TABLE OF CONTENTS

LIST OF FIGURES:

LIST OF TABLES:

LIST OF ACRONYMS AND ABBREVIATIONS

KCPE - Kenya Certificate of Primary Examination

KCSE - Kenya Certificate of Secondary Examination

K.I.E - Kenya Institute of Education

K.I.C.D - Kenya Institute of Curriculum Development

KNEC -Kenya National Examinations Council

TPD - Teacher Professional Development

OPERATIONAL DEFINITION OF TERMS

Teacher cognition

Teacher cognition as used in this study refers to what teachers understand, know, believe and think about the English language curriculum and how this affects their behavior as it relates to what happens in the classroom.

Curriculum

Curriculum is used in this study to refer to the officially selected body of knowledge which the government, through the Ministry of Education or anybody offering education, wants students to learn.

Curriculum Implementation

Curriculum implementation is used to refer to the stage when the curriculum itself, as an educational programme is put into effect.

Beliefs

Refer to dispositions to behavior and major determinants of behavior; one's convictions, philosophy, tenets or opinion about teaching and learning.

Knowledge

Refers to all that a person knows or believes to be true, whether or not it is verified as true in some sort of objective or external way

CHAPTER ONE

1.0 Introduction

This chapter sets out the background to the study by reviewing the status of teaching and learning of English language and literature in Kenyan Schools and subsequently states the research problem along with the study objectives and research questions. It further highlights the significance of the study, defines the technical terms used and sets out the scope and limitation of the study. It ends by giving a chapter summary as it highlights at a glance, the contents of the remaining chapters in the thesis.

1.1 Background to the Study

The Ministry of Education in Kenya, through the Kenya Institute of Education (K.I.E) now referred to as Kenya Institute of Curriculum Development (K.I.C.D) issued in 2002, a revised English language curriculum to be implemented in Kenyan secondary schools. This development was lauded as a move away from memorization and recitation of isolated facts (represented by the 'old' English curriculum) to a more constructivist view of learning which values in depth knowledge of subjects (Okwara, Shiundu & Indoshi, 2009). The revised curriculum adopts an integrated approach to the teaching of English language and literature, otherwise defined as "merging two autonomous but related entities in order to strengthen and enrich both." (K.I.E, 2002:3). In the curriculum, English language and literature were merged for two main reasons: one, to enrich vocabulary and two, to enable the students to use language in a variety of ways (K.I.E, 2002). The merger meant that English language teachers would now be required to teach language and literary aspects together in a single lesson and not separately as was the practice before.

Before the introduction of the revised integrated English language curriculum, there were language-only classes where listening, speaking reading and writing skills were taught. Grammar was also handled as a separate skill during language classes. There were literature classes, separate from language ones. In the

literature lessons, the exposition of literary texts, poetry and other oral literary genres were handled. As such, a teacher would plan for English language and literature classes in separate lessons. This was very convenient especially for teachers trained in colleges that offered specializations in English and any other subject combinations, for example Geography.

During the period when the two areas were separate, which ran up to 2005, English was examined through three papers: Paper 1 tested composition writing; Paper 2 handled Summary Writing, Reading comprehension and grammar while Paper 3 handled the analysis of the literary texts. Consequently, some teachers 'specialized' as 'literature-only' teachers or 'language-only' teachers; a 'literature' teacher appearing in class during lessons allocated for literature. Thus, while a teacher would be allocated a particular class to teach language and literature, such a teacher would make local arrangements that would have teacher A appearing for teacher B during literature lessons and vice versa. Teacher B would effectively avoid reading the literary texts whose knowledge is required for literary analysis. This discipline-based content curriculum design (Mustafa, 2011) emphasized separate subjects of the discipline with each requiring separate time blocks during the school day for each subject.

The revised integrated English curriculum, in contrast, requires that language items and literature be integrated during planning, presentation and assessment. These three form the core areas of pedagogic implementation. Consequently, oral literature genres like oral narratives, oral poetry, songs, proverbs, tongue twisters and riddles are recommended for use in the teaching of listening and speaking skills "to give the learner a wider field within which to express themselves" (K.I.E, 2002:4). With regard to grammar teaching, a story or short dialogue which appears in written form in the text book or in a literary text could be used as exemplifiers in handling various grammar areas. For example, a teacher who plans to teach adverbs of manner (quickly, loudly and harshly) would be required to pick an excerpt from literary book where such words appear and use them as

point of reference. The learners would therefore learn what adverbs of manner are as well as learn the literary aspects found in the excerpt. As K.I.E (2002) aptly puts it, language is not learned in a vacuum. This kind of integration would enable learners to see connections between language and literature. In making these connections between language and literature, teachers are expected to be creative and innovative as they think of best ways to utilize literary and non-literary material to enable the learners acquire grammatical competence (K.I.E, 2002). Previously, text book stories or unseen texts were used and not literary books.

With the introduction of the integrated English language curriculum, the number of lessons increased. Initially, there were five lessons per week of 40 minutes each in Form I and II but these were increased to six lessons in the revised curriculum. At Form III and IV, the lessons were raised from 7 per week to 8.

The integration as suggested by the integrated English language curriculum must be understood by teachers since its implementation has an important impact on realization of the aims, selection of learning content, learning experiences and assessment of the respective curriculum. It would be important to establish if the English language teachers understand it. During teaching, teachers play a cognitive role which to an extent is an actualization of their cognitions (Johnson, 1995). It is therefore important to understand teacher cognition of the curriculum as it influences their curriculum decisions.

1.2 Teacher Cognition and English Curriculum Implementation in Kenya

A new curriculum may be described as an attempt to change teaching and learning practices. This includes the transformation of some beliefs and understandings existent in the setting that is to be changed (Altritcher, 2013). Curriculum is an innovation and every innovation has dimensions. Altritcher (2013) identifies the dimensions of innovation as: social practices, beliefs and understandings which in unity underpin the practices and material aspects, social and organizational structures in which the practice is embedded (Altrichter, 2013). The revised

English language curriculum is strong on the material side by providing written curriculum, textbooks, and recommendations for teaching strategies and working materials for students. It is less explicit on the organizational side. The English language curriculum advocates for the use of changed time tabling and new social structures. The revised integrated English language curriculum therefore emphasizes the ability to grasp the implications of the theoretical paradigm shift that is represented by the revised English language curriculum. Such changes are likely to be successful if teachers, in this case, language teachers are in control of it.

Teacher cognition refers to the unobservable cognitive dimension of teaching-what teachers know, believe, and think (Borg, 2003). This definition has various strands which are all important in defining cognition: knowledge, beliefs and thoughts. Knowledge "encompasses all that a person knows or believes to be true, whether or not it is verified as true in some sort of objective or external way" (as cited in Woolfolk-Hoy & Murphy, 2001p. 146). On the other hand, beliefs are described as dispositions to action and major determinants of behavior (Brown & Cooney 1982). Pajares (1992:316) defines beliefs as an "individual's judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intend, and do". This implies that beliefs have the capacity to influence practice. A teacher's beliefs about how English language and literature should be taught can therefore influence their practice. Haney et al. (2003:367) concurs adding beliefs are "one's convictions, philosophy, tenets, or opinions about teaching and learning". Beliefs are therefore an important strand of teacher cognition.

This study focuses on the knowledge, beliefs and thoughts of English language teachers on the English language curriculum and how this influences their classroom practice. Teacher cognition can be influenced by a variety of factors. According to Borg (1997) a teacher's own schooling experience, initial professional training, contextual factors and teaching experience all influence

teacher cognition. This cognition can be inferred from teachers' descriptions of their classroom practice and through observation of that practice. As Saferoglu, Korkmazgil and Olcu (2009) aptly state, understanding teacher's ways of thinking about teaching, learning and other related issues is believed to influence their classroom practices and their own professional growth. In agreement, a body of research (Beach, 1994; Tabachnick & Zeichner, 1986) argues that teacher cognition and practices are mutually informing, with contextual factors playing an important role in determining the extent to which teachers are able to implement instruction congruent with their cognitions. For this reason, it would be satisfactory to assert that how a teacher understands the integrated English curriculum which forms the basis for a large part of the knowledge, has an effect on their classroom practice. It has been observed by scholars such as Borg, (2003; 2006) that teacher cognition regarding the curriculum is a powerful influence on teachers' practices.

An individual's existing understandings, beliefs and preconceptions strongly influence learning processes and play a strong role in shaping what students learn and how they learn it (Bandura, 1986; Saferoglu, Korkmazgil and Olcu, 2009). This effect is higher in cases where teachers focus on providing quality instruction. This implies that the teacher needs to have high levels of knowledge on the curriculum to effectively convey it to students. A teacher with high knowledge on the curriculum would be considered an expert in curriculum implementation. According to Green and Dobler (2010) this expertise begins when teachers have a deep knowledge of the process of making meaning. They further argue that this process of meaning-making occurs on a continuum and begins with knowing what (content), knowing how (to implement) and knowing when and why (the application). Thus, "… an examination of the connection between cognition and classroom practice begins with an emphasis on teacher's knowledge… and moves towards application of this knowledge through instructional practices". (Green & Dobler, 2010: 349). This study therefore assessed the English language teachers' cognition of the integrated English

language curriculum and evaluated their preparedness to implement it in their classroom practice.

Understanding the implementation of the English curriculum is particularly important in the Kenyan context due to the importance attached to English language in Kenya. English is the official language of communication in Kenya. It is also the medium of instruction in all subjects, except Kiswahili, from primary four through to colleges and universities. Indeed, the syllabi planners recognize this in their introductory remarks noting that "… those who master English reap many academic, social and professional benefits…" (K.I.E, 2002: 3). Proficiency in English will, therefore, make the learning of other subjects much easier (K.I.E, 2002:3). The importance of English in the Kenyan educational set up can therefore not be overemphasized. Thus, just like in many English speaking countries worldwide, English language skills are seen as vital for full participation in the global economy and to have access to the information and knowledge that provide the basis for both social and economic development (Richards, 2008). Central to this enterprise, as Richard (2008) points out, are English and English language teachers. This implies that English being a second language in Kenya, the teachers need to be competent; use effective approaches in implementing the English curriculum to enable learners grasp the language better. This can partly be realized through effective understanding and implementation of the English language curriculum. As implementers, teachers must construct from policy and other sources what the problem is and the changes in practice that policy 'experts' propose to address the problem (Spillane, 2000). This will ensure that the cognition is translated into practice.

1.3 Statement of the Problem

Teaching is a profession that involves cognitive activities including making connections between teaching theories and practices, and constructing personal principles in teaching from classroom experience (Richards, 1998 in Suwannason, 2010). On the other hand, curriculum integration is more than a clustering of

related learning outcomes (Alberta Education, 2007). Curriculum integration involves the selection of learning experiences that are based on the extent to which the experiences promote progress or broaden and confirm understanding (Alberta Education, 2007). Effective selection of these experiences would involve a solid understanding of the curriculum. The integrated English language curriculum was developed by K.I.E and handed down to English language teachers to implement. This was a top down approach and as Morris (1995) asserts, the degree to which schools (and teachers) can adopt and implement a top down curriculum change depends upon the extent to which those responsible for managing the change acquire informed understanding about the educational theory and knowledge underpinning the change. This raises the question: Do the teachers understand the integrated English language curriculum?

Curriculum implementation entails putting into practice the officially prescribed courses of study. This requires an implementing agent; the teacher. The implementation occurs when the teacher translates the officially designed curriculum into schemes of work and lessons to be delivered to students. This happens when the agent, in this case, the English language teacher has a solid understanding of the curriculum. None of the studies in this area has focused on teacher cognition of the integrated English curriculum and the impact of such cognition on the effective implementation of the curriculum.

By integrating language and literature, the curriculum developers assume that all teachers of English are competent in both sub-disciplines. This is because, for a teacher to effectively integrate, he/she should have an acceptable level of competence in the units of integration. Since its inception, there does not appear to have been adequate efforts to provide professional development support for teachers to understand the integrated curriculum and yet they are expected to make meaning of the syllabus requirements and subsequently implement it as prescribed. Pertinent questions therefore emerge: Do the English language teachers understand the requirements of the curriculum? What happens to

language only and literature only lessons? More importantly, how do the teachers cope?

1.4 Purpose of the Study

This purpose of the study was to assess the language teacher's cognition of the integrated English language curriculum and evaluate the teacher's preparedness to implement the integrated language curriculum in Form III secondary school English language classrooms in Kenya.

1.5 Objectives of the Study

The study set out to:

(a) Find out the teachers' cognition of the integrated curriculum.

(b) Establish how teachers implement the integrated curriculum in Form III English language classrooms.

(c) Find out any challenges teachers face when implementing the integrated English curriculum in Form III English language classrooms.

(d) Establish the effect of teacher cognition of the integrated English language curriculum on the process of implementation.

1.6 Research Questions

To achieve these objectives, the study was guided by the following research questions:

(a).What is the language teachers' understanding of the integrated English language curriculum?

(b). How do the language teachers implement the integrated English curriculum in Form III English language classrooms?

(c) What challenges do the Form III English language teachers face when implementing the integrated English curriculum?

(d). How does teacher cognition of the integrated English language curriculum affect their implementation?

1.7 Operational definition of terms

1.7.1 Teacher cognition
Teacher cognition as used in this study refers to what teachers understand, know, believe and think about the English language curriculum; and how this affects their behavior as it relates to what happens in the classroom.

1.7.2 Curriculum
Curriculum is used in this study to refer to the officially selected body of knowledge which the government, through the Ministry of Education or anybody offering education, wants students to learn.

1.7.3 Curriculum Implementation
Curriculum implementation is used to refer to the stage when the curriculum itself, as an educational programme is put into effect.

1.8 Significance of the Study
This study aims to highlight the importance of teacher cognition and beliefs about their practice in English language teaching within their context at secondary school. As teachers are significant in the life of students, understanding their beliefs and knowledge about the curriculum they implement is crucial in educational setting. This study also hopes to contribute to the dearth of literature in this area of teacher cognition of the English curriculum in Kenya by illuminating teachers' understanding and preparedness to implement the integrated English language curriculum. This will provide insights to stakeholders in the field of curriculum on implementation issues that are pertinent, as well as make them consider reflections of practicing teachers which may lead to a more fitting implementation in the future. The study attempts to bring to fore the teachers voices as the implementers of the curriculum. It draws attention to teachers' classroom practices in the process of implementation, highlighting any challenges in this endeavour. This may help in suggesting necessary

improvements to curriculum implementation. The findings thus have a potential to inform and improve practice. In addition, the findings have a potential to influence stakeholders to consider ways to improve the implementation of the curriculum in language classrooms in Kenya. It is also important for this study to be undertaken to provide empirical evidence on implementation issues in the classroom. Lastly, this study will be of benefit to the future researcher as a guide.

1.9 Scope and Limitation

The study focused on teacher cognition of the integrated curriculum in one Sub-County in Kenya. The generalizability of the research findings is therefore limited to this Sub-County. It however has the potential to inform a wider population by virtue of the fact that other Kenyan schools are following the same curriculum with teachers having a common training orientation.

The cause-effect analysis of teacher curriculum cognition and implementation is bound to result in discovery of general principles that are applicable in many other educational settings with comparable contexts.

1.10 Organisation of the Thesis

This thesis has five chapters. This chapter has set out the background to this study and made a statement of the problem along with the study objectives and research questions. It has highlighted the significance of the study, defined the technical terms used and set out the scope and limitation of the study. In chapter two, the literature related to English language curriculum cognition and implementation are reviewed to provide the requisite theoretical underpinning for the study. The chapter also discusses teacher cognition and historical perspectives to teacher cognition and the implication of the cognitions to actual practice. Related studies on teacher cognition field in curriculum implementation are discussed. The chapter also establishes the various theoretical underpinnings to the study. In Chapter three, the methodology used in the study is presented and discussed. This includes the research approach and design, sample and sampling procedures, data

collection methods and ethical considerations. Findings from this study are presented in Chapter four and discussed thereafter. The thesis concludes with Chapter five which provides a summary of the study, a summary of significant findings, identifies areas for further research and offers recommendations to various stakeholders in the language teaching arena in Kenya. The chapter also discusses limitations of the study and highlights the lessons learnt in the course of conducting the study. The chapter ends by a conclusion of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This section reviews related literature to the study that investigates curriculum integration and the meaning of related concepts like cognition and implementation. There is also a discussion about teacher cognition in the classroom context and historical perspectives to teacher cognition and the implication of these cognitions to actual practice. Related studies on teacher cognition in curriculum implementation are discussed. This is followed by a discussion on curriculum implementation and the various studies showcasing integrated curriculum implementation and challenges. The chapter ends by establishing the various theoretical underpinnings to the study.

2.2 Perspectives on the definition of the term 'curriculum'

Curriculum definitions run across a spectrum since the term has a contested meaning. Ebert II, Ebert and Bentley (2013) contend that some educationists would say that the curriculum consists of all the planned experiences that the school offers as part of its educational responsibility. However, there are other scholars who have followed the line of early scholars such as Fraklin Bobbit (1918) who argued that a curriculum includes not only the planned, but also the unplanned experiences as well. Glatthorn, Boschee and Whitehead (2009) have categorized curriculum definitions into two: the prescriptive and descriptive. Prescriptive curriculum definitions provide us with what "ought" to happen, and they more often than not take the form of a plan, an intended program, or some kind of expert opinion about what needs to take place in the course of study. The descriptive definitions, on the other hand, go beyond the prescriptive terms as these descriptions force thought about the curriculum "…not merely in terms of how things ought to be . . . but how things are in real classrooms" (Ellis, 2004, as cited in Glatthorn, Boschee and Whitehead 2009). Over the years, different authors have either provided prescriptive or descriptive definitions of curriculum. A common argument, however, is that curriculum refers to means and materials

with which students interact for the purpose of achieving identified educational outcomes.

Braslavsky (2014) relates it to the concept of a course of study followed by a pupil in a teaching institution. The concept was used in the English-speaking tradition as equivalent to the French concept programme d'études. Nevertheless, in recent decades, the concept of curriculum has evolved and gained in importance. Increasingly the concept acquired such an importance that since the 1990s certain authors underscored the risk of an invading epistemology - (the concept being used to indicate all dimensions of the educational process, without allowing any differentiated analytical approach to its complexity) (Braslavsky, 2014). In fact, the term 'curriculum' is mostly used to refer to the existing contract between society, the state and educational professionals with regard to the educational experiences that learners should undergo during a certain phase of their lives. As such, a curriculum is a "plan or program of all experiences which the learner encounters under the direction of a school" (Tanner and Tanner, 1995: 158).

The concept of curriculum as a contract is also captured by Miller and Seller (1990:3) who see it as "… an interaction between students and teachers that is designed to achieve specific educational goals". They further argue that curriculum involves explicit and implicit intentional set of interactions designed to facilitate learning and development and to impose meaning on experience. The explicit intentions are usually expressed in the written curriculum while the implicit instructions are found in the hidden curriculum. The hidden curriculum refers to some experiences learners may undergo in the teaching learning environment that are not explicitly stated in the curriculum. Teachers as Learners (2011) define it as the way content is designed and delivered.

Using educational concepts, Braslavsky (2014) argues that we can therefore say that the term curriculum defines the educational foundations and contents, their

sequencing in relation to the amount of time available for the learning experiences, the characteristics of the teaching institutions, the characteristics of the learning experiences, and in particular from the point of view of methods to be used, the resources for learning and teaching. These resources include textbooks, new technologies, and also relate to evaluation and teachers' profiles.

The definition by Braslavsky is quite elaborate and talks specifically about contents of a curriculum: methods, content, resources among others. On another front, Urevbu, (1985: 3) says "…it is the officially selected body of knowledge which government, through the Ministry of Education or any body offering education, wants students to learn". This last definition matches the aim of this study which is to assess the language teacher's cognition of the integrated English language curriculum (the selected body of knowledge in English) and evaluate the teachers' preparedness to implement it in the classroom. In the integrated English language curriculum, the selected body of knowledge was done by an official arm of the Kenyan government, the Kenya Institute of Education (K.I.E), now K.I.C.D to be implemented in Kenyan Secondary school classrooms from 2002. The body of knowledge is arranged in topics for each level from level 1-4. The curriculum suggests teaching methodologies to be used as well as expected learning outcomes.

This study therefore adopts the prescriptive dimension of the curriculum as that which the government, through the Ministry of Education Kenya, wants the secondary school students to learn. K.I.E refers to it as 'the English syllabus.' According to Wilkins (1981), syllabuses are specifications of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process. A syllabus is also seen by (Breen 1984a) as a plan of what is to be achieved through our teaching and student learning. Prabhu, (1984) is more succinct saying that a syllabus specifies what is to be taught and in what order. In this study, therefore,

the English language syllabus and the English language curriculum refer to one and the same thing.

2.3 Curriculum Integration

Integration is a term that has been gaining recognition in curriculum literature. Curriculum integration can be described as an approach to teaching and learning that is based on both philosophy and practicality (Alberta Education, 2007). Generally, it is a curriculum approach that purposefully draws together knowledge, skills, attitudes and values from within or across subject areas to develop a more powerful understanding of key ideas (Alberta Education, 2007). Curriculum integration occurs when components of the curriculum are connected and related in meaningful ways. Educators such as Leung, (2004; 2010) have advocated the use of an integrated curriculum that reflects the real life and the real world, which involves wholeness and unity rather than separation and fragmentation of knowledge. Such a curriculum provides a holistic view of individual subject areas, cultivates teacher and student collaboration, and creates opportunities and contexts for students to realize connections in learning. Integration is thus seen by the educators as beneficial in more ways than one: reducing fragmentation while enabling students to see connections in learning. For these benefits of integration to be fully realized, the role of the teacher in this integration is of prime importance.

The present study looks at teacher cognition of the integrated English curriculum. According to Leung (2010) roles of teachers are important in curriculum integration. These roles are affected by how teachers understand and interpret curriculum integration, the challenges and obstacles to be overcome by teachers and their need for support in the implementation process. Lipson et al (1993) identified some significant teacher factors that must be considered in adopting an integrated curriculum. These include common definitions and understanding of curriculum integration, planning and professional development, teacher development and planning, challenges and support. In the current study, teacher cognition runs across the other factors considered as significant by Lipson.

2.3.1 Levels of integration

Integration of subjects or disciplines occurs at different levels. This study believes that understanding what level of integration is applied in curricular integration is important for effective implementation of the particular curricular. Bresler (1995) highlights the levels of integration in arts education as the following:

Co-equal Integration

This occurs when two disciplines are equally integrated with each other and both have equal share in the integration process. In this integration one subject for example English language is an equal partner with other subjects, for example literature in English. Knowledge of specific discipline is the requirement for this level of integration.

Sub-servient Integration

This is the second level. In this style, one subject is used in service to other academic subjects. Therefore, examples and themes from other areas or subjects are supplemented for enhancing expertise in a particular subject. Bresler (1995) gives the example of the song fifty nifty United States. In this case, the song is used to provide service to the children for memorizing the names of the fifty states.

Social Integration

In this third level of integration, academic subjects are used for the social function of schooling. For example the academic subject arts is used for scheduling students' performance to provide entertainment or to increase attendance at meeting of parent teacher association. These social functions of schools can be supported through arts.

Affective Integration

This is the fourth and last type of integration. Here, a subject is used for dual purposes. Sometimes the subject is used to motivate students for learning and

sometimes the subject works for students' relaxation. For example music can be used as a subject and also for relaxation.

In the integrated English curriculum the integration occurs at various levels. The first is the integration of language and literature items which is comparable to the co-equal integration mentioned above. In the KIE (2002:3), it is noted:

> This 'syllabus' adopts an integrated approach to the teaching of language…. Through exposure to literature the learner will improve their language skills. They will not only enrich their vocabulary but also learn to use language in a number of ways. Similarly, an improved knowledge of the language will enhance the learner's appreciation of literary material.

This level of integration requires that a language teacher incorporates the teaching of language and literature items to enable learners see and appreciate connections in these areas. However, the integration is not so 'co-equal' as there are still some literature and language items that are handled in isolation. This level of integration is the main focus of the revised integrated English language curriculum.

The levels of integration discussed above refer to cross-disciplinary integration where two or more subjects are integrated with another. Integration, however, can also take place within the same discipline. Aina (1979) says that integration can be used within and across disciplines, language can be taught in itself (within) to integrate the four skills of listening, speaking, reading and writing. Such is the second type of integration in the Kenyan English language curriculum which is skill-level integration within the English language as observed in K.I.E, (2003:3): "On yet another scale, integration means that no language skill should be taught in isolation. Listening, speaking, reading and writing should supplement each other" In this type of integration, the curriculum requires that none of the four language skills be taught in isolation. For example, in teaching speaking skills, while the main skill for practice would be speaking, the teacher needs to organize the lesson

activities in such a way that learners may be involved in any other skill like writing or speaking.

The last type of integration that is envisaged by the English language curriculum is that of contemporary issues into language teaching; which, in the classification by Bresler (1995) would fit in the subservient level of integration but could, depending upon application, serve the affective integration as well. This requires that the teacher of English be well versed in contemporary societal issues and use newspaper adverts, stories or the like to highlight these issues in the teaching of English. The curriculum says: "language is not learned in a vacuum" (K.I.E 2002:3). It continues to argue that language revolves around issues and concerns that affect us on a daily basis. These issues may include civic education, good governance, HIV/AIDS pandemic, the fight against corruption, and technological advancements among others (K.I.E, 2002). In Kenya now, a number of such emerging issues would include terrorism, high-level corruption and gender-based violence. The English language teacher is therefore expected to expose learners to these concerns through all the four language skills. The teacher is required to draw from excerpts containing contemporary issues and use these as reading comprehension passages and/or debate and discussion topics. The three main levels of integration in the integrated English language curriculum are: skills level, language/literature level and level of contemporary issues.

Integration at whichever level will occur meaningfully when the teacher understands the curriculum. In support of this view, Bruner, (1960/1970: xv) posits:

> A curriculum is more for teachers than it is for pupils. If it cannot … move, perturb, inform teachers, it will have no effect on those whom they teach. It must be first and foremost a curriculum for teachers. If it has any effect on pupils, it will have it by virtue of having had an effect on teachers.

The teacher's input therefore needs to be taken into consideration. It can be argued that this makes the teachers own the curriculum and increases likelihood

of effective integration. Thus, the teacher does not change to adhere to curriculum requirements simply because there are curricular materials in the classroom that contain information and ideas that are new to the teacher. Instead, changes in teacher's instructional practices are the result of particular interactions between teachers and curricular materials around specific subject matter and pedagogical content (Remillard & Bryans, 2004). For example, language teachers in Kenya need to engage the English curriculum to adjust teaching methodology as per the curriculum requirements. Among such requirements is the assessment criteria and teaching methodologies. The curriculum advocates "immediate, meaningful and supportive feedback" (K.I.E, 2002:19). Teaching activities advocated include dictation, role play, dramatization, gap filling exercises, oral presentations, and summary writing exercises among others (K.I.E, 2002).

The integrated English language curriculum was developed in response to the recitation and memorization which was believed to affect English language teaching when the language and literature components were taught in isolation (Okwara et al, 2009). The integrated curriculum is considered to promote linkage of language and literature items and encourage learner centered approaches to teaching (K.I.E, 2002). Mustafa (2011) concurs with the propositions of curriculum opponents in Kenya, K.I.E and argues that integration improves student's engagement in active learning, drives the student attention towards the relevance of the materials they are studying and is a source of in-depth teaching. However, despite the clarity and good intent of the integrated English curriculum, a study by Okwara, et al (2009) indicates that teachers continue to use methods that are not in line with the principles of the curriculum integration.

With regard to curricula implementation, integration is considered useful in helping to build cognitive maps between different units and following the child's natural ways of learning (Alberta Education, 2007; Lucan 1981; K.I.E, 2002). The natural ways of learning facilitate understanding. Indeed, Lake (1994) considers an integrated curriculum a great gift to experienced teachers. I believe such

teachers already have knowledge of the previous curriculum concepts and are likely to implement an integrated curriculum effectively. Lake (1994) compares an integrated curriculum with getting a new pair of lenses that make teaching a little exciting and help us look forward. It helps students take control of their own learning. He further clarifies that integration involves linking subject areas and provides meaningful learning experiences that develop skills and knowledge, while leading to an understanding of conceptual relationships. This means that integration of the curriculum helps improve relationships among the elements integrated as students benefit from such relationships. Integration has various approaches.

2.3.2 Approaches to Integration

Integration can be approached from various perspectives. The perspectives by Banks (1993) are outlined below:

2.3.2.1 The Contributions Approach:

This is the most commonly used and the easiest approach of curriculum integration among the ones listed below. It is easy in adapting to particular needs of the instructor and the students. In this approach, information is added to the existing curriculum. In the Integrated English curriculum in Kenya, we could say that this approach may have been used. This is because the skills integration existed in the previous curriculum. What was added was the integration of language and literature which had hitherto been treated as two autonomous entities.

2.3.2.2 The Additive Approach:

In this type of curriculum integration approach, content, cultural concepts and perspectives are added to the already existing curriculum, without changing its overall goals and objectives.

2.3.2.3 The Transformation Approach:

The transformation approach of curriculum integration changes the way in which curriculum is presented studied and examined. Students are able to view concepts, issues, and subject themes from several different points of view.

2.3.2.4 The Social Action Approach:

The social action approach includes all the elements of the transformational approach in addition to curriculum components, which enable students to respond to issues or problems presented in the core curriculum.

The curriculum levels and approaches are deficient in one way as they do not exactly portray a particular curricular. They however inform curricular innovations. The English language teacher needs to understand integration well to make it more meaningful to student learning.

2.4 Historical Perspective of Teacher Cognition

Conceptualizations of teachers have undergone steady change over the past 50 years. It has evolved from a technician angle through clinical decision maker perspective to a reflective practitioner angle (Wette, 2009). Researching teacher beliefs is crucial in comprehending schemes teachers' use when implementing their teaching (Gabillon, 2013). Beliefs and their impact on teaching and learning have been a significant issue for educational inquiry for a quarter of a century (Gabillon, 2013). The researchers have been interested in the extent to which teacher's stated beliefs correspond with what they do in the classroom (Borg, 2003; 2006; Melketo, 2012; Phipps & Borg, 2009). Research into teacher cognition in general has continued for 30 years but interest in language teacher cognition and especially English language teacher cognition has increased since late 1990's. From the 1960's, to the late 1970's, the period during which behaviourism dominated foreign and second language teaching, second language teaching was considered skills-based profession. Teachers were not considered as having 'mental lives'. In educational circles, teacher trainers determined the

desirable teaching behaviours by carefully shaping teaching skills. Freeman (2002) explains that until mid 1970's, teachers were viewed as performers and skill learners who were reciting other people's ideas. The primary aim of teacher education was therefore to ensure teachers mastered the content knowledge they were expected to teach. Teaching focus was on methodologies, teaching techniques and theoretical principles. This is all that a teacher needed to be effective. This kind of teaching, according to Freeman (2002) underestimated the role of individual differences and teacher beliefs. This is because what was advocated to be taught was to be transmitted the same way for all kinds of learners.

The educational field began to realize the importance of inquiry into teacher's cognitive worlds and personal teaching practices. The cognitivist view was now taken into perspective. There was an acceptance of the fact that teachers have complex mental lives.

2.4.1 Cognitive theory

In the 1970's, the notion that teaching was not simply the transmission of knowledge but also involved teacher's beliefs began to be accepted but the paradigm shift occurred in the 1980's, with a change from the behaviourist to cognitivist view. Cognitive theory is a psychological theory that attempts to explain human behavior by understanding the thought processes. The assumption in this theory is that in humans, thoughts are the primary determinants of emotions and behavior. Information processing is a commonly used description of the mental process, comparing the human mind to a computer. This theory therefore considers cognition as important determiner of behavior. With this theory, cognition became an important consideration in English language teachers' actions.

The 1975 Report by the National Institute of Education (NIT) in the United States marked the beginning of active research into teacher cognition. Before this time,

activity inside the classroom was largely defined as observable teacher and learner behaviour. The NIT report considered teaching as a thoughtful behaviour and teachers as active decision makers who make use of their thought processes and are affected by the world around them. This thinking was also supported by the constructivists.

2.4.2 Constructivism theory

Constructivism is a learning theory based on observation and scientific study about how people learn (edOnline, 2014). John Dewey (1933/1998) is often cited as the philosophical founder of this approach. Bruner (1990) and Piaget (1972) are considered the chief theorists among the cognitive constructivists, while Vygotsky (1978) is the major theorist among the social constructivists. Constructivism is based on the idea that people actively construct their own subjective representation of objective reality. It explains that when people experience things, they reflect on those experiences. When they encounter something new, it has to be reconciled with the previous ideas and experience. This may be done by changing what we believe, or maybe by discarding the new information as irrelevant. Any new information is linked to prior knowledge. Mental representations are therefore subjective. This means that knowledge arises out of active construction and not passive assimilation. Apart from teachers being 'thinking' practitioners, they were also seen as active constructors of knowledge.

Freeman (2002) recognizes the 1990's up to 2000's as the period of consolidation pertaining to changing views of teacher thinking and teaching processes. Thus, teacher's way of thinking was considered to be the function of their backgrounds, experiences and social contexts (Borg, 2006). This in essence meant that teacher's way of thinking was determined by their own experiences, backgrounds and social contexts (Borg, 2006; Flores & Day, 2006). Borg (2006) affirms that the underlying assumption in the body of work in the teacher cognition field is that teachers are active, thinking decision makers with the ability to shape classroom events and therefore learning outcomes. Phillip Jackson was the first to mention

that teachers have mental lives. He coined the term 'hidden curriculum' to explain the notion that teaching involves norms, beliefs, and socially approved knowledge. This hidden curriculum referred to the implicit values and principles that the teacher acquires through process of schooling. The cognitive psychologists referred to this 'hidden curriculum' variously as teacher's mental lives and hidden agendas. Biggs (1994) used the terms espoused theory (theoretical knowledge about teaching) and theory–in-use (what teachers actually do). He claimed that teachers influenced by their beliefs, interpret and modify the official theory (the prescribed curriculum) to adjust it to their beliefs.

In second language (L2) teacher literature on beliefs, the notions on teacher thinking are used under different labels. Simon Borg, widely published on L2 teacher beliefs used the term pedagogical systems, later he used the teachers theories and later teacher cognition (Borg, 2003; 2006) to refer to teacher beliefs and what teachers hold about themselves and teaching practices. Since 2002, teacher beliefs and teacher cognition has been gaining momentum (Baker 2013; Borg 2006). Borg, (2006:10) affirms "… not only was teacher cognition now being affirmed as a key factor in shaping classroom events, it was also becoming recognised that classroom events in turn shaped subsequent cognitions." Currently, in language education literature, the term in use is 'teacher cognition'.

2.5 Teacher Cognition

Teacher cognition encompasses the mental lives of teachers, how they are formed, what they consist of, and how the teachers' beliefs, thoughts and thinking processes shape their understanding of teaching and their classroom processes (Borg, 2003; Richards, 2008). Macalister, (2012) argues that knowledge and belief of teachers form an important determiner of what happens in the classroom. Saferoglu, Korkmazgil and Olcu, (2009) agree and claim that an individual's existing understandings, beliefs and preconceptions strongly influence learning processes and play a strong role in shaping what students learn and how they learn it. This is especially so if teachers are to provide quality instruction. Johnson,

(1994) concurs arguing that teachers' beliefs influence their judgment and perception, the classroom activities they use and contributes to the improvement of teaching practices. Therefore, the English language teacher needs to have high levels of knowledge on the curriculum to effectively convey it to students. Researchers such as (Calderhead 1996, Eraut, 1994 and Woods (1996) have investigated the nature of teacher's professional knowledge and beliefs and how they relate to curriculum making practices. Their studies establish that teachers concerns include maintaining learner's involvement, presenting curriculum that optimizes the learners developing understandings and managing classroom. The model of curriculum espoused by the integrated English language curriculum requires that English language and literature item be integrated during planning and teaching stages. It advises teachers to be more pro active as they think of best ways to implement the curriculum. This implies that the teacher needs to be an expert.

Questions have been raised on how teacher becomes an expert in curriculum implementation. Green and Dobler (2010) assert that this begins when teachers have a deep knowledge of the process of making-meaning. They further argue that this process of meaning- making occurs on a continuum and begins with knowing what (content), knowing how (to implement) and knowing when and why (the application). It is argued that: "…an examination of the connection between cognition and classroom practice begins with an emphasis on teacher's knowledge… and moves towards application of this knowledge through instructional practices". (Green & Dobler, 2010: 349). The model of teacher cognition below attempts to capture the dynamic interplay of the factors that shape teacher cognition thus determining classroom practice. Figure 1.1 bears this out.
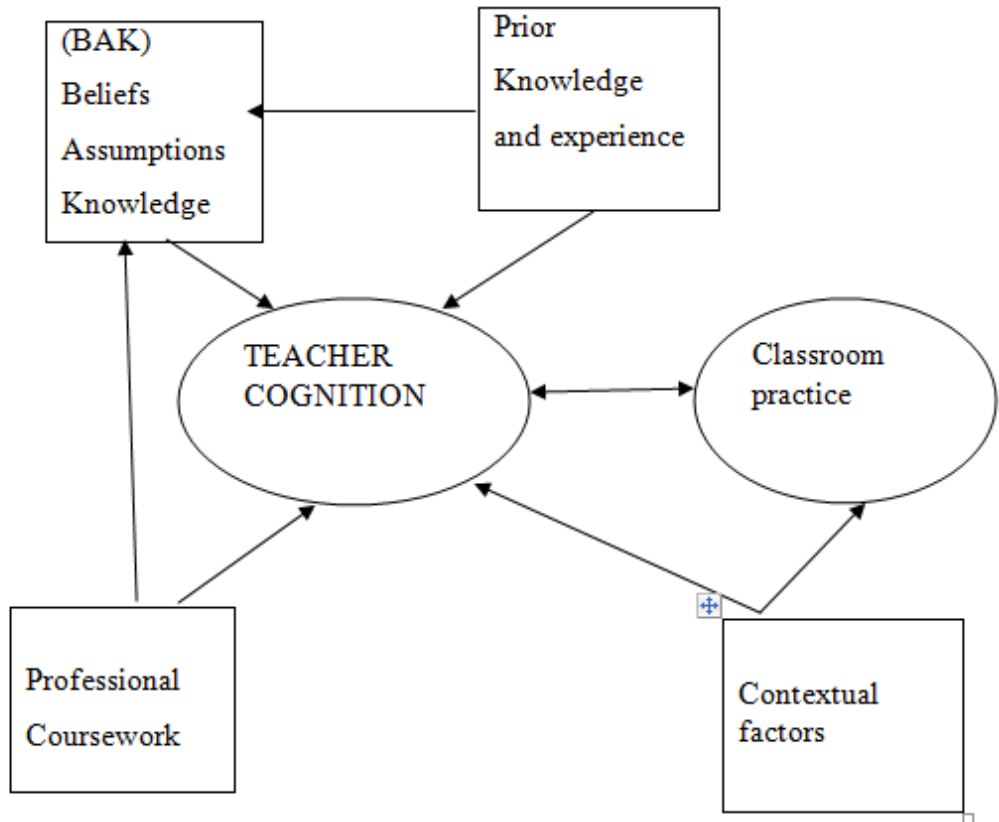
Figure 1. 1 Dynamic nature of Teacher Cognition

(Adapted from Macalister, 2012)

From the figure, teachers' beliefs, assumptions and knowledge; their prior knowledge and experience, professional training and contextual factors all affect the teacher cognition either directly or through interplay of these factors. The teacher cognition in turn, along with prevailing contextual factors determines the teachers' practice in the classroom. Therefore, erroneous beliefs may lead to classroom practices that do not reflect research and theory about effective learning practices. Conversely, the teachers' classroom practice also affects their cognition either through direct learning from the interaction or by personal reflection. Teacher cognition thus plays an important role in curriculum implementation but is itself affected by other factors.

2.6 Research on Teacher Cognition and Classroom Practices

The relationship between L2 teachers' beliefs and their classroom practices has been one of the most investigated research inquiries. Such research has attempted to establish what beliefs guide teacher's classroom practices. The research aims to establish possible link between teacher beliefs and classroom practices. The research concerns how theoretical recommendations are interpreted and reflected in teachers classroom practices (Phipps & Borg, 2009). Many of the studies tend to establish a complex relationship between teacher's beliefs and classroom practices with discordances noted. Early research into teacher cognition established that teachers constantly monitored learner's reaction to instruction resulting to modification to pacing, sequencing and structuring of activities, teaching methods among others (Clark, 1983).

Research on teacher cognition has used diverse methodologies depending on the phenomenon being investigated. Both quantitative and qualitative research methodologies have been used and research instruments used include questionnaires, interviews, diary or journal entries, classroom observations and video recording. According to Freeman (2002), majority of these studies employed mainstream cognitive approaches as research orientations. Many such studies used questionnaires and interviews. Studies that employed socio-cultural orientations emphasized the importance of context and individual differences. This resulted in more qualitative approaches with focus on research occurring in natural settings seeking lived experiences. As a result, case study, narratives, action research studies among others have been considered more appropriate to explore teachers thinking and their teaching contexts. The following studies bear these out:

A study by Melketo (2012) explored divergence between what language teachers 'say' and 'do' in teaching writing. The study focussing on the University context in Ethiopian involved 3 EFL teachers who had been teaching for about three years each at the university at the time of data collection. The teachers had an overall

teaching experience of between 3 to 6 years. The study established that teachers followed the process approach to teaching writing. However, there existed some tensions as regards the steps followed in process writing approach that each instructor mentioned he followed. The study explored the reasons for the mismatch providing insight into deeper tensions among competing beliefs teacher's hold. The difference in the steps undertaken was mainly due to competing beliefs.

Another study showing tensions between beliefs and practices in the teaching of grammar is that of Farrell and Choo (2005). The case study investigated and compared the beliefs and actual classroom practices of two experienced English language teachers with regards to grammar teaching in a primary school in Singapore. Areas where practices converged with or diverged from beliefs about grammar teaching were examined and discussed as well as the factors that had influenced the teachers' actual classroom practices. The findings suggested that teachers do indeed have a set of complex belief systems that was sometimes not reflected in their classroom practices for various complicated reasons some directly related to context of teaching. Phipps and Borg, (2009) concur with such findings arguing that contextual factors, such as prescribed curriculum, time constraints and high stakes examinations mediate the extent to which teachers can act in accordance with their beliefs. This view is further supported by Ng and Farrell (2003) study which established that teachers corrected students' errors because this approach was faster than eliciting these errors. While the teachers believed in elicitation, it was time consuming and not practical in their context.

A study by Phipps and Borg (2009) examined tensions in the grammar teaching beliefs and practices of 3 practicing teachers of English working in Turkey. The teachers were observed and interviewed over a period of 18 months. The observations provided insights into how they taught grammar, while interviews explored beliefs underpinning the teachers' classroom practices. The results revealed that teachers' classroom practices in grammar teaching were at odds with

specific beliefs about language learning. At another level, the practices were consistent with a more generic set of beliefs about learning. The study hypothesizes that the latter were teachers' core beliefs and the former peripheral beliefs about language learning that were more influential in shaping a teachers' instructional decisions.

Teacher beliefs may be looked at from the contextual factors that may be at play during the teaching process. A study by Zhang and Liu (2014) examined Chinese junior high school English teachers' beliefs and related contextual factors in order to discover whether teachers' beliefs were consistent with the new values, goals and teaching principles promoted by the curriculum reform. The study also aimed to establish what contextual factors facilitated or hindered changes in teachers' beliefs. On the whole, the study established that teachers' beliefs were congruent with the constructivism-oriented curriculum reform but a closer examination suggested that both traditional and constructivist beliefs existed. Constructivist beliefs favour student participation, interactive class, and learning strategy training while traditional beliefs involve focus on grammar and language form, drill and practice, rote memorization, and teacher authority. A variety of contextual factors were found to exert a strong influence on teachers' beliefs. These were identified as: curriculum reform, high-stakes testing, and school environment. These factors interacted to facilitate or constrain the development of teachers' beliefs. The study highlights the situated nature of teachers' beliefs with implications for curriculum reform, teacher development and many other important issues in secondary foreign language education in China and other similar contexts internationally.

Understanding L2 beliefs has been viewed as crucial as regards implementation innovation. In this regard, studies have also investigated language teacher's beliefs as regards implementation of educational innovations. Carless (2003) contends that implementation is a demanding matter that requires change and adaptation. Consequently, unless teacher's accounts are taken into perspective,

implementing something new may be unwelcome. Carless (2003) continues to argue that consulting teacher's beliefs when testing or implementing an educational innovation will therefore strengthen the sense of ownership and support professional growth. It is argued that most times, teachers are asked to implement educational innovations developed by external agents, who do not seem to be familiar with local teacher's view points and their teaching contexts. In such instances, teachers seem to adopt the policy directive to fit their understandings. The following studies seem to bear these out.

A number of overarching factors would affect educational innovations. For instance Todd's (2006) study illustrated how teachers' belief could affect the form of the intended innovation. The study *'Continuing Change after the Innovation'* reported on a group of teachers' beliefs about a task-based curriculum innovation. The aim of this study was to help the teachers' reveal their beliefs about the innovation they were implementing. He called this type of innovation as bottom-up innovation. Todd noted that contrary to top-down approaches bottom-up innovation requires involvement of the teachers. The findings of the study illustrated that the originally planned 'strong' version of the task-based learning model was modified and 'weakened' because the teachers believed in the effectiveness of the explicit teaching of linguistic forms and assessment through formal exams. In some instances though, strength of individual beliefs determined classroom actions as the following study indicates.

Mak (2011) reports on a study that sought to determine the interactions between pre-service English as a foreign Language (EFL) teacher's beliefs about Communicative Language Teaching (CLT) and their teaching practice in a one-year postgraduate teacher education programme in Hong Kong. Data were collected from semi-structured interviews, belief-inventory questionnaires, researcher's field notes, classroom observations and stimulated recall interviews at different times in the programme. The study gives an interpretive account of the participant's reactions to conflicting beliefs and the impact on her learning

process. This is followed by a discussion on several characteristics of belief development, which facilitated CLT adaptation and/or hindered teacher development. How the tension between different beliefs was resolved in making instructional decisions was established to be influenced by the strength of individual beliefs. The findings suggest the need to raise student teacher's awareness of their beliefs and the influencing factors in designing teacher education programmes. This study informs the current study in terms of methodology.

The research on L2 teacher beliefs has provided insights on L2 teacher beliefs and the important role cognition plays in teacher's classroom practices. Few studies have so far considered relationships between L2 teacher beliefs and the consequent influence on learning. There should be more studies like Maks' (2011) focussing on these beliefs and their influence on teacher's classroom practices and possibly their effect on learning. In the next section, the literature informing curriculum implementation which is the phase of actual teacher practice will be reviewed.

2.7 Curriculum Implementation

The present study is hinged on the implementation of an integrated English language curriculum. Curriculum implementation refers to the stage when the curriculum itself, as an educational programme, is put into effect. Spillane, (2000) says that implementation involves interpretation and implementers must figure out what policy means in order to decide whether and how to ignore, adapt, or adopt policymakers' recommendations in their practice". Implementation begins when the implementing agent, in this case, the English language teacher, decides to put an initiative into use through the practical process of trialing aspects of the initiative in the classroom (Burges, Robertson, & Patterson, 2010). There are two main models of curriculum implementation: the Mutual adaptation approach and the Fidelity approach. The Mutual Adaptation approach is the process in which external reform proposal (in this case, the revised English language curriculum) is

adopted to fit local conditions and local conditions are adapted to fit with reform proposals. One way of planning for mutual adaptation is to involve practitioners in design of the implementation and create a context that is supportive to reflective adaptation with the aim of engendering a better understanding and stronger commitment to the spirit of reform (Reiser et al, 2000). If this approach were adopted in the implementation of the integrated curriculum, teachers needed to be involved in the design process (which was not the case for the current curriculum innovation). Professional development and retooling would then be used to ensure adaptations are in line with curriculum requirements.

The second model, the Fidelity approach occurs when teachers use instructional strategies and deliver the content of the curriculum in the same way they were designed to be used and delivered. Mihalic (2002:2) defines fidelity of implementation as "…a determination of how well a program is being implemented in comparison to the original program design." Pence, Justice and Wiggins (2008: 332) add that it is "the extent to which teachers implement an intervention, curriculum, innovation or program as intended by developers." It means that fidelity of implementation deals with the extent to which curriculum implementation abides by the original design. This is what is expected of the implementation of the English language curriculum.

Spillane, Peterson, and Prawat (1996: 431) emphasized that on the ground, "…local educators (teachers) adopt an active stance towards policy and in doing so re-shape policy makers' proposals to fit with their local contexts and work. This implies that teachers respond to the ideas they construe from policy, rather than some uniform, fixed vision of policy. In this view, relations between policy and practice are not uni-directional: while policy may shape practice, practice in turn may shape policy in that it influences what teachers make of policy-makers' proposals. In the case of Kenya, classroom level implementation will determine what teachers make of the policy proposals.

Further, Spillane (2000) argues that instructional ideas that implementers construct from policy are critical in understanding their enactment of that policy. This is because implementation involves understanding. Implementers must therefore figure out what policy means in order to decide how to adapt or adopt it in their practice. The question then is, as Samoff (1999) asks: What, then, is policy? He reasons:

> From one perspective, the policy is what the ministry has promulgated, and what the teachers do is a deviation from official policy. From another perspective, the actual policy (i.e. the working rules that guide behavior) is what the teachers are doing. In this view, the ministry documents are just that: official statements that may or may not be implemented and certainly do not guide what people actually do. Stated policy may thus be very different from policy in practice. (p. 417)

In the Kenyan set up, the policy document in the form of the curriculum has been handed down to the teachers. Teachers and schools thus appear to be disconnected policy receivers (Bowe & Ball, 1992), "absorbing implementers to deliver" (p.7) the goods, excluded from the generation or the production of policy. Too often, teachers remain in the background, while policy makers at national level produce policy. Due to this, teachers become increasingly an absent presence in the discourses of educational policy, an object rather than a subject of discourse (Smit, 2005). Accordingly, a variety of studies (Spillane, Reiser and Reimer, 2002; Stein, Remmilard & Smith, 2007) show that curricula are seldom implemented as intended. This is mainly because policy makers usually assume a direct relationship between the adopted and the enacted curriculum (Stein & Kaufman, 2010). Fullan, (2007) attests that successful implementation of curriculum depends more on re-culturing of teachers and schools and establishing necessary work place conditions to support reform and less on policy directives. The dangers of adapting policy recommendations lie in inability to correctly determine success of particular reform initiatives as intended. It can therefore be assumed that the good intent of such innovations may be lost.

2.8 Trends on Research on Curriculum Implementation

Much of the discussion in the research on curriculum implementation is that fidelity of implementation occurs when the implementers understand the curriculum requirements. The studies conducted indicate disconnect between the prescribed and implemented curricula. This means that when the implementing agent does not understand the curriculum requirements, they are likely to modify it to fit their understandings. Several reasons are given for such disconnect. For instance, Fullan (2007) lists difficult classroom conditions, the absence of training, an inappropriate school environment, insufficient resources and mismatched high stakes assessment as inhibiting curriculum reform at classroom level. Carless (1999) and O'Donnell (2005) mention lack of resources and insufficient curriculum time, expenses for training and lack of appropriate materials as other factors that make curriculum seldom implemented as intended. In addition, contextual factors like large class sizes and resistance from administration and students also inhibit curriculum implementation (Fullan, 2007). A number of specific studies show factors affecting curriculum implementation.

A study by Buchanan and Engebretson (2009) ascertained that clear information and theoretical understandings about a curriculum change in religious education is just as important as it is in any other field of study. In the absence of information on the curriculum change and understanding, the leaders (teachers) responsible for implementing the curriculum change made certain curriculum accommodations that were not in keeping with theoretical underpinnings of the change. This is problematic as such understandings do not support the reform efforts. Teacher's knowledge is therefore important to enable correct conceptualization of a new reform requirement. This is also illustrated in the following study.

The importance of knowledge of an innovation is illustrated through Wette (2009) study. The study was conducted among seven well-qualified teachers of adult

English as a Second Language (ESL). Data was collected through weekly interviews and analysis of documents and materials produced over the duration of a whole course for each teacher. It was established that teacher's knowledge and experience was apparent in their ability to conceptualize and plan globally in the pre-course phase, to establish rapport and diagnose learner's developmental priorities as soon as teaching began and to weave a coherent instructional curriculum from a variety of components and dimensions according to the syllabus pre-qualifications, constraints of the teaching context and their own personal theories of best practice. The ability to understand and implement with fidelity the curriculum depended upon right conceptualization.

Sakui, (2004) gives different reasons for lack of fidelity of implementation. The study investigated, from a situated evaluation perspective, the practices and beliefs of Japanese teachers of English implementing Communicative Language Teaching (CLT). The results established that CLT was not implemented as the "course of study" prescribes. The reasons for these were demands to prepare students for exams thus focus on the textbook. Another reason was the teachers' interpretation of the CLT. Depending on the various interpretations given, their practices were varied. This implies that teachers can 'adopt' the curriculum to meet their expectations.

Further, Athavale, Myring, Davis and Truell, (2010) examined the status of curriculum integration in business schools, factors influencing deans' perceptions of an integrated curriculum and the implementation of such a curriculum. A survey of business school deans showed that they considered integration critical to the future success of students. Those who had understood the integration (60%) implemented it with fidelity. The deans who had not understood the integration did not. This study relates to the current study which aims to assess the language teacher's cognition of the integrated English language curriculum and evaluate their preparedness to implement it in the classroom in terms of its consideration for implementation of a curriculum. One relevant finding for the current study is

the fact that effective curriculum implementation depends on understanding. This means that if the Kenyan English teachers understand the curriculum requirements, they should implement it with fidelity. Teacher cognition evidently plays a vital role in fidelity in curriculum implementation.

In another study, Datnow and Castellano (2000) report on a Success for All (SFA) school reform model. SFA is a whole-school reform model that organizes resources on prevention and early intervention to ensure that students succeed in reading through elementary grades. Using qualitative data gathered through observation and extensive interviews in 2 SFA schools, the study tries to examine how to respond to SFA and how the teachers' beliefs, experiences and programme adaptations influence implementation. The study established that the teachers' fell into four distinct categories on implementation ranging from strong support for SFA to resistance. Support for the reform did not directly correlate with teachers' personal characteristics such as experience level, gender or ethnic background. The study indicated that teachers' level of support did not necessarily predict the degree of fidelity with which they implemented it. Almost all the teachers made adaptations to the programme despite the developers' demands to closely follow the model. Teachers however supported the SFA model as they believed still felt that it was beneficial for students yet still felt that it constrained their autonomy and creativity. This study provides an interesting twist in implementation literature showing that failing to implement does not necessarily depend on understanding. Factors like autonomy and creativity can also influence implementation.

There are other reasons identified in literature that may also lead to problems in implementation. In a research reporting on the implementation of the Philippines Basic Education Curriculum, Waters and Vilches (2008) report that classroom level implementation has been difficult to achieve due to among others, lack of professional support and instructional materials.

In the Kenyan set up, studies (Ongong'a, Okwara & Nyangara 2010; Okwara, et al, 2009) have researched and reported on the integrated syllabus and how teachers are grappling with implementation. Okwara, Shiundu & Indoshi, (2009) conducted a study in Busia district in Kenya to evaluate the implementation of the integrated approach to the teaching of English in secondary schools in Kenya. It also aimed to provide a proposal for a revised programme that takes into account teacher input which they claim is often ignored in centralized curriculum development systems such as the one in Kenya. The findings revealed that stakeholders perceived the integrated approach in conflicting terms and teachers were not well prepared to implement the integrated approach. While curriculum developers advocated for a continuation of the integrated practice, teachers called for separation of English and literature. The researchers thus suggested a model for effective integration where teachers' involvement is paramount. This study relates to the current one as it also considered implementation of the English curriculum. The current study goes a step further to investigate cognition as a possible variable to lack of effective implementation.

Ongong'a, Okwara and Nyangara (2010) investigated the use of the integrated approach in the teaching of English in secondary schools in Kenya. Data was collected from classroom practice using Maseno University Teaching Practice Assessment Criteria. Data was also collected from the students using a questionnaire. The Maseno University Assessment Criteria is an assessment tool developed by the university to evaluate students on teaching practice. Areas of assessment include introduction of the lesson, knowledge of subject content knowledge, teaching methodology, use of teaching aid, participation in extracurricular activities among others. The data revealed that there were minimal levels of integration in English lessons. The study concludes that there is a discrepancy between the official English language curriculum and the implemented English language curriculum in schools and recommends that other studies on impediments to implementation be conducted on the integrated approach in Kenya. So far, this researcher has not found any study focusing on

teacher cognition and preparedness towards the integrated process of implementing the integrated English syllabus.

To ensure efficacy in implementation of future curricular, Halbert and MacPhail (2010) examined how a recently developed physical education curriculum in Ireland could inform how Ireland embraces future curriculum developments and the extent to which a gap existed between the idea of a centrally–produced curriculum and the realities of its implementation. Principals and physical education teachers were interviewed on issues related to their engagement with implementation. Findings indicated evidence of deficit between what principals' say and what they propose to do. A number of teachers reported not receiving any syllabus documentation thus were unfamiliar with the syllabus. The study concludes that the positive disposition of principals' and teachers' towards the introduction of a new and revised syllabus is undermined by an apparent uncertainty and lack of knowledge. The study suggests that it is imperative that teachers and principals have opportunities to learn about the syllabuses and engage with the implications of implementation before the syllabus first appears in schools. This study informs the current study in terms of methodology though the current study is more concerned with the teacher as the actual implementer. The current study could draw from the recommendation that teachers and principals get opportunities to engage with new curriculum beforehand if it would be established that teachers in this study do not understand the curriculum requirements.

To engender understanding of a policy, Spillane, Reiser and Reimer, (2002) argue that what a policy means for implementing agents is constituted in the interaction of their existing cognitive structures (including knowledge, beliefs and attitudes), their situation, and the policy signals. They further argue that "how the implementing agents understand the policy message(s) about local behavior is defined as the interaction of these three dimensions" (p388). It is also argued that implementation failures are often a result of inability of principals to formulate

clear policy outcomes or to adequately supervise the implementation. The following study illustrates this.

Using a cognitive lens, Spillane (2000) explores school districts' response to recent mathematics reforms. The article is based on data from the second phase of a 5-year research study, undertaken between 1992 and 1996 which examined relations between state and local government instructional policymaking and mathematics and science teaching in Michigan. Analyzing the ideas about instruction that district leaders construct from the mathematics reforms, Spillane identifies dominant patterns in their understandings. Whereas district leaders in the study understood the mathematics reforms as representing change for their mathematics policies and programs, their understandings tended to miss the full import of the reforms. Focusing on the forms of the mathematics reforms rather than their epistemological and pedagogical functions, district leaders' understandings tended to focus on piecemeal changes that often missed the disciplinary particulars of the reforms. Based on this analysis, Spillane argues for the inclusion of implementers' interpretation of the reform message, along with the more conventional variables such as local resistance to reform and limited local capacity to carry out reform proposals that dominate in the literature in models of the implementation process. This means that interpretation informs actual implementation. Understanding is therefore key.

There are more factors that influence curriculum implementation. University of Zimbabwe (1995) in their curriculum module identify: the teacher, the learner, resource materials and facilities, the school environment, instructional supervision and assessment. The teachers' role is considered indisputable as it is he/she who decides what to teach from the prescribed syllabus or curriculum. The teacher therefore, needs to understand the integrated English curriculum in order to implement it effectively. This is important because as Firestone (1989) mentions implementing agents (teachers) fail to notice, intentionally ignore or selectively attend to policies that are inconsistent with their own (and/or their agencies)

interests and agendas. Policies that fit their agendas are more likely to be implemented and those that do not are more likely to be either opposed or modified so that they do fit. Spillane et al (2002) sum this up by claiming that what a policy means for implementing agents depends to a great extent on the repertoire of existing knowledge and experience.

The learners hold the key to what is actually transmitted in the classroom (University of Zimbabwe, 1995 curriculum module). The learners also influence the teacher in the selection of the learning experiences. As such, the teacher needs to consider diverse learner characteristics in curriculum implementation. The module further identifies resource materials and facilities as enabling curricular to be effected.

The school environment concerns particular circumstances of the school. For example, schools located in rich socio economic environments and those with adequate human and material resources can implement the curriculum to an extent that would be difficult or impossible for schools in poor economic environments (University of Zimbabwe, 1995)

Instructional supervision includes elements such as enough manpower, time allocation for subjects, provision of teaching and learning materials and provision of an atmosphere conducive to effective teaching and learning.

Assessment in the form of examinations influences curriculum implementation tremendously. Due to the great value of examinations in Kenya, teachers may tend to concentrate on curriculum areas most tested in examination. This, according to the Fullan, (2007) and University of Zimbabwe (1995) can affect the broad goals and objectives of the curriculum. All these factors work in one way or another to affect how a curriculum is implemented. The data would show how these bear out in the field.

From the studies, a number of issues come out to affect curriculum implementation. Firstly, it is noteworthy that teacher cognition plays an important role in teacher's implementation of any curriculum. The decision on whether the implementers use the adaptation or the fidelity approach depends upon their level of cognition. However, as Datnow and Castellano (2000) study has indicated, sometimes, even with proper cognition, some teachers ignore reform recommendations considering it to stifle their autonomy and creativity. Secondly, as teachers are active constructors of knowledge, the studies have established that the teachers make adaptations when curriculum innovations are unclear and/or when local conditions are inappropriate. It is argued in the present study that these adaptations are dependent on teacher cognition. Lastly, the studies also establish that there are other factors that also come to influence how curricular are implemented. These factors include but are not limited to: professional development, learner characteristics and examination requirements.

2.9 Theoretical Framework

This study attempts to map the effect of teacher cognition of the curriculum on the actual classroom implementation of this curriculum. These two concepts will be summarized below along with the underpinning theory of planned behavior which will be used to predict the likelihood of an action taken during implementation.

2.9.1Teacher Cognition

Research suggests that teacher cognition is concerned with understanding what teachers think, know and believe. According to Borg (2009) research in the 1960's on teaching focused on a search for effective teaching behavior but this view was questioned when developments in cognitive psychology highlighted the complexity of relationships between what people do and what they know and believe. It was considered erroneous to treat teachers as robots who simply implemented curricular designed by others in an unthinking manner. Instead, it was acknowledged that teachers act as agents in the classroom, making implementation decisions both before and while teaching. Teacher cognition thus

became a new focus of educational research. Assessment of teacher cognition thus needs to address the psychological processes through which teachers make sense of their work. This emphasizes the cognitive processes. Beliefs and knowledge emerged as common concepts to support investigations on teacher cognition with knowledge becoming a dominant concept in mainstream educational research on teacher cognition (Borg, 2009). Thus, in investigating cognitions about the curriculum, the study needs to address what knowledge the concerned teachers have and make of the curriculum.

From the constructivist perspective, the cognitive theory suggests that people use their prior knowledge and experiences to construct new understandings. As constructivists would argue, coming to know involves constructing knowledge rather than merely absorbing information. If applied to implementation, the implementer constructs meaning as regards what the policy asks him/her to do. The ideas formed are actualized through implementation. This is where knowledge and experiences come in (Spillane, 1998b). Thus, from a cognitive perspective, knowledge plays a significant role in implementation. For the current study the question then is: what meaning do the English language teachers make of the integrated English curriculum and how does this influence their implementation? These questions are addressed in the study of the teachers' cognitions of the English language curriculum.

2.9.2 The Theory of Planned Behaviour

The theory of planned behavior is a socio-psychological theory about the link between beliefs and behavior. The concept was proposed by Icek Ajzen to improve on the predictive power of the theory of reasoned action by including perceived behavioural control. The theory states that intentions to engage in behavior are the primary determinants of actual bahaviour (Ajzen, 1991). Intentions are conceptualized as summary motivations to perform behavior and mediate the influence of three main constructs on behavior (Ibid).

Attitude is the first determinant which reflects an individual's personal beliefs about enacting a target behavior. Therefore, an individual with a positive attitude towards a behavior will most likely perform such behaviour. The second determinant is the subjective norms which reflect perceived expectations of specific individuals or groups regarding adoption of behavior. These expectations may have various sources for example cultural values and whether others practice the same. The final determinant is behavioural control which reflects the ease or difficulty of performing the behaviour.

This theory increases our understanding of decision making because behavior can be deliberative and planned. The theory has been applied to studies of the relations among beliefs, attitudes, behavioral intentions and behaviors (Millar & Shelvin, 2002; Oh, 2001). In context of the current study, according to the Theory of Planned Behaviour, a teacher's intention (or motivation) to adopt a reform-oriented integration to the teaching of English teaching will be consistent with the interaction between, and strength of the three core beliefs and their respective attributes; that is the interaction between attitude towards the integrated English curriculum, the subjective norms and behavioural norms. Teachers with a positive attitude towards the integrated English language curriculum will most likely implement it with fidelity as will those who consider that others are doing the same and that it is easy to implement.

The rationale for applying this theory in the current study stems from the fact that the tenets identified in the theory: behavioural, normative, and control beliefs correspond to the various personal, social, and context-related factors that have emerged in the review of the literature and appear to be influential in implementation of a new curriculum innovation.

2.9.3 Curriculum Implementation

Situated evaluation theory also informs the study. In this theory, various factors influence curriculum implementation and need to be considered when assessing

outcomes and particularly teachers who interpret and execute it (Sakui, 2004). Situated evaluation recognizes two forms of curriculum; the documented version which proposes idealized teaching practices and the realized version of curriculum implementation in actual classrooms (Sakui, 2004). In this theory, the need to investigate teacher practices and beliefs derives from the notion that teachers are not transparent entities who fulfill curriculum plans and goals as prescribed by their authors but who filter, digest and implement the curriculum depending on their beliefs and environmental contexts (Sakui, 2004). Thus, in situated evaluation, evaluation is focused on the innovation in use with the primary purpose to understand the different ways in which the innovation is realized.

In a nutshell, the theoretical framework on which this study is nested as illustrated in figure 1.1 centrally places teacher cognition of the curriculum as the causal variable that is established through the teacher's knowledge of the tenets of that curriculum. The observed teacher's classroom practice as a curriculum implementer can then be examined as the variable dependent on teacher cognition, while bearing in mind the role played by contextual factors in determining such practice.

2.10 Summary of the Chapter

This chapter has reviewed related literature to various variables of the study. The diverse meanings of curriculum have been discussed and an applicable definition of the term adopted for this study. Curriculum integration was explained and discussed along with the different levels and approaches to the integration. Various studies on curriculum implementation were reviewed to illuminate the pertinent forces in play during the process of curriculum implementation. The concept of teacher cognition was discussed starting with a historical background to the phrase, followed by an exposition of the literature about the implication of different cognitions to actual practice. The chapter has concluded by establishing the various theoretical underpinnings to the study. The next chapter spells out the methodology of the study.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter describes the methodology used in this study. The chapter begins by presenting an overview of the mixed method research approach adopted for this study and offers the justification for its adoption. It then discusses the descriptive design used and the reasons for its use. It goes ahead to spell out the data collection procedures and methods used along with the justification for the sample size. It also describes the sampling procedure. The chapter also presents the ethical considerations, validity, and trustworthiness of the research methods as well as challenges faced in the process of data collection. The chapter ends with a discussion on the reliability of the research instruments and the anticipated effect of this on the study findings.

This study sought to answer the following research questions:

1. What is the language teachers' understanding of the integrated English curriculum?

2. How do the language teachers implement the integrated English curriculum in the Form III English language classrooms?

3. What challenges do the teachers face when implementing the integrated English language curriculum in Form III classrooms?

4. How does teacher cognition of the integrated English language curriculum affect their implementation?

The subsequent sections of the chapter discuss the methodology employed in attempting to answer these questions.

3.2 Research Approach

This study used a mixed methods research approach. The mixed-method research approach drew on the strengths of both qualitative and quantitative approaches to

elicit teachers' thinking and actions about the process of implementing the integrated English language curriculum. Lewin, Glenton, and Oxman (2009) argue that mixed methods approaches can be useful in exploring social and behavioral processes that are difficult to capture using quantitative or qualitative methods in isolation. Therefore, by combining qualitative and quantitative approaches, the strengths of both methods can be brought together to provide richer answers to research questions. A multiplicity of factors like teachers' prior experiences as learners, learner characteristics and contextual factors such as classroom environment determine a teacher's cognition and in turn, their classroom practice. Understanding the influence of such factors called for a versatile non-restrictive approach such as the mixed methods approach to enable as much knowledge as possible to be discerned about the research problem. The mixed method approach was therefore used in this study in an attempt to use possible relevant methodology to obtain as much knowledge as possible to roundly answer the research questions.

Woods (2006) articulates that qualitative approach focuses on natural setting, seeks an interest in meanings, perspectives and understanding and puts emphasis on the process of research. The process emphasizes events as they occur in the natural setting and as such, the study sought lived experiences in the classroom, where curriculum implementation occurs. The teaching of English language was observed in the natural classroom set up to understand how implementation of the English language curriculum takes place. Qualitative research is also considered important in the behavioural sciences where the aim is to discover the underlying motives of human behaviour (Goddard & Melville, 2004). For the present study, the underlying behavior is teacher cognition. Further, qualitative research enables one to analyze factors which motivate people to behave in a particular manner. In the current study, this involved understanding how and why teachers implemented the revised Integrated English language curriculum the way they did.

A quantitative approach on the other hand, makes use of statistical results presented in numerical form. In this study, the quantitative approach used statistics to provide a general view of the trend of the variables in the study. The trends considered related to the general views of participants regarding their cognition of integration in English language teaching, how they implement the curriculum and the challenges that they encounter in the implementation of the integrated English language curriculum. Trends that seemed outstanding were then followed up using more in-depth qualitative strategies. Using the mixed method approach thus contributed to the depth and breadth of the study and helped overcome the weaknesses of both methods (Johnson & Onwuegbuzie, 2004). It has been argued that the notion of triangulation and complementarity seeks convergence across qualitative and quantitative methods (Greene, Caracelli & Graham, 1989). Integrating both methods was seen as likely to produce better results in terms of quality and scope of the collected data.

In using the mixed method approach, the study was being pragmatic. Pragmatism is a philosophical underpinning (Dewey, 2008) that believes that the meaning of a proposition is to be found in the practical consequences of accepting it (Dewey, 2008; IEP, 2015). The evidence of what is practiced lies in observable practical consequences. According to Creswell (2009), pragmatism arises out of actions, situations, and consequences rather than antecedent conditions. There is a concern with applications - what works and solutions to problems. The study sought to assess the language teacher's cognition of the integrated English language curriculum and evaluate their preparedness to implement it in the classroom. It therefore established what worked with regard to curriculum implementation owing to their knowledge and beliefs (cognition). Morgan (2014) observes that relating pragmatism to mixed method research approach is more about its practicality than its broader philosophical basis.

3.3 Research Design

The present study used a descriptive design. Descriptive studies provide information about naturally occurring behavior and attitudes or any other characteristic about a particular individual. This was suitable for this study as it sought to establish teacher cognition and the situation regarding how the implementation of the integrated English language curriculum is done in Form III English language classrooms. Descriptive studies can use both qualitative and quantitative methodologies.

The study was structured to collect both primary and secondary data. As part of the primary data, a teacher questionnaire was used to establish teacher cognitions about the meaning of the integrated English language curriculum and their implementation. Specifically, the questionnaire sought to establish teachers' understanding of the term integration and how they implement the actual integration in the Form III English language classrooms. The questionnaire was considered important because of its suitability in collecting data from a large cross-section of participants on a wide range of variables. The questionnaire provided information on the general views regarding meaning of integration, teacher beliefs and challenges of implementation.

Interviews were conducted with the Form III English language secondary school teachers. The follow up interviews provided more in depth accounts as to how the actual implementation of the integrated English language curriculum took place. Teachers were able to verbalize what kind of preparations they undertake and how the actual teaching takes place in the classroom. The information was corroborated by observational methods in actual classrooms. Observation of teachers work in classrooms was done to reflect the concrete examples of real practice. Interviews and direct observation were considered important data triangulation methods due to the likelihood of information elicited through questionnaires reflecting more of the teachers' theoretical or idealistic beliefs (beliefs about what should be) usually informed by technical or propositional

knowledge as contrasted with beliefs elicited through discussion of actual classroom practices which may be more rooted in reality and reflect the teachers' practical or experiential knowledge (Phipps & Borg, 2009).

The secondary data were collected through use of documents. These documents included the English language curriculum and schemes of work. The English language curriculum sets what is to be covered and how it is to be implemented. A scheme of work is an interpretation of a syllabus (curriculum) and can be used as a guide throughout the course to monitor progress against the original plan. The scheme of work reflects a teacher's plan for classroom delivery. It therefore gives an indication of the how a teacher understands and interprets curriculum into what is delivered in the classroom. This combinatory approach to research is supported by Borg (2003) who asserts that combining different approaches may result in revealing different dimensions of teacher thinking.

3.4 Data sources

This study was carried out in government sponsored schools in Eldoret East Sub-county of Uasin Gishu County in Kenya. Eldoret East Sub-county has schools that contain the typical variations the researcher expected to influence the study: National, County and District schools. These schools are expected to adhere to the curriculum specifications as laid down by the Ministry of Education, Kenya. One Form III English language teacher from each of these schools was purposively sampled to take part in the survey; making a total of fifty teachers. The purpose was to ensure that each school level is represented in the study. This ensured representativeness of the study population.

According to the curriculum specifications, by Form III at the secondary school level, all the students should have been exposed to literary texts. Form I's and II's are required to be exposed to class readers (texts that they read as literature) as part of practice in exposition of literary texts. These texts comprise a language teachers' own choice of a literary reading book. It therefore means that different

teachers would choose different texts. The aim is to expose the learners to literary exposition through the texts. By Form III however, all secondary school students are expected to have read literature in English set books specifically set by the curriculum. The curriculum identifies a novel, a play, and an anthology of short stories that each learner is expected to read and analyze. These are the texts that would eventually be examined in Form IV. The texts introduced in Form III form the basis of language literature integration as envisioned in the curriculum. This class was, therefore, the most appropriate for the study as it is at the heart of literature and language integration where gaps in implementation may emerge. The other levels (skills and contemporary issues) were carried over from the previous curriculum.

In schools with more than one Form III stream, based on informed consent, the study was conducted in the stream taught by the consenting teacher. The schools were selected based on various clusters through cluster/area sampling (Kumar, 2005). This gave rise to one National school, seven County schools and forty two District schools. In Kenya, such clusters are based on the characteristics of students admitted from primary school level. National schools admit students with the highest scores in Kenya Certificate of Primary Education to capacity, followed by County and district schools in this order. The County and District schools have Girls only, Boys' only boarding schools, Mixed boarding schools and Mixed day schools. Thus, using a representative sample from each stratum, a sample of one school was randomly selected from each stratum for the purpose of classroom observation. This made a total of seven schools. In addition, the Form III English teacher whose classroom was observed in these seven schools also took part in the interview. Table 3.1 below shows the demographic representation of teacher participants by gender and other attributes.

3.4.1 Study Participants

Table 3. 1 Demographic representation of teacher Participants

Attribute	Categories	Frequency	Percentage %
Gender	Female	28	56.0
	Male	22	44.0
		50	100.0
	Total		
School Type	National	10	20.0
	County Mixed	3	6.0
	County Girls	9	18.0
	County Boys	4	8.0
	District Mixed	18	36.0
	District Girls	1	2.0
	District Day School	5	10.0
		50	100.0
	Total		
Teaching Experience:	1 – 5 Years	17	34.0
	6 – 10 Years	9	18.0
	11 – 15 Years	9	18.0
	16 Years and above	14	28.0
	Not availed	1	2.0
		50	100.0
	Total		
Education Level	Diploma	5	10.0
	Bachelor's Degree	34	68.0
	Master's Degree	8	16.0
	Any other	1	2.0
	Not availed	2	4.0
		50	100.0
	Total		

3.5 Research Instruments

Research on teacher cognition and curriculum implementation (Borg, 2003; 2006; Phipps & Borg, 2009; Macalister, 2012; Richards, 2008; Saferoglu, Korkmazgil and Olcu, 2009) was drawn on to help select the appropriate instruments for this research. This is because the research studies suggest particular methodological issues for data collection. In regard to this research problem on teacher cognition, a wide range of instruments and techniques are available to elicit teacher's thoughts. Richard (2008:11) says:

A focus on teacher cognition can be realized through questionnaires and self reporting inventories in which teachers describe beliefs and principles; through interviews and other procedures in which teachers verbalize their thinking and understanding of pedagogic incidents and issues; through observation, either of one's own lessons or those of other teachers, and through reflective writing in journals, narratives, or other forms of written report (Borg in Richards, 2008: 11).

This study used questionnaires, interviews, observation and document analysis in an attempt to provide answers to the research questions. A summary of the research instruments used and the purpose each served is presented in Table 3.2

Table 3. 2 Summary of Research Instruments Used

Research question	Research Instrument
What is the language teachers' understanding of the integrated English curriculum?	Questionnaire Interview Document analysis
How do the Form III English language teachers implement the integrated English curriculum in their classrooms?	Interview (teacher and focused) Observation Questionnaire
What challenges do the Form III English language teachers face when implementing the integrated English curriculum?	Interview Questionnaire
How does teacher cognition of the integrated English language curriculum affect their implementation?	Observation (Reflective Journal) Interview

Details of the design and administration of each instrument are discussed below.

3.5.1 Questionnaire

3.5.1.1 Questionnaire design

The questionnaire (see appendix A) was designed to be administered to Form III English language teachers to establish the relationship between cognition and

practice regarding the Integrated English language curriculum. The questionnaire was developed based on literature review on teacher cognition and curriculum integration. The literature reviewed suggested important areas that require more attention when investigating teacher cognition. Borg, (2003) suggests that to understand teacher cognition, one needs to understand teacher knowledge, approach to teaching and teacher's verbal accounts vis-à-vis curriculum requirements. The questionnaire was therefore constructed to reflect these aspects. It was designed with an introductory part and the details part which was further split into two sections A and B. Each of the sections separately captured the teacher cognition and beliefs about the integrated English curriculum as well as implementation.

Part I of the questionnaire introduced the researcher and the research topic to the respondent and mentioned basic ethical rights of the respondent before soliciting basic demographic information from the respondent. This information on gender, type of school, teaching experience and level of education would help to establish if cognition about the integrated curriculum varied across any of these constructs.

Section A of Part II sought to establish what teachers' know of the integrated English language curriculum. The section started with an open-ended question on teacher knowledge about the integrated English curriculum to put respondents at ease as knowledge is not fixed. The open-ended question would also act as a check to confirm if the closed-end questions had captured all relevant attributes to the construct. Two sets of closed-ended questions then followed to capture the teacher's own view of how they understood the integrated curriculum and how they actually practiced the curriculum integration. This would help determine if this interpretation agrees with curriculum specifications thus evidence their cognition or not. The responses to the closed-end questions were placed on a 5-point Likert scale ranging from strongly agree (1) to strongly disagree (5). The respondents were required to place a tick against one of these depending on the extent of their agreement or disagreement with the respective statement. The

Likert scale was chosen because it is a quick way of obtaining and comparing views and opinions of individuals about a given construct. 5-point Likert items are most commonly applied in behavioral sciences as they are deemed efficient while providing sufficient variability for data comparison. The provision of a neutral mid-point is useful in such opinion-based questions to cater for respondents who are not decided and therefore cut down on non-response rates to the individual questions. There were two categories of questions in Section A1 and each category had five questions. The categories were on teacher cognition and teaching activities and practices. Two more open-ended questions were included to allow the teachers, in a non-restrictive way, express their own views about the benefits and barriers to integration of the English curriculum. Section A2 dealing with teachers' opinions of the curriculum integration had 5 questions with five likert scale responses ranging from strongly agree to strongly disagree.

Section B of the questionnaire sought to capture the teachers' beliefs about the integrated English language curriculum. Five closed-ended questions were asked to establish the teacher's belief about each of the aspects that had been isolated from the literature review about the process of integration. These questions were on the importance of integration, involvement of teachers in the curriculum development process, the need for professional development and in-service teacher training to support the integration process, whether adequate supportive curriculum materials were available and the tendency for teaching to focus on most examined areas of the curriculum. To each of the statements, the respondents were required to state on a 5-point scale whether they considered the issue not at all important (1) or extremely important (5). Three more open-ended questions were included to capture the teacher's free opinion on the most effective way to effect English language curriculum integration, to obtain a personal reflection on how the teacher currently implements integration and to share any other relevant issue about the integrated English language curriculum.

The questionnaire was pilot-tested using a sample of 10 teachers who were not participants in the actual study. The pilot was used to further refine the questionnaire items to remove any ambiguities. Details of the piloting process will be presented later in this chapter.

3.5.1.2 Questionnaire administration

The questionnaire was self-administered by the respondents since all the respondents were all highly literate and knowledgeable on the issues being asked. The respondents filled in and returned the questionnaires. The questionnaires were administered between October 2013 and February 2014. 75 questionnaires were prepared and administered to Form III English language teachers. One of the main challenges during the administration process was the expectation by some of the teachers for remuneration to fill the questionnaires. They felt that the researcher being a student in a foreign university must have been offered scholarship to study and as such was facilitated to collect data. They wanted a share of the same. Other teachers appeared receptive to fill in the questionnaires and asked to be allowed time to fill in and have them collected later. On returning to pick the questionnaires, they had either misplaced or lost them. The terrain of the data collection area was also quite a challenge with most schools accessed on motor bikes thus the several trips to drop and collect the questionnaires proved to be a substantial obligation. Due to these challenges, it took the researcher about 31/2 months instead of the earlier estimated two months to administer and collect the filled questionnaires. By the end of this exercise, a total of 50 questionnaires were filled in and returned.

3.5.2 Interviews
3.5.2.1 Design of the Interview schedule

The interview schedule (see Appendix B) was designed for selected Form III English language secondary school teachers to gather information on their understanding and implementation of the English language curriculum. The interview design focused specifically on establishing teachers' existing beliefs on

curriculum integration in English, preparation for teaching, teaching method, understanding of the curriculum requirements and support services, if any. These aspects were informed by literature (Borg, 2006; Phipps & Borg, 2009; Saferoglu, Korkmazgil & Olcu, 2009) which suggests on such foci in establishing cognition of an initiative. These aspects are important determiners of teacher cognition. The specific aspects on which questions were prepared included verbal accounts of teacher's understanding of integration, description of how the teachers implement the integrated English language curriculum in the classroom and any challenges to integration (Carless, 1999; Fullan, 2007).

A semi-structured interview involves asking a series of structured questions and then probing more deeply with open-form questions to obtain additional information (Gall, Gall & Borg, 2007). The semi-structured design was chosen to allow the teachers room to expound on their responses and for the researcher to probe these responses while limiting the interview to the pertinent issues for which information was sought for the study.

The first part of the interview focused on the introductory remarks and the teachers' background information. In the introductory remarks, assurances of confidentiality, purpose of the interview and interviewees right to withdraw from the interview at any stage were explained. This was to establish a good rapport and win trust from the respondent's in order to obtain honest responses. Teachers may feel uncomfortable when questioned about their teaching practices and their responses may not reflect their own beliefs. The assurance to the teachers of absolute confidentiality and anonymity thus helped to put them at ease in responding to the questions. Information was then sought about the teacher, how long he/she has been a teacher and specifically the number of years of teaching at the current station and any views on language teaching at the present school. This information was sought to help shed light on the effect of the teacher's teaching experience on their cognition of the Integrated English Curriculum.

The introductory section of the interview schedule was followed by the main interview questions which focused on the meaning of integration in English language teaching, how it was practiced, any challenges in this endeavour among others. Since semi structured interviews are flexible (Wilkinson & Birmingham, 2003), this provided more control and opportunities that helped to obtain deeper insights into the thoughts of the participants. The questions asked helped to establish teachers' understanding of integration as applied to English language teaching and determine the actual practice on the ground.

3.5.2.2 Interview Administration

The researcher first created a conducive atmosphere for the interviews by establishing rapport through small talk. Assurances of confidentiality allayed underlying fears often held by teacher respondents when they associate such studies with official inspections which are used to evaluate employee performance. The purpose and intent of the study was explained. This included information on potential benefits of the study in helping understand how the English language curriculum implementation was ongoing with the aim to identify any problematic issues. The interviewer asked each interviewee for their consent to record. All the respondents did not consent to the recording and opted to have the interview transcribed as they spoke. By using the 'class mate' lap top which has the facility to transcribe handwritten words (on the computer screen using a stick provided for that purpose) to Ms word, it enabled the researcher to capture the details as accurately as possible. The only challenge was that the speed of speaking is higher that of writing, therefore, in areas where the interviewer needed clarification, she kindly requested to be pardoned or statement repeated. Sometimes, this made the interviewee to re phrase what was initially said. To ensure the original view was transcribed as accurately as possible, the interviewer tried to ask single questions, awaited a response to be transcribed before probing further. For instance, on the question on the teachers; understanding of the term integrated English syllabus, the interviewer waited for a response defining the interviewer's understanding and captured it thus. Teacher

M1 said integration refers to 'teaching language and literature as one entity'. Once this was captured, the researcher probed by response such as, 'you have told me that integration refers to teaching language and literature as one entity', is this correct? This was then followed by a probe on what was meant by one entity. This procedure was followed throughout the interview.

As a result of having no audio recording and to ensure the interview was captured as accurately as possible, most interviews took between 50 minutes to an hour 20 minutes, longer that the time previously thought of 30 minutes. All these procedures worked to ensure that the administration of the interview captured as much detail and accurately as possible.

3.5.2.1 Focus group Interviews

The study employed focus group interviews (see appendix C) with the four focus students from each school where a teacher was interviewed. The four students were selected by their English language teacher based on different academic abilities. This was to ensure students with different abilities are captured for representativeness. Sarantakos (2005) defines a focus group as a loosely constructed discussion with a group of people brought together for the purpose of the study, guided by the researcher and addressed as a group. Likewise, these four focus students were brought together to provide an in-depth understanding of how the integrated English curriculum was implemented in their classroom. As the ones experiencing the curriculum, they would explain how the actual typical English class takes place. From the descriptions, it was possible to corroborate teacher's verbal accounts on how they teach and further confirm with actual classroom observations whether indeed integration occurs as envisioned by the syllabus or not. Focus groups provided a permissive environment that encouraged different perceptions and points of view by having the students express themselves freely without possible hindrance from (fear of) their teachers. Robson (2002) further says that focus groups help to identify trends and patterns in the participants' view and whether these corroborate accounts given by the teachers.

The views form the focus groups students would assist in data triangulation. They also helped provide deeper insight into teaching activities which enhanced understanding of teacher knowledge. Despite these benefits, focus groups have the disadvantage of covering limited questions and requiring considerable expertise. Practice was therefore made prior to actual interviews. The question limitation was not a problem as the study only sought to focus on specific questions where likely divergence between the teachers and students would emerge. These questions were to do specifically with how they experienced English language teaching in their classroom. There was a tendency for an extreme participant to dominate and thus there was always need to keep such students in check. Robson (2002) argues that confidentiality can be a problem with focus groups. This was not such a problem for the focus groups in this study as the information required did not need high levels of confidentiality.

3.5.2.2. Administration of Focus groups

The interviewer begun by introductions and setting of the ground rules of the session and then gained agreement from the participants about the progression of events. The ground rules included turn taking, agreeing or disagreeing politely and respecting each others' views. This ensured common ground on how the interview would proceed. The topic on how the teaching of the English was taking place in the students' classroom was then presented. The researcher assured the students of confidentiality to ensure they felt free to respond to questions. It was also explained to them that this was by no means an appraisal of their teacher and as such was meant to gain information on how the teaching of English was done in their class with the aim of making possible recommendations to make it even better. This allayed fears of students that they were probably 'reporting their teacher for an inappropriate behaviour'. The researcher then used probing questions to seek the students' views on the process of teaching and learning the integrated English language curriculum. Such questions included a description of how English language is taught in their class with probing questions on whether language aspects are handled in separate lessons or whether they were handled in

same lesson. The researcher also probed whether the teaching as it did facilitated or not their understanding of the concepts and whether it prepared them to handle examination questions which integrate language and literature. The responses to the questions enabled the researcher to corroborate information that was given by the teacher participants. After each question was asked, the focus group students were given opportunity to respond one by one. At times, others agreed with information already given or added new information. This step was followed through the interview and appropriate pauses given to ensure each of the students' views was captured as accurately as the researcher could. Just like the interview with the teachers, the responses were taken through the class mate laptop. The interviews thus took much longer, about 11/2 hours than was actually originally intended.

3.5.3 Observation

Robson, (2002) says that observation has the advantage of its directness. During observation, "you do not ask people about their views, feelings or attitudes; you watch what they do and listen to what they say" (Robson, 2002: 310). Classroom observations using an observation schedule (see appendix D) was designed to determine the how teachers implemented the curriculum in Form 3 classrooms. Objective two of the research study intended to establish how the implementation of integrated curriculum was taking place in Form III English language classrooms in Eldoret East Sub-County. The observation schedule was designed to focus on teaching activities, which Braslavsky, (2014) agrees indicate how curriculum is being experienced by learners. Lipson et al (1993) concur that these are among significant teacher factors that should be considered in adopting a curriculum. Other aspects included in the design were levels of integration which the researcher believed are visible and can be discerned from the observations. The levels which were sought were the skills integration, language and literature integration and integration of contemporary issues into the teaching. The observations were carried out individually by this researcher. With prior appointment with the concerned class teacher, this researcher sat through an entire

lesson as a silent observer. Observation was made of methodology of teaching, teacher's engagement with curriculum material and levels of integration. These were rated on a 4 point ordinal scale with the following response options: O = not observed, 1 = minimally observed, 2 = moderately observed, 3 = extensively observed. Classroom observation for each respondent was conducted at varying times. A total of three classroom observations were made per school. One teacher from each school category was observed. After each observed lesson, the researcher sat down with the teacher observed to get explanations to some of the observed issues that needed clarification. Some of these included seeking clarification on the discrepancy between what was observed and what the teacher claimed during interviews to do. The data obtained complemented data obtained through interviews and questionnaire.

3.5.4. Document analysis

Documents analysis was conducted to further help understand how the teaching of English language is done. The analyzed documents were the curriculum (syllabus) for the integrated English curriculum and schemes of work for Form III. This cognition was reflected in how the teacher translated the curriculum into schemes of work to be delivered in class. Thus, they reflected how the teacher intended to deliver the integrated English curriculum. In cases where the delivery differed from the plan, a discrepancy was noticed and explanation sought. The specific details analyzed included aims of the curriculum, levels of integration envisioned in the curriculum, the curriculum contents, any evidence of integration in the curriculum and teacher preparatory documents and suggested teaching methodology. These would enable the researcher make informed opinion on whether teacher actions in class were motivated by curriculum which should be the chief guide or otherwise. Teacher cognition is about teacher knowledge (Borg, 2003) and how such knowledge impacts teaching action. The data collected from the document analysis was thus useful in determining the extent of cognition of the integrated English curriculum; at least in as far this gets reflected in the teacher's teaching plans. This was because one of the objectives of the research

study was to establish teacher understanding of integrated English language curriculum. One aspect to evidence such integration was through the curriculum specifications outlined though the English language curriculum and teachers preparatory document indicating how the teacher translated the curriculum to classroom practice.

3.5.5 Reflective Journal

Anecdotal happenings in the course of direct classroom observations were recorded in a reflective research journal. Through the journal, critical incidents in the classroom and/or in the research setting, especially relating to the study were noted. The journal was a 200 page exercise book where any critical issue that struck the researcher during data collection was made. At the end of each observation round, this researcher reflected on the recorded occurrences and made meaning in as far as they affected or informed the study. The recordings were important to indicate how ideas evolved (Koshy, 2005). The items recorded included difficulties experienced during data collections, any perceptions of the respondents to the researcher, for example as one who gives money to obtain information, among others. Other issues recorded included discrepancies in teaching between what the teacher said and did. One example of such occurrences will suffice here to illustrate the utility of the journal. There are some respondents who seemed to know what integration was and ably explained how they ensured integration was realized in the classroom. Upon observation, it was however noted that they practiced the complete opposite. Their preparatory documents corresponded to what they did in the classroom. Such discrepancy was promptly noted in the journal and raised in the subsequent discussion with the teacher. Writing was done on 15 pages of the book. These recordings are presented appropriately during data analysis and later used in discussing the results.

3.6 Description of the Study Sites

The researcher visited selected sampled schools in Eldoret East Sub-County. Sub counties in Kenya are the decentralized administrative units through which County governments of Kenya provide functions and services. Sub-Counties in

Kenya relate to the constituencies created under article 89 of the Constitution of Kenya. When the Kenyan constitution was promulgated in line with 2010 constitution, the national administration was restructured. The former 8 provinces headed by the Provincial Commissioners and their administrators were replaced by County Commissioners at the County level, while former districts existing as of 2013 were re-organised as Sub-Counties. Eldoret East is one such Sub-County. It is a Sub-County from the larger Uasin Gishu County (See appendix L for a map).

One school was selected from each of the following categories: one National school, one County boarding Boys' and County Girls' schools; one County mixed school, one District Mixed school and Girls' school and one District day school. The national school that the researcher visited is located East of Eldoret town. One would take a two kilometers walk along the main Nairobi road and branch off northwards (to the left) at the junction next to a church Cathedral. You then proceed past the railway crossing to the school gate ahead. A large signboard bearing the school name, motto and logo is visible above the hedge near the school gate.

The school was visited the school four times covering an approximate total of 16 kilometers from the town center. The challenges that the researcher faced in accessing the school were strict bureaucracy that exists in the school before one is allowed to collect data and the tight schedule that the school has which made teachers have almost inflexible schedules. These measures were to ensure that school programmes are not interfered with. Prior arrangement had to be made with teachers to access their availability.

The researcher visited a County Girls' school located approximately twenty eight kilometers South East of Eldoret town. From Eldoret town centre, one would board a vehicle twenty three kilometers along the Eldoret-Ravine road. On reaching a renowned shopping centre, one would branch south (to the left) at the

junction next to business centre then drive for another five kilometers to the school. A large signboard bearing the school name and logo is visible high up opposite the school gate. The researcher visited the school thrice thus covering an approximate of one hundred and sixty eight kilometers.

The challenges that the researcher faced in accessing the school included long distance that the researcher needed to cover to arrive at the data collection site, muddy and sometimes dusty road that left her exhausted during data collection.

The County Boys' school is situated approximately seven kilometers north east of Eldoret town. From Eldoret town centre, one would board a vehicle and travel six kilometers along Eldoret – Iten road up to the junction on this road. Then one would take a right turn and proceed travelling for an extra kilometer before arriving at the school gate. A large signboard bearing the school name and logo is visible on the right of the road side next to the school gate. The school name is also engraved on the school gate. The researcher visited the school thrice thus covering an approximate of forty two kilometers.

Further, the researcher visited a County mixed school. The school is situated within Eldoret town. From Eldoret town centre, one would walk one kilometer along the old Uganda road to a junction next to a private school. Then turn right and walk a few meters to reach the school gate where the school signboard is raised indicating the school name, logo and motto. The researcher paid a visit to the school three times thus covering an approximate total of six kilometers.

The District Girls' school is located north east of Eldoret town. From the town centre, one would board a vehicle and travel approximately forty kilometers along Eldoret – Ziwa road. Then one will branch off (turn right) on reaching a renowned junction where the first large signboard bearing the school name and logo is visible on the right of the road side among other signposts. On tuning right, one would travel an extra three kilometers from the main road before arriving at the

school gate where the second signboard is visible at the gate. The researcher paid a visit to the school three times thus covering an approximate total of two hundred and fifty eight kilometers.

The challenges that the researcher faced in accessing the school included long distance that the researcher needed to cover to arrive at the data collection site, dusty roads that left her exhausted during data collection since the data was collected during the dry season and the road is murram.

The researcher also visited a District Day school to collect data for the study. The school is located East of Eldoret town. From the town centre, one would drive approximately fifteen kilometers along Eldoret-Nairobi highway to arrive at the school gate. Just before the school gate, there is a clear signboard with the school name, logo and motto. The researcher paid a visit to the school three times thus covering an approximate total of ninety kilometers. The challenges that the researcher faced in accessing the school included strict bureaucracy that exists in the school before one is allowed to collect data and the tight schedule that the school has.

Finally, the researcher also visited a District mixed school within Eldoret East sub-County. From Eldoret town centre, one would walk northwards three hundred meter along Eldoret-Nairobi highway and branch off northwards (to the left) at the junction next to a church Cathedral. Then one would turn right and walk a few meters to reach the school gate where the school signboard is raised indicating the school name, logo and motto. The researcher paid a visit to the school three times thus covering an approximate total of 5 kilometres.

Apart from these 7 schools where interviews and classroom observations were made, other secondary schools within the district were visited to have the questionnaires dropped. This would always be en route the seven schools. This

made the researcher make maximum use of the school visitation times to drop the questionnaires to these other schools.

3.7 Study Participants

Participants in this study included both teacher and student participants as described below:

3.7.1 Teacher Participants

There were a total of fifty teacher participants who took part in the study. Of these, seven also participated in interviews as well as classroom observations. The interview participants were identified by their pseudonyms M1-4 and F1-3 respectively. Table 3.3 shows the demographic representation of interview and observation participants.

Table 3.3 Demographic representation of Interview and Observation Participants

Attribute	Categories	Frequency
Gender	Female	3
	Male	4
	Total	7
School Type	National	1
	County Mixed	1
	County Girls	1
	County Boys	1
	District Mixed	1
	District Girls	1
	District Day School	1
	Total	7
Teaching Experience:	1 – 5 Years	3
	6-10 Years	2
	11-15 Years	1
	16 Years and above	1
	Total	7

More that 50% of the teachers had a teaching experience of more than 10 years.

Teacher M1 was a male teacher at a National school with 23 years teaching experience, six years in the current station. The teacher finds language teaching enjoyable as a good number of learners are 'highly capable' individuals by virtue of their entry behavior. He claimed that learners did a lot of practice on language on their own and he only comes in to 'facilitate 25% of their studies' which he feels is his responsibility.

Teacher F1 was a female teacher at a County Girls' school with nine years teaching experience, four years at the current station. She pointed out that the learners 'quick reception of concepts taught' is a motivating factor to her and thus she finds teaching at the school quite interesting. She also has experience teaching the British International Curriculum and the American International Baccalaureate having taught in several International schools in Kenya.

Teacher M2 was a male teacher at a County Mixed secondary school with 2 years teaching experience. He finds teaching interesting in terms of learner's reception of ideas which is a motivating factor to him. He noted that there is a big gap between linguistically competent and linguistically challenged learners at the school.

Teacher M3 was a male English literature teacher at County Boys' school with eleven years teaching experience. He noted experiencing the challenge of English language syllabus coverage which he considers wide. He noted that Form III is the core of language at secondary level and that in his opinion 'content seems to be more complex' at this stage so the teacher needs a lot of preparation.

Teacher F2 was a female teacher of English at a District Mixed secondary school with 3 years teaching experience, one year in the current school. She found teaching at the current school 'horrible' as learners have 'sharp differences in terms of language competence'. She claimed that this could be due to the fact that it is a day school. Being a day school, she claimed, the students retire home and

do not practice speaking in English at home so the situation remains the same. The scenario is worsened by the fact that it is a district school where learners are admitted with low marks. She is trying to adapt slowly to the new environment despite the challenges.

Teacher F3 was a female language teacher at a District Day school with five years teaching experience, four at the current station. She found teaching at the school fairly good but tedious due to 'staffing'. This was used to refer to the fact that it is a day school with a large student population and few teachers so the workload is 'large'. She claimed that it was worse especially during marking of exams.

Teacher M4 was a male teacher at a District Girls' school with 8 years teaching experience, five in the current station. He found language teaching at the school challenging due to 'low' learner abilities in English language and learners who rarely practiced English language speaking outside the classroom.

These teachers had diverse teaching experiences. Firstly, it is worth noting that the teachers at National and County schools seemed to enjoy their teaching experience. These two school categories admit learners with higher marks in primary examinations compared to their colleagues from the district school category. Secondly, despite National and County schools having higher student populations as compared to district counterparts, staffing does not seem a problem. They did not complain of overload as a result of staffing.

3.7.2 Student Participants

Seven student focus groups were constituted from each of the school categories comprising between four to eight students. The students were selected from Form III class by their English language subject teacher based on varying academic abilities. The academic representativeness was used as each class usually consists of learners of diverse academic abilities. The students were expected to help

corroborate information from the teachers on how implementation of the integrated curriculum takes place in their classroom. This assisted in data triangulation.

Focus Group 1 constituted 6 students of the National school. Their entry behaviour was 360 to 440 marks in Kenya Certificate of Primary Education (KCPE) out of the possible 500 marks. They were introduced to integrated syllabus in Form I; as a result, they understand the structure of the syllabus. They appreciate team teaching used by their language teachers where various teachers handle various topics. They noted that proper staffing, in their opinion, makes such an arrangement possible.

Focus Group 2 consisted of 8 students of a County Mixed secondary school. Their entry behaviour is 300-400 marks in KCPE. They find English language teaching enjoyable with a conducive learning environment. They describe their teacher as dedicated. The group also says that a lot of teaching in their school is geared towards excellence in examinations. This, they say leads to cramming or rote memorization at the expense of comprehension because failure in exams warrants punitive measures.

Focus Group 3 consisted of eight students of a County Boys' school. The entry behavior was 300-400 marks of at KCPE. They find teaching at the school in general and English language teaching in specific interesting and captivating.

Focus Group 4 consisted of five students of a County Girls' school with an entry behavior of 350-400 marks in KCPE. They find teaching of English interesting due to variety of teaching styles employed by the teacher. They describe their language teacher as a facilitator who gives directions as they follow.

Focus Group 5 consisted of four students of a District Girls school with entry behaviour of 230-340 marks in KCPE. While they find English language teaching interesting, they consider it complicated at times leading to lack of understanding.

Focus Group 6 consisted of four students of a District Day secondary school with entry behaviour of 230-270 marks in KCPE. They complained that the lecture method used by the teacher makes English language teaching boring. In a typical English language lesson, they listen, speak, read and write; a typical integration of skills. Their teacher F3 had complained of too much loading due to understaffing. This could be the reason for the choice of lecture method of teaching.

Focus Group 7 consisted of 8 students of a District Mixed secondary school with 240-350 marks in KCPE as their entry behaviour. They describe the English language syllabus as wide with so much to be done.

In general, the English language learning experiences expressed by the learners in the focus groups tended to mirror those of their teachers. Learners in National and County schools indicated more positive and satisfying experiences compared to their counter-parts in district schools.

3.8 Piloting

In the study, the questionnaire, interview and observation schedules were piloted with teachers who were eligible to be part of the study but who did not participate in the final phase. The comments received from the pilot test participants were used to improve the quality of these documents so that they effectively addressed the research questions and would elicit the intended data. The detail of piloting of each instrument is discussed below.

3.8.1 Piloting the questionnaire

The focus was on evaluating instructions, the questions and the response systems. Five teachers: two female and three male were used in the questionnaire pilot.

Initially, the questionnaire was self-administered by the teachers without any intervention from the researcher but the respondents were encouraged to note down any issues they thought needed clarification. Subsequently, a discussion was held with all the participants and the concerns that had been raised clarified. This informed the changes to be made in the questionnaire items.

The changes made in the pilot were further tested with ten teachers and were found to be comprehensible. The questionnaire had initially used the term 'curriculum'. For instance: *What is your understanding of the term integrated curriculum?* During piloting, the respondents explained that the term was confusing as they general understood curriculum in the wider sense of 'educational experiences during certain phases of the students' life thus the Kenyan 8.4.4. curriculum meant 8 years of primary education, 4 years of secondary education and 4 years of university education. With regards to prescribed course of study, they were more comfortable with syllabus. The term curriculum was therefore replaced with syllabus. In Section A1, a participant asked the question 'where?' The question had read, 'What is your understanding of integration of the English language curriculum? It was re phrased to read 'What is your understanding of integration of the English language syllabus in Kenya? In Section B, instruction was modified to include… 'regarding teaching and syllabus integration in English.' The complete instruction read: Read the following statements and check (√) the answer that best explains your view regarding teaching and syllabus integration in English. Lastly, in Section B2, the instruction that contained the word 'is' was replaced by 'would be' to read: What do you think would be the most effective way to integrate the teaching of English and literature in your class? These suggestions were proposed through questions raised during piloting. They helped to ensure the accuracy of questionnaire questions in attempting to answer the research questions.

3.8.2 Piloting the Interviews

Gall, Gall and Borg (2007) assert that interviews can be susceptible to bias. The piloting, conducted with 3 teachers was therefore done to ensure that the interviews conducted yield unbiased data. The interviews during the pilot made the researcher alert to communication problems during interviewing and the need to re phrase some questions. The questions which used the term curriculum had to be replaced with use of syllabus. Such questions included: *explain what you understand by the term 'integrated English curriculum* (syllabus)?' It also made the interviewer aware of questions that required more in depth answers to properly respond to the research questions. A question such as '*What do you think of the methods you use to teach the integrated curriculum?'* was mostly eliciting 'I think they are okay', or 'not okay'. The answers from the questions indicated that they did not communicate much to yield an explanation. This was therefore re-phrased to '*Comment on the methods you use to teach the integrated curriculum with probes on what these methods were*. Interview piloting further assisted to evaluate recording techniques. This was so as the interviewer realized that most interviewees were unwilling to be audio taped. The researcher opted for use of a 'classmate' laptop that has a facility that transcribes the information from hand written notes directly to a computer word-processed document.

3.8.3 Piloting the observation

The researcher sat through four different classroom lessons in order to pilot the schedule used for observation. After sitting through these lessons, a number of issues were noted and corrected. There were questions for the teacher to reflect upon after each observed class. Among these were: how did your lesson go? If given another chance, would you teach the same way? If yes, why, if not why not? These questions appeared most problematic. The researcher noted that most interviewers during piloting did not seem well versed with reflection after teaching. While some teachers tried to be polite in their responses, majority answered that since the lessons were planned for, it went as they planned and had no need to change anything. Due to these problems, the questions were dropped.

The researcher had earlier anticipated that they would help teachers reflect on integration but this was not happening. Integration was therefore observed only through what the teacher did or did not do during the actual teaching in Form III secondary classrooms.

3.9 Data Analysis

Data collected from administration of the questionnaire were both qualitative and quantitative while data from the interviews, observation, document analysis and reflective journal were mainly qualitative. This called for different methods of analysis.

3.9.1 Quantitative data analysis

The answers to quantitative questionnaire items were assigned numerical values to enable the computation of relevant descriptive variables. Frequency and descriptive statistics in tables and figures were constructed to display the results with respect to research questions.

3.9.2 Qualitative data analysis

This was ongoing. Detailed field notes from observation and transcriptions of interviews plus open ended questionnaire responses were read and outcomes coded (Robson, 2002). The codes were generated from emergent themes from literature as well as from the recurrent themes from the field during data collection. Each time an outcome was mentioned, it was coded as an instance of a particular category. The data from the field was categorized until common themes across interviews and observation were identified. For example, on the definition of the term integration, categories of responses included: awareness (included verbal awareness and correct practice), partial awareness (included verbal awareness but mismatched practice), lack of awareness (the participating teacher unaware of what integration is). Themes were then developed from the categories and meanings made. Throughout the process, there was a continuous reflection to enable pursuance of interesting ideas to which meaning was given. Reflection involved trying to understand why the events unfolded as they did and any

73

explanations to them. For example, a teacher who claimed during interviews to integrate his/her teaching and fails to do so in observed classroom lesson was questioned on the discrepancy to understand what motivated such actions. The unit of analysis was the teacher as the study attempted to establish his/her cognition of the English language curriculum.

Data from documentary analysis involved noting down the curriculum requirements and other guidelines in order to identify patterns and connections that would help in data evaluation. For example, it considered what the curriculum advocates in terms of teaching methodology, approaches among others and how integration should be realized if at all. This helped to compare teachers' actions against set requirements. The schemes of work enabled the researcher to discern how the curriculum was translated to be delivered in classrooms.

3.10 Challenges encountered during data Collection

This researcher encountered a number of cases of unwilling respondents who mostly declined out rightly to be observed in class. This may have been due to the underlying fear that this study could be a form of official inspection to be used for teacher appraisal. Some respondents declined to fill open ended questionnaires claiming that they were time consuming. Some, even after the second or third visit, had not completed the questionnaires. In the process some questionnaires were misplaced or lost. Some respondents expected tips for filling in questionnaires, which expectation could not be met by this researcher. It was quite a challenge convincing them otherwise. These challenges were countered by explaining to the respondents as much as possible that the study's main purpose was to contribute to knowledge and that it was not in any way an official inspection. The purpose of the study was explained to them. They were also assured of anonymity. The assurances convinced the participants who eventually agreed to be interviewed, observed and fill in the questionnaires.

Environmental and physical conditions like scorching sun, poor road terrains and dusty roads heavily constrained data collection. Most schools visited were only accessible by motorbike "taxis" which are quite expensive and risky as most riders are not appropriately trained. The challenge of access had a bearing on the time scheduling for data collection. Considering that several trips had to be made to deliver, pick the questionnaires and later to observe, the mode of transport was quite a challenge. The researcher covered approximately 600 kms over three months' period. Much of this distance was covered due to the necessity of making multiple trips to cover the same purpose as earlier explained.

3.11 Ethical Considerations

Ethics in research is based upon the confidence that the research is carried out honestly, objectively and in a manner that protects participants' rights of privacy (Australian Market & Social *R*esearch Society [AMSRS], 2009). To ensure ethics in the study, a research permit from the Ministry of Education, Science and Technology in Kenya was obtained (see appendix J). Research ethics clearance (see appendix K) was also obtained from UNISA. In addition, a number of issues were considered as discussed below.

3.11.1 Informed Consent

Using an information sheet (see appendix E), the purpose of the study was shared with the gate keepers of the schools. The gate keepers of secondary schools are the principals of the respective schools. There was also an information sheet for the teacher (see appendix F). The sheets contained information about my role as the researcher, the likely activities I would be engaged in while in the school(s), role of the teachers in the study and possible uses of the research information. I then sought participants' informed consent (Smith, 2003) (see appendix G to I). Only then did the participants sign a consent form voluntarily indicating acceptance to participate as well as freedom to withdraw participation at any point in the study.

3.11.2 Privacy and Confidentiality

Information from the study was stored safely. Hard copies were kept under lock and key in a cabinet. Soft copies were stored using a computer protected password. The researcher did not disclose any information shared with the participants with any member of the school during the study. All information was kept confidentially and safely. The researcher gave back to the school(s) by sharing the research findings with them through a report. It is expected that the principals would share with this information with the both teacher and student participants and that the entire school system would benefit from some of the recommendations in the report.

3.11.3 Anonymity

To ensure anonymity, nowhere in the report have the participants or the schools been identified by name. Pseudonyms have been used instead. Personal information concerning research participants has also been made confidential. The participants were informed that the data obtained was for research purposes only and that they would remain anonymous in the research report.

3.12 Trustworthiness

According to Lincoln and Guba (1985), the trustworthiness criteria in research look at the notion of credibility (how trustworthy the findings are), transferability, dependability and confirmability. Creswell, (1998) recommends verification procedures to be used to ensure the trustworthiness: prolonged engagement, persistent observation, triangulation and producing a reflective journal. Using a mix of Lincoln & Guba (1985) and Creswell (1998) criteria, these criterion were realized in various ways. To ensure credibility, the study was systematically planned at each stage. This rigour and standards was maintained throughout the process of data collection, analysis and reporting. Data has been recorded as accurately as possible. To ensure dependability and confirmability, information gathered with participants was corroborated by conducting member checks. Corroboration also occurred through the different data sources of interviews,

observation, documentary analysis and questionnaires. Additionally, memos were written. A memo, according to Glaser, (1978: 83-84) in Miles & Huberman, (1994) is "…the theorizing write-up of ideas about codes and their relationships as they strike the analyst while coding… it can be a sentence, a paragraph, or a few pages… it exhausts the analyst's momentary ideation based on data with perhaps a little conceptual elaboration." The memos recorded any ideas that seemed to emerge from the data to which further check needed to be made. This could be a new line of thought that has emerged from the data, a new perspective to the data that had not come out before. For example, when a participant made a striking comment, this was noted and followed up. Further, the researcher worked closely with the supervisor at all the stages in the research process.

3.13 Validity

The study ensured that face validity was maintained. Face validity ensures that the instruments measure accurately what they intend to measure. To ensure face falidity, reference was made to research studies on teacher cognition (Borg, 2003, Phipps & Borg, 2009) and curriculum implementation (Carless, 1999, Fullan, 2007, O'Donnell, 2005) to establish which aspects to prepare the questions on. The literature reviewed provided the themes for the construction of instruments. The review also provided useful guidelines on important aspects to consider about teacher cognition of a curriculum area. These were aspects like knowledge and beliefs of the curriculum. Identification of the areas ensured that the questions asked were relevant to address the research questions. The guidelines from literature review improved the validity of the data collection tools.

3.14 Reliability

To ensure reliability of the research, the questionnaire, interview and observation schedules were pilot tested. Baker (1994) contends that piloting can help identify potential practical problems in following the research procedure. The problems identified by piloting were wording of interview and questionnaire questions, methods of opening the interview among others. It was noted during piloting that

opening the interviews was less threatening if the researcher first begun by introducing herself as a teacher. The participants tended to be more at ease than when reference was first made to doctoral student in South Africa. The problems identified were corrected before the instruments were distributed to research participants. The piloting also assessed the questions asked to ensure that they were prompting the types of responses expected to respond to research questions. The pilot test was run on 10 respondents who were eligible to be part of the study. Piloting helped to ensure reliability of the research study.

3.15 Summary of the Chapter

This chapter has explained the research methodology of the study. The adoption of the mixed method research approach to obtain as much information as possible about the subject was justified. The pragmatic philosophical underpinning of the study has been elaborated. The use of descriptive design was elaborated and justified. The sample size and sampling procedure have also been explained and discussed. Details have been provided of the study participants as well as a description of the study site. The chapter has also spelled out data collection procedures used in the study. Details of the questionnaire, interview schedule design and administration as well as the observation schedule design and administration have been elaborated. Reasons have also been provided regarding the use of documentary analysis and specifically for the type of documents analyzed. In addition, details have been provided on how the instruments were piloted. Furthermore, this chapter has explained how data was analyzed. Specifically, both qualitative and quantitative data analysis procedures have been discussed. Details have also been given on how the data were coded and presented. Further, the chapter has explained the ethical procedures undertaken during the study as well as steps taken to ensure trustworthiness, validity and reliability. During the study, the researcher met some challenges. The challenges alongside information on how they were countered have also been highlighted in the chapter. The next chapter presents the findings of the study, analysis of the findings and discussion.

CHAPTER FOUR

4.0 PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

In the preceding chapters, the contextual and theoretical background to the study of teacher cognition and its relationship to the implementation of the integrated English language curriculum in Kenya were presented. In chapter 3, a description and justification of the mixed method approach that was adopted for this study has been made along with a discussion of the various data collection instruments used. The data collection instruments that were used were: document analysis, interviews with Form III English language teachers and focus-group interviews with Form III students, direct observation of Form III language classes, notes from journal entries and questionnaires administered to Form III English language teachers. This chapter presents the findings of this study collated from these instruments and then offers plausible explanations to the occurrences reported in the findings. First, it is pertinent to restate here the research questions in order to help provide an appropriate background for presenting and discussing the study findings.

This study sought to assess the language teacher's cognition of the integrated English language curriculum and evaluate their preparedness to implement it in Form III classrooms in Eldoret East Sub County in Kenya. In particular, it sought to answer the following questions:

1. What is the language teachers' understanding of the integrated English curriculum?
2. How do the language teachers implement the integrated English curriculum in Form III English language classrooms?
3. What challenges do the Form III English language teachers face when implementing the integrated English curriculum?
4. How does teacher cognition of the integrated English language curriculum affect their implementation?

The results are presented in the order of the research questions. This is followed by the discussion of these findings.

4.2 Bio data of Study Participants

Study participants were Form III English language teachers and Form III students. Teacher participants in this study were involved in answering the questionnaire, responding to interview questions and follow-up observation of in-class teaching practices. Student participants were involved in the Focus Group Interviews as well as forming part of the learners in the classes that were observed. A description of the demographical and other relevant attributes of these respondents is given in the next subsections.

4.2.1 Questionnaire respondents

A questionnaire was used to capture general trends of language teachers in relation to their cognition and implementation of the integrated English curriculum. The distribution of the respondents per gender and school category along with their teaching experience and highest level of education is summarized in Table 4.1.

Table 4. 1 Demographic Distribution of Questionnaire Respondents

Attribute	Categories	Number	Percentage
Gender	Female	28	56.0
	Male	22	44.0
	Total	50	100.0
School Type	National	10	20.0
	County Mixed	3	6.0
	County Girls	9	18.0
	County Boys	4	8.0
	District Mixed	18	36.0
	District Girls	1	2.0
	District Day School	5	10.0
	Total	50	100.0
Teaching Experience:	1 – 5 Years	17	34.0
	6 – 10 Years	9	18.0
	11 – 15 Years	9	18.0
	16 Years and above	14	28.0
	Not availed	1	2.0
	Total	50	100.0

Education Level	Diploma	5	10.0
	Bachelor's Degree	34	68.0
	Master's Degree	8	16.0
	Any other	1	2.0
	Not availed	2	4.0
	Total	50	100.0

The study intended to sample one Form III English language teacher in each of the public secondary school in Eldoret East Sub County. This would make a total of 50 teachers. Out of these, questionnaires were received from 40 schools with the national school filling in 10 questionnaires. The 40 schools represent 80 % of the target population. Since national schools filled and returned 10 questionnaires, a total of fifty Form III English language teachers responded to the questionnaires. Figures 4.1 to 4.4 illustrate the distribution of the respondents according to gender, school type, teaching experience and highest educational level attained.
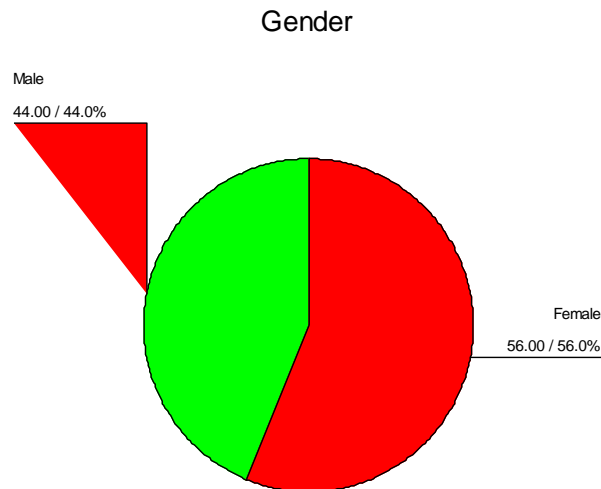
Gender

Figure 4. 1 Gender Distribution of Questionnaire Respondents

School

Day School
10.00 / 10.0%

Dist Girls School
2.00 / 2.0%

National School
20.00 / 20.0%

County Boys School
6.00 / 6.0%

Dist Mixed Schoo
36.00 / 36.0%

County Girls School
18.00 / 18.0%

County Mixed School
8.00 / 8.0%
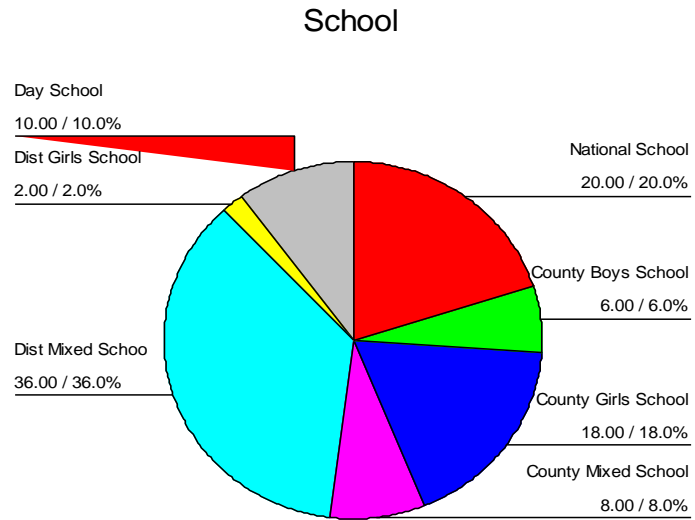
Figure 4. 2 School Type of Questionnaire Respondents

Experience

N/A
2.00 / 2.0%

16 Years and Above
28.00 / 28.0%

1-5 Years
34.00 / 34.0%

11-15 Years
18.00 / 18.0%

6-10 Years
18.00 / 18.0%
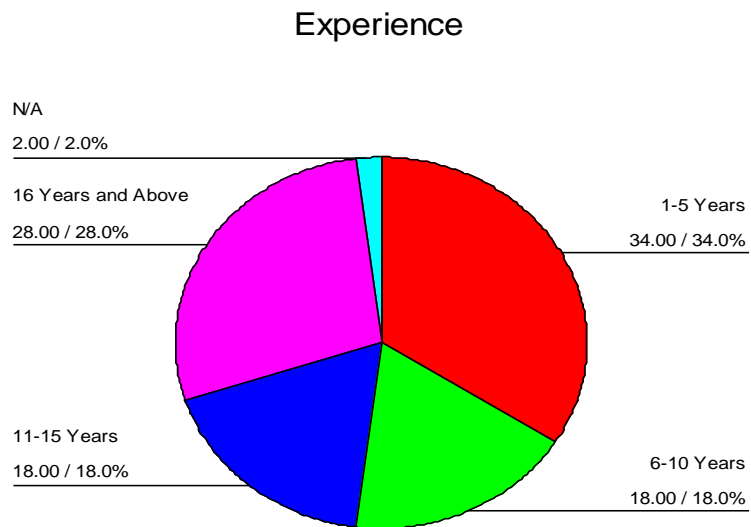
Figure 4. 3 Teaching Experience of Questionnaire Respondents

Education

N/A
4.00 / 4.0%

Any Other
2.00 / 2.0%

Masters
16.00 / 16.0%

Diploma
10.00 / 10.0%

Bachelor's Degree
68.00 / 68.0%
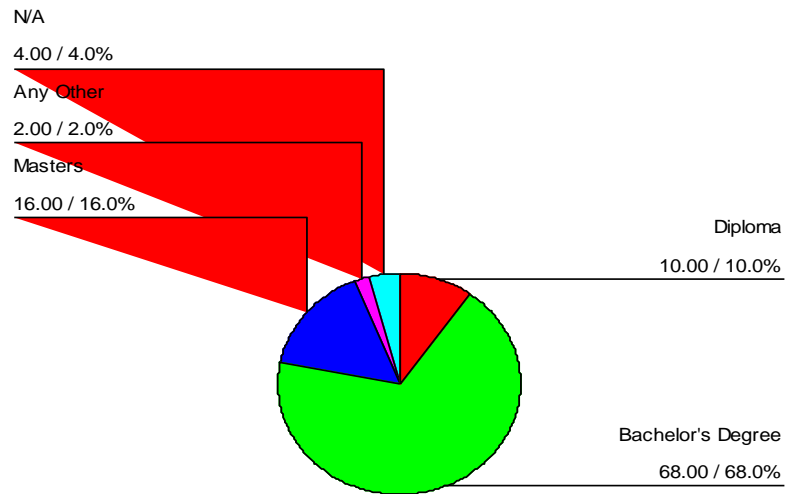
Figure 4. 4 Highest Educational Level attained by Questionnaire Respondents

The respondents were distributed in all the seven different school categories and were fairly well distributed by gender although females were 12% more than males. There is a general trend in Kenya for more female students to take language courses. This is also reflected in Form IV results where girls continue to perform better in languages than boys. This could explain the reason for the large number of female English language teachers than male. The majority of the respondents (56.0%) were from District Mixed and National secondary schools. Although national school is the least prevalent school category in the district, most language teachers were willing to participate and as such were given an opportunity. Such schools represent the 'face of Kenya'. They admit students from each Sub-County and region in Kenya.

Respondents from District Girls schools were least prevalent at only 2%. Most teachers (34.0%) had taught for between 1 and 5 years (both inclusive), although a comparatively large proportion (28.0%) had long teaching experience spanning over 15 years. More than two-thirds of the respondents had attained a bachelor's degree. This means that they can be considered very well qualified. A bachelor's

degree is one level above the minimum qualification of a diploma certificate that is required of a secondary school English language teacher in Kenya.

4.2.2 Distribution and Description of Interview Participants

One teacher was selected from each school category to participate in the face-to-face interview and subsequent classroom observation. This made a total of 7 teachers. Table 4.2 shows the distribution of these participants by gender, school category and teaching experience.

Table 4. 2 Demographic Representation of Interview and Observation Participants

Attribute	Categories	Frequency	Percentage
Gender	Female	3	42.9
	Male	4	57.1
	Total	7	100.0
School Type	National	1	14.3
	County Mixed	1	14.3
	County Girls	1	14.3
	County Boys	1	14.3
	District Mixed	1	14.3
	District Girls	1	14.3
	District Day School	1	14.3
	Total	7	14.3
Teaching Experience:	1 – 5 Years	3	42.9
	6 – 10 Years	2	28.6
	11 – 15 Years	1	14.3
	16 Years and above	1	14.3
	Total	7	100.0

There were 3 female and 4 male teacher participants in the interviews with each of the school categories having 1 participant. The participant teachers possessed varied teaching experience ranging from 2 to 23 years. The description of each of the seven teachers, only identified here by their pseudonyms M1, M2, M3, M4, F1, F2, and F3 for confidentiality purposes, along with a brief description of each teacher's overall experience of teaching English at the current school was given in 3.7.1.

4.3 Research Question 1: What is the language teachers' understanding of the integrated English curriculum?

The first objective of this study was to establish Form III English language teachers' understanding of the integrated English language curriculum. To investigate this first question, data was collected through questionnaires, interviews and document analysis. The results obtained from each of these methods are presented below, followed by an over-arching presentation of the picture that unfolded.

4.3.1 Teacher Cognition of integration as inferred from available documentation
The study analyzed the English language curriculum (as explained in Chapter 2, curriculum and syllabus have been used interchangeably to refer to the same thing) for Form III class level and schemes of work for the English language teachers. This was aimed at establishing the requirements of the curriculum regarding how the teaching of English language should be done. This document has the curriculum specifications which the Form III English language teacher is expected to adhere to during actual classroom implementation. In analyzing the schemes of work, the study would establish how the Form III English language teachers translate the curriculum specifications to deliver it to the Form III students.

A scheme of work is a teachers' comprehensive record of work plan to be covered over a given period of time. It indicates the week, topic and sub topic, the specific objectives for each lesson and teaching and learning activities. The curriculum further indicates the reference materials to be used, teaching aids and expected assessment procedures to be used. It is the strongest indicator of the order and methodology the teacher intends to use to follow through with the lessons. The order in the plan is guided by the curriculum. Analyzing this document was therefore important to help establish how integration was realized, if at all, at the preparatory stages in the lesson since this was the plan the teacher

would follow through during actual classroom teaching. This would partly evidence their cognition (understanding) in this regard. This would also be a strong indicator of the teachers' cognition of integration in practice. The following findings emerged from the data:

4.3.1.1 Document analysis: The English Language Curriculum

The integrated English language curriculum begins with an introduction which outlines the expectations, teaching topics, expected learning outcomes and suggests teaching methods to be used in the teaching of English in Kenya. In the introductory comments, the syllabi planners say, "…this syllabus adopts an integrated approach to the teaching of language" (K.I.E 2002: 3). It acknowledges that some people have expressed concerns over integration of English and literature but quickly points out that literature, among other reasons, helps students gain familiarity with many different linguistic uses, forms and conventions of the written mode. It says that reading of literary works provides a rich context in which learners can acquire new vocabulary and knowledge of rich possibilities of language use. It emphasizes that teaching language items in isolation 'is not only boring, but it also tends to produce learners who lack communicative competence' (K.I.E 2002:3). It acknowledges that teaching of grammar is important but far from enough as the structures are "fixed and unchanging." It notes that language is not learned in a vacuum as it revolves around issues and concerns that affect us on a daily basis. These issues including civic education, technological advancement and other topical issues should be exposed to the learner.

The syllabus allocates 6 lessons per week for Form I and II and 8 lessons per week for Form III and IV. It advocates for the acquisition of communicative competence, which it describes as a lifelong goal and not just for 'passing of examinations'. What stands out of the curriculum is that while it expressly states in the introduction that the 'syllabus adopts an integrated approach to the teaching of English, it does not indicate how the integration should be done. As a matter of

fact, it plans for each skill separately. For example, on Form III content, the syllabus begins by 'parts of speech - pronouns, verbs, adjectives, adverbs, prepositions and conjunctions. Each of these areas is given objectives and areas to be covered and suggested teaching activities. It then moves to reading skills then writing skills. The objectives and content in each section is outlined. For writing skills, the syllabus identifies skills to be developed such as: building sentence skills and paragraphing, punctuation, personal writing, creative writing among others (K.I.E, 2002). This kind of plan is followed through all the Form III content and all the levels of English language from Form I - Form IV. There is no integration of language and literature mentioned and/or espoused in the said curriculum.

It can therefore be rightly argued that the teacher is required to use his/her own ingenuity and probably creativity to ensure integration as explained in the introductory remarks is realized. This kind of scenario where no explicit reference is made to show how exactly the integration is realized presupposes different levels of integration. This is because each teacher is left to his/her own devices to decide on individual conceptualizations of the curriculum. Different teachers may therefore have different understanding and different practices in terms of implementation.

From this description of the curriculum, it is evident that there seems to be an inconsistency in curriculum development in Kenya. In Kenya, curriculum is developed by Kenya Institute of Curriculum Development (KICD) formerly known as K.I.E. This document uses the national goals of education which they break down into specific subject objectives then develop curriculum content in different subject areas. National examinations, on the other hand, are set by a panel of examiners; usually practicing teachers from various secondary schools in Kenya in collaboration with Kenya National Examination Council (KNEC). The assessment determines what and how students are taught. Learning outcomes may not necessarily be outcomes of curriculum developers.

It should also be noted that English language national examinations setting at the end of Form IV pays attention to integration at the three levels discussed in Chapter 2: skill, language/literature and contemporary issues. Since examination is set with focus on integration, teachers begun to pay attention to teaching this way. It therefore seems that examination as currently set determines the teaching rather than the curriculum. This will be more evident from the analysis of interview and in class observation of teaching practices. It is important for the language teacher to expose the learners to this kind of teaching and setting (integrated) so that the student does not encounter it for the first time in national examinations yet the curriculum does not 'show' how to integrate. This could also imply that a teacher who decides to follow the order in the syllabus may not integrate at all.

On teaching methods, the syllabus, through an appendix I advocate a variety. These methods are organized by skills thus: listening and speaking, grammar, reading and writing. For each of these skills, there are a variety of activities suggested. For example, in listening and speaking, it suggests use of dictation, note taking, oral presentations, role play, dramatization among others (K.I.E, 2002). For grammar, the syllabus advocates for gap filling exercises, language games, drills, completion exercises and others. For reading, oral presentations, essay writing, book reports and for writing, gap filling exercises, summary writing, punctuation exercises among other activities are suggested. It is worth noting that the syllabus does not expressly indicate what activity to use during what lesson. It can be rightly argued that it leaves it to the teacher's creativity to decide when and how to use any of the activities suggested.

In summary, the syllabus does not show any integration in its organization. The only mention to integration is in the introductory remark which says "This syllabus adopts an integrated approach to the teaching of language." (K.I.E, 2002: 3). Beyond this, no other mention of integration is evident.

The Integrated English Curriculum therefore outlines and exemplifies the meaning and importance of curriculum integration but falls short of actually demonstrating this integration in detailed curriculum specification. Whether or not the teacher understands integration as envisioned was gleaned from the schemes of work which is discussed below.

4.3.1.2 Schemes of work

The teachers' preparatory documents, the scheme of work, were analysed to help indicate how the respective teachers translated the syllabus into what was to be delivered in the classroom. Each of the 7 teachers had their own scheme of work document. The results of preparatory documents for each of the seven teachers indicated the following:

Teacher M1 showed integration largely in his preparation suggesting that he knew what it was about. Most literature lessons planned had language activities. For example, the teacher planned to use tongue twisters to teach speaking skills. This is illustrated in this lesson activity:

Topic	Sub Topic	Objectives	Teaching/Learning activities	Teaching aids
Speaking skills	Sounds /s? and /sh/	By the end of the lesson, the learner should be able to: Pronounce sounds /s/ and /sh/	Listening Speaking Pair work Pronunciation – *She sells sea shells by the sea shore*	Charts showing sample tongue twister with words of sounds /s/ and /sh/

Tongue twister is a genre of literature. In this activity, the teacher creatively uses a tongue twister to teach language sounds /s/ and /sh/. It is an instance of integration of language (sound /s/ and /sh/ and literature (use of tong'ue twister-She sells sea shells by the sea shore). Another instance was the plan to use play that is currently being examined to teach dialogue. This is illustrated below.

Topic	Sub Topic	Objectives	Teaching/Learning activities	Teaching aids
Grammar	Dialogue	By the end of the lesson, the learner should be able to: Identify features of dialogue Role play a dialogue episode	Reading an excerpt from the play 'Betrayal in the City', Identification of features of dialogue based on the excerpt Role play Writing	The Play 'Betrayal in the City

In this instance, a play represents a conversation among characters. Picking an instance of dialogue within a play, from a literature book currently being examined (Betrayal in the City) shows learners the relationship between literature and language. This is integration as is evident in the national examination setting.

However, it was quite evident that most grammar lessons were still planned for independently. This means that if it was a grammar lesson, it was purely grammar. It was not combined with a literature activity. This is illustrated by the lessons below:

Topic	Sub Topic	Objectives	Teaching/Learning activities	Teaching aids
Grammar	Noun deviations	By the end of the lesson, the learner should be able to: Add suffixes 'ee' and 'er' to verbs or adjectives to form nouns	Discussing Deriving nouns by adding suffixes	Charts with sample words 'ee' and 'er'
Grammar	Noun deviation	By the end of the lesson, the learner should be able to: Add suffixes 'ness' and 'ism' to words to form nouns	Discussing suffixes Gap filling	Chart with sample words
Grammar	Adverbs of manner	By the end of the lesson, the learner should be able to: Define adverbs of manner Use adverbs of manner to construct grammatically correct sentences	Discussion Sample sentences Lecture Construction of sentences	A skit on discipline (ask questions that elicit adverbs of manner) eg. How did the father speak to the son? = harshly

The few instances of grammar items integrated in literature appeared to involve the grammar aspects covered earlier. In the second grammar lesson below, the

teacher makes use of the lesson of suffixes already taught and using an excerpt from a current literature text '*The River and the Source'* asks learners to identify such words.

Topic	Sub Topic	Objectives	Teaching/Learning activities	Teaching aids
Intensive reading	Formation of sentences using nouns with suffixes 'ness' and 'ism'	By the end of the lesson, the learner should be able to: Identify nouns with suffix 'ness' and 'ism' in the given excerpt. Use the nouns identified to construct grammatically correct sentences	Reading Discussing Identifying nouns with suffixes 'ness' and 'ism' in the excerpt	Excerpt from the 'River and the Source' by Margaret Ogolla
Intensive reading	Reading comprehension	By the end of the lesson, the learner should be able to: Place the passage in its immediate context Answer the comprehension questions appropriately Identify nouns with suffix 'ness' and 'ism' and use them to construct grammatically correct sentences	Silent reading Question/answer Answering of comprehension questions Writing Identification of nouns with suffix 'ness' and 'ism' from the excerpt Construction of sentences	Excerpt from the 'River and the Source' by Margaret Ogolla

Using this earlier knowledge, the learner is expected to identify such nouns from a literary excerpt. The teacher also made use of a newspaper story to teach a contemporary issue on terrorism.

Topic	Sub Topic	Objectives	Teaching/Learning activities	Teaching aids
Intensive reading	Reading comprehension: Terrorism in Kenya	By the end of the lesson, the learner should be able to: Define terrorism Give examples of terrorist activities in Kenya Suggest ways of dealing with terrorism in Kenya	Reading Question/answer Pair work Discussion Writing	Newspaper story-The Daily Nation-Kenya

Teacher M2, showed attempts to integrate language and literature during the planning. For example the teacher planned to use an excerpt of the novel *The River and the Source'* to teach comprehension and vocabulary.

Topic	Sub Topic	Objectives	Teaching/Learning activities	Teaching aids

Intensive reading	Reading comprehension	By the end of the lesson, the learner should be able to: Correctly answer the comprehension questions Use vocabulary identified to construct grammatically correct sentences.	Reading Question/answer Identification of vocabulary Construction of sentences	Excerpt from 'The River and the Source'

However, just like teacher M1, grammar lessons were schemed as separate lessons from language or literature. In the teacher's plan, regarding teaching punctuation, he planned to use excerpts from the novel containing various punctuation marks and have students identify the punctuation marks after teaching about what punctuations are. Such instances are however, thin and far apart. This use of punctuation in literature was corroborated by student accounts of their typical language class.

Topic	Sub Topic	Objectives	Teaching/Learning activities	Teaching aids
Grammar	Punctuation	By the end of the lesson, the learner should be able to: Define a punctuation mark use punctuation marks /?/, /;/ and /!/ correctly	Consideration of sentences Identification of punctuation marks Construction of sentences containing various punctuation marks discussed	Excerpt from '*The River and the Source*'

In most cases however, elements of grammar like verb phrases were planned for and taught separately. In handling a literature lesson, elements of grammar were just mentioned, not actually taught. They were mentioned as the teacher handled the exposition of the literary aspect that was the focus of the lesson. For example:

Topic	Sub Topic	Objectives	Teaching/Learning activities	Teaching aids
The Play	Plot analysis	By the end of the lesson, the learner should be able to: Identify the major highlights of Act 1 Scene 1	Reading Question/answer Identification of vocabularies	The Play 'The Caucasian Chalk Circle'

In the case above, the emphasis is to analyze the plot of the play. As a teaching activity, learners will also identify vocabulary words in the scene although this is not the main focus of the lesson. Identification of vocabulary words is a language activity.

Other examples in the plan included a declarative sentence picked from the novel excerpt which students were required to change into an interrogative sentence.

Topic	Sub Topic	Objectives	Teaching/Learning activities	Teaching aids
Grammar	Sentence transformation	By the end of the lesson, the learner should be able to: Transform a declarative sentence into an interrogative	Reading Identification of sentences Transformation of sentence writing	An excerpt from *'The River and the Source*

Almost all the attempts to integrate language and literature involved use of the novel and a language item. Other literary genres like tongue-twisters, proverbs, poetry and short stories were least prevalently used during planning.

Teacher M3 had schemes evidencing integration at skill level and least integration at language - literature level. Instances of integration noted included teaching a listening comprehension from the teachers guide and other activities during the lesson would include speaking, reading and writing. The teacher had also planned to use a passage on drug abuse to teach punctuation and types of sentences. The scheme below shows some sample lesson plans for listening and speaking, reading, writing and grammar.

Topic	Sub Topic	Objectives	Teaching/Learning activities	Teaching aids
Listening and Speaking	Listening comprehension	By the end of the lesson, the learner should be able to: Make notes on features of dilemma stories Hold a class discussion	Writing features of a dilemma story Reading a passage Discussing	Picture cuttings
Reading	Intensive reading of *'The River and the Source'* Chapter 1	By the end of the lesson, the learner should be able to: Discuss the plot, themes, style and character traits	Reading set texts Discussing	Audio tapes Video tapes
Writing	Transitional words and phrases	By the end of the lesson, the learner should be able to: Use transitional words of contrast and choice Write a short paragraph	Discussing Writing a short paragraph	Charts

Grammar	Order of adjectives	By the end of the lesson, the learner should be able to: Order given adjectives Use the adjectives to construct grammatically correct sentences	Question/answer Pair work Writing	Chalkboard
Reading	Drug abuse	By the end of the lesson, the learner should be able to: Punctuate given sentences correctly Identify sentences by types	Identify various sentence punctuations Identify sentence types Exemplification	Unseen text on drug abuse

Teacher F1 showed integration in her plan. However, this did not reflect the real situation on the ground as far as teaching was concerned. In the observed lessons, if integration was practiced at all, it was mostly at the level of skills. It should be noted that English language teaching is such that if learners are expected to write, the teacher may first discuss the writing item as learners listen and ask questions; similarly in a listening lesson, learners may be asked to respond to questions on what they have listened to. In these scenarios, while focus may be on writing, skills like listening and speaking will be practiced. In the case of listening skill being developed, speaking and writing may also be developed. It is therefore almost impossible to teach only a single skill in a lesson. This kind of teaching was also in the previous syllabus as mentioned in Chapter 2. The main focus of this integrated curriculum was language-literature integration. For teacher F1, skills integration (teaching more than one skill in a lesson) may have been by default as it is difficult to have students listening or speaking for an entire lesson. I say 'default' as she did not consciously plan for the other skills practiced as is illustrated in her plan below. Grammar was mostly taught separately. The explanation the teacher offered for this was that teaching grammar separately enables the learners to understand it better.

Topic	Sub Topic	Objectives	Teaching/Learning activities	Teaching aids
Grammar	Listening and speaking	By the end of the lesson, the learner should be able to: Listen to the passage Answer questions emanating from the passage	Listening Oral questions	Integrated English book 3

Grammar	Writing	By the end of the lesson, the learner should be able to: Write a recipe	Lecture Question/answer Writing	Sample recipe on the text book
Grammar	Pronouns	By the end of the lesson, the learner should be able to: Identify pronouns in a text Use pronouns to construct grammatically correct sentences	Lecture Pair work Discussion Construction of sentences	Integrated English Book 3

According to **Teacher M4** planning, integration was evident. Some instances included sentence excerpts from the novel which students were to rewrite according to given instructions. These were mainly transformational exercises. For example, change the sentences given (picked from novel excerpt) to passive voice. Other instances noteworthy were the use of a poem to teach vocabulary and using tongue-twister to teach speaking.

For example:

Topic	Sub Topic	Objectives	Teaching/Learning activities	Teaching aids
Reading	Re writing sentences	By the end of the lesson, the learner should be able to: Re write sentences according to instructions given	Changing sentences from active to passive From passive to active From declarative to interrogative	Excerpt From '*The River and the Source'*
Poetry	Meaning of poetry	By the end of the poem, the learner should be able to explain the meaning of the poem Identify the theme of the poem	Discussion Pair work Reading Question/answer	The Poem 'Digging our Grave'

Most of the plan involved the teaching of various aspects of grammar independently as is shown below:

Topic	Sub Topic	Objectives	Teaching/Learning activities	Teaching aids
Grammar	Phrasal verbs	By the end of the lesson, the learner should be able to: Define phrasal verbs Use phrasal verbs to construct grammatically correct sentences	Discussion Lecture Construction of sentences	Integrated English book 3

Grammar	Order of adjectives	By the end of the lesson, the learner should be able to: Order given adjectives	Lecture Discussion	Sample adjectives

Teacher F2 schemes indicated integration at language - literature level especially by using excerpts from the novel. Grammar was planned for separately.

Teacher F3 schemes were a photocopy of schemes of work, obviously, not her own. The teacher indicated that she picked the plan from a photocopying machine at the nearby centre. Whether she follows the plan would be evidenced during actual classroom observation. She however made it clear that the text book has an order and she 'supplements' with the course book. This would imply that she does not own the document and it cannot be taken as her own analysis of the syllabus, nor how she intended to actualize her lessons. The preparatory document was for her a way to meet the school requirement of having documents in place.

The researcher was interested in establishing how the teachers decided on integration at language/literature level and schemed for it even though it was not explicitly explained in the syllabus. Teacher M1, M3 and F1 and F2 explained that they were mostly guided by structure of examination setting. They explained that they considered different past examination papers and how they were set. The examination setting uses excerpts from the set book currently examined: the novel, *'The River and the Source'* by Margaret Ogolla or play *'The Caucasian Chalk Circle'* by Betolt Bretch or *'Betrayal in the City'* by Francis Imbuga. Language questions are then set from excerpts from these literary texts. This kind of setting shows a possible way to implement integration. In retrospect, if they are guided by this setting I was left wondering why other literary genres like poetry, tongue twisters or riddles are least planned for yet they are also tested in the national examinations. Interrogating the setting of English language would have otherwise stretched this study too far as it was not my focus. This area would however make a good area for inquiry in a different study.

The researcher got the feeling that to integrate as is expected would actually involve a lot of teacher preparation in terms of time, creativity and ingenuity. I make this strong statement because firstly, from the analysis of the syllabus, integration is alluded to and the exact manner of its realization is not explained. The teacher thus needs to make individual interpretation. As can be seen from their work plans (schemes of work) differences abound. While one teacher would plan to use an excerpt to teach comprehension, another uses it to teach sentence transformation or vocabulary. It would be right to say that each teacher uses his/her ingenuity and creativity or 'what works' for them. Another reason for saying that language teachers must use ingenuity while implementing this curriculum is because they have several resources for planning: syllabus, course books (there are five recognized publishers for course books) and literature books. Each publisher has a book series. For example, K.I.E has K.I.E English Book 1-IV, Jomo Kenyatta Foundation has Integrated English Book I-IV. Other publishers like Longman also have their book series. Most schools identify one publisher, for example K.I.E, or Jomo Kenyatta foundation and use their book series from level I-IV. It is however good practice to read other publishers work to supplement and/or find any topic they deal with more comprehensively to assist with planning. It should be remembered that each publisher gets the syllabus, interprets it in its own way and comes up with the course books.

From the documentary data, it was evident that most Form III English language teachers understand to various extents the meaning of the term integration as applied to English language and literature. They made great effort to attempt to integrate in the preparatory document. The schemes of work indicated integration at varying degrees. There was however no uniform way of integration. While other teachers would plan to use a contemporary passage to teach vocabulary or grammar, others would plan for excerpts from literary set books to teach the same grammar item. It seemed to depend on the teacher's ingenuity and creativity.

It is noteworthy that one area of convergence was that teachers mostly taught grammar lessons as stand alone. Whenever grammar items were integrated, this would involve elements which had already been taught earlier. This would mean that teachers would mostly integrate grammar elements learners were familiar with. For example, "change sentences A from the declarative form to an interrogative form". This would be done after the lesson on interrogatives had been taught. This information from documents was corroborated with classroom observation and interviews as presented below.

4.3.2 Teacher Cognition of Integration discerned from direct interviews

The teachers were asked to describe in their own understanding the meaning of the term integration as envisaged by the curriculum. They had varying responses as summarised in Table 4.3.

Table 4. 3 Variations in Interviewed Teachers Understanding of Integration

Meaning of Integration	Teachers
Teaching aspects of English language within literature and vice-versa (as and when need arises)	M1, M2, F1
Blending aspects of literature and English language during lessons (consciously planned in advance)	M3
Teaching English language and literature together (with or without advance planning	F2, F3
Emphasis of one aspect (literature or language) when the situation so demands during the teaching of the other	F3, M4

Teacher M1 and F1 described integration as teaching English and literature "as one entity" (Interview notes, 25/10/2013; 1/11/2013). By the term 'one entity' the teacher explained that it involved learners seeing aspects of both language and literature in the same lesson. Teacher M2 said it involved "teaching of language aspects within literature lessons and literature aspects within language lessons… may be using examples from set texts to teach grammar." (Interview notes, 7/1/2014). In this teacher's understanding, consciously picking aspects of

grammar in a literature lesson would constitute integration. For instance, if, while reading a set text, the teacher comes across some interrogatives and identifies them as such, integration would have taken place (Interview notes, 7/1/2014). While this constitutes an aspect of integration, integration should be more conscious and planned for and not merely episodic. If a teacher plans to teach vocabulary to construct sentences, in the reading there may be interrogatives. If this teacher came across them, he would identify them as such, not because he actually planned to teach them.

Teacher M3 described integration as "use of blended (sic) aspects of literature and English in teaching" (Interview notes, 14/1/2014). On the meaning of blended, he said that blending is done by structuring lessons such that none of the skills is taught in isolation. This teacher seems to understand that integration is done by consciously teaching language and literature aspects together. Teacher F2 and F3 simply put it as "it is a combination teaching of language and literature," and "it is teaching of English and literature elements together" (interview notes, 21/1/2014; 28/1/2014). This statement implies the teaching the language and literature in one lesson. Teacher F3 added that in teaching the two together, language is emphasized within literature lessons and vice versa. She sees integration as 'an emphasis' of a particular aspect during the teaching.

Lastly, teacher M4 sees integration as "teaching of English and literature such that elements of language are emphasized in literature lessons and elements of literature are emphasized in language lessons" (Interview notes, 4/2/2014). The element of emphasis of a language aspect in a literature lesson and vice versa is again given prominence in this description. By emphasis, the implication of mentioning an item of language when noticed rather than consciously planning for comes in. The teachers described this prominence variously as "mention it when it comes" and "stress the point that you identify". This was in reference to literature or language elements identified during teaching. It is a case of whenever

the teacher identifies a language element while teaching literature 'you highlight it' and vice versa.

The descriptions above imply that these teachers have an idea of what integration entails. Earlier, I mentioned that this understanding was helped by the setting criteria used in national examinations. The problems the teachers seem to have are in the details of how integration is to be realized. Most teachers seem to think that identifying language elements (verbs, interrogatives, adjectives among others) would constitute integration by the mere mention of them) in a literary excerpt. However, as envisaged in the curriculum (reading of literary works provides a rich context in which learners can acquire new vocabulary and knowledge of rich possibilities of language use K.I.E, 2002) there is a subtle mention of a conscious effort that needs to be made to plan such integrated episodes so that learners can appreciate both language and literature.

Clearly, while each teacher had an idea of what integration entails and were aware that the syllabus requires that they integrate, two dimensions of cognition as evidenced by practices emerged: non-planned use of literature items in language and vice-versa, at the judgement of the teacher and a planned and deliberate blend of literature items in language and vice-versa. Most interviewed teachers tended towards the former. They practiced the emphasis of language items during literature lessons. To establish the extent of this practice, analysis of the questionnaire responses, which involved a larger number of respondents, was carried out.

4.3.3 Teacher Cognition of Integration Discerned from the questionnaire
In the questionnaire, the respondents were asked, in an open-ended question, to state their understanding of integration of the English language curriculum. This researcher went through all the responses and categorized each of them as correct, fair, wrong or other. The correct response on integration would involve an understanding of conscious effort to plan for and teach language and literature in a single lesson. Further questions were asked to probe whether the teachers

understand fully the requirements of the new curriculum; whether or not the syllabus content adequately explains the requirements of the integrated curriculum; and if the texts in use have adequate direction on how to integrate the curriculum. To these, the respondents made their responses on a 5-point Likert-type scale (Strongly agree -SA, Agree -A, No idea -N, Disagree -D and Strongly disagree -SD). Table 4.4 presents the distribution of the different responses.

Table 4. 4 Teacher Cognition of the Integrated Curriculum

Area of cognition		Responses				
Understanding of integration of the English language curriculum		Correct	Fair	Wrong	Other	
	Freq.	32	10	6	2	
	Percent	64.0	20.0	12.0	4.0	
Understand fully the requirements of the new curriculum		SA	A	N	D	SD
	Freq.	23	17	2	7	1
	Percent	46.0	34.0	4.0	14.0	2.0
Syllabus content adequately explains the requirements of the integrated curriculum		SA	A	N	D	SD
	Freq.	11	24	4	10	1
	Percent	22.0	48.0	8.0	20.0	2.0
Texts in use have adequate direction on how to integrate the curriculum		SA	A	N	D	SD
	Freq.	7	23	5	13	2
	Percent	14.0	46.0	10.0	26.0	4.0

From Table 4.4 it can be inferred that the majority of the respondents (64%) seem to conceptualize what integration is. 80% reported understanding the requirements of the new curriculum while 70% think that the syllabus content adequately explains the requirements of the curriculum. A smaller proportion (60%) concurred that the texts in use have adequate direction on how to integrate the curriculum, leaving a significant 40% either disagreeing or undecided. Data from the interviews and classroom observation corroborates the impression that teachers actually have a good understanding of the meaning of integration. Conceptualization of integration does not seem to be the problem. Most teachers understand what it is; though they have a problem with actual integration at language/literature level. An attempt to implement it at literature level is that of

'emphasis' of literature in language lessons and language in literature lessons. The curriculum stipulates clearly that teaching language items in isolation 'is not only boring, but it also tends to produce learners who lack communicative competence' (K.I.E 2002:3). It continues to say that literature should be seen as language in use. These are strongest pointers from the curriculum on need to integrate language and literature in practice. Therefore, integration should be realized through conscious planning to implement, not 'emphasis' as a by the way. Integration at skill level also seems to come in 'sub-consciously' as it is difficult to have a lesson of one skill, for example students listening throughout. Sometimes, students may be asked to speak or write, thereby integrating by default.

4.3.4 Overall Picture on Teacher Cognition of the English Language Curriculum
The data collected using different methods as described in the preceding subsections shows that there is a high degree of corroboration of findings across the different methods. The issues about cognition on which there is overall convergence are:

1. The official documentation of the curriculum does not provide sufficient write-up to illustrate to the teachers what they ought to do during the integration process. As is evident from the definition of curriculum discussed in Chapter 2, it ought to stipulate what and how it is supposed to be learnt.

2. Most teachers have a good understanding of the meaning of integration of English language and literature. In practice, however, most of them do not practise integration as implied in the curriculum which needs to reflect the teaching.

3. Where integration is practised, it is mainly at skill level where a number of grammatical skills are integrated or at emphasis level where an aspect of literature is emphasised during language lessons and vice-versa.

It was evident, from the results presented in the preceding section, that there was no uniform way of integration of English and literature by the teachers. The second objective of this study was to establish exactly how the integrated English

language curriculum was being implemented in Form III classrooms in Eldoret East Sub County in Kenya. In section 4.4 below, data on actual classroom implementation is presented.

4.4 Research Question 2: How do the language teachers implement the integrated English curriculum in Form III English language classrooms?

The second objective of this study was to establish how teachers actually implement the integrated English language curriculum in the classroom. The research question asked was: How do the language teachers implement the integrated English curriculum in Form III English language classrooms? To respond to this question, data was collected through interviews with teachers, Focus Group Interviews with students, direct observation of teaching and a questionnaire administered to the teachers.

As an antecedent to the implementation of the English language curriculum, the teachers' preparedness for integration was investigated. Further, this researcher sought to establish the language teachers' beliefs concerning integration and their preparedness for the implementation. This was premised on the literature review (Borg, 2009; Borg, 2003; Farrell and Choo, 2005) where it was concluded that most studies about teacher beliefs in relation to their practice had revealed some kind of tension between the teacher's beliefs and actual practice, with contextual factors such as prescribed curriculum, time constraints and high stakes curriculum and nature of such beliefs playing a crucial role in shaping the resultant teacher practice.

Data about the teacher beliefs was collected from the questionnaire and interviews while that about teacher preparation was gleaned from the teachers' preparatory documents and interviews.

4.4.1 Preparedness for Integration

The data for this section was gleaned from teachers' preparatory documents and the nature of classroom preparation the teachers had. Cognition can also be evidenced through preparatory documents. The schemes of work were therefore used to evidence cognition and indicate the preparedness of the Form III English language teachers for implementation. Proper implementation would require an understanding of the curriculum requirements and effective translation of these requirements to schemes of work of teachers. As hinted on earlier in sub section 4.3.1.2, the schemes of work which indicate how teachers want to translate the curriculum showed integration mostly at skills level and less at language/literature level. Integration was therefore realized at varying degrees with no uniform way of integration.

Most teachers organized lessons as separate literature or language lessons. During the implementation of these, however, certain aspects of the other subject are emphasized. It means these may be incidental as they are not consciously planned for. Language lessons would comprise, for example, study skills, participles in grammar, idiomatic expressions, answering comprehension questions, poetry etc. Literature lessons, on the other hand would plan for characterization, chapter analysis, oral literature etc. A number of teachers (teacher M1 and M3) seemed well versed in contemporary issues and did not hesitate to use them to exemplify various points during teaching. These issues formed the subject of a reading passage. A tendency was observed to plan for more grammar or language lessons than literature, with particularly a lot of listening and speaking lessons planned for. Another negative tendency observed was the over-reliance on the text book by some teachers. Even when contemporary issues were incorporated, these were issues identified by the course books. Nowhere in the plan would you notice such a teacher identifying an outside reference when referring to these issues except Teacher M1 who used a newspaper excerpt on a contemporary story while teacher M3 used an unseen passage on drug abuse.

In a number of cases, the observed lessons did not correspond to what had been planned for in the schemes of work. In practice, there was even less integration of what was planned. It means that the teacher knows what should be done (by planning for it) but does not practice it in the classroom. When you consider the plan, a teacher had planned to use an excerpt from the literary text *'River and the Source'* to teach comprehension but in actual classroom, the teacher, during that lesson uses the excerpt to teach characterization. This means that this teacher effectively turns this lesson to a 'literature only' lesson. Teaching comprehension as well as aspects of characterization would make the lesson integrated.

There were some exceptions to the scenario described above. In case of teacher M2, there was a good attempt by the teacher to integrate language and literature in the observed lessons though the teacher complained that it is a big challenge owing to the 'diversity' of the language students in the class. In teacher M1's case where the students' language skills were very good, the teacher, planned for and used excerpts from a novel to teach comprehension. There was dramatization of poems and excerpts from the novel leading to learner activity-filled lessons. One teacher planned for reading comprehension where a poem was the source of the reading excerpt and learners were expected to analyze poetic theme, comprehend the poem, and discuss issues raised in the poem. In an argumentative writing lesson, using an excerpt from the play 'Betrayal in the City' to illustrate an argument, the teacher taught what an argument is and then tasked learners to write an argument with good vocabulary and grammatically correct sentences. There was also use of excerpt from '*The River and the Source'* by teacher M1 to teach comprehension and vocabulary. As reading comprehension is taught through an analysis of the text read, learners are enabled to understand that part of plot which is a literary item. They then learn vocabulary which is a language item. Connections between language and literature then become evident. These were clear examples of teachers prepared and able to integrate language and literature. The down point observed, however, was the tendency to focus more at skill level and in the process missing some important language aspects. Such teachers

105

organized grammar lessons which were taught independently and literature lesson independently thereby ignoring language/literature integration.

Generally, there was no common way of integration across schools and the lessons taught had minimal integration at language-literature level. This researcher deemed it important to investigate the teacher beliefs about integration as these were likely to hold clues about the motivation (or lack of it) behind their actual integration practice.

4.4.2 Teacher Beliefs about Integration

Respondents to the questionnaire were asked in a close type questions to complete a statement about their belief on an aspect of integration by choosing one of five options: 1 - Not at all important, 2 - Not very important, 3 - Fairly important 4 - Very important and 5 - Extremely important. The distribution of the responses is presented in Table 4.5.

Table 4.5 What teachers believe about Integration of Language and Literature

Statement of belief		Completion responses*				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
It is ... that each curriculum area be taught as separate subjects in separate lessons	Freq.	10	8	10	15	4
	Percent	21.3	17.0	21.3	31.9	8.5
It is ... that teachers are directly involved in curriculum development process	Freq.	4	0	2	17	26
	Percent	8.2	0.0	4.1	34.7	53.1
It is ... that teachers are offered professional development and in-service programs to supplement their curriculum development efforts	Freq.	3	0	2	17	27
	Percent	6.1	0.0	4.1	34.7	55.1
It is ... that adequate materials be provided for curriculum implementation	Freq.	2	1	1	19	26
	Percent	4.1	2.0	2.0	38.8	53.1
It is ... that teachers should focus on curriculum areas most tested in examinations	Freq.	5	11	9	13	11
	Percent	10.2	22.4	18.4	26.5	22.4

*1 - Not at all important, 2 - Not very important, 3 - Fairly important 4 - Very important and 5 - Extremely important

A sizable proportion (40.4%) of the respondents believed that it is very or extremely important that each curriculum area be taught as separate subjects in separate lessons. The proportion is almost equal (38.3%) to that believing the reverse that it is either not at all or not very important to do so; implying equal distribution for and against this belief. This finding is consistent with what was obtained from direct observation and interviews that most teachers do not integrate in practice and when they do, it is not done fully.

Most of the respondents (87.8%) hold the belief that it is either extremely or very important that teachers are directly involved in curriculum development processes. It is however worth noticing that 8.2% of the respondents thought that this was not at all important. Similarly, most of the teachers (89.8%) believe that it is either extremely or very important that teachers are offered professional development and in-service programs to supplement their curriculum development efforts. Still, 6.1% consider professional development as not important. The same trend is shown on the issue of providing adequate materials for curriculum implementation with 88.9% considering this as either extremely or very important while 4.1% think that this is not important at all. The concern for teacher-involvement and teacher-support in terms of professional development and support materials was echoed in the interviews with teachers and (in some cases) the focus group discussions with learners. Teacher MI for example noted that the (integrated) curriculum was introduced rather haphazardly thus teachers are hardly equipped to handle it. To this interviewee, the introduction should have been gradual making it more functional and effective by now. Teaching resources and course books were singled out in particular for hardly embracing integration; 'they actually give room for separation of the two' (Interview notes, 25/10/2013)

On the issue of teachers placing focus on curriculum areas most tested in examinations, nearly half (48.9%) think that this is either extremely or very important as contrasted by a slightly smaller but sizable proportion (32.6%) that think that it is either not at all or not very important to do so. This shows that the

practice of focusing teaching on most common examination areas is well entrenched in many teachers' beliefs.

4.4.3 Actual Classroom Level Implementation of Integration

The data for this section was collected from observation of actual classroom practice and corroborated with information obtained from Focus Group interviews and questionnaires. This researcher observed each of the seven teachers on the instructional strategy used, the nature of learner activities engaged in and the level of integration practiced. On each of the used attributes, this researcher scored a grade on a 0 – 3 ordinal scale to indicate if the attribute had been "not observed" - 0, "minimally observed" - 1, "moderately observed" – 2, and "extensively observed" - 3. The findings for each of the seven teachers are presented in table 4.6. An average score was computed for each attribute for purposes of comparison with the other attributes.

Table 4. 6 Observed Integration Practice

	Teacher Observed*							Average
	M1	M2	M3	M4	F1	F2	F3	
Instructional strategy:								
Lecture	1	3	3	3	3	3	3	2.71
Listening	2	3	3	3	3	2	3	2.71
Speaking	3	3	2	2	3	2	2	2.43
Reading	2	1	1	2	2	2	2	1.71
Writing	3	2	1	1	1	2	1	1.57
Learner Activity:								
Q & A	3	3	3	3	3	3	3	3
Oral work	2	1	0	0	0	1	1	0.71
Individual exercise	3	2	3	2	3	2	3	2.57
Group Work	3	1	0	0	1	1	0	0.86
Other	1	0	0	0	2	0	0	0.43
Level of Integration:								
Skill Integration	3	3	3	3	3	3	3	3
Language/literature integration	2	1	1	1	2	1	1	1.29
Contemporary issues	1	0	0	0	1	1	0	0.43

*"not observed" - 0, "minimally observed" - 1, "moderately observed" – 2, and "extensively observed" - 3

The data indicated that the observed teachers most commonly used the lecture method with learners expected to listen and at times speak out by way of answering. This resonates with question and answer being the most used learner activity. Minimal to moderate use of reading and writing activities by the learners through mainly individual work was observed. Group work was utilised though not extensively. In terms of teaching methods and teaching / learning activities employed, data from all sources was in convergence that the teachers use diverse methods including lecture, discussion, group work, and question-answer; the last being most prevalent. It is evident that learner-active methods are often employed by the teachers and these are enjoyed by the learners but the use of passive methods like lecturing, often justified by examination led pressures was not uncommon.

On levels of integration, skill level integration was the most prevalent for all teachers observed. There was minimal to moderate language-literature integration while contemporary issue integration was least observed.

4.4.4 Teacher's own views on integration practice

From the analysis in the foregoing sub-sections, it was evident that most teachers understood what integration of language and literature was but did not overtly plan for such integration. During the actual classroom practice, however, aspects of integration were observed either as exemplifiers or as points of emphasis. Analysis of the questionnaire yielded some clear trends in the implementation of the integrated English curriculum. The respondents (teachers) were presented with a variety of implementation statements to which they were required to state their agreement or disagreement to on a 5-point Likert-type scale (Strongly agree -SA, Agree -A, No idea -N, Disagree -D and Strongly disagree -SD). Table 4.7 presents the distribution of the different responses.

Table 4. 7 Teacher Implementation of the Integrated Curriculum

Aspect of implementation	Responses					
		<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>
I usually teach grammar and literature in separate lessons	Freq.	20	23	2	3	2
	Percent	40.0	46.0	4.0	6.0	4.0
I teach grammar and Literature in same lesson	Freq.	12	15	2	15	4
	Percent	25.0	31.3	4.2	31.3	8.3
I use a variety of tasks and activities for more practice	Freq.	22	20	1	4	2
	Percent	44.9	40.8	2.0	8.2	4.1
During teaching, I concentrate on curriculum areas most tested in examination	Freq.	12	15	2	15	4
	Percent	25.0	31.3	4.2	31.3	8.3

Nearly all teachers (86%) conceded that they teach grammar and literature separately. However, when the same statement was reversed, 56.3% of the respondents said they teach the two in the same lesson. This discrepancy can best be explained by the fact that some teachers integrate the teaching of grammar and literature but only occasionally. Generally speaking, therefore, grammar and literature are taught separately most times although they were integrated other times. Most teachers (85.7%) indicated that they use a variety of tasks and activities for more learner practice while more than half of them (56.3%) conceded that they concentrated their teaching on areas most tested in examinations. These findings are corroborated by what was directly observed and the interview responses that most teachers were teaching language and literature separately with some aspects of integration included either as exemplifiers or as points of emphasis as has been explained earlier. The focus groups also indicated that separation was prevalent but integration was occasionally used. To obtain further information on how prevalent the integration practices were among the English teachers, this researcher held Focus Group Interviews with selected Form III students. The findings are presented in the next sub-section.

4.4.5 Student experiences of classroom level Integration

In a guided discussion, the students in each Focus Group were led to state what they understood of the integrated English syllabus and mention how in their classroom practice their English teachers actually demonstrate this integration. The findings from these interviews follow:

Focus Group 1 students had an idea of what integration is 'it involves teaching language and literature together in one lesson' (Focus Group 1 Interview 25/10/2013). They say they were introduced to the integrated syllabus in Form I and what it entails. The introduction has made them have certain expectations of the English language teacher. They say their teacher integrates and this is made possible by team teaching. 'Sometimes another English teacher comes and teaches us poetry' (Focus Group 1 Interview, 25/10/2014). 'There is a time a different teacher also taught us literature'. Despite the team teaching efforts, they have an English language teacher assigned to their class (teacher M1). They claim this arrangement is made possible by 'proper staffing'. Proper staffing means that the number of teachers handling English language is 'adequate' such that they have number of lessons they can comfortably handle for example 16-20 lessons in a week. We have a total of 8 English language lessons a day. The students acknowledged that 'tenses are hard to understand and is mostly taught alone'. Their typical lesson is full of various activities: 'speaking, listening, reading and writing'; 'We also present'. One explained that 'our teacher sometimes uses newspaper stories to teach us reading comprehension'. This means that they explore various contemporary issues through such stories. They appreciate integration as it enables "knowledge acquisition, socialization, confidence building and inter personal skills" (Focus Group 1 Interview, 25/10/2014).

Focus Group 2 students indicated that a lot of English language teaching in their class is geared towards excellence in exams. 'You find that the teacher teaches us what may be in the exam'. He says, 'pay attention as this is likely to be in the exams' (Focus Group 2 Interview, 7/1/2014). This means that the teacher focuses

teaching to reflect how the exam will be set. As a result of this, we 'cram'. Cramming refers to rote memorization at the expense of comprehension. They reported that they have never heard of integration except in history where integration means 'unifying'. When examples of integration are given by the researcher for example if they have ever experienced a situation where the teacher has used an excerpt from any of their literature course books and taught language items using it, they identify with it and give other instances meaning they experience it in their classrooms. They say, 'the teacher at times teaches punctuation using examples from the novel' but in most cases, 'elements of language like verb phrases are taught alone'. In a typical literature lesson, 'we learn plot analysis, discuss themes, characters and the relevance of the meaning of the title … elements of grammar are mentioned when they appear' (Focus Group 2 Interview, 7/1/2014). I sought clarification on this and they responded that 'when the teacher is discussing the character of Akoko (a character in the novel the '*River and the Source*'), he says she is hard working.' The teacher will then explain to us 'what is (sic) the meaning of hard working and say that it is a vocabulary'. Grammar is taught independently in most cases. They prefer to be taught like this as they are currently where literature and English language are separated. 'If it is to be integrated fully, then we need to be aware' (Focus Group 2 Interview, 7/1/2014).

In **Focus Group 3**, one student defined integration as 'unifying' language and literature. The rest have not heard of the term. The student who defined the term heard it from his elder sister who is an English language teacher. When instances of integration are exemplified, they mention other examples meaning they have experienced it, albeit without knowing. They say 'a passage on drug abuse had been used to teach punctuation and types of sentences' (Focus Group 3 Interview, 14/1/2014). They acknowledge that 'grammar is hard' and 'the teacher barely teaches it with literature combined'. They recommend 'that learners should be made aware of this curriculum' and that 'our text books should be made to show (sic) it' (Focus Group 3 Interview, 14/1/2014). They created the impression that

while integration is practiced, it was the exception rather than the norm. They mainly experienced integration of skills in which case they got involved in practicing different skills as the teacher handled different grammar items.

Focus Group 4 students' defined integration based on their history knowledge as 'unifying' although they wonder what is unified in English. Upon exemplification, they identify what they have experienced in their classroom. 'It is done by combining language aspects and simpler literary aspects like narratives, riddles and song' (Focus Group 4 Interview, 1/11/2013). Grammar lessons were mostly taught separately. 'Set books are taught during separate literature lessons'. They say that 'we engage in reading, viewing of tapes on the set books, analysis and interpretation (of literary texts)'. It is after this that some excerpts may be picked and few language questions asked. Generally, the students reported that 'language and literature are taught separately' (Focus Group 4 Interview, 1/11/2013). They suggested that learners should be made aware of integration.

Focus Group 5 students indicated that integration is mostly realized at skill level where they practice different skills. They said that they appreciate different methodologies employed to teach them. From a novel, they may be required to re-write a sentence according to given instructions (Focus Group 5 Interview, 4/2/2014). They claim integration is 'confusing' because 'we are unsure whether we are learning language or literature' (Focus Group 5 Interview, 4/2/2014). They would appreciate if the teacher allowed them to see the connections by telling them what it is about. The students complained that the complexity of grammar makes it difficult to integrate.

Focus Group 6 students said that 'in our class, we read literature chapter by chapter in the classroom'.'After we have finished reading the book, the teacher begins to explain different areas'. This is called textual analysis. In these areas, they said that they engage in a discussion of 'plot, characters, themes and styles'. The students reported not having heard of the term integration. The teacher puts

emphasis on grammatical structures and clear expressions. Grammar is taught separately. In a typical lesson, 'we listen, speak, read and write' (Focus Group 6 Interview 28/1/2014). Integration is at the skill level with grammar and literature taught separately. Therefore, they have separate grammar and literature lessons. In teaching past tense, the teacher defines, gives examples, followed by learners own examples. They describe this approach as boring. They wish they would be made aware of what integration is now that exam setting will adhere to integration.

Focus group 7 students reported that they have never heard of integration. Grammar is taught separately. Once, a newspaper has been used to teach vocabulary items (Focus Group 7 Interview, 21/1/2014). They acknowledge that the syllabus is wide: 'we learn so many things in English' and if integration would 'bring these together' then the better. One said that 'we need to be made aware of what it (integration) is so they 'we can appreciate it'. This they say can be done when the teacher explains to them what it is and how they will learn it. They also claim that 'text books should be organized to indicate how integration is done' (Focus Group 7 Interview, 21/1/2014). They explain that this is because 'our teacher follows the order in the textbook and if it does not say this she may not do it' (Focus Group 7 Interview, 21/1/2014).

What comes out from the responses on integration as experienced by the learners is that the most evident form of integration occurs at the skills level. These instances could be incidental as it is almost impossible to have students listening for 40 minutes. This could mean that the use of other skills may not be consciously planned, other than the skill being emphasized. There are few instances of integration at language and literature level. Literature is mostly taught independently as is language; each during separate time blocks. The learners therefore mostly have language lessons and literature lessons. Grammar is also taught independently with most learners acknowledging that it is difficult to integrate due to its complexity. From my classroom observations as earlier highlighted, it was evident that while teachers try to integrate at the planning

stage, this is evidently not followed through to the classroom action. Most importantly, it should be noted that the learners are experiencing the few cases of integration differently. While one teacher would use a poem to teach comprehension, another would use an excerpt from the novel to teach comprehension and vocabulary and yet another use tongue twisters to teach speaking of sounds. Whatever the learners experienced was dependent on the teachers' plans which were varied.

4.5 Research Question 3: What challenges do the Form III English language teachers face when implementing the integrated English curriculum?

Another objective of the study was to find out the challenges teachers face when implementing the integrated English curriculum. Data was collected through interviews and questionnaires. The most voiced challenges expressed were to do with inadequacy of curriculum materials, lack of appropriate teacher professional development, content overload and complexity, focus on examinations, non-suitable learner characteristics and inappropriate pre-service training. These are discussed below:

4.5.1. Inadequacy of support materials

One challenge that reverberated throughout the data collection exercise was to do with inadequacy (in the sense of how it enables teachers understand the curriculum rather than quantity) of the curriculum support materials, mainly the text books. The structure of the books themselves does not show integration leaving the task of planning for integration in the hands of (an often ill-prepared) teacher. These places too much demand on him/her leading to the fall-back and perceivably simpler position of teaching the two subjects separately. Teacher M1, M3 and F2 believe that the course books should embrace integration. Teacher M1 says "the teaching resources, course books in particular hardly embrace integration…they actually give room for separation of the two." (Interview notes, 25/10/2013). Teacher F2 agrees and adds that "teachers' work is doubled when it's

115

up to them to pick aspects to integrate."(Interview notes, 21/1/2014). She suggests that the resources should also be provided to schools. Teacher F1 is more succinct suggesting that "curriculum developers should give guidelines on how publishers should observe integration." (Interview notes, 1/11/2014). M2 says "integrate course books by including excerpts from set books in course books to save on teachers' preparation time." (Interview notes, 7/1/2014). While this would supposedly ease the work of teachers, it should be remembered that set books are changed every few years while course books less so. Including these excerpts may lead to a scenario where new set books are in place but course books have examples of old set books. Further, a teacher observed that many literary texts are allowed for use in teaching language and literature even when they do not conform strictly to the rules of the English language which complicates the task of using them in teaching correct grammar.

4.5.2 Inadequate Teacher Professional Development

Most teachers interviewed voiced the lack of appropriate professional development as frustrating implementation of the integrated English language curriculum. They argued that the curriculum was introduced rather haphazardly with teachers 'scantily knowledgeable about integration and its objectives and hardly equipped to handle it'. This has led the teachers to resort to the familiar teaching of the subjects as separate entities. Teacher F1 says "information on the curriculum is scanty especially on the whole concept of integration… curriculum developers should give guidelines on how publishers should observe integration." (Interview notes, 1/11/2014)." Teacher M3 recommends that those responsible "organize workshop for teachers to empower us on integration" (Interview notes, 14/1/2014). Teacher F2 further lamented that there is "lack of proper guidelines by curriculum developers about the whole concept of integration… teachers are scantily informed about what integration essentially entails and the objectives to be achieved with the integration strategy. Training would bridge this gap." (Interview notes, 21/1/2014). In addition, teacher F1 voiced the opinion to "in service teachers on integration as the curriculum only gives guidelines, not actual

procedures of integration" (Interview notes, 1/11/2014). These respondents seem to converge around the issue of professional development for teachers to bridge the gap between the prescribed and the enacted curriculum. As they suggest, such professional development would not only involve the teachers, but also those concerned with development of course books so they can understand how integration should be observed in the course books. This implies that course books do not evidence integration as envisaged by the revised English language curriculum. They suggested that 'curriculum developers set proper guidelines to integration so that teachers have a standard set of guidelines when integrating the curriculum' (Interview notes, 21/1/2014). Apart from teacher M1 who says they organize sessions with other language teachers in their school to 'understand' integration, other teachers have not attended and sessions.

It is clear that the teachers felt that they were not adequately prepared nor are they sufficiently supported to carry out integration effectively.

4.5.3 Content overload and Complexity

Teachers and students mentioned the expansive nature of the integrated syllabus and the need to cover the syllabus substantially for examination purposes as a major challenge in using an integrated approach which is considered more time consuming than teaching the two subjects separately. For example, teacher F3 appropriately noted that "content is expansive especially literature one which deals with characterization, styles, themes among others." (Interview notes, 28/1/2014). Teacher M3 agreed noting that "the syllabus is too wide and need to be narrowed (sic) to facilitate integration." (Interview notes, 14/1/2014). A few participants however pointed out this irony because, theoretically speaking, integration should have been a time-saving measure yet in their opinion did the exact opposite.

On complexity of the content, M1 noted: "There is a border dispute over territory between language and literature … the divergence that emerges results in the

teaching of the two subjects as disconnected pedagogic practices… the complexity of integrating grammar in literature may make teachers treat the two separately" (Interview notes, 25/1/2014). He explained that grammar was especially a wide area of study and covered all rules governing words, word formation, sentences and sentence formations. Due to the complexity, it requires a systematic form of learning and study. This therefore necessitated the 'need to handle it alone'. This, he argued would further enable learners correct errors in language since they will have been equipped with the rules of grammar (Interview notes, 25/1/2014). A number of participants also mentioned that the complex (at times abstract) nature of some of the language/literature concepts called for each to be explained as a stand-alone for ease of grasp.

4.5.4. Non-suitable learner characteristics

This issue was mainly voiced by teachers in district schools where it was felt that their learners were admitted with low to average English language capabilities. The teacher claimed that "weak learners do not understand easily" (Teacher M4). According to teacher M4, this makes it difficult for them to understand concepts. Considering that in this teacher's opinion 'integration is complicated' therefore, 'more difficult to understand, 'makes it difficult to realize integration effectively. This coupled with the large class sizes makes it extremely difficult to impose on them the new curriculum structure which presumes some basic language fluency and learner-centered methodology. The learner characteristics equally affected the teachers' attitude to work with teachers at national and county schools reporting enjoying their work due to the language competences of the learners while those at district schools generally found their work very challenging due to the learners' incompetence in English language and large class sizes.

4.5.5 Inappropriate Pre-Service Training

This researcher established that the pre-service teacher training did not address the issue of integration. Most teachers are prepared as language and literature teachers separately. Indeed some train as teachers of English language and another

subject for example German or History and get no in-depth exposure to Literature. Furthering these views, teacher F1 opined that "integration should be adopted right from resources to teaching… and the education that teachers who are studying in universities receive." (Interview notes, 1/11/2014). On the same theme, teacher M3 said, "…the new curriculum was introduced without considering such factors as knowledge of implementation about it. "Some teachers to date actually fumble with the skill of integration. They are not quite sure… they do it their way. Teacher training would bridge this gap." (Interview notes, 14/1/2014). M4 was more succinct advising to "introduce integration at university level" (Interview notes, 9/2/2014).

To further these views, at a meeting for language practitioners and scholars from universities that supply English language teachers in Kenya held in Nairobi in February 2014 noted that universities do not actually train on integration. As a matter of fact, it was said that most, if not all the universities have different lecturers for language and literature respectively. The scholars noted that this could be part of the reasons for problematic implementation on the teacher's part.

4.5.6 Over Emphasis on Examination
The study also established that there was over emphasis on examinations. This referred to teachers focusing teaching mostly on areas tested in examinations. They do this by paying attention to exam trends every year. This has led to a scenario where teachers emphasize integration of aspects most tested in examinations rather that focus on the whole aspect of integration that is intended to allow students see the study of literature as language in operation; of literature as an example and a context for language use. M1 said, "over emphasis on exams is the current trend due to competition. Teachers and learners tend to prefer particular aspects of either language or literature since they believe those are the areas where typical exam questions are bound to come from." (Interview notes, 25/10/2013). Teacher M3 similarly noted that that "over emphasis on exams is a bottle neck to integration and has to be checked" (Interview notes, 14/1/2014).

4.6 Research Question 4: How does teacher cognition of the Integrated English language curriculum affect their implementation?

This study also sought to establish the effect of teacher cognition of the integrated curriculum on the process of implementation. Data for this question was collected through the questionnaire and direct observation. As earlier mentioned, many teachers who did not seem to have any problem with conceptualising integration still fell short of implementing it in both their preparation and lesson delivery.

To establish if indeed any relationship existed between the teacher cognition of integration and how they implemented integration, a chi-square test was carried out after collapsing the categories in the questionnaire items involving understanding of integration to two – correct and incorrect. (Fairly correct was counted as incorrect). The implementation variables on whether or not English and grammar are taught separately or as same lesson were also collapsed into two categories – agree and disagree. The teachers were expected to agree or disagree that with the statement that English and grammar should be taught separately. (The undecided were counted under disagree). Collapsing the categories was necessitated by the fact that some cells had very low counts which could have confounded the analysis. The results of the chi-square analysis are presented in Table 4.8.

Table 4. 8 Understanding of Integration Versus Actual Implementation

Implementation variable		Understanding of Integration			χ^2	DF	P-value
		Correct (Freq.)	Incorrect (Freq.)	Total			
Grammar & Literature taught separately	Yes	32	11	43	.421	1	.516
	No	6	1	7			
	Total	38	12	50			
Grammar & Literature taught in same lesson	Yes	20	7	27	.119	1	.730
	No	18	5	23			
	Total	38	12	50			

Irrespective of whether we consider the implementation question that grammar and literature are taught separately or that they are taught in the same lesson, no significant association exists between the teacher understanding of integration and their practice on integration (p >> 0.05). It would therefore mean that their decision to observe integration as should be is not necessarily related to their understanding of it. While an understanding of the requirements of the English language curriculum enabled them to integrate, some teachers with a clear understanding still failed to do so. Earlier in this chapter it was observed that conceptualization of the term integration does not seem to be the problem and that most teachers understand what it is; though they have a problem with actual integration at language/literature level.

4.7 Way Forward Regarding Integration of Language and Literature

The research participants (teachers and students) had some suggestions on how the challenges to integration could be overcome. These will be mentioned briefly here but discussed further in the next chapter.

On the inadequacy of support materials, participants proposed that course book writers should embrace integration in their works to save teacher's time to ensure effective utilization of other time to 'cover' the syllabus.

One proposal to address the non-readiness of teachers to embrace integration was to organize workshops to make teachers familiar with the curriculum they are supposed to implement. After training, curriculum implementation ought to be gradual to allow proper assimilation. Teachers M1, M4 and F3 all mentioned that workshops for teachers should be organized so that they can be made familiar with the curriculum they are required to implement. Teacher F1 mentioned that "(there should be) in service (training of) teachers on integration as the curriculum only gives guidelines, not actual procedures of integration" (Interview notes, 1/11/2014). Teacher F2 called for the training of teachers on integration and that curriculum developers should set proper guidelines to integration so that teachers have a standard set of guidelines to follow while Teacher F3 stated that: "…integrate course books" adding that a consideration of "staffing needs for schools should also be considered for integration to be effectively carried out".

The use of co-curricular activities such as debates, symposia, drama simulation, role play among others were mentioned as possible useful additions to the integration efforts.

A participant was of the view that integration is too complex for learners to handle bearing in mind learner differences as well as diversity of school characteristics that is: national, county and district; and underlying learner abilities. There is need to restructure the curriculum to suit all learners. A suggestion to trim down the content requirement to what is manageable was also floated.

Lastly, some participants advocated for review of university pre-service training programmes to embrace integration. Teacher M4 clearly called for introduction of integration at university level.

4.8 Summary of Findings
This study set out to answer the following questions:

(a) What is the language teachers' understanding of the integrated English language curriculum?

(b) How do the language teachers implement the integrated English curriculum in Form III English language classrooms?

(c) What challenges do the Form III English language teachers face when implementing the integrated English curriculum?

(d) How does teacher cognition of the integrated English language curriculum affect their implementation?

In summary, it can be answered that:

(a) Most teachers correctly understand the meaning of the term integrated English language curriculum and what it entails. However, a reasonable proportion of the teachers believe that the English language and literature should be taught separately.

(b) Most teachers teach the two (English language and Literature) as separate entities. The teachers, who integrate the two in this category, do so as an emphasis or example of one in the other.

(c) Teachers face a diversity of challenges including inadequacy of curriculum materials, lack of appropriate Teacher Professional Development, content overload and complexity, non-suitable learner characteristics and inappropriate pre-service training.

(d) Most teachers seem to correctly conceptualize the integrated curriculum yet many of them do not implement it with fidelity. Other factors like belief and context seem to play a major role in the teachers' predisposition to integrate the teaching of Language and Literature.

4.9 Discussion of Findings

In the previous section, data collected in this study has been presented. In this section, I will attempt to use the literature available on this subject as presented in chapter 2 to offer plausible explanations to the occurrences reported in findings

above. This discussion will be presented in the order of each of the major findings summarized in the previous section.

4.9.1 Teacher Cognition of the Integrated Curriculum

According to Richards (2008), teacher cognition encompasses the mental lives of teachers, how they are formed, what they consist of, and how the teachers' beliefs, thoughts and thinking processes shape their understanding of teaching and their classroom processes. Curriculum integration, on the other hand, can be described as an approach to teaching and learning that purposefully draws together knowledge, skills, attitudes and values from within or across subject areas to develop a more powerful understanding of key ideas (Alberta Education, 2007). In this study, the teacher cognition of integration as applied to the English/ Literature curriculum was perceived from the extent to which the teacher fully understands the meaning and process of this integration in practice.

It was established that most teachers in the sample investigated correctly conceived what the integrated curriculum of English language and literature entailed, even as a substantial number had a limited view of integration as teaching all the language skills together or using aspects of either literature or language in the other subject. It was observed that a reasonable proportion of the teachers believed that the two subjects should be taught separately. Bearing in mind that all the teacher participants in this study were professionally trained teachers with the majority holding Bachelor's degrees, the findings relating to teacher cognition can best be understood against a backdrop of research exploring the effect of teacher training programmes on their beliefs, attitudes and knowledge.

Reporting on a longitudinal study that examined the impact of an intensive eight-week in-service teacher education programme in the UK on the beliefs of six English language teachers, Borg (2011) concluded that there was clear evidence that the course had considerable, yet variable, impact on the beliefs of the teachers

studied. He observed that "through teacher education, teachers' beliefs *... can be made more apparent to teachers and assume a form that can be verbalized*; teachers can ... develop links between their beliefs and theory [and] also be the *source of new beliefs for teachers*" (Borg, 2011; p. 378; emphasis added). It was reported in the findings that there was evidence, albeit anecdotal, that pre-service teacher training did not adequately address the issue of integration and yet the new curriculum was introduced without the necessary in-service training of serving teachers. This may explain the varied cognition teachers in this study had about the integrated curriculum. This assertion seems a reasonable explanation since the teachers appeared 'unsure' as to how exactly they needed to integrate as this was not very overt from the curriculum specifications. Pre-service and in-service programmes that could have helped bridge this gap by enabling an understanding on implementation of integrated curriculum innovations did not do so (so the participants said). It would seem that their cognition, in resonance with reviewed research (Borg, 2003), had been impacted on significantly by the teachers' prior learning experiences (or lack thereof). To conclusively determine if this was case would have, however, stretched this study beyond its scope. Todd (2006) also argues that original innovations can be weakened due to teacher beliefs implying the significant value of teacher beliefs in curriculum innovations.

According to Leung (2010) roles of teachers are important in curriculum integration. These roles include how teachers understand and interpret curriculum integration, the challenges and obstacles to be overcome by teachers and their need for support in the implementation process. Remillard and Bryans (2004) contend that changes in teacher's instructional practices are the result of particular interactions between teachers and curricular materials around specific subject matter and pedagogical content. This literature (Athavale et al, 2010; Remillard and Bryans, 2004; Wette, 2009) suggest that understanding curriculum requirements could enhance effective implementation. Lipson et al, (1993) concur and argue that understanding curriculum integration is an important consideration in adopting an integrated curriculum. A study, conducted by Buchanan and

Engebretson (2009) ascertained that clear information and theoretical understandings about a curriculum change in religious education is just as important as it is in any other field of study. In the absence of such information and understanding, the leaders (teachers) responsible for implementing the curriculum change made certain curriculum accommodations that were not in keeping with theoretical underpinnings of the change. This is problematic as such understandings do not support the reform efforts. In a study involving principals and teachers knowledge of a syllabus, Halbert and MacPhail (2010) report that a positive disposition of principals and teachers towards an introduction of a new and revised syllabus was undermined by lack of knowledge in it. These studies, in agreement with Wette, (2009) indicate the importance of teacher's knowledge in enabling correct conceptualization of a new reform requirement. This notion is however challenged by the present study which seems to indicate that even with the correct conceptualization of curriculum requirements; teachers still did not implement it with fidelity. This study seems to suggest that while knowledge of the requirements of a curriculum innovation is important, it is not sufficient for effective implementation. Studies (Spillane, Reiser and Reimer, 2002; Stein, Remmilard and Smith, 2007) however argue that curriculum are seldom implemented as intended. Evidently, other factors beyond conceptualization still come into play regarding curriculum implementation. This discussion is given in the following section.

4.9.2 Language Teacher Implementation of the Integrated Curriculum

This study established that most teachers teach the two subjects (English language and Literature) as separate entities. Evidence of integration was prevalent at language skill level of listening, speaking reading and writing. Actual language and literature integration was mainly evident as an emphasis or example of one in the other. This finding is hardly surprising following the foregoing discussion where it has been mentioned that many teachers seem to have been inadequately prepared (through pre-service or in-service programmes) to handle integration. This however may not be the only reason for the failure to implement integration

fully. Fullan (as cited in Underwood, 2012) illustrated the tension between policy rhetoric and the "subjective reality" teachers face in their day-to-day work, as they deal with numerous factors which tend to hamper their implementation of national curriculum requirements.

These beliefs seem to affect the level of implementation. Several studies on the relationship between implementation and practice seem to indicate that teacher's pre-existing beliefs have the potential to influence their implementation of curricular innovations. This is especially so if their pre existing beliefs are stronger than programme ownership. The following studies bear this mismatch between beliefs and practice out.

Melketo (2012) explored divergence between what language teachers 'say' and 'do' in teaching writing. The study, within the Ethiopian university context involved 3 EFL teachers who had been teaching for about three years each at the university at the time of data collection. The study established that teachers followed the process approach to teaching writing. This meant that they understood 'how to' teach writing using the process approach. However, there existed some tensions as regards the steps followed in process writing approach that each instructor mentioned he followed. The study explored the reasons for the mismatch providing insight into deeper tensions among competing beliefs teacher's hold. This study appears to mirror the present study which established that the teachers understood what integration as envisaged in the English language curriculum was. There were tensions however regarding 'how' it was implemented with majority of teachers mostly integrating at skill level and an attempt at integration of language/literature level which formed the major shift in integration in the new curriculum mostly being that of emphasis of language in literature and vice versa.

Another study by Phipps and Borg (2009) examined tensions in the grammar teaching beliefs and practices of 3 practicing teachers of English working in

Turkey. The teachers were observed and interviewed over a period of 18 months. The observations provided insights into how they taught grammar, while interviews explored beliefs underpinning the teachers' classroom practices. The results revealed that teachers' classroom practices in grammar teaching were at odds with specific beliefs about language learning. At another level, the practices were consistent with a more generic set of beliefs about learning. The study hypothesizes that the latter were teachers' core beliefs and the former peripheral beliefs about language learning that were more influential in shaping a teachers' instructional decisions. This present study did not go further to separate the core from the peripheral beliefs but established that any beliefs held by teachers influenced curriculum decisions that they make in the classroom.

In yet another study, Zhang and Liu (2014) examined Chinese junior high school English teachers' beliefs and related contextual factors in order to discover whether teachers' beliefs were consistent with the new values, goals and teaching principles promoted by the curriculum reform. The study aimed to establish what contextual factors facilitated or hindered changes in teachers' beliefs. On the whole, the study established that teachers' beliefs were congruent with the constructivism-oriented curriculum reform but a closer examination suggested that both traditional and constructivist beliefs existed. Constructivist beliefs favour student participation, interactive class, and learning strategy training while traditional beliefs involve focus on grammar and language form, drill and practice, rote memorization, and teacher authority. A variety of contextual factors were found to exert a strong influence on teachers' beliefs. These were identified as: curriculum reform, high-stakes testing, and school environment. These factors interacted to facilitate or constrain the development of teachers' beliefs. This study highlights the situated nature of teachers' beliefs with implications for curriculum reform, teacher development and many other important issues in secondary foreign language education in China and other similar contexts internationally. Some of these factors were also established to affect the present study as will be evident in the next section.

Another study that shows tensions between beliefs and practices is that of Farrell and Choo (2005). The case study investigated and compared the beliefs and actual classroom practices of two experienced English language teachers with regards to grammar teaching in a primary school in Singapore. Areas where practices converged with or diverged from beliefs about grammar teaching were examined and discussed as well as the factors that had influenced the teachers' actual classroom practices. The findings suggested that teachers do indeed have a set of complex belief systems that was sometimes not reflected in their classroom practices for various complicated reasons some directly related to context of teaching. Phipps and Borg, (2009) concur with such findings arguing that contextual factors, such as prescribed curriculum, time constraints and high stakes examinations mediate the extent to which teachers can act in accordance with their beliefs. This view is further supported by Ng and Farrell (2003) study which established that teachers corrected students' errors because this approach was faster than eliciting these errors. While the teachers believed in elicitation, the practice was time consuming and not practical in their context. Sakui (2004) also reports on a study that established that depending on various interpretations teachers gave to Communicative language Teaching (CLT), their practices were different. These studies show how a variety of factors act to influence teachers' classroom practices. In the present study, high stakes examination and teacher beliefs that language and literature should be taught separately among other factors discussed in the ensuing section all acted to influence the implementation of the integrated English language curriculum. These factors relate to the subjective norms (perceived expectation) regarding behaviour as expressed in the theory of planned behaviour. The subjective norms have been affected by beliefs that English and literature should be taught separately among other factors.

The factors mentioned in the present study included difficult classroom conditions, the absence of training, an unsupportive school environment,

insufficient resources, and mismatched, high-stakes assessment. These factors are discussed in the next section.

4.9.3 Challenges to Implementation of the Integrated Curriculum

A number of challenges were mentioned in this study as the possible impediments to the fidelity of the English teachers' implementation of the integrated English language curriculum. These include inadequacy of curriculum materials or resources (Carless, 1999; O'Donnell, 2005; Waters and Vilches, 2008), lack of appropriate Teacher Professional Development, content overload and complexity, non-suitable learner characteristics and inappropriate pre-service training (Fullan, 2007); and focus on assessment (Fullan, 2007; Sakui, 2004; Zhang and Liu, 2014). These factors have been found to exert similar negative influence on the implementation of curriculum innovations in other contexts (Melketo, 2012; Phipps & Borg, 2009; Underwood, 2012). Specifically, Waters and Vilches (2008) report that classroom level implementation has been difficult to achieve due to among others, lack of professional support and instructional materials. The need to tackle these obstacles to curriculum implementation efforts does not need over-emphasis. The participants in this study pointed to the need to have curriculum materials structured so as to make integration evident, the need for appropriate in-service and pre-service training programmes, reduction of teaching-for-examination practices and reduction of content overload. What may seem difficult to alter are the learner characteristics as the schools receive these learners as they are. Instead, flexibility in the curriculum requirements would allow the teachers to distinguish different learners and plan the lessons to suit the different learner characteristics. As Mellati and Khademi (2014) have aptly observed, "Every learning context has unique learners; [the] teacher is the only one that is able to determine learners' styles and differentiate them from each other. Not policy makers, course designers, nor curriculum developers have the ability to determine learners' style" (p. 270).

The structure of the current support materials for the integrated English language curriculum does not seem to support this flexibility. The teachers need to be supported through appropriate training to adapt and to supplement external materials to suit their relevant context. It should be noted, however, that even though the challenges mentioned in this section were overcome, and the implementation of curricular innovations would not be a taken because it is a complex phenomenon mediated by a mix of several factors, among these the teacher's own cognition of the innovation. It also aimed to provide a proposal for a revised programme that takes into account teacher input which they claim is often ignored in centralized curriculum development systems such as the one in Kenya.

In Kenya, where the present study is located, Okwara, Shiundu & Indoshi, (2009) conducted a study in Busia district in Kenya to evaluate the implementation of the integrated approach to the teaching of English in secondary schools in Kenya. The findings revealed that stakeholders perceived the integrated approach in conflicting terms and teachers were not well prepared to implement the integrated approach. While curriculum developers advocated for a continuation of the integrated practice, teachers called for separation of English and literature. The researchers thus suggested a model for effective integration where teachers' involvement is paramount. The effect of teacher cognition on implementation will be discussed in the next section.

4.9.4 Effect of Cognition on Curriculum Implementation

In the presentation of findings, it was observed that most teachers seem to correctly understand the integrated curriculum, yet many of them do not implement it. To understand this apparent conundrum, it is pertinent to restate what research has to say about the effect of cognition on a teacher's classroom practice.

The effect of cognition and beliefs on language teachers' classroom practice has received wide research attention in the recent past with mixed results reported. Basturkmen's research into the correspondence between language teachers' stated beliefs and practices revealed limited correspondence between teachers' stated beliefs and practices with context and situational constraints mediating the relationship between the two. In resonance, Sheikhol-Eslami and Allami (2012) concluded that in-class practices were not directly affected by the teachers' own belief about language learning. This contrasts with Borg (2003) who in reviewing a study by Johnston & Goettsch mentioned the research conclusion that "teacher's beliefs about how learners learn and what they know affects their pedagogical strategies" (p. 104). Johnson (1994) concurs that teacher beliefs influence their judgement and perception. According to Mak (2011) tensions exist between conflicting beliefs in language teaching practice. Some pre-existing beliefs which are less explicit to the participant seem to have deep-rooted influences on their practice and hinder their desire to explore other options. One example of such pre-existing belief is the belief in a teacher as the source of knowledge (Mak, 2011; p. 65). The core beliefs are stable and exert a more powerful influence on behaviour than peripheral beliefs (Phipps & Borg, 2009). Farrell and Choo (2005) who carried out a case study that investigated and compared the beliefs and actual classroom practices of two experienced English language teachers with regards to grammar teaching in a primary school in Singapore came to a conclusion which aptly summarises the situation that "teachers do indeed have a set of complex belief systems that are sometimes not reflected in their classroom practices for various complicated reasons, some directly related to context of teaching" (p. 212). Thus, the successful implementation of national language curricular innovations which has often fallen short of intended practice appears to depend less on policy directives and more on the re-culturing of teachers and schools and establishing necessary workplace conditions to support the innovation (Underwood, 2012).

It is worth noting that even though the language teachers had a high knowledge of integration as envisaged in the integrated English language curriculum (as teaching literature and language as one entity), fidelity of implementation was lacking. Macalister (2012) argues that knowledge and beliefs of teachers form an important determiner of what happens in the classroom. Saferoglu, Korkmazgil and Olcu, (2009) agree and claim that an individual's existing understandings, beliefs and preconceptions strongly influence learning processes and play a strong role in shaping what students learn and how they learn it. These teachers believed majorly (86%) that language and literature should be taught separately. This was despite being fully aware of the curriculum requirements. Perhaps this difference in practice between what should be and what was can be best explained by the dynamic nature of teacher cognition (refer to figure 2.1) that indicates that a multiplicity of factors affect teacher cognition including teacher beliefs, professional course work and contextual factors. A study by Datnow and Castellano (2000) which reported on Success for All (SFA) school reform model indicated that teachers' level of support did not necessarily predict the degree of fidelity with which they implemented the model. Almost all the teachers made adaptations to the programme despite the developers' demands to closely follow the model. Teachers however supported the SFA model as they believed still felt that it was beneficial for students yet still felt that it constrained their autonomy and creativity. This study provides an interesting twist in implementation literature showing that failing to implement does not necessarily depend on understanding as was the case in the present study.

The teachers in this study seem to have had their own conceptions about what they perceived as a discrete nature of language and literature that limits their integration. This conception which may have been learned from their own learning experiences (the way they were taught) overrode any cognition about integration as a "shift from memorization and recitation of isolated facts to a more constructivist view of learning which values in depth knowledge of subjects" (Okwara, Shiundu & Indoshi, 2009). These core beliefs were supplemented by

contextual and constraining factors as discussed earlier in the section about challenges of integration. The lack of or inadequacy of suitable pre-service and in-service training programmes has not helped the teachers in modifying their core beliefs. The context has further influenced teachers to teach language and literature separately due to large class sizes, poorly prepared learners, time constraints and the push to teach for excellence in national high-stake examinations. This seems to explain why many teachers who understood well the concept and benefits of integration still continued to teach the subjects separately.

Those who attempted to integrate settled on most common areas in examinations: picking of literary book excerpts and asking language questions from such. This was evidence that such attempts to integrate was more guided by examinations rather than by love to enable learners see connections between ideas. From a situated evaluation perspective in the theoretical framework, the teachers filtered, digested and implemented the curriculum depending on their beliefs and environmental contexts. Their implementation also relates to the behavioural control in the theory of planned behavior which says that motivation to effect change depends on the ease or difficulty of performing it. Since the teachers were used to teaching language and literature separately, they continued to do so despite their knowledge of the integrated curriculum requirements as it was 'easier' to do so.

4.9.5 Participant views on the Way Forward for Integration of English Language and Literature
In the preceding presentation of findings, a number of views given by the research participants on the way forward in the integration of language and literature were reported. In this section, I discuss the relative merits and demerits of these suggestions in light of other findings, my own experiences and what the body of research has to say.

4.9.5.1 Inadequacy of support materials

The research participants proposed that course book writers should embrace integration in their works to save teacher's time to ensure effective utilization of other time to 'cover' the syllabus. Although this is a good suggestion as many teachers are bound to follow the guide of the course book in their teaching, it is likely to run contra to the need for teachers to adapt the general curriculum guidelines to their own unique contexts which has been mentioned earlier in this chapter as one of the challenges that may be hampering integration. It would therefore seem better to go with general curriculum guidelines to allow for adaptability to different contexts provided that the teachers are given sufficient support in terms of pre-service and in-service training to use the materials to implement integration. Sakui, (2004) investigated, from a situated evaluation perspective, the practices and beliefs of Japanese teachers of English implementing Communicative Language Teaching (CLT) approach. The results established that CLT was not implemented as the "course of study" prescribes. The reasons for these were demands to prepare students for exams thus focus on the textbook. This means that focusing on the text book may hamper effective realization of curriculum aims. As Fullan, (2007) attests, successful implementation of curriculum depends more on re-culturing of teachers and schools and establishing necessary work place conditions to support reform and less on policy directives and text books (emphasis added).

4.9.5.2 *Pre-service and In-service training*

It is evident from research cited above that a major prerequisite in trying to change the conceptions held by teachers about integration is through training, both pre-service and in-service. One of the proposals to address the non-readiness of teachers to embrace integration was to emphasize it during pre-service training and then follow up with in-service training, say through workshops. A participant suggested that after training, curriculum implementation ought to be done gradually to allow for proper assimilation. It is not possible to exhaustively

discuss the merit of this proposal within the scope of this study. I will recommend it for further investigation.

4.9.5.3 Restructuring the Curriculum to suit all learners

A participant was of the view that integration is too complex for learners to handle bearing in mind learner differences as well as diversity of school characteristics i.e. national, county and district; and underlying learner abilities. The suggested way forward was the need to restructure the curriculum to suit all learners and trim down the content requirement to what is manageable by all. From the research cited herein, there is need for flexibility in the curriculum to allow for adaptability to suit different learners. It is not possible, in practical terms however, to have one re-structured curriculum that is suitable for all learners. Instead, the needs for professional support (especially training) to help teachers adapt the prescribed curricular mandates to individual situations is a more plausible option.

4.10 Summary of the Chapter

In this chapter the major findings of this study have been discussed. Relevant research studies have been used to attempt to explain the findings that were reported. Chapter five summarizes the major conclusions drawn from this study and makes recommendations to different stakeholders to adopt in order to translate the integration of the English language and literature from an intention to a practice; from the prescribed curriculum to curriculum in use.

CHAPTER FIVE

5.0 SUMMARY OF THE FINDINGS, RECOMMENDATIONS, LIMITATIONS AND CONCLUSION

5.1 Introduction

This chapter presents a summary of the findings arising from the study that investigated teacher cognition and its relationship to the implementation of the integrated English language curriculum in Kenya. The summary of findings is presented under each research question. This chapter also offers suggestions for further research. The suggested areas for further research have been informed by inquiry 'lingering questions' arising in the conduct of this study. The chapter then offers recommendations, lessons learnt in the process of conducting the study, and discusses limitations of the study. The study ends by a conclusion of the thesis.

5.2 Summary of Major Findings

The major findings are presented under the four main research questions under various themes.

5.3 What is the language teachers' understanding of the integrated English curriculum?

The main focus of this study was to establish teacher cognition of the integrated English language curriculum. The study established the following which are outlined in 5.3.1 to 5.3.3.

5.3.1 Teacher Cognition of the integrated English language curriculum

The study established that 64% of the English language teachers understand the meaning and purpose of the integrated curriculum as the teaching of English language and literature as one entity with elements of one used to enrich the other. 80% of the respondents reported that they understand the requirements of the new curriculum (see table 4.3 and table 4.4). It has been said earlier (see discussion under 4.8) that conceptualization of the term did not seem to be a problem.

5.3.2 Varied cognition on Integration

Two dimensions of cognition were observed in the study. These were: non-planned use of literature items during a language lesson and identification of language items during a literature lesson, at the judgement of the teacher; and, a planned and deliberate blend of literature items in language (Teacher M1, M3). A number of scholars (Athavale et al, 2010; Bryans, 2004; Halbert and MacPhail, 2010; Remillard and Wette, 2009) suggest that understanding curriculum requirements could enhance effective implementation. However, the results from the present study challenge this indicating that there are factors other than correct conceptualization that affect curriculum implementation (refer to figure 1.1) for dynamic nature of teacher cognition. In line with curriculum implementation challenges, literature from diverse sources (Spillane, Reiser and Reimer, 2002; Stein, Remmillard and Smith, 2005) argue that curriculum are seldom implemented as intended. These literatures are in tandem with the findings from the present study.

The varied teacher cognition of the integrated language curriculum may be explained by what the teachers felt to be the inadequacy of pre-service training programmes and the non-availability of in-service professional development that ideally would address integration issues (see 4.5.2 and 4.5.5). In the absence of an effective teacher training support that would enable teachers question the curriculum and/or get direction on what is required, the teachers' core beliefs about the discrete nature of language and literature are bound to prevail, notwithstanding the requirements of the integrated English language curriculum.

5.3.3 Views on Integration of English Language and Literature during teaching

More than 50% of the secondary school teachers believe that English language and literature should be taught separately, a belief that most likely contributed to the way they implemented the integrated English language curriculum. A significant 86% conceded that they teach grammar and literature separately. From the data collected and analyzed, this belief on separation seemed to affect actual

classroom implementation. Therefore, even teachers who had planned for integration of language and literature resorted to separation during teaching as discerned from actual classroom observations (see table 4.6) showing observed integration in practice.

5.4 How do the language teachers implement the integrated English curriculum in Form III English language classrooms?

As antecedents to the implementation of the integrated English language curriculum, the study specifically sought to establish the language teachers' beliefs concerning integration and how the Form III English language teachers prepared for the implementation in terms of the preparatory document: schemes of work.

5.4.1 Teacher Preparation for the Implementation of the Integrated English Language Curriculum

It was observed that all teachers still organized grammar lessons as separate from language lessons (in consonance with their beliefs). This was despite 64% who understood what integration is. There were also incidences of teachers (M1 and M4) who made attempts to prepare for and teach some integrated lessons as opposed to mere emphasis of one in another.

5.4.2 How English language Teachers Implement the Integrated English Language Curriculum

In the study, there was a nearly split-half division of teacher opinion on the importance (or lack of it) of teaching language and literature as integrated. As mentioned earlier, 86% of teachers believed that language and literature should be taught in separate lessons (see table 4.7). This belief seemed to affect their integration efforts as only 56.3% of the teachers said they integrate language and literature during teaching. In practice however, the number of teachers who seemed to apply integration of language and literature was much lower (see table 4.7). Teaching resources and course books were singled out by teachers for hardly

embracing integration. Teacher M1 said that '…they actually give room for separation of the two' (Interview notes, 25/10/2013).

5.4.3 Levels of Integration

Evidence of integration was mostly observed at language skill level of listening, speaking, reading and writing (see 4.3.1.2 and table 4.6). Actual language and literature integration was evident as an emphasis or example of one in the other. It should be noted that the language-literature integration was the paradigm shift in this 'new' curriculum that gave it the name 'integrated English language curriculum'. The skills level was carried over from the curriculum that replaced this one (it was expected that language teachers should not teach any skill in isolation). The third level of integration: that of contemporary issue was used (M1) but not widely.

This issue of failure to integrate at language/literature level seems to emanate from the teachers' core beliefs: that the two should be taught separately. This issue was further aggravated by inadequacy of support materials for teaching (see 4.5.1) that should have adequately illustrated how integration is to be realized. The evidence for this explanation is, however, anecdotal, and a more rigorous study is needed to conclusively confirm this assertion that course books that 'adequately' explain integration would lead to a better integration practice.

5.4.4 Focus on examination areas during implementation of the Integrated
English Language Curriculum

This study, in agreement with reviewed research (Fullan, 2007; Sakui, 2004; Zhang and Liu, 2014) showed that the practice of focusing teaching on most common examination areas is well entrenched in the teachers' beliefs. Over half of the teachers (56.3%) agreed that they focus their teaching on most common areas tested in examinations, while (39.6%) disagreed. This focus on examination affected the realization of integrated practice as envisaged by the curriculum.

5.5 What challenges do the Form III English language teachers face when implementing the integrated English curriculum?

This study sought to establish, in the Kenyan multilingual ESL secondary school context, the challenges teachers of English faced as they implemented the integrated English language curriculum. The challenges to implementation are outlined below:

5.5.1 Inadequacy of Curriculum Materials

The concern regarding inadequacy of curriculum materials reverberated throughout the data collection exercise. Inadequacy of the materials (mainly the text books) was considered in the sense of how the curriculum materials enable teachers understand the curriculum rather than quantity of the materials (see 4.5.1). The main concern was that the structure of the books themselves does not show integration leaving the task of planning for integration in the hands of (an often ill-prepared) teacher. As a result, teacher M1, M3 and F2 opined '… books should embrace integration'. This issue is supported by literature (Carless, 1999; O'Donnell, 2005; Waters and Vilches, 2008) which says that lack of instructional materials and resources affects implementation. In the case of this study, 'lack' was defined by the participants as inadequacy of the materials.

5.5.2 Lack of appropriate Teacher Professional Development

Teachers F1, F2 and M3 voiced the lack of appropriate professional development to support their implementation efforts of the integrated English language curriculum. They argued that the curriculum was introduced rather haphazardly with teachers scantily knowledgeable about integration and its objectives and hardly equipped to handle it. This has led the teachers to resort to the familiar teaching of the subjects as separate entities. This top down approach needed follow up through appropriate professional development which has been largely lacking. Waters and Vilches (2008) report that classroom level implementation can be difficult to achieve with inappropriate TPD.

5.5.3 Content overload and Complexity

Teacher F3 and M3 considered the integrated English language curriculum too expansive. They mentioned that they found it challenging to substantially cover the syllabus content (both language and literature content) within the allocated time limit (see 4.5.3). The teachers argued that using the integrated approach was more time consuming than teaching the two subjects separately. This view would better be understood if an analysis was done over a period of time of teachers' classrooms using fidelity of implementation. Literature (Carless 1999; O'Donnell, 2005) agrees that insufficient curriculum time can hamper implementation efforts.

5.5.4 Non-suitable learner Characteristics

This issue on type of learner was mainly voiced by teachers in district schools (see 4.5.4) who felt their learners were admitted with low to average English language capabilities. Teacher M4 specifically claimed that since 'integration is complicated' and therefore, 'more difficult to understand', low language proficiency hampers efforts to realize its benefits fully.

5.5.5 Over-emphasis on examinations

Teacher M1 and M3 reasoned that teachers were focusing on areas most tested in examinations by noticing the exam trends every year (see 4.5.6). This, they argued has led to a scenario where teachers emphasize integration of aspects most tested in examinations rather that focus on the whole aspect of integration that is intended to allow students see the study of literature as language in operation. This means that only integration as is likely to be examined enjoy wide use. As earlier mentioned (Fullan, 2007; Sakui, 2004) agree that this practice can be a bottleneck to effective implementation.

5.5.6 Inappropriate pre-service training.

The study established that the pre-service teacher training of the English language teachers seemingly did not adequately address the issue of integration. Most teachers were prepared as language only and literature only teachers. This seemed

to give them a challenge on the requirement to integrate these two in actual teaching (Teacher M3 and M4). Fullan, (2007) seems to be in agreement absence of training can affect curriculum implementation. These challenges seem to be supported with the findings of other studies in different contexts (Melketo, 2012; Phipps & Borg, 2009; Underwood, 2012; Waters and Vilches, 2008) where they have been found to exert similar negative influence on the implementation of curriculum innovations.

5.6 How does teacher cognition of the integrated English language curriculum affect their implementation?

The fourth question focused on the interaction between the key concepts of the study namely cognition and the actual practice of implementation as is discussed below.

5.6.1 Cognition versus Practice

The study established that teachers who had a better cognition of integration of the English language curriculum seemed to be making more effort in the preparation and actual implementation of integrated lessons (teacher M1 and M3). On the whole (table 4.8) shows that there is no significant association exist between the teacher understanding of integration and the teachers' practice on integration ($p >> 0.05$). It would therefore mean that the teachers' decision to observe integration as should be is not necessarily related to their understanding of it.

Better conceptualization of cognition was seen from a number of angles: verbal meaning of integration, preparation for teaching and actualization of integration in classroom practice. However, teachers who indicated to have no problem with conceptualizing integration still fell short of implementing it in both their preparation and lesson delivery. The net impact of this was that problems arose in actual integration at language/literature level.

The literature review (Mak, 2011; Phipps & Borg, 2009; Sheikhol-Eslami and Allami (2012) has shown similarly mixed results about the effect of cognition and beliefs on actual implementation of curriculum innovations. While some studies (Wette, 2009) show a positive correlation, the majority reported discordance between stated beliefs and practice (Spillane, Reiser and Reimer, 2002; Stein, Remmilard and Smith, 2007) arguing the curriculum are seldom implemented as intended. Datnov and Castellano (2000) study, just like the present study showed that understanding of a curriculum innovation was key, but not sufficient. Other factors came in to influence implementation.

5.6.2 Effect of beliefs on Practice

In this study, 86% did not appreciate the importance of integrating language and literature mentioning that it was very important that they are taught separately. The secondary school teachers in this study seem to have had their own pre-existing conceptions about what they perceived as the discrete nature of language as separate from literature. It is possible that this limited the teacher's predisposition to effect curriculum integration. These pre-existing conceptions which may have been learned from their own learning experiences (the way they were taught) overrode any positive cognition they had about integration.

Pre-service or in-service training programmes that could have helped to influence these pre-existing were either inadequate or lacking. Contextual and constraining factors like large class sizes, poorly prepared learners, time constraints and the push to teach for excellence in national high-stake examinations had further influenced teachers to follow their pre-conceived beliefs to teach language and literature separately.

5.7 Recommendations

This study was conceptualized against a background of a revised English language curriculum to be implemented in Kenyan secondary schools. The revised curriculum adopts an integrated approach to the teaching of English

language and literature. The study explored how teachers who had been used to the traditional approach of teaching the two subjects separately were coping with the change. In light of the findings of this study and the foregoing discussion, a number of recommendations to various stake holders in the implementation of the integrated curriculum and to scholars and researchers in the field of teacher cognition and English language teaching and learning are proposed.

5.7.1 Recommendations to Policy Makers and Curriculum Developers

The findings from this study seem to touch on various stakeholders in education in Kenya. Consequently, the study offers a number of recommendations in various areas as discussed below.

5.7.1.1 Approach to Curriculum Innovation and Development

This study has noted a number of pitfalls relating to the top-down approach to curriculum design and development. A curriculum for teachers needs to involve teachers at all the stages in its development. While it may not be easy to involve each individual English language teacher, a mechanism could still be found that inspires representation with the knowledge cascading to everyone else concerned. Teachers involvement in the development of curriculum innovations would, in my informed opinion strengthen the sense of programme ownership and help with smooth management of the change. At the very least, the teachers' beliefs, attitudes and knowledge about the innovation should be consulted and used to re-align the innovation appropriately. If this is not done, as seen in this study, teachers are bound to relapse to teaching approaches aligned to their own pre-conceptions, which may run contrary to the intended innovation. In the process, the benefits accruing from innovation may not be realized.

5.7.1.2 In-service and Pre-service Training

From the findings of the study, it is evident that there was not sufficient in-service training to support the new curriculum innovation. This is gleaned from what the teacher participants themselves attested. It would be prudent to organize

145

professional in-service capacity building programmes on English language curriculum implementation. Such programmes have the potential to enable teachers appreciate the usefulness of the English language curriculum and how to implement it successfully. These could be organized by Quality assurance officers at the Sub-County levels and/or even at a lower level of a division. The trainings would need to be structured such that they handle similar content. Through these programmes, teachers may feel supported in their different set ups which have unique challenges. I believe such conversations would further strengthen the sense of ownership.

Pre-service training programmes in Kenya would need to be re-aligned to the new English language curriculum if they are to produce graduate teachers ready to implement it. This would involve collaboration between training institutions, Kenya Institute of Curriculum Development and teachers on discussions around the specific curriculum areas. More importantly though, since literature set books are bound to change, during these in service programmes, teachers need to be assisted to develop critical self appraisal such that they are able to 'adapt' to new situation without necessarily re-training. This way, the knowledge gained from training will cease to be more than just about 'generic practice' (what I have been taught to do) but what can be translated to other aspects of a work situation. The teacher would become reflective practitioners.

5.7.1.3 Curriculum Support Materials
The issue of adequacy of curricular materials like course books came out strongly from the study. 40% of the teachers felt that the course books have not fully addressed the issue of integration. A revision of the course books materials needs to be undertaken to ensure that they support the teachers in their integration efforts. Again, such revision should involve all the stakeholders who include (curriculum developers, publishers and teachers). This should be done mindful of the varied contexts the teachers operate in and the constraints they face in these contexts while at the same time maintaining quality. The involvement of the

stakeholders would ensure most of the likely issues are addressed such that the course books that are eventually produced nearly if not totally attempts to assist teachers in their curriculum implementation efforts by providing directions that are clear and easy to follow through.

5.7.1.4 Review of Assessment Options

This issue of high stakes assessment has been a thorny one in the Kenyan education system. There have been public conversation calls in Kenya to scrap national examinations as they have led to competition resulting of the winner takes-it-all situation. A lot of examination-related issues have been reported in the Kenyan media of teachers going to great lengths to achieve excellent results including but not limited to 'drilling' (teaching of exams). The focus on examinations in the case of this study, involved 'a short cut' of teaching with focus on 'what might be examined' rather than allowing learners to enjoy the connections and interactions between language and literature. Consequently, while the integrated curriculum has good intentions of developing functionally eloquent users of the English language, the assessment especially the national examinations to which the teachers and learners apportion a very high stake, makes teachers go for short cuts. 'I would refer to it as 'teach the exam' mentality. This study therefore advocates need the review of the assessment criteria to reflect the broad aims of integration. This way, teachers and learners who follow an integrated approach will be seen to be rewarded higher in these examinations which will in turn encourage the adoption of the innovative curriculum.

The suggestions offered by this study are enormous but are doable when all the stakeholders work together for their achievement. The study now offers suggestions for further research. These areas were inspired in the course of trying to respond to the research questions.

5.7.2 Suggestions for further research

This study has helped shed more light on how the English language and literature teachers in the Kenyan secondary school context are coping with a new curriculum innovation. The study however had a number of gaps that could be addressed through further research.

5.7.2.1 Large Scale study on Teacher Cognition of the English Language Curriculum in Kenya

One of the limitations of this study is that the results are limited in conclusions and generalisability due to the purposive sampling and small samples involved (done intentionally to obtain richer qualitative data). There is need for a larger scale survey to quantitatively determine the type and significance of the relationship between cognition, beliefs, integration of course books and in-service training and English teachers' implementation of the curriculum. Such a study will shed more light on the relationship of these constructs for effective curriculum implementation. For example, it would answer whether effective in service training has a bigger impact of teachers' implementation as opposed to beliefs.

5.7.2.2 Study on Possible link between Pre service training and readiness for new Innovations

There is need to conduct a study on the possible link between pre-service training of teachers and teachers' readiness for new innovations. Such a study will provide an important link to understand if the problems with implementation are caused by training.

Curriculum are bound to change when teachers are already trained, establishing if the pre-service training prepares teachers to accommodate new innovation would be an important step in establishing a link if at all between problems of implementation and pre service training.

5.7.2.3 Action Research on Fidelity of Implementation of English Language Curriculum

An action research study on fidelity of implementation of the integrated English curriculum would help to provide rich classroom data on its impact in a classroom set up. Although action research would take place in individual classrooms, it would provide rich data in terms of evidence of classroom success from student and teacher voices.

5.8 Lessons Learned

As a researcher, I was amazed by the complexities that surround school based research, and by the different perceptions regarding research and research activities. In particular, I noticed that entry into the field may not be as smooth and automatic as one may imagine. There was also the perception of a research as a grant where participants are paid to give information.

Secondly, issues to do with school programs and sometimes, reluctance by some teachers to open up their classrooms for research activities may also affect one's research plans. Observation of in-class activities was especially a big challenge. Very few teachers accepted to open up their classrooms teaching to scrutiny seeing it more as official inspection. I also learned that teachers are seemingly aware of the curriculum requirements but mostly do not implement in the classroom due to certain prevailing circumstances. Such teachers need to be supported to implement these strategies in their classrooms. Professional support for these teachers, especially in the context of the challenges they face, is therefore crucial.

5.9 Limitations of the study

This study was conducted in Eldoret East Sub-County in Kenya. The generalizability of the research findings is therefore limited to this Sub-County. The findings however have the potential to inform a wider population. This is because other government sponsored public schools in Kenya follow the same

curriculum. Secondly, teachers in Eldoret East as well as other schools in other Sub Counties are trained in same institutions. The cause-effect analysis of teacher curriculum cognition and implementation has also resulted in discovery of general principles that are applicable in many other educational settings with comparable contexts.

5.10 Conclusion of the thesis

This study sought to assess the cognition of Form III English language teachers and evaluate their preparedness in implementing the integrated English language curriculum in Form III classrooms in Kenya. It was organized in 5 chapters, each dealing with specific aspects of the study.

5.10.1 Background to the study

Chapter 1 set out the background to the study by reviewing the status of English language teaching in Kenya. Specific focus was put on the revised integrated English language curriculum that formed the basis of this study. The study then formulated research questions which were guided by the purpose of the study. The study explored the key variables in the study: teacher cognition and curriculum implementation then discussed the significance of the study, defined the technical terms used and set out the scope and limitations of the study. The chapter ended by a summary which highlighted at a glance the overview of the entire thesis.

5.10.2. Literature review and Theoretical Framework

Chapter 2 reviewed relevant and related literature to the study. The meaning of related concepts like cognition and implementation were expounded. There was a discussion about teacher cognition in the classroom context and historical perspectives to teacher cognition and the implication of these cognitions to actual practice. Related studies (Borg, 2003; Mak, 2011; Phipps & Borg, 2009; Sheikhol-Eslami and Allami; 2012; Spillane, Reiser and Reimer, 2002; Stein, Remmilard; Smith, 2007; Wette, 2009) on teacher cognition in curriculum implementation were discussed. This was followed by a discussion on curriculum

implementation and the various studies (Athavale et al, 2010; Remillard and Bryans, 2004; Spillane, Reiser and Reimer, 2002; Stein, Remmillard; Smith, 2005; Wette, 2009) showcasing integrated curriculum implementation and challenges (Carless, 2003; Carless, 1999; Fullan, 2007; O'Donnell, 2005; Sakui, 2004; Waters and Vilches, 2008; Zhang and Liu, 2014). The chapter ended by establishing the various theoretical underpinnings to the study. Specifically, the theory of planned behavior as having three determinants (attitude, subjective and behavioural) components that can influence behavior were presented and discussed. Secondly, situated evaluation theory that focuses on innovation in use was discussed. The theory recognizes two forms of a curriculum: documented and realized version. The relationship of these theories' constructs to the study was explained. The chapter ended with a summary.

5.10.3 Methodology

This chapter described the methodology used in this study. The chapter first presented an overview of the mixed method research approach adopted for this study and offered the justification for its adoption. It then discussed the descriptive design used and the reasons for its use. The data collection procedures and methods used were spelled out. Specifically, the study used a questionnaire with Form III English language teachers, semi structured interviews for teacher participants, focus group interviews with Form III students, an observation schedule, document analysis (curriculum and scheme of work) and a reflective journal. The chapter explained the sample with the justification for the sample size. It also described the sampling procedure. Cluster, purposive and random sampling was used to identify the sample population. This population consisted of 50 English language teachers, one from each secondary school in Eldoret East Sub-County.

The chapter presented the ethical considerations (negotiation of entry, anonymity, informed consent); validity, and trustworthiness of the research as well as challenges faced in the process of data collection. The chapter ended with a

discussion on the reliability of the research instruments and the anticipated effect of this on the study findings.

5.10.4 Findings and Discussion

This chapter presented the findings of this study collated from various instruments mentioned in 5.10.3. The chapter then offered plausible explanations to the occurrences reported in the findings through a discussion of the findings.

5.11 Summary of key Findings

The study established that teachers had varied cognition of the integrated curriculum and showed integration at varying levels. More than 50% of the teachers still believe that English language and literature should be taught separately. Teachers who had a better cognition of integration made more effort in the preparation and actual implementation of the integrated lessons. However, some teachers who did not seem to have any problem with conceptualizing integration still fell short of implementing it with fidelity and the practice of concentrating teaching on examination areas is still entrenched in teachers' beliefs. A number of factors were established to affect curriculum implementation efforts. These were lack of appropriate Teacher Professional Development (TPD), content overload and complexity, non-suitable learner characteristics, inadequate directions in course books on integration and inappropriate pre-service training. The study recommends involvement of teachers in the development of curriculum innovations, organized continuous TPD, development of materials that support the teachers in their implementation efforts and review of assessment procedures.

5.12 Conclusion

This study has shown how a novel policy like the adoption of the integrated curriculum can face a number of unforeseen obstacles at implementation and end up steering off-course. As a researcher, my understanding of the terrain of English language and literature teaching has opened new areas in curriculum conceptualization. The more I sought to find answers to intriguing observations

in the field, the more I discovered that there is a lot that I was yet to ascertain. Like all research, my endeavours to get some questions answered have inevitably opened up more questions. The consolation is that now these new questions will be tackled from a more enlightened standpoint. I feel proud to have provided some of this enlightenment.

REFERENCES

Aina, N. F. (1979). *Social Studies for Primary School Teachers.* Ibadan, Nigeria: Oxford University Press

Ajzen, I. (1991). The Theory of Planned Behavior. *Organizational Behaviour and Human Decision Processes*. 50, 179-211

Alberta Education (2007). *Primary Programs Framework-Curriculum Integration: Making Connections*. Retrieved May 30, 2011 from curr.pdf (application/pdf Object)

Altritcher, H. (2013*). Curriculum Implementation- Limiting and Facilitating Factors.* Retrieved April 3, 2014 from http://c2c.oise.utoronto.ca/c2cFiles/200534/4023/Artikel_Curriculum_imp lementation_engl.1_copy_1.pdf

Athavale, M., Myring, M., Davis, R. E., & Truell, A. D. (2010). Factors Influencing Success in Integrating the Four Year Business School Curriculum: Implications for Business Educators. *The Delta Pi Epsilon Journal*, LII (1), 4-16

Australian Market & Social *R*esearch Society [AMSRS]. (2009). *Ethics in Research*. Retrieved June 4, 2009, from http://www.mrsa.com.au/files/**AMSRS**%20**Ethics**%20Presentation.ppt

Baker, A. (2013). Exploring Teachers' Knowledge of second Language Pronunciation Techniques: Teacher Cognitions, Observed Classroom Practices, and Student Perceptions. TESOL Quarterly DOI: 10.1002/tesq.99

Baker, T. L (1994). *Doing Social Research* (2nd ed.). New York: McGraw-Hill Inc.

Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice Hall.

Banks, J. (1993). Approaches to Multicultural Curriculum Reform. In J. Banks and C. Banks (Eds). *Multicultural Education: Issues and Perspectives.* Boston: Allyn & Bacon pp 195-214

Beach, S. A. (1994). Teacher's Theory and Classroom Practice: Beliefs, Knowledge, or Context? *Reading Psychology,* 15 (3), 189-196.

Biggs, J. (1994). Student Learning Research and Theory-Where do we Currently Stand? In G. Gibbs (Ed). *Improving Student Learning: Theory and Practice* (pp 1-19). Oxford: Oxford Centre for Staff Development

Borg, S. (1997). *Unifying Concepts in the Study of Teachers' Cognitive Structures.* Unpublished manuscript.

Borg, S. (2003). Teacher Cognition in Language Teaching: A Review of Research on what Language Teachers Think, Know and Believe. *Language Teaching*, 36, 81-109

Borg, S. (2006). Teacher Cognition and Language Education: *Research and Practice*. London: Continuum

Borg, S. (2009). *Introducing Language Teacher Cognition*. Retrieved August 21, 2011 from http://www.education.leeds.ac.uk/research/files/145.pdf

Borg, S. (2011) The Impact of In-Service Education on language Teachers' Beliefs. *System,* 39 (3), 380-390

Bowe, R., & Ball, S. J. (With Gold, A.). (1992). *Reforming Education and Changing Schools: Case Studies in Policy Sociology*. London: Routledge

Braslavsky, C. (2014) *The Curriculum*, Retrieved 24, 7, 2014 from http://www.ibe.unesco.org/fileadmin/user_upload/archive/AIDS/doc/cecile .pdf

Breen, M.P. (1984a). Process Syllabuses for the Language Classroom. In Brumfit, C.J. (ed). *General English Syllabus Design*. Pergamon Press Ltd & the British Council

Bresler, L. (1995). The Subservient, Social, Affective and Co-equal Integration Styles and their Implication for the Arts. *Education Policy Review*, 95 (3), 30-37

Brown, C. A., & Cooney, T. J. (1982). Research on Teacher Education: A Philosophical Orientation. *Journal of Research and Development in Education,* 15(4), 13-18.

Bruner, J. (1960/1977). *The Process of Education*. Cambridge, M.A.: Harvard University Press

Bruner, J. (1990). *Acts of Meaning*. Cambridge, MA: Harvard University Press.

Buchanan, M. T. & Engebretson, K. (2009). The Significance of Theory in the Implementation of Curriculum Change in Religious Education. *British Journal of Religious Education*, 31 (2), 141-152

Burgess, J., Robertson, G., & Patterson, C. (2010). Curriculum Implementation: Decisions of Early Childhood Teachers. *Australian Journal of Early Childhood*, 35 (3), 51-59

Calderhead, J. (1996). Teachers Beliefs and Knowledge. In Berliner, D. C & Calfee, R. C. (Eds). *Handbook of Educational Psychology* (pp 709-725). New York: Macmillan

Carless, D. R. (2003). Factors in the Implementation of Task-based Teaching in Primary Schools. *System*, 31(4), 485-500.

Carless, D. R., (1999). Large-Scale Curriculum Change in Hong-Kong. In C. Kennedy, P. Doyle, & C. Goh (Eds). *Exploring Change in English Language Teaching* (pp 19-29). Oxford: Macmillan Heinemann

Clark, L. M. (1983). Research on Teacher Planning: An Inventory of the Knowledge Base. In Smith, D. C. (Ed). *Essential Knowledge for Beginning Educators* (pp5-15) Washington D.C: American Association of Colleges for Teacher Education

Creswell, J. W. (1998). *Qualitative Inquiry and Research Design: Choosing among Five Traditions.* Thousand Oaks, CA: Sage

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (3rd Ed.). Los Angeles: Sage Publications, Inc.

Datnow, A., & Castellano, M. (2000). Teachers' Responses to Success for All: How Beliefs, Experiences, and Adaptations Shape Implementation. *Am Educ Re J*, 37 (3), 775-799

Dewey, J. (2008). *Democracy and Education*. Retrieved May 3, 2015 from https://www.gutenberg.org/files/852/852-h/852-h.htm

Ebert II, Ebert, C., Bentley, M. L., (2013). *Curriculum Definition*. Retrieved July 24, 2014 from http://www.education.com/reference/article/curriculum-definition/

edOnline (2014). *Constructivism as a Paradigm for Teaching and Learning*. Retrieved August 26, 2014 from http://www.thirteen.org/edonline/concept2class/constructivism/

Eraut, M. (1994). *Developing Professional Knowledge and Competence*. London: Falmer.

Farrell, T. S. C., & Choo, P. L. P. (2005). Conceptions of Grammar Teaching : A Case Study of Teachers' Beliefs and Classroom Practices. *TESL-EJ*, 9 (2), 103-116

Firestone, W. A. (1989). Using Reform: Conceptualizing District Initiative. *Educational Evaluation and Policy Analysis* 11 (2), 151-164

Flores, M., & Day, C. (2006). Contexts which Shape and Reshape new Teachers' Identities: A Multi-Perspective Study. *Teaching and Teacher Education*, 22, 219-232

Freeman, D. (2002). The Hidden Side of Work: Teacher Knowledge and Learning to Teach. *Language Teaching*, 35. 1-13

Fullan, M. (2007). *The Meaning of Educational Change*. New York: Routledge

Gabillon, Z. (2013). *A Synopsis of L2 Teacher Belief Research.* Belgrade International Conference on Education 14-16 November 2013

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational Research: An Introduction* (8th ed.). Boston: Pearson Education Inc.

Glatthorn, A. A., Boschee, F., & Whitehead, B. M. (2009). *Curriculum Leadership: Strategies for Development and Implementation*. Sage

Goddard, W. & Melville, S. (2004). *Research Methodology: An Introduction.* Retrieved December 1, 2011 from http://www.newagepublishers.com/samplechapter/000896.pdf

Greene, J. C., Caracelli, V. J., & Graham, W.F. (1989). Toward a Conceptual Framework for Mixed-Method Evaluation Design. *Educational Evaluation and Policy Analysis*, 11, 255-274

Halbert, J. & MacPhail, A. (2010). Curriculum Dissemination and Implementation in Ireland: Principal and Teacher Insight. *Irish Educational Studies,* 29 (1), 25-40

Haney, J. J., Lumpe, A. T., & Czerniak, C. M. (2003). Constructivist Beliefs about the Science Classroom Learning Environment: Perspectives from Teachers, Administrators, Parents, Community Members, and Students. *School Science and Mathematics*, 103(8), 366-377.

IEP (2015). *Pragmatism.* Retrieved January 13, 2015, from www.iep.utm.edu/pragmati/

Piaget, J. (1977). *The Development of Thought: Equilibration of Cognitive Structures.* New York: The Viking Press.

Johnson, K. E. (1994). The Emerging Beliefs and Instructional Practices of Pre-Service English as a Second Language Teachers. *Teaching and Teacher Education*, 10, (4) 439-452

Johnson, K. E. (1995). *Understanding Communication in Second Language Classrooms*. Cambridge: University of Cambridge

Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed Methods Research: A Research Paradigm whose Time has come. *Educational Researche*r, 33(7), 14-26

K.I.E (2002). *Secondary Education Syllabus-Volume One*: Nairobi: K.I.E

Koshy, V. (2005). *Action Research for Improving Practice: A Practical Guide*. London: Sage Publications

Lake, K. (1994). *Integrated Curriculum. School Improvement Research Series*. Retrieved July 27, 2014 from http://educationnorthwest.org/sites/default/files/integrated-curriculum.pdf

Leung, W. L. A. (2004). Integrating the School Curriculum into Lifelong Learning. *Education Today,* 54 (1), 11-17

Leung, W. L. A. (2010). Curriculum Integration in Liberal Studies: Curriculum Leaders Insights. *The International Journal of Learning* 17 (6) ISSN 1447-9494

Lewin, S., Glenton, C., & Oxman, A. (2009). Use of Qualitative Methods alongside Randomised Controlled Trials of Healthcare Interventions: Methodological Study. *British Medical Journal*, 339. Retrieved from http://dx.doi.org/10.1136/ bmj.b3496

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA:
    Sage

Lipson, M. Valencia, S., Wixson, K., & Peters, C. (1993). Integration and
    Thematic Teaching Integration to Improve Teaching & Learning.
    Language Arts, 70 (4), 252-265

Lucan, T. A. (1981). Social Studies as an Integrated Subject. In Mehlinger H. D.
    (Ed). *UNESCO Handbook for the Teaching of Social Studies*. Paris:
    UNESCO

Macalister, J. (2012). Pre-Service Teacher Cognition and Vocabulary Teaching.
    RELC Journal, 43 (1), 99-111

Mak, S. H. (2011). Tensions between Conflicting Beliefs of an EFL Teacher in
    Teaching Practice. *RELC Journal*, 42 (1), 53- 69

Melketo, T. A. (2012). Exploring Tensions between English Teachers' Beliefs and
    Practices in Teaching Writing. *International HETL Review*, 2, 98-114

Mellati, M. & Khademi, M. (2014). ELT Learners' Preferences and Teachers'
    Attitudes: Determinant Factors in Curriculum Design. *International
    Journal of Language Learning and Applied Linguistics World*. 5(3), 258-
    273.

Mihalic, S. (2002). *The Importance of Implementation Fidelity*. Boulder, CO:
    Center for the Study and Prevention of Violence.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis* (2nd ed.).
    USA: Sage Publications

Millar, R., & Shelvin, M. (2002). Predicting Career Information-Seeking
Behaviour of School Pupils using the Theory of Planned Behaviour.
Journal of Vocational Behaviour, 62, 26-42

Miller, J. P., & Seller, W. (1990). *Curriculum Perspectives and Practice*. London:
Pearson Education

Morgan, D. L. (2014). Pragmatism as a Paradigm for Social Research.
Qualitative Inquiry, 20(8) 1045–1053

Morris, P. (1995). *The Hong Kong School Curriculum: Development Issues and
Policies.* Aberdeen: Hong Kong University Press

Mustafa, J. (2011). Proposing a Model for Integration of Social Issues in School
Curriculum. *International Journal of Academic Research,* 3 (1), 925-932

Ng, J., & Farrell, T. S. C. (2003). Do Teachers Beliefs of Grammar Teaching
match their Classroom Practice? A Singapore case study. In Deterding, D.,
Brown, A., & Lowi, E. (eds). *English in Singapore: Research on Gramma*r
(pp 128-137). Singapore: McGraw Hill

O'Donnell, K. (2005). Japanese Secondary English Teachers Negotiation of
Educational Roles in the face of Curricular Reform, *Language, Culture &
Curriculum*, 18, 300-315

Oh, Y. (2001). Korean *Teachers' intentions Toward Reform-Oriented Instruction
in Mathematics: Structures Underlying Teacher Change* (Doctoral
dissertation).

Okwara, M.O., Shiundu, J. O., & Indoshi, F. C. (2009). Towards a Model of
Integrated English Language Curriculum for Secondary Schools in Kenya.
Educational Research and Review, 4 (5), 301-309

Ongong'a, J. O., Okwara, M. O. & Nyangara, K. N. (2010). Using Integrated Approach in Teaching and Learning at the Secondary School Level in Kenya. *Educational Research*, 1 (10), 618-623

Pajares, M. F. (1992). Teachers' Beliefs and Educational Research: Cleaning up a Messy Construct. *Review of Educational Research*, 62(3), 307-332.

Pence, K., Justice, L., & Wiggins, A. (2008). Pre-School Teachers Fidelity in Implementing a Comprehensive Language-rich Curriculum. *Language, Speech & Hearing Services in Schools*, 39 (3), 329-341

Phipps, S., & Borg, S. (2009). Exploring Tensions between Teachers' Grammar Teaching Beliefs and Practices. *Systems,* 37, 380-390

Piaget, J. (1972). *The Psychology of the Child*. New York: Basic Books.

Prabhu, N. S. (1984). Procedural Syllabuses. In Read, J. A. S. (ed). *Trends in Language Syllabus Design.* Singapore: SEAMEO Regional Language Centre

Reiser, B. J., Spillane, J. P., Steimuller, F., Sorsa, D., Carney, K., & Kyza, E. (2000). Investigating the Mutual Adaptation Process in Teachers' Design of Technology Infused Curricula. In B. Fishman & S. O'Connor-Divelbiss (Eds). *Fourth International Conference of the Learning Sciences* (pp 342-349) Mahwah, NJ: Erlbaum

Remillard, J. T., & Bryans, M. B. (2004). Teachers' Orientations towards Mathematics Curriculum Materials: Implications for Teacher Learning. *Journal for Research in Mathematics*, 35 (35), 352-388

Richards. J. C. (2008). Second Language Teacher. Education Today. *RELC Journal*, 39 (2), 158-177

Robson, C. (2002). *Real World Research: A Resource for Social Scientists and Practitioner-Researchers* (2nd ed.). Victoria: Blackwell Publishing

Sakui, K. (2004). Wearing two Pairs of Shoes: Language Teaching in Japan. *ELT Journal*, 58 (2) 155-163

Samoff, J. (1999). No Teacher Guide, no Text Books, no Chairs: Contending with Crisis in African Education. In R.F Arnove & C.A Torres (Eds). *Comparative Education: The Dialect of the Global and Local* (pp 393-431). Lanham, M. D.: Rowman & Littlefield

Sarantakos, S. (2005). *Social Research* (3rd ed.). New York: Palgrave Macmillan

Seferoglu, G., Korkmazgil, S. & Olcu, Z. (2009). Gaining Insights into Teacher's Ways of Thinking via Metaphors. *Educational Studies,* 3 (3), 323-335

Sheikhol-Eslami, F., & Allami, H. (2012). The Relation between Teachers' Self-Beliefs of L2 Learning and In-Class Practices. *Theory and Practice in Language Studies*, 2 (8), 1684-1692

Smit, B. (2005). Teachers, Local knowledge and Policy Implementation: A Qualitative Policy Practice Inquiry. *Education and Urban society*: 37 (3), 292-306

Smith, D. (2003). Five Principles of Research Ethics. *Monitor Staff*, 34 (1), 56

Spillane, J. P. (2000). Cognition and Policy Implementation: District Policy Makers and the Reform of Mathematics Education. *Cognition and Instruction*, 18 (2), 141-179

Spillane, J. P., Petterson, P.L., & Prawat, R. S. (1996). Exploring Policy and Relations: A Teaching and Learning Perspective. *Journal of Education Policy*, 11, 431-440

Spillane, J. P., Reiser, B. J., & Reimer, T. (2002). Policy Implementation and Cognition: Reframing and Refocusing Implementation Research. *Review of Educational Research*, 72 (3), 387-431

Spillane, J.P. (1998b). The Progress of Standards-based Reforms and the non-monolithic Nature the Local School District Organizational and Professional Considerations. *American Educational Research Journal* 35, 33-63

Stein, M. K., Remillard, J., & Smith, M. S. (2007). How Curriculum Influences Student Learning. In F. K. Lester (Ed.). *Second Handbook of Research on Mathematics Teaching and Learning* (pp 319-370). Greenwich, CT: Information Age

Stein, M.K., & Kaufman, J. H. (2010). Selecting and Supporting the Use of Mathematics Curricula at Scale. *American Educational Research Journal*, 47 (3), 663-693

Suwannasom, T. (2010). *Teacher Cognition about Technology Mediated EFL Instruction in the Thai Tertiary Context*. Retrieved July 11, 2010 from

Tabachnick, B. R., & Zeichner, K. (1986). *Teacher Beliefs and Classroom Behaviors: Some Teacher Responses to Inconsistency*. In Advances of

Research on Teacher Thinking. Lisse, The Netherlands: Swets & Zeitlinger B.U

Tanner, D., and Tanner, L. (1995). *Curriculum Development:Theory into Practice* (3rd ed.). Englewood Cliffs, NJ: Merrill.

Teachers as Learners (2011). *Curriculum Implementation: Issues and Challenges*. Retrieved January 21, 2011 at 8.50 am from http://www.wested.org/tal/five_film_categories/CURRICULUM/curriculu. m-implementation.html

Todd, R. W. (2006). Continuing Change after the Innovation. *An International Journal of Educational Technology and Applied Linguistics*, 34 (1), 1-14

Underwood, P. R. (2012).Teacher Beliefs and Intentions regarding the Instruction of English Grammar under National Curriculum Reforms: A Theory of Planned Behaviour Perspective. *Teaching and Teacher Education*, 28, 911-925

University of Zimbabwe (1995). *Curriculum Implementation, Change and Innovation* (Module EA 3AD 303). Harare: Centre for Distant Education, University of Zimbabwe

Urevbu, A. O. (1985). *Curriculum Studies*. Ikeja: Longman

Vygotsky, L.S. (1978.) *Mind in Society.* Cambridge, MA: Harvard University Press

Waters, A., & Vilches, M. (2008). Factors affecting ELT Reforms: The Case of Philippines Basic Education Curriculum. *RELC Journal*, 39 (5), 5-24

Wette, R. (2009). Making the Instructional Curriculum as an Interactive, Contextualized Process: Case Studies of Seven ESOL Teachers. *Language Teaching Research*, 13 (4), 337-365

Wilkins, D. A. (1981). Notional Syllabuses Revisited. *Applied Linguistics,* 11, 83-89

Wilkinson, D., & Birmingham, P. (2003). *Using Research Instruments: A Guide for Researchers*. New York: Taylor & Francis Group

Woolfolk-Hoy, A., & Murphy, P. K. (2001). Teaching Educational Psychology to the Implicit Mind. In B. Torff & R. Sternberg (Eds.), *Understanding and Teaching the Intuitive Mind* (pp.145-185). Mahwah, NY: Erlbaum.

Woods, P. (2006). *Successful Writing for Qualitative Researchers*. (2nd ed.). New York: Routledge

Woods, D. (1996). *Teacher Cognition in Language Teaching: Beliefs, Decision Making and Classroom Practice*. Cambridge: Cambridge University Press

Zhang, F., & Liu, Y. (2014). A study of Secondary School English Teachers' Beliefs in the Context of Curriculum Reform in China. *Language Teaching Research*, 18 (2), 187-204

Thank you for being willing to take part in this survey. My name is **Teresa Akinyi Okoth**, a doctoral student at UNISA, College of education specializing in Curriculum Studies. The following questionnaire seeks to gather information on your understanding and preparedness in the implementation of the English language curriculum in Form III classrooms. Kindly note that your participation in this study is voluntary and you can withdraw from the study at any point without any penalty whatsoever. You will remain anonymous throughout the study and as such **do not write your name** anywhere on this questionnaire. The information here will be treated with utmost confidentiality. Further information is contained in the Participant Information sheet and Informed consent, which you will be required to read and fill in before filling in this questionnaire. Read each item carefully and provide an answer. This may take you about 30 minutes.

BIO DATA

Please check (√) the correct response.

A1. Gender: Male ☐   Female ☐

A2. Teaching at:

   National school ☐

   County mixed school ☐

   County Girls School ☐

   County Boys School ☐

   District mixed school ☐

   District Girls school ☐

   District Day school ☐

A3. Teaching experience ☐

1-5 years ☐

6-10 years ☐

11-15 years ☐

16 years and above ☐

A4. Level of education

Diploma ☐

Bachelors' degree ☐

Masters ☐

Any other ☐

SECTION A: Teacher cognition about the Integrated English Language Curriculum

A1. What is your understanding of integration of the English language syllabus in Kenya?...

....

....

....

....

....

....

A2. Read the following statements and check (√) the answer that best explains your view regarding teaching and curriculum integration in English.

Key: 1- Strongly agree

2-Agree

3-No idea

4-Disagree

5-Strongly disagree

Integration of the English language curriculum

	1	**2**	**3**	**4**	**5**
a). I understand fully the requirements of the curriculum	☐	☐	☐	☐	☐
b). The syllabus content adequately explains the requirements of the integrated curriculum	☐	☐	☐	☐	☐
c).The texts have adequate direction on how to integrate the curriculum	☐	☐	☐	☐	☐

Teaching activities and practices	**1**	**2**	**3**	**4**	**5**
a). I usually teach grammar and literature in separate lessons	☐	☐	☐	☐	☐
b). I teach grammar and literature in same lesson	☐	☐	☐	☐	☐
c). I use a variety of tasks and activities for more practice	☐	☐	☐	☐	☐
d). During teaching, I concentrate on curriculum areas most tested in examinations	☐	☐	☐	☐	☐

Please complete the following sentences

A3. In my opinion, the advantages of integrating English and literature are:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………

A4. In my opinion, the barriers to integrating English and literature are:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……

……

……

…………..

SECTION B: Beliefs about teaching and curriculum integration

Read the following statements and check (√) the answer that best explains your view regarding teaching and curriculum integration in English.

Key: 1-Not at all important

    2-Not very important

    3- Fairly important

    4-Very important

    5-Extremely important

                         1   2   3 4 5

B1. a). It is-------------that each curriculum area be taught as

    separate subjects in separate lessons

☐ ☐ ☐ ☐ ☐

b). It is ------------that teachers are directly involved in

    curriculum development process

☐ ☐ ☐ ☐ ☐

c). It is ----------that teachers are offered professional development

    and in-service programs to supplement their curriculum

    development efforts

☐ ☐ ☐ ☐ ☐

d). It is----------that adequate materials be provided for curriculum

    implementation

☐ ☐ ☐ ☐ ☐

e). It is----------that teachers should focus on curriculum areas

    most tested in examinations

☐ ☐ ☐ ☐ ☐

171

B2. What do you think is the most effective way to integrate the teaching of English language and literature in your class?

....

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

……………………………..

Teachers' Reflective Accounts

Please comment on what you feel about your preparedness to implement the integrated curriculum…………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………

Please write anything you would like to share about English language teaching in your class that you feel has not been captured by the questions………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

……………

Thank you very much for your cooperation.

For further information or additional comments, contact me through:

taoluoch@yahoo.com or

telephone: +254 721 984 083

APPENDIX B: SEMI STRUCTURED INTERVIEW

Thank you for being willing to take part in this interview. I would like to assure you that you will remain completely anonymous and no records of this interview will be kept with your name on them. Kindly note that your participation in this study is voluntary and you can withdraw from the study at any point without any penalty whatsoever. The information here will be treated with utmost confidentiality. Further information is contained in the Participant Information sheet and Informed consent which I will request you to read and fill in before we embark on this interview. I would like to urge you to answer each question honestly.

Background information

1. Tell me something about yourself-how long you have been a teacher, what subjects do you teach?
2. How long have you been a teacher at this school?
3. How do you find English language teaching at this school?

Classroom processes

1. What is your understanding of the integrated English language curriculum? (Probe for meaning and how this meaning was arrived at)
2. Describe how you implement the integrated English language curriculum (Probe for levels of integration and manner)
3. Describe the teaching strategies you use in class and why?
4. How often do you use them?
5. Please tell me how you teach grammar and literature? (Probe for integration if it emerges-how it is effected, why and the results). If not, find out why?
   (Probe for facilitating or hindering factors to integration of English language syllabus).

6. Comment on the methods you use to teach grammar and literature(probe for what they are)

7. What is your belief about teaching English language in class using the new syllabus?
8. Do you think the student body has the ability to take on the structure of the new curriculum? (probe for reasons)
9. What in your opinion needs to be done to support your curriculum integration efforts?

For further information contact:

Teresa A. Okoth,

Telephone: +254 721 984 083

E-mail: taoluoch@yahoo.com

APPENDIX C: FOCUS GROUP INTERVIEW

Thank you for being willing to take part in this interview. I would like to assure you that you will remain completely anonymous and no records of this interview will be kept with your name on them. Kindly note that your participation in this study is voluntary and you can withdraw from the study at any point without any penalty whatsoever. The information here will be treated with utmost confidentiality. I would like to urge you to answer each question honestly.

Background information

    1. Tell me something about yourself-

    2. How do you find English language teaching in your class?

Classroom processes

3. What is your understanding of the integrated English language syllabus? (Probe for meaning and how this meaning was arrived at)

4. Describe how they teach you English language (Probe for levels of integration if at all)

5. Describe the teaching strategies used in class (try and use appropriate language so they can answer appropriately)

6. How often does your teacher employ these strategies?

7. Please tell me how they teach you grammar and literature? (Probe for separation and integration if it emerges-how it is effected, why and the results). If not, find out why?

   (Probe for facilitating or hindering factors to integration of English language syllabus).

8. What do you think of the methods the teacher uses to teach grammar and literature? (Probe for whether they enable or disable understanding)

9. What is your belief about teaching English language in class using the new syllabus?

10. What do you think of the new curriculum? (probe for like or not and why)

11. What in your opinion needs to be done to support curriculum integration efforts?

Any other opinion?

For further details contact:

Teresa A. Okoth

Tel: 0721 984 083

Mail: taoluoch@yahoo.com

APPENDIX D: OBSERVATION CHECKLIST

CLASS OBSERVED	
NUMBER OF STUDENTS PRESENT	
DATE	

Teaching learning processes

1. What teaching activities does the teacher use?

2. What levels of integration does the teacher use?

3. What teaching methods are used to support learning?

4. How does the teacher integrate the teaching of English and literature (if at all?)

APPENDIX E: INFORMATION SHEET FOR HEAD TEACHER

University of South Africa,

P O Box 392,

Unisa,

0003,

The Head Teacher,

X Secondary School.

Dear Sir/Madam,

RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a doctoral student at UNISA College of education specializing in Curriculum Studies. I request to conduct my study in your school. The title of my study is "Teacher Cognition and Preparedness in implementing the integrated English language curriculum in Form III classrooms in Kenya." The study assesses the preparedness of language teachers to implement the integrated English language curriculum in the Form III classrooms.

In order to do this study, I will need to interview the Form three English subject teacher(s) and interview four students of the form three class identified through the said teacher. I will also request the teacher to fill in a questionnaire which seeks to elicit his/her views on the Integrated English language Curriculum. I also intend to observe the teacher's class. The length of the study is four weeks.

So as to accurately get the right information, I will need to record the interviews. The contents of the interview are solely to be used by me to help me analyze data better. If the participants consent to the audio recording, be assured that the information will not be used for any other purpose other than the study.

When I write out my research report, I will not identify the name of the school or the students. Participation is also voluntary and participants have a right to withdraw their participation at any point in the study for whatever reason.

If granted permission, I promise to work within your time table. For further information, do not hesitate to contact me either in person or through the phone details and e-mail address provided at the bottom of this form.

I would be glad for your consideration.

Phone number: +254 721 984 083
E-mail address: taoluoch@yahoo.com

APPENDIX F: PARTICIPANT INFORMATION SHEET

University of South Africa,

P O Box 392,

Unisa

0003

I am Teresa Akinyi Okoth, a student at University of South Africa, department of Curriculum Studies. I intend to do a study in the school leading to an award of doctor of Education degree. The study assesses the implementation of the integrated English language curriculum in Form III classrooms. This study requires you to fill in a questionnaire which seeks your views on the integrated English language curriculum implementation in Form III classrooms. The study also requires me to conduct an interview with you as the Form III English subject teacher and then observe a few lessons in your class. Your participation is for me to get a clear picture of the current teaching.

I will also request you to identify four to eight students whom I intend to interview regarding their English lessons. These four should be picked based on different proficiencies in English. I will need to audio record the interviews for the purpose of going back to them for details as I think carefully about how the discussions were happening in class. Kindly note that nobody, apart from my supervisor, will get access to the information.

You will not be identifiable in any of the study report. You will remain anonymous in all verbal and written records and reports. The information from this study will be treated as confidential and will only be used for research purposes.

For further information, contact me either in person or through:

Phone number: +254 721 984 083   E-mail address: taoluoch@yahoo.com

APPENDIX G: INFORMED CONSENT FORM

I have read the participant information sheet and the nature and purpose of the study has been explained to me by Ms. Teresa Akinyi Okoth, a student at the University of South Africa. I understand that audio recording will specifically be used for the purposes of enabling the researcher to get clearly information that she may have missed during the interview.

I understand that all the information that I will provide will be treated as confidential and will be used for research purposes only.

During the study, I shall be available for all activities of the study as well as freely give information to facilitate the study. I understand that while the information gained during the study may be published, I will not be identified anywhere in the study through my real names. I am aware that I can withdraw from the research study without penalty.

Signature of the participant:………………………………..

Name of the participant:……………………………………

Date:…………………

For further information contact:

Teresa A. Okoth,

Tel: +254 721 984 083,

Mail: taoluoch@yahoo.com

APPENDIX H: PARENTAL CONSENT LETTER

University of South Africa,

P O Box 392,

Unisa,

0003

Through,

The Head Teacher,

X Secondary School

Dear Parent,

RE: REQUEST FOR YOUR SON/DAUGHTER TO TAKE PART IN A STUDY.

I am a Doctor of Education student at the University of South Africa. I wish to conduct a study in your son/daughter's school and particularly his/her class in the area of Curriculum Studies. The purpose of the study is to assess how language teachers' implement the Integrated English Language Curriculum in Form III classrooms.

During the study, I will observe your son/daughter in class as well as interview him/her for not more than an hour. To help me review the interview, I will audio tape the interview but I will not make this audio public. Please note that your daughter/son can withdraw from the study if he/she feels uncomfortable.

I have read and understood the intent and purpose of the study and (tick one) I agree ☐ or disagree ☐ that my son/daughter takes part in the study.

Signed---------------------------

Parent's name--- Date:--------------------

For further information contact me on: 0721 984 083

E-mail address: taoluoch@yahoo.com

APPENDIX I: CHILD ACCENT PROMPT SHEET

I,------------------------------------- accept to take part in the study by Teresa Akinyi Okoth of the University of South Africa. My parent/guardian has given permission for me to participate in a study and the researcher has also explained to me that the study involves establishing how the new integrated English curriculum is taught in my class.

During the study, I will need to be interviewed. This may be recorded if I consent to enable the researcher go back to it later. The researcher will also observe teaching of English lessons in my class. I shall be available for all activities of the study as well as freely give information to facilitate the study. I understand that while the information gained during the study may be published, I will not be identified anywhere in the study through my real names. The length of the study is four weeks.

My participation in this project is voluntary and I have been told that I can stop my participation at any time without penalty and loss of benefit to myself.

In case of any doubts or questions, I will, through my parents, contact the researcher on:

Phone number: +254 721 984 083   E-mail address: taoluoch@yahoo.com

Signed---------------------------------------
Date:---

APPENDIX J: Authority to Carry out Research

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

Telegrams:
Tel: 0208093829
Email: eldoreteastdistrict@gmail.com
Ref: No. ED/UG.E/E/43/203

DISTRICT EDUCATION OFFICE,
ELDORET EAST DISTRICT,
P. O. Box 273,
ELDORET.

DATE:11TH SEPTEMBER, 2013

TERESA AKINYI OKOTH
UNIVERSITY OF SOUTH AFRICA
STUDENT NUMBER 4805-962-5
SOUTH AFRICA

RE: AUTHORITY TO CARRY OUT RESEARCH

The above named student has been authorized to carry out research on

"*TEACHER COGNITION AND PREPAREDNESS IN IMPLEMENTING THE INTEGRATED ENGLISH CURRICULUM IN FORM III CLASSROOMS*".

Permission is hereby granted to carry out research in our district for a period starting from 2nd September 2013 to 31st January 2014.

DISTRICT EDUCATION OFFICER

KALENDA SIMIYU
DISTRICT EDUCATION OFFICER
ELDORET EAST DISTRICT

APPENDIX K: Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted

by

Okoth TA [48059625]

for a D Ed study entitled Teacher cognition and preparedness

in implementing the integrated English language

curriculum in Form III classrooms in Kenya has met the

ethical requirements as specified by the University of South Africa

College of Education Research Ethics Committee. This certificate is

valid for two years from the date of issue.

Prof CS le Roux 22 October 2013

CEDU REC (Chairperson)

lrouxcs@unisa.ac.za

Reference number: 2013 OCT/48059625/CSLR

MAP SHOWING ELDORET EAST IN THE LARGER UASIN GISHU COUNTY, KENYA