	13.61
Std Dev	3.88	3.97	3.78	3.87	3.63	3.17	3.49	3.43
	Test 1	Test 2	Test 3	Average				
T value	0.70337	-5.0749	-6.8572	-3.6381				

APPENDIX D

NAKURU SECONDARY SCHOOL

MOI SECONDARY SCHOOL

	Non-integrated: School 2				Integrated: School 2			
	Test 1	Test 2	Test 3	Mean	Test 1	Test 2	Test 3	Mean
	14	24	27	21.67	15	14	11	13.33
	19	22	27	22.67	22	20	20	20.67
	19	21	24	21.33	13	18	19	16.67
	14	20	23	19.00	18	10	20	16.00
	11	20	22	17.67	16	14	19	16.33
	20	19	21	20.00	17	18	18	17.67
	19	19	21	19.67	20	15	17	17.33
	17	19	22	19.33	14	15	9	12.67
	17	18	20	18.33	12	8	17	12.33
	13	18	20	17.00	10	17	6	11.00
	20	17	20	19.00	12	10	16	12.67
	16	17	20	17.67	14	12	16	14.00
	20	17	23	20.00	12	11	15	12.67
	21	17	19	19.00	12	13	15	13.33
	12	15	19	15.33	18	16	15	16.33
	17	15	18	16.67	19	17	15	17.00
	11	16	19	15.33	8	12	15	11.67
	12	15	18	15.00	13	9	15	12.33
	13	14	18	15.00	16	12	15	14.33
	9	18	16	14.33	17	14	15	15.33
	3	14	16	11.00	11	16	14	13.67
	11	14	13	12.67	10	8	14	10.67
	10	13	13	12.00	15	14	14	14.33
	12	14	16	14.00	12	15	14	13.67
	14	13	13	13.33	15	10	13	12.67
	11	12	19	14.00	13	12	13	12.67
	11	14	12	12.33	12	12	13	12.33
	12	14	12	12.67	9	12	12	11.00
	9	9	12	10.00	12	14	12	12.67
	6	7	10	7.67	9	8	12	9.67
Total	413	485	553	483.67	416	396	439	417.01
Mean	13.77	16.17	18.43	16.12	13.87	13.20	14.63	13.90
Std Dev	4.45	3.67	4.44	4.19	3.44	3.18	3.07	3.23
	Test 1	Test 2	Test 3	Average				
T value	0.15915	-5.1138	-6.784	-3.7695				

APPENDIX E

NAMEFORM

SCHOOLDATE

ENGLISH TEST 1: PRE-TEST

Answer all the questions

A. Complete the blanks with so, very, or too

- (i) The vehicle was _____ overloaded that it couldn't go uphill.
- (ii) The harvest is _____ good this year.
- (iii) The policeman booked the driver because there were _____ many passengers in the Matatu.
- (iv) The road was _____ dangerous for the children to walk on let alone play in.
- (v) She was _____ grateful for our advice.

B. Choose the best for each of the following

- (i) I just want to _____ my books from my desk.
A. pick B. pick off C. pick up D. pick from
- (ii) Always make a rough draft and then cross _____ after you have done the fair copy.
A. it B. out it C. it over D. it out
- (iii) I don't know how she can _____ her husband's cruel treatment.
A. put up with B. put up C. put by D. put off
- (iv) They decided that they could not _____ the problem any longer.
A. cope B. cope with C. cope up with D. cope up
- (v) You should always try to behave so well that the younger students can _____ you
A. look down on B. look up to C. look to D. look on

C. Rewrite the following sentences according to the instructions given.

(i) I used to wait impatiently for my uncle to fetch me (use ' fetched by')

(ii) We set off before dawn for the rice fields
(Begin 'The sun')

(iii) Only after the rice was ripe could the date of the festival be set (use 'not' and 'before')

(iv) I was too young to ask the meaning of the custom (use 'not' and 'enough')

(v) As the morning drew on, it would become hotter (use 'heat')

D. Combine the following sentences into one using who, whom, which, where or whose

(i) I met James. We spent the whole day together.

(ii) Anne ate a lot of oranges. These made her sick.

(iii) Alice showed me the room. My dictionary was found in that room.

(iv) I spent a long time with the teacher. He gave me some good advice. The advice was very helpful.

(v) You should protect the environment. Man's survival depends on the environment.

E. Rewrite the following sentences according to the instructions given after each.

(i) The plants got damaged by the cold weather (End the plants)

(ii) The teacher has paid for our meals (Start: Our meals)

(iii) This chair was renovated by the man who bought it. (Start: The man)

(iv) The air force pilot flew the light plane across the lake (End: the air force pilot)

(v) The gardener is weeding the flower bed behind my house (Start:The flower bed...)

F. Complete the following sentences as appropriate

(i) I am broke (rewrite using 'hardly')

(ii) You'll come tomorrow, _____ you?

(iii) Didn't Maria like it? (Choose the correct answer)

A. Yes she didn't

B. No, she didn't

(iv) Pot - holes are not the only cause of road accidents (rewrite beginning: Not)

(v) She coming, is she?

G. Use the words given to re-write the following sentences. Do not change the meaning

(i) They were able to swim across the river (manage)

(ii) We couldn't get into Belgium without Visas (unable)

(iii) She was unable to answer the question (could)

(iv) Bob had the shirt mended by his father (got)

-
- (v) My hair is going to be cut tomorrow (have)
-

H. Replace the italicized words with one word with the same meaning

- (i) He passed the shop which sells *pens, paper, rulers*, etc. _____
- (ii) A *man who cuts trees* fell off a tree _____
- (iii) The disease is *able to be caught by contact* _____
- (iv) This machine works *by itself* _____
- (v) Farming is *looked down upon* by some young people _____

APPENDIX F

NAME:-----

CLASS:-----

SCHOOL:-----

DATE:-----

ENGLISH TEST 2: POST-TEST

Answer all the questions

A) Fill in the blank spaces using the verbs in the brackets in their correct tense

- (i) After their parents died, they------(take) to an orphanage.
- (ii) Her son -----(strike) by lightning during last week's heavy storm.
- (iii) Michelle------(Pass) her examination if she had worked harder.
- (iv) I always ring her before I visit to make sure that she -----(be) at home.
- (v) Many of us -----(do) not believe the strange stories he told every evening.

B) Change the following sentences into the passive voice.

e.g. The herds boy took all the cattle to the river

Ans. All the cattle were taken to the river by the herds boy.

- (i) Lucy killed the snake that had coiled round the baby's leg

- (ii) The old man narrated some of the most exaggerated stories.

- (iii) The judge made negative remarks against the journalists who reported the case.

- (iv) Alice helped the sick lady with all the house work

- (v) Many historians are now recording our history in books.

C) Rewrite the following sentences according to instructions after each.

(i) Who shall I tell about the tragedy? (start; I don't know

(iii) Kamau is intelligent. Koech is equally intelligent. (Combine into one sentence starting with Koech

(iv) They were both filled with joy. (Begin; Both

(iv) You have a beautiful hat. (End: -----have-----

(v) They found the cave where the treasure was buried. (Rewrite using-----
in -----

D) Use phrasal verbs in place of the underlined words. Do not change the meaning.

(i) We have warned him not to despise his poor father-----

(ii) The meeting was postponed to a later date-----

(iii) Victor and James quarrelled because of their visitor.-----

(iv) The small boy was crushed by a vehicle.-----

(v) The bomb exploded at around noon.-----

E) Add question tags to the following statements.

(i) Shut the window,-----

(ii) You will wait for them here,-----

(iii) Let us help the sick boy,-----

(iv) They don't wake up at six o'clock,-----

(v) She travels to Swaziland once a year,-----

F) Combine the following sentences using the instructions given.

- (i) The teacher was annoyed. He did not punish the student (Adverbial clause of contrast)-----

- (ii) The villagers were unkind. They did not help the stranger.
(Use-----So -----

- (iii) Jane entered the boardroom. She saw a man climbing out of the window.
(Adverbial clause of time)-----

- (v) We slept soundly. The drums beat all night. (Use in spite of) -----

- (vi) You should be a bit faster. You want to catch the 10 o'clock train.
(Adverbial clause of condition.)-----

G) Fill the gap in each sentence with the phrasal verb, which starts with the word in Brackets.

- (i) He was -----by the police. (pick)
- (ii) Please -----this form as soon as you can. (fill)
- (iii) I gave him a lift and he -----at umoja house.(drop)
- (iv) No one must be -----on the basis of his religious beliefs
(discriminate)
- (v) His friend refused to talk to him after he ----- their proposal
(turn)

H) Choose the correct words from the brackets to complete the sentences.

- (i) The gang of robbers (have/has) disappeared into the forest.
- (ii) She picked up a sheaf of notes but couldn't tell whose (they were/it was)
- (iii) We are not very keen (in/on/at) his coming this holiday.
- (iv) The prize money was shared equally (among/between/with) the two competitors.
- (v) Are you going to send these rams to Lagos (along /by / on) road or rail.

APPENDIX G

NAME:----- CLASS:-----
SCHOOL:----- DATE:-----

ENGLISH TEST 3:POST-TEST

Answer all the questions

A. Use the correct form of the word given in brackets to fill in the blanks

1. The sun..... the whole day. Our journey continued.(shine)
2. He will..... his book if he is not careful.(lost)
3. I..... all wet. It rained heavily (be)
4. If you..... your eyes you would not see the colour (close)
5. I was.....by a mosquito (bite)

B. Rewrite as instructed. Your answer must have the same meaning as the original

1. That shopkeeper is so shrewd that he can not be cheated by his employees (use 'too').....
2. He joined the school in order to learn (Use..... in order that).....
3. Haron repaired my watch, even though he didn't have any spare parts. (Begin: Despite.....
4. I'll carry this load for you. (Add a question tag):.....
5. He was extremely poor. He managed to complete his school education (Use 'In spite of).....

C. Pick the right form of the verb to fill the blanks.

- i) Kenya, Uganda and Tanzania(hold/holds) regular regional meetings.
- ii) Students sometimes.....(make/makes) embarrassing mistakes.
- iii) Abdalla.....(admire/admires) the Japanese style of management.
- iv) The book.....,(cost/costed)me a lot of money when I bought it.
- v) The dress I was given,,.....(shrunk/shrank) when I washed it for the first time.

D. Choose the correct word from those given to complete the following sentences

- 1. We were all visitors of (him/his/he)
- 2. Mary is much older than (he /him/his)
- 3. Parents must take good care of.....(there/their/ they) children.
- 4. We(reached at/reached) our destination in the evening.
- 5. Alice would be grateful if Ann.(could/can/ might/will) do her work when she is away.

E. Complete the following sentences by inserting the appropriate preposition

- i) Nait was born.....Khayega.....Kakamega district
- ii) A man a moustache went..... the manager's office a few minutes ago.
- iii) One takes fifteen minutes.....car but one can walkforty five minutes.
- iv) It is very kind.....You to come but I am sorry I can't come.you.
- v) Parents must agree..... the best way..... bringing up children.

F. Rewrite the following sentences according to the instructions given

- i) The moment the thief saw the policeman, he took to his heels.
(Begin; No sooner.)
- ii) James doesn't eat pork; his wife doesn't either. (Begin Neither James.....
.....)
- iii) You can keep this inspection copy and send us money. You can return it to us
(Join into one sentence using Either.....
.....)
- iv) The snake was black. It was ugly. It was poisonous. (Write as one sentence
beginning; "It was a.
.....)
- v) A Python is not as dangerous as a Mamba. (Rewrite using than.....
.....)

G. Write the following sentences in the past tense.

i) He needn't spend all that money

.....

ii) They won't have to go again

.....

iii) Pupils don't have to write on the blackboard.

.....

iv) We deal with all sorts of customers

.....

v) The whistle blows every morning at 3 'o'clock

.....

H) For each of the following sentences replace the underlined word or words with a phrasal verb which begins with the word in brackets to convey the same meaning

1. They had to carry on a lengthy discussion (KEEP).....

.....

2. He was charged with stealing (ACCUSE)

.....

3. He is in comfortable conditions (WELL)

.....

4. He managed to pass the examination (SUCCEED).

.....

5. He is well versed in Swahili (GOOD)

.....

APPENDIX H.
THE T- DISTRIBUTION.

Critical values of the t-distribution

Df	t0.100	t0.050	t0.025	t0.010	t0.005
1	3.078	6.314	12.706	31.821	63.657
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.297	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	1.179	2.689	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.313	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.506	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.706	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
30	1.310	1.697	2.042	2.457	2.750
40	1.303	1.684	2.021	2.423	2.704
60	1.296	1.671	2.000	2.390	2.660
120	1.290	1.061	1.984	2.356	2.626

Nassiuma, D.K and J.W.Mwangi (2004).