

**THE ANALYSIS OF THE EFFECT OF INTEGRATED ENGLISH ON THE
PERFORMANCE OF ENGLISH:**

A Case Study of Nembu Girls High School in Nairobi County

BY

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DECLARATION

I declare that *The Analysis of the Effect of Integrated English on the Performance of English:*

A Case Study of Nembu Girls High School in Nairobi County is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

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This Research Project has been submitted for Examination with the approval of the University Supervisor

Mr. Erick Omondi

Date

This Project has been approved by the Head of Department of Education

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Date

DEDICATION

To all the staff and students of Nembu Girls High School in Nairobi County.

ABSTRACT

This project is a case study, conducted within a paradigm of action research of the performance of English in Kenyan National Examination. Its aim is to investigate the effect of the integration of English language and literature on the performance of English.

The case study is placed in context through a consideration of educational change in performance of Nembu Girls High School. The case study is also contextualized at an international level through a survey of the theory and practice of an integrated approach to the teaching of English language and literature to ESOL students. A survey of the literature, mainly in the last twenty-seven years, reveals a growing interest in this approach. An attempt is then made to encapsulate this research in the form of giving the benefits of integrating English language and literature. The case study subsequently attempts to test the validity of these claims.

The case study is presented as a process involving statement of the problem, literature review, the research design and methodology, findings and evaluation of its efficacy by the researcher. In line with methodology of action, questionnaires are used to gather data. The analysis of this data is both quantitative and qualitative. In keeping with the philosophy of action research and current educational practice, an attempt was made to incorporate the act upon the insights of students and teachers.

The conclusion of the project is partly stated in terms of good performance: an attempt is made to assess the suitability of the integrated approach with regard to its fitness of and for purpose. It is concluded that a number of contextual factors, such as frequent use of kiswahili by students, lack of language awareness and occasionally updating of teachers teaching methodology. The

case study is also assessed in terms of its contribution to other research in the field, and the personal development of the researcher. The findings of the study are context specific for Nambu Girls High School: consequently, no claim is made that they are generalisable to all other context or schools.

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LIST OF ABBREVIATIONS

CLT - Communicative Language Teaching

EFL- English as a Foreign Language

ELT – English Language Teaching

ESL – English Second Language

ESOL – English for Speakers of Other Language

KAL- Knowledge About Language

KCSE – Kenya Certificate of Secondary Education

KIE – Kenya Institute of Education

KNE – Kenyan National Examinations

LA – Language Awareness

MIUC – Marist International University College

NGHS – Nembu Girls High School

NIE – New Integrated English

SLA – Second Language Acquisition

SPSS- Statistical Package for the Social Sciences

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents the background to the problem, the statement of the problem, objectives of the study, the research questions, and significance of the study, conceptual framework, scope and delimitation of the study.

1.1 Background to the problem

English is meant to help the students use language in various ways in order to make what is said more interesting, striking or even readily understood. This can be fulfilled through the facilitator (teacher) whose role is to help the learner acquire the language techniques and proper usage of it. In Kenya English is a service subject across the entire school curriculum. As a result of being the medium of instruction, English language is also the language of examinations. It is the official language in Kenya and, a language of regional communication, used in East African regional forums. Moreover, English is an international language. It is one of the leading languages for communication in international conferences and meetings. The Kenyan Education Commission (1964:279) under the chairmanship of Professor Ominde singled out English as a language of instruction and a compulsory subject in upper primary and secondary schools.

There is, of course, no denying that the knowledge of the English language is one of the most important tools available to some people. It is one of the international languages, a tool for international communication, cultural groups, various companies and organizations,

communities and friends, education, court, diplomacy, economic, politics, sports etc. Baker and Westrup (2003) state that, English is one of the main languages of national communication and business. It is also one of the most important international languages. It gives access to information, for example, in the areas of business, finance, science, medicine and technology. According to them, students who become fluent in English can have the opportunity to contribute to the development of their countries (p. 2). It is therefore important to improve the learners' competence in both its written and spoken form. A grasp of the basics of English language prepares a student for comprehension and communication in the outside world. The Kenya Certificate of Secondary Education (K.C.S.E) examination is expected to test whether the learners have reached the required standards or not.

In spite of the important role played by English language in Kenya, there have been persistent complaints about falling standards of both written and spoken English since the late 1950s. In 1985 substantial blame at secondary school level is put on the integrated approach to the teaching of English designed and implemented in schools (Okwara et al. K.I.E., 2002).

The study of English literature explores the many creative ways writers have used the English language in fiction, and it also gives learners the chance to explore major themes in literature that have inspired authors throughout the centuries. Baker and Westrup (2003:4) note that when students know the rules of grammar and enough words, they can then read and write well in English. This is very useful for academic work and for passing written examinations, but it is less useful if students need to use English in everyday life (p. 4). Learners may also be able to have proficiency in English, stimulus for language acquisition, interpretive abilities, language awareness, and critical judgment.

According to Okwara et al. (K.I.E., 2002), the integrated approach proposes the following as the objectives of ELT for secondary schools in Kenya: that at the end of the secondary school English course, the learner should be able to; listen attentively for comprehension and respond appropriately; use listening skills to infer and interpret meaning correctly from spoken discourse; listen and process information from a variety of sources; speak accurately, fluently, confidently and appropriately in a variety of contexts; use non-verbal cues effectively in speaking; read fluently and efficiently; appreciate the importance of reading for a variety of purposes; develop a life-long interest in reading a wide range of subjects; read and comprehend literary and non-literary materials; read and analyze literary and non-literary works from Kenya, East Africa, Africa and the rest of the world, and relate to the experiences in these works; appreciate and respect own as well as other people's culture; make an efficient use of a range of sources of information, including libraries, dictionaries, encyclopedias and the internet; use correct spelling, punctuation and paragraphs; use a variety of sentence structures and vocabulary; communicate appropriately in functional and creative writing; write neatly, legibly and effectively; correct grammatical and idiomatic forms of English; think creatively and critically; appreciate the special way literary writers use language; appreciate the universal human values contained in literary works (p.4). These objectives spell out the competencies required of learners at the end of secondary education. In other words, the objectives set out the required standards of English at the end of secondary education.

However, students' performances continued to be questionable. This has become a major challenge in education today that calls for attention, investigation and finding the possible solutions to the problem. This research project investigates the effect of integrated English on the performance of English language in Nembu Girls High School in Nairobi County.

1.2 Statement of the Problem

The Kenyan National Examination (KNE) is an academic examination held annually in Kenya. This examination is a prerequisite for entrance into almost all institutions of higher learning. It is usually taken by students in their last year of high school, although there has been no age restriction. According to Shyle (2010), the preparation of teachers and students is not easy for it is not a usual test they do everyday. It is made by the Department of Education where the test questions are extracted from the competencies in the grade. Private and public schools are involved in this test and aimed to get high marks.

Students' poor performance in English composition paper 1 was a great concern to teachers and the Ministry of Education in Kenya. In 1985 curriculum developers in conjunction with the ministry of education decided to come up with the integration of English and Literature to help students discover their competence and abilities to explore English in both spoken and written forms. This has been put into practice since 1985 of which some research have been carried out to evaluate the merging of these two disciplines. Nevertheless, these researches were not enough to conclude the excellence of the process. For example, Ngesa (2010) studied the effectiveness of the New Integrated English Curriculum in the Achievement of National Unity. The study emphasized more on the achievement of unity. He did not look into the effectiveness of the integrated English on performance. However, there are challenges still facing this integration since students' performances are not yet maximized. This has become a major challenge that calls for attention, investigation and finding the possible solutions to the problem. The study therefore proposes to find out the effect of integrated English on the performance of English language in Nembu Girls High School in Nairobi County.

1.3 Objectives of the study

The proposed study will have both general and specific objectives as indicated below:

1.3.1 General Objective

The general objective of the study is to investigate the effect of integrated English on the performance of English language in Nembu Girls High School in Nairobi county.

1.3.2 Specific Objectives

The study intends:

- a) To determine the effect of Proficiency in English on the performance of English language in Nembu Girls High School in Nairobi county.
- b) To assess stimulus for language acquisition on the performance of English language in Nembu Girls High School in Nairobi county.
- c) To examine the effect of interpretive abilities on the performance of English language in Nembu Girls High School in Nairobi county.
- d) To determine the effect of language awareness on the performance of English Language in Nembu Girls High School in Nairobi county.
- e) To investigate the effect of critical judgment on the performance of English language in Nembu Girls High School in Nairobi county.

1.4 Research Questions

The proposed study will answer the following questions:

- a) What is the effect of Proficiency in English on the performance of English language in secondary schools in Nairobi county?
- b) What is the effect of Stimulus for language acquisition on the performance of English language in secondary schools in Nairobi county?
- c) To what extent do interpretive abilities affect the performance of English language in secondary schools in Nairobi county?
- d) What is the effect of language awareness on the performance of English language in secondary schools in Nairobi county?
- e) How does critical judgment affect the performance of English language in secondary schools in Nairobi county?

1.5 Significance of the Study

It is expected that the study will benefit a number of people and institutions in a number of ways. For example, the administration of the school of study will benefit most from this research as they will realize the challenges weighing down their students' performance on English on the national level. Teachers of this school will definitely work hard on the challenges posed by the research and employ different methodologies to improve the motivation and achievement of their students performance. The findings will be helpful to them in facilitating this process.

Students of this school who are the active participants and experimenters of this research will be able upgrade their performances since the challenges will be known. The findings will also be used to open their horizons whether to appreciate English language or not.

The research will be of benefit to other secondary schools as well since the national examinations are for all secondary schools. This will improve their performance as they realize the challenges facing students of English. The findings will then be helpful to raised academic performance of learners in examinations.

The findings will be useful to curriculum developers to be able to know whether objectives are achieved or not. This will enhance new approach and also new insight on measures to be taken. The findings will help the Ministry of Education to find new policies that will enhance teaching of English language. Other researchers can use study for literature review or they may decide to research on the gaps study may fail to address as the findings and recommendation will be made available.

1.6 Conceptual Framework

Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance (Chomsky 1965: 3).

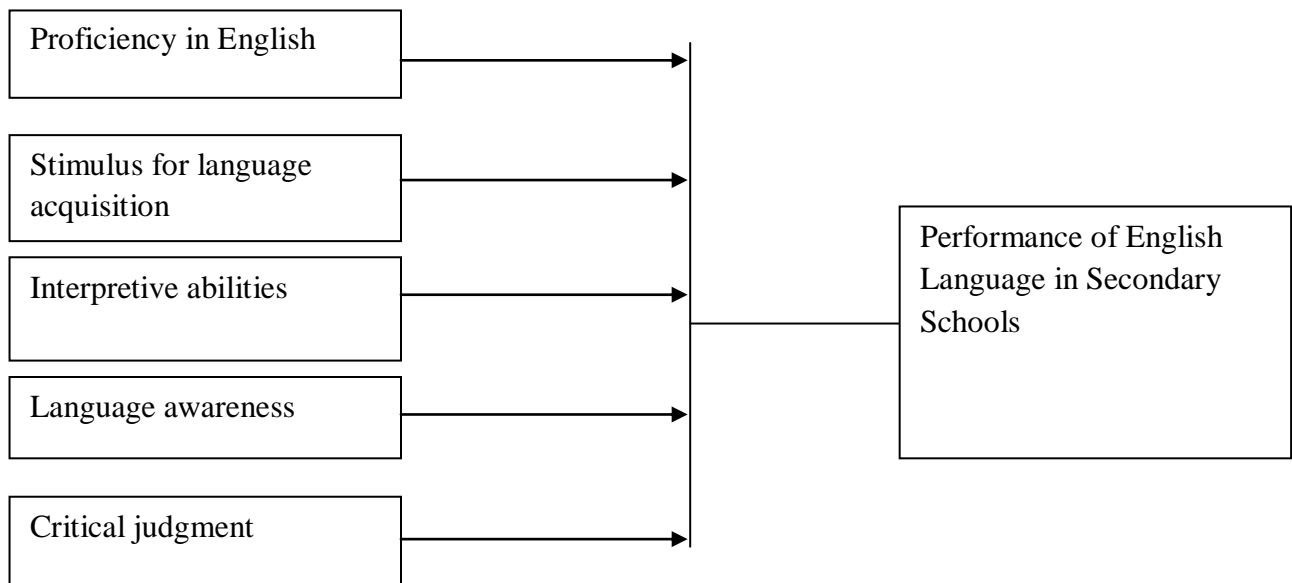
Communication theory is a field of information and mathematics that studies the technical process of information and the human process of human communication. According to

communication theorist Robert T. Craig in his essay 'Communication Theory as a Field' (1999), "*despite the ancient roots and growing profusion of theories about communication,*" there is not a field of study that can be identified as 'communication theory'

Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is “communicative competence,” a term introduced into discussions of language use and second or foreign language learning in the early 1970s (Habermas 1970; Hymes 1971; Jakobovits 1970; Savignon 1971). Competence is defined in terms of the *expression, interpretation, and negotiation* of meaning and looks at both psycholinguistic and sociocultural perspectives in second language acquisition (SLA) research to account for its development (Savignon 1972, 1997). This research used communicative theory because of its efficiency, proficiency and competence in the target language.

Independent Variables

Dependent Variable



1.6.1. Proficiency in English

Proficiency entails the skillfulness in the command of fundamentals deriving from practice and familiarity. There is need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. Therefore students need these skills in order to deliver well in English.

1.6.2 Stimulus for Language Acquisition

Students need stimulus in order to obtain language acquisition. The role of the teacher is to provide them with materials which are cultivating in order to boost their morale in English language as well as their performance. Literature been one of the interesting work will contribute vigorously in achieving this aim.

1.6.3 Interpretive Abilities

The students should be able to interpret any work of art correctly without difficulties. The facilitator's role is to help student achieve this. By doing so they will be able to interpret effectively and this will enhance their performance.

1.6.4 Language Awareness

It is important for students to understand the language used in a text and creatively manipulate it to pass the information to the society. Teachers are the facilitators of this process. The students been aware of the language they can use it to write effectively in their examinations essays. This probably will enhance the excellence performance.

1.6.5 Critical Judgment

This entails how critical students will be able to judge the work of art using the appropriate knowledge acquired from different literary authors. Literature serves as the best way to achieve this aim. Teachers are required to present valuable materials to students to enable them assess and judge currently. This critical judgment will help students to know style used by the authors and incorporate it to their creative writings during and after exams.

1.7 Limitations of the Study

Uncooperative respondents: Some of the respondents were reluctant to cooperate in giving information about the research. The respondents were not willing to divulge information for fear of public consumption and criticism of other students from different schools. The researcher assured them that the research will be of help to boost their academic performance.

Issues of confidentiality: The respondents were unwilling to divulge information about the topic under research for fear of victimization from the management. The researcher assured them that the study is purely for academic purposes. A letter of introduction from the university was shown to them introducing the researcher as a student who is carrying out a study.

1.8 Scope of the Study

The study is limited to Nembu Girls High school in Nairobi County because of the researcher's interest in its performance. The school is situated outside the Nairobi city (Dagoretti) and it has been their zeal to better in examinations. It will be of great importance for the researcher to collect data from learners, teachers and administration of this school. Therefore the participants in the research will be form three and four students because they have gone through this process

unlike form one and two students who are just coming into the system. The population of the students numbered 224 and the teachers were 4. The researcher selected 56 students and 4 teachers in each group as the sample to represent the school population.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0. Introduction

This chapter highlights studies, report and materials related to the topic under study. It enumerates various works that the researcher consulted to enhance the analysis and synthesis of the problem under study.

2.1. The relationship Between Language and Literature

Carter and Long (1991) suggest that the integration and language studies can do ‘as much for the language development of the student as for the development of capacities for literary understanding and appreciation’ (P.101). McRae (1991) echoes this view, with particular reference to tertiary studies. He argues that language learning and literary study are ‘interdependent and, in a specialist context, should be seen as complementary at all stages in the educational process’ (P.120). The methodology of such an approach, he insists, ‘is wholly applicable to the context of academic English, or for a teacher-training qualification.’ In similar vein, Stern (1991) advocates an approach ‘which integrates literature study with mastery of the language (vocabulary and grammar), with further development of the language skills (reading, writing, listening and speaking),’ suggesting ‘that study of a single literary work can combine all the language skills with one another... and with increased literary understanding and appreciation.’ She argues that activities ‘focusing on each area can build upon and complement one another, contextualizing all aspects of language learning’ (P.330).

2.2. Literature in the Language Classroom

Many publications in the 1960s and 1970s attest to the complete separation of language and literature teaching. Topping (1968) rejects the use of literature in the second language classroom on the grounds that it does not improve language proficiency, does not provide students with cultural exposure and is not wanted by them anyway. Arthur (1968) mentions the reluctance of language teachers to include literature in the syllabus, while Allen (1976) notes the deep division between linguistic and literature.

Such attitudes are succinctly and forcefully summed up by Blatchford (1972) who rejects the study of English Literature as ‘a luxury that can not be indulged’, an ‘expensive gew- gaw’. It is far more important, he insists, that students be given any opportunity to develop communication skills. Blatchford does qualify these sweeping statements with an acknowledgement that they might not hold true in all situations, such as where English is taught as a second, rather than foreign, language. His stance, nevertheless, seems to have been representative of a pervasive attitude among writers and practitioners in the field thirty to forty years ago that literature and literary studies were irrelevant to the teaching of English as a second or foreign language. Their position was, ironically enough, as Durant (1993) suggests, in part a reaction against the earlier view that regarded the study of literature as the principal justification for learning a language.

Stevens (1977), describing the current British ELT practice, makes this clear when he argues that ‘over the past twenty-five years the strength of this justification has evaporated; nowadays a much stronger justification for learning English is provided by the evident usefulness of having a practical, communicative command of the language’ (P. 60). In spite of general tendency, there were also, even then, voices claiming a place for literature in the language classroom. Holland

(1973), referring especially the teaching of English as a second language in South Africa, argues for the inclusion of literature on psychological and linguistics grounds. Marckwardt (1978) argues that there is a 'justifiable and profitable place for literature' in ESL' adding that 'the place and the purpose of literary component within the English curriculum will differ with the place and the purpose of teaching English' (P. 19). Povey (1980) is also an advocate, although he argues that literature should be taught for its own sake, with its use as a resource for language exercises and cultural knowledge a by-product only.

Whether or not literature has a place in ESOL has remained a contentious issue, however, Edmondson (1997), for example, expresses skepticism at the claims made for literature in developing language competence. His argument is, however, not against the inclusion of literature in language courses per se, but rather against the belief that is an essential component. Even in more recent years, the third period in Durant's (1993) outline, nearly all writers advocating the use of literature have prefaced their discussion with an acknowledgement of the widely held belief that literature does not have a place in language pedagogy. They then implicitly defend themselves against anticipated objections by pointing to current changes in thinking (for example, Povey 1980; Tomlinson 1986; Sage 1987; Gajdusek 1988). As recently as 2000, Bates (2000) feels it necessary to argue that poetry is not as often supposed, completely removed from learning or teaching a language:

In fact, poetry can handle all kinds of experience connected with EFL and irradiate the experience, providing thought or comic relief, making the experience more real, and perhaps making the language learning more creative (p.14).

In the same year, Belcher and Hirvela (2000), writing specifically of the inclusion of literature in English second language courses, show that this is still a matter of fierce debate. Maley (2001) confirms that the divide was still evident in the following year, especially at college and university level (P. 180).

ESOL practitioners have, nevertheless shown an increased interest in literature in the last thirty years. Numerous writers have, at different times, heralded the 'comeback' of literature. Widdowson (1983), Hill (1986), Maley (1989), McRae (1991), Carter and Long (1991), Falvey and Kennedy (1997), Prodromou (2001) and Paran (2006), to name only few in the last three decades, have all pointed to a renewed interest in using literature in the language classroom.

Brumfit and Benton (1993) offer a world perspective on the phenomenon, including in their survey countries as diverse as Sweden and Kenya. That reservations have continued to be felt is evident from the fact that each writer has apparently felt the need to proclaim the 'comeback' anew. Maley (1989), however, points out that developments within ESOL since the 1960s and 1970s have made it more receptive to what literature has to offer. Innovative techniques developed within the communicative movement were suitable for use with literary texts (P.59).

Literature was also a perfect vehicle for developing the personal response in language learning considered so important in the humanistic movement. It was also recognized that the aim of incorporating literature into language teaching was not to produce literary critics: rather literature was seen as resource for language teaching. Thus he includes: 'literature is back – but wearing different clothes'. The point is reiterated in Duff and Maley (1990) where the authors provide concrete suggestions for putting the new approach to literature into practice (P. 3). Literature teaching in ESOL context was certainly sufficiently different for McRae (1991) to feel the need

to provide a glossary and discussion of all the new ‘buzzwords’ to assist teachers who wanted to investigate this new area.

2.3. Language and Literary Studies

My review so far has focused on integration from the perspective of the language classroom. But, in Maley’s (1989) words, literature has also acquired ‘different clothes’, the appearance of which has been determined by developments within the field of literary studies and pedagogy (P.59). There has been an increased awareness of the reader as an active participant in the construction of meaning from literary texts; stylistics, with its focus on the language of literary texts, has had an effect on language teaching; and the notion of ‘literature’ has been expanded beyond the traditional literary canon. These developments have, in different ways affected how teachers of literature view language learning. The new approaches make literature potentially more accessible to language learners, while at the same time raising awareness of language issues among literature teachers. The benefits of combining language and literature can therefore be seen from a literary perspective as well.

For literature teachers, the initiative for integration with language has also had a more pragmatic basis. Durant (1993) model of three phases was conceived from the point of view of the language teacher, but it is equally valid from the perspective of the development of literary studies. Traditionally, as in the first phase, the study of literature was seen as an end in itself; this position has, however, become increasingly difficult to justify. Bayley’s (1994) account of the declining position of literature in the teaching of foreign European languages at British Universities. One of the reactions to this ‘crisis’, she claims, has been to emphasize the practical

benefits of literary study for language acquisition, a claim that finds reassuring echo in the arguments put forward by language teachers.

Bayley (1994) also cites the broadening of the scope of literature as another strategy employed by foreign language teachers to ensure the continuation of their discipline. One again there is clear parallels in the teaching of English literature. The effect, whether intended or not, is to make literature more appealing, and more accessible to a non – specialist ESOL audience, even one whose purpose in teaching or learning a language is avoidly utilitarian.

The acknowledgement by both language and literature teachers that their disciplines can complement rather than oppose each other leads naturally to the idea of integration, and educational benefits to be gained from it. In the following section the possibilities and advantages of integration are examined in more detail.

In 1985 Curriculum developers in conjunction with the ministry of education in Kenya decided to come up with the integration of English and Literature to help students discover their competence and abilities to explore English in both spoken and written forms. According to (Okwara et al. K.I.E., 2002) the integrated approach, the following are pursued as the objectives of ELT for secondary schools in Kenya'. At the end of the secondary school English course, the learner should be able to; listen attentively for comprehension and respond appropriately; use listening skills to infer and interpret meaning correctly from spoken discourse; listen and process information from a variety of sources; speak accurately, fluently, confidently and appropriately in a variety of contexts; use non-verbal cues effectively in speaking; read fluently and efficiently; appreciate the importance of reading for a variety of purposes; develop a life-long interest in reading a wide range of subjects; read and comprehend literary and non-literary materials; read

and analyze literary and non-literary works from Kenya, East Africa, Africa and the rest of the world, and relate to the experiences in these works; appreciate and respect own as well as other people's culture; make an efficient use of a range of sources of information, including libraries, dictionaries, encyclopedias and the internet; use correct spelling, punctuation and paragraphs; use a variety of sentence structures and vocabulary; communicate appropriately in functional and creative writing; write neatly, legibly and effectively; correct grammatical and idiomatic forms of English; think creatively and critically; appreciate the special way literary writers use language; appreciate the universal human values contained in literary works (Okwara et al. K.I.E., 2002).

2.4. Integrating Language and Literature

'Language' learning is understood by writers advocating this approach in a number of ways: for some it is the mastery and application of the structures and forms of a pedagogical grammar and the acquisition of vocabulary: for others it is the development of communicative competence: still others are concerned with a more reflective knowledge about language or language awareness. Some approaches will encompass all these elements of language learning: others will concentrate on one or some of them.

Literature provides a resource or authentic context for the teaching of grammar and vocabulary. An early proponent was Povey (1967), who claims that the study of literature can extend the student's knowledge of vocabulary and syntax (P.42). Sowden (1987) suggests that literature can be used in the teaching of language 'by the linguistic manipulation of literary texts chosen for their real literary worth, but with an eye to their suitability for such manipulation' (P.28). He goes on to list examples of manipulation exercises that include doze, vocabulary recognition and

development, grammar reinforcement and extension, sentence building and pronunciation practice. These, he claims, ‘will challenge the student, ensuring he gets completely involved in the language and style of the text, so increasing his familiarity with the language and improving the facility and accuracy with which he uses it’ (P.32).

Similar claims can be linked to the renewed interest in the teaching of grammar within a broadly communicative approach. What distinguishes this from the older? A Pre-CLT method is the importance of an authentic and meaningful context (Carter 1990: Kilfoil & Van der Walt 1997:99: Carter *eta...* 2000). Thus Helfrich (1993) uses fables as resources to illustrate and practice basic language structures. Karant (1994) argues that while ‘students may have problems remembering unrelated sentences, they tend to remember stories’: similarly Deacon and Murphy (2001) present stories as a context for learning new vocabulary and language forms, engaging ‘our narrative minds in the service of language learning in the classroom’(P.23).

Dodson (2000) makes similar claims for the benefits of using drama in the language classroom. Most of these writers also promote the idea of creating literary texts as a means of practicing the grammatical structures. This approach is exploited to great effect by Spiro (2000) and Holmes and Moulton (2001), both of whom use simple poetry as a way of teaching and practicing grammatical forms.

Literature provides motivation for language learning. This is because of its appeal to the learners’ imagination and emotions. Most kinds of text can be used to provide context for language teaching: the unique suitability of literary texts is, however, implied in above Statement. Teaching language through literature has affectual as well as purely linguistic benefits (Spencer 1979: Collie & Porter Ladousse 1991): through its appeal to the imagination it can

motivate and stimulate learners (Tomlinson 1985: Elliott 1990: Holten 1997: Tagum 1998; Kaplan 2000: Smart 2005) and so act as an aid to language acquisition (Bouman 1983: Tomlinson 1986).

The themes and plots of literary works provide stimuli for meaningful debates, discussions and other language tasks which develop the learners' linguistic and communicative competence. For some writers 'language' is seen primarily as the development of communicative skills, rather than the knowledge of forms and functions emphasized above. Here again, the role that literature has to play has received considerable attention, as suggested above. The literary text is both a resource and a point of departure for various activities designed to promote communication in the classroom. Thus Collie and Slater (1987) describe their overall aim in integrating language and literature as 'to let the student derive the benefits of communicative and other activities for language improvement within the context of suitable works of literature' (p.10).

Tomlinson (1986) suggests that poetry 'can break down the barriers and involve learners in thinking, feeling and interacting in ways which are conducive to language acquisition' (p.41). Numerous course books adopt this approach, often in the form of extension activities following on from others that involve textual analysis (for example. Maley & Duff 1989; Whiteson 1996). Fonseca (2006) uses literature as a springboard for creative writing and Kim (2004) argues that 'literature discussions' can promote language development.

Literature provides learners with authentic models for the norms of language use. This statement has its roots in the communicative approach to language teaching and once again the literary text is viewed primarily as a resource through which the goal of communicative

competence can be achieved. Tomlinson (1985) refers to the 'rich exposure to authentic English' that literary texts provide (p.9). Similarly Whiteson and Horovitz (1998) refer to 'real language, such as that found in literature'. The statement needs to be treated with some caution, however, insofar as a literary text is one of many kinds of authentic text, the mastery of which is necessary for the competent user of the language. The statement is not controversial, except in terms of the degree of importance attached to it in overall language competence (Blatchford 1972:6).

It is in this sense that Widdowson (1973, 1974) sees literature as a communicative act, one among many others. A more debatable claim is that the literary text, with its fictional characters and situations, can provide learners with a vicarious experience of how real people use language in everyday life. Whiteson and Horovitz (1998) argue that drama; with its natural-sounding conversation can provide a model for spoken English, a view shared by McRae (1987), Amy (2000) and Robinson (2005). However, an objection frequently raised against the argument that literature represents language norms is that literary language is, by its very nature, deviant. Even the 'realistic' dialogue in drama and novels is an idealization of real conversation.

Topping (1968) complains that literature often violates grammatical norms and he consequently rejects the idea that literature could be used to improve language skills. In this sense, it could be argued that literature is an extremely poor and misleading model for the inexperienced language learner (p.98). More recent years have seen a change in thinking, however, Watts (1981) describes how, in a project involving Ghanaian students, their use of grammar actually improved as a result of exposure to poetry (p.446).

Lazar (1990) argues that the way in which poetry typically subverts the norms of language use can, in fact, be used to develop students' language awareness. Parkinson (1990), while also acknowledging the problems that linguistic deviance in poetry presents for the non-native student, argues that they can be overcome. Boggs (1997) goes further by arguing that the very creativity of literary texts is a sign of authenticity, in contrast to the bland 'correctness' of specially written ESL textbooks:

The literary text is refreshingly different. Any observer of language will see how idiosyncratic and creative people can be in their individual use of language, whether in casual conversation or in texts in magazines: words frequently take on meaning unique to that particular text or context of use. In their creativity and their apparent breaking of linguistic rules literary texts reflect the norms of language and it is in their strict observance of the apparent rules that ESL texts are false. Literary texts reflect the norms of language it is the ESL texts which are deviant (p. 64).

Literature assists learners in developing their overall language awareness and knowledge about language. Another understanding of 'language' is that of Language Awareness (LA) or Knowledge About Language (KAL). For many writers the integration of language and literature and consequent blurring of the traditional distinctions between the two provides a perfect opportunity for raising awareness of the nature of language itself. Hanauer (2001) suggests that poetry can be used in the second-language classroom to focus attention on formal language structures, 'a task that can enhance linguistic and cultural knowledge of the target language' (p.320). Wales (1990) sees stylistics as a discipline that combines language and literature, as

simultaneously offering a 'way in' to literature study and an opportunity to sharpen language awareness (p.97). Similar claims are made in Carter and Burton (1982), Carter and McCarthy (1995). Heath (1996), Chan (1999) and Lima (2005). McCarthy and Carter (1994), in their treatment of literature as a form of discourse, further argue that the language awareness that students develop as a result of this approach assists in the process of language acquisition.

The study of literature helps develop the learners' interpretive and analytical skills (for example, skills of inference) which can be applied to other language-related activities. Some writers see the benefits of literary study for language learning from a pedagogical perspective. Its use derives from the process of literary study and analysis, rather than from the linguistic resources contained in the text itself. Widdowson (1983) argues that, because literature does not usually conform to conventional language schemata, the procedures that the learner has to use to make sense of literary discourse are more obvious: this, as Statement puts it, 'helps develop the learners' interpretative and analytical skills which can be applied to other language-related activities' (p.31). Martin (2000) takes up the argument with regard to poetry in particular. Poetry, she argues, develops the students' abilities rather than providing them with knowledge. The process is also motivating: 'the confidence gained in one's own problem-solving strategies is probably at least as important as the results of interpretations themselves' (p.11).

Literature represents language 'at its best' and thus provides an ideal model for language learning. The arguments summarized in here hark back to the pre-integrationist approaches to literature found in Durant's (1993) first or 'traditional' phase, where literature was given a privileged status. But whereas previously the idea of literature as 'language at its best' meant that literary study was the ultimate goal of language learning. Later writers reverse the process and

use the claim as justification for using literary texts to facilitate the language learning itself. Povey (1979), while concerned with the ‘theoretical and practical complications’ resulting from the introduction of literature into the ESL classroom... acknowledges that literature ‘provides examples of the language employed at its most effective, subtle, and suggestive’(p.162).

The ‘best language’ is, in fact, the only theoretical justification given by Whiteson (1996) for including literature in the language classroom. Even Bassnett and Grundy (1993), while insisting on the links between literary and ‘everyday’ language, describe literature as ‘a high point of language usage (which) marks the greatest skills a language user can demonstrate’. They conclude: ‘Anyone who wants to acquire a profound knowledge of a language that goes beyond the utilitarian will read literary texts in that language’ (p.7).

Literature provides learners with insights into the norms and cultural values embodied in the language. Not only can literature provide insight into linguistic norms: it can also help students understand the cultural norms and values embedded in the language. This is the claim of this statement. For some writers, such as Stern (1991), the link between culture and language seems to be obvious and intimate, and literature is seen as the ideal vehicle for explaining it to learners (p.330). Hirvela (1988/89), however, warns against what he regards as a ‘misuse of literary texts’: the imposition, intentional or unconscious, of a culture on learners. Such warnings are a salutary reminder, especially in view of the on-going debates surrounding literary studies in South Africa. It should nevertheless, be remembered that, in the case of English (p.41).

There is not a one-to-one relationship between language and culture. As an international language, it has adapted to, and been adapted by, a number of cultures in addition to the British

and American mentioned by Stern (1991), a reality evident in the wide range of literary texts written in English. Careful selection of texts for study could therefore enhance the students' awareness of the plurality of 'English' culture, rather than impose a world view on them (p.330). This is clearly the view of Robinson (2005), who urges for the use of African Caribbean literature, especially (but not only) for students from that background.

The study of literature educates the 'whole person' in a way that more functional approaches to language teaching do not. Arguments of this kind can be seen as part of the historical reaction against the functional approach that characterized Durant's (1993) second phase: implicit in them is the assumption of Statement already made, that language learning involves more than just acquiring specific intellectual skills. Adamson *et al.* (1999) seem to have this in mind when they make a case for connecting EFL and poetry:

Poetry has a sense of permanence and performance not afforded to a letter, Memo or other communicative classroom exercise. It also gives permission to intimate feelings which don't necessarily have a place elsewhere in the language classroom. For these reasons, language learners have much to offer poetry, and poetry has much to offer them (p.112).

French (1979), writing of ESL in South Africa arrives at a similar conclusion in answering his own rhetorical question. 'Why teach English poetry in an ESL course?' – English, he suggests, should not simply be taught for technical purposes: learners gain insight into humanity via poetry, as well as gaining a sense of ownership of the language. Interestingly, Walton (1971), commenting from the perspective of a West African university, also rejects a utilitarian bias in

ESL teaching: on these grounds he argues for the integration of language and literature. Similar sentiments are expressed by Adeyanju (1978). Tate (1993), McCarthy (1998) and Deacon and Murphy (2001). The special value of literature is also suggested in McRae's (1991: 1-7) distinction between referential and representational texts. The latter including literature in his extended definition of the term (literature with a small 'l'). Referential language 'communicates on only one level, usually in terms of information being sought or given, or of a social situation being handled'; representational language on the other hand, 'opens up, calls upon, stimulates and uses areas of the mind, from imagination to emotion, from pleasure to pain, which referential language does not reach' (p.3).

Comparing literary and 'non-literary' texts allows the learners to move from the known to the unknown: in this way literature is made more accessible to them. A widely used technique employed to facilitate students' access to the relatively unfamiliar world of literature as described above. As McCarthy and Carter (1994) put it, 'appreciation of literary functions of language may not, paradoxically always be best stimulated by an exclusive focus on literary texts' (p. 149).

The comparison of 'literary' and 'non-literary' texts may, in fact, be used to both accentuate and diminish the differences between literary and other types of writing in English. Either way, the effect of the approach can be to enrich the learners' understanding of the many uses of the language or, as Widdowson (1973) demonstrates, give them a greater awareness of the communicative resources of the language. On the one hand, by using the idea of the 'cline of literariness' posited by Carter and Long (1991), the teacher is able to demonstrate that the language of literature is not as alien as it might at first glance seem: for example, comparison of

a poem with 'non-literary' texts such as advertisements and travel brochures (which are, presumably, closer to students' 'everyday' experience of language use) would reveal similar creative manipulation of language. Students would consequently be led to see these literary techniques in a wider context, not just as the jargon of a decontextualized and alienating classroom discourse. On the other hand, comparison of texts can also highlight the variety of styles and registers available in English, and the contexts in which they can be appropriately used. As was the case in the approaches that emphasized the broadening of the canon of literature, the effect here is to take literature down from its pedestal in a sense to democratize it. Literature, in other words, can be seen as one of the many discourses available in the English language, not a privileged form, as more traditional approaches to literary study tend to imply (p. 107).

Widdowson (1973) provides a succinct statement of the benefits of a comparative approach. (Interestingly, he is writing in the context of teaching English in 'African' schools in South Africa.) He emphasizes the need to be explicit in presenting literature to learners:

You have to be able to give them something definite to start with so that this comparative procedure enables them to see what it is in the literary passage that is unique in relation to conventional passages, and at the same time you are teaching them how language is used conventionally for other forms of description (p.32).

The way in which the comparison of texts is made varies. In exercises in a unit in Carter and Long (1987), the authors present readers with a series of texts similar in content but different in

genre (both literary and non-literary genres) and lead them through a process of contrastive textual analysis. They state their aims in the introduction to the unit as follows:

In this unit we shall be examining some features of language which literary and non-literary texts share. Our aim is to help you to appreciate what makes some texts literature and understand how language is used to create certain effects in non-literary contexts (p.94).

Similar descriptions of, or practical exercises in, contrastive analysis are found in McRae and Boardman (1984), Cook (1990), Carter and Long (1991), McCarthy and Carter (1994), Knight (1997), Norman (1998) and Montgomery *et al.* (2000).

A more interactive, student-centered approach is found in the technique of ‘guided rewriting’ (Carter & Long 1987,) in which learners develop their sensitivity to the appropriate use of language through creating texts, using other texts as resources. Cook (1998), however, warns against what he sees as the danger of literary texts being devalued when rewritten as non-literary texts. A variation on the technique is found in Nash (1986) who suggests that the literary features of a text can be highlighted through the use of paraphrase.

Literary and non-literary texts are also presented in conjunction with each other in Lucas and Kenny (1989): here, however, the focus is firmly on the short story which lies at the centre of each unit: the non-literary texts are provided ‘to help students’ gain fuller understanding of the cultural or geographical background’ (1989).

Linking the study of literary texts to creative language activities (such as rewriting endings to stories, role playing, rewriting a narrative from a different point of view or in a different genre) makes the text more accessible to the learners and removes some of the intimidating mystique that often surrounds literature. This suggests a broadening out of the guided writing technique discussed earlier.

Pope (1994) advocates the reader's creative 'intervention' in existing texts as a way of identifying and understanding the linguistic options available. He explains: 'the best way to understand how a text works, I argue, is to change it: to play around with it, to intervene in it in some way (large or small), and then try to account for the exact effect of what you have done'. The literary text, in other words, is not to be regarded as sacrosanct: students should be encouraged to experience the writing process 'from the inside' by casting themselves in the role of the writer, rather than simply being passive consumers of the text. In this way they are also practicing their writing and critical skills (p. 1). Similarly, Salasar (1992) suggests that student's best 'learn to do something by doing it'. Among the activities he mentions are abridging and performing a play, transforming a short story into a play, writing and providing justification for a different ending to a short story. Drawing on his own experiences in the classroom, he concludes:

In the beginning the students envisaged this approach as easy entertainment; they felt as if they were dabbling at literature. But as time went by they managed to get a firm grasp on the process of literary creation, and this made them love literature (pp.31-32).

The approach may, in fact, be applied in a myriad of ways, as a survey of the literature reveals. The following examples suggest the range. Tomscha (1987) recommends the teacher re-writing a poem in the learners' native language: students then translate it back into English and compare their translation with the original (p.17). Ambatchew (1997) suggests that literature can be demystified through students attempting to write their own poems. Lima (1999) lists post-reading activities that include writing the unwritten parts of a text, expansion and/or reduction of the original, as well changing the point of view and genre.

Wales (1990) sees rewriting as a creative way to promote engagement with the text and discussion about style. Other language-based activities can also deepen the students' understanding of the literary text. Whiteson (1996), for example, mentions, among other activities, critical or descriptive writing about the text, group discussion, prediction, role play and dramatization.

Applying basic ESL/EFL techniques (such as close, multiple choice and jigsaw reading) to the study of literature develops language skills and promotes engagement with the text. The idea that engagement with the text can lead to greater understanding of it, in fact, provides justification for linking a wide range of language activities to the literary text. Language exercises of the kind typically found in ESOL methodology can, in addition to their primary aim of developing language skills, be used to encourage close, careful reading of the language of the text. Skills developed in this way may later be put to good use in a stylistic approach to literary study (Carter 1986: Lazar 1993:28).

The literature contains many examples of how this principle can be translated into practice. Carter and Long (1987), for example, include language exercises that involve summarizing, sentence completion, ranking, reading and listening, gap filling, mind-mapping, unscrambling stanzas and sentences and completing charts. Lazar (1993) makes use of similar language-based techniques with the aim of providing ‘students with the tools they need to interpret a text and to make competent critical judgements of it’ (p.27): these are also found in Carter and Long (1991). Bassnett and Grundy (1993) (although the authors’ focus here is on using literature as a resource for language teaching’). Wales (1990) and Tomscha (1987).

Isaac (2002) further reports on research in which ESL learners in Australia believed that close procedure applied to literary texts enhanced their LA. In particular, they believed that it contributed to their acquisition of vocabulary, the development of their interpretative skills and their confidence in forming and expressing opinions. A dissenting voice is, however, found in MacKay (1992), who questions the application of close, multiple-choice or replacement exercises to literary texts as a way of developing literary awareness.

Learners cannot develop literary competence without an adequate competence in language. Integration of language and literature helps compensate for any inadequacies in the learners’ linguistic competence. Traditional teaching of literature often tends to assume an intuitive literary competence on the part of the student and to believe that skills in literary analysis can be acquired by a process of osmosis. This is the view of Birch (1989), who claims that critical practices ‘are rarely taught in any coherent disciplined way: they are often wrongly assumed to be already a part of a student’s critical capabilities’ (p.3). Carusi (1998) puts the matter even more starkly when she describes literary studies as a discipline ‘where the “rules of the game”

tend to remain unarticulated, where, that is, the discursive practice is not made explicit or displayed as such', rather tending to be mystified (p.32).

Brumfit and Carter (1986) ask rhetorically whether literature is 'caught or taught' and suggest that traditional practice assumes the first option. They, however, advocate an approach in which teachers are as clear as possible about the principles on which they operate. Literary competence, in other words, needs to be taught. An integrated approach, however, avoids tacit assumptions about literary competence. Treating literature as a form of discourse and literary competence as one of many communicative competences has the effect, as previously stated, of making literary study appear less intimidating. A focus on language can make the process of analysis explicit and transparent (pp.22-24).

For the ESOL student, however, the process of developing literary competence cannot even begin before there is an adequate linguistic base. Brumfit and Carter (1986) see a minimum language competence as the first stage in the development of literary competence (p.29). In Chapter 1, Saunders (1991), speaking in the context of English studies in South Africa, was quoted as insisting that until 'language mastery is achieved, the teaching of literature should occupy a secondary place'. It has been this realization that, as has been shown, has prompted many of the changes in the curricula in departments of English throughout the country (p.3). In the same year, McRae (1991), writing from a British perspective, made the same point with even greater force, referring to the 'comeback' of literature in language teaching, he points out that, in Britain, literature 'has never actually been away'. But then he goes on to contrast this with the ESOL situation elsewhere:

Institutions abroad, however, have always found some difficulty in maintaining the balancing act between non-native speakers' language-learning development and the inevitably more "advanced" literary register of set texts, literary history, and criticism. This led, in an astonishingly high number of countries, to the absurdity of students struggling to read *Beowulf* and Chaucer while still trying to master the difference between present perfect and the simple past tense (p.432).

In one of McRae's earlier publications, this discrepancy had already been alluded to: in McRae and Boardman (1984), fluency practice is presented as an essential complement to the development of literary competence. The authors make this clear in their introduction to the accompanying *Teachers book* (McRae & Boardman 1984). They state that, although the course book allows a teacher to choose either a language or a literature focus, its sub-title draws attention to the fact that the activities presented in it are integrated. They emphasize: 'The language-literature aims are, we repeat, complementary, the book has been organized to make them so, and you cannot achieve one without achieving the other' (p.8). A dissenting voice should, however, be noted with regard to above statement.

Povey (1967), drawing both on his personal experience of teaching English literature in Africa and on reported evidence in similar situations, acknowledges that 'students are being required to study English "classics" without the least attempt being paid to the inadequate language skills they bring to such a study'(p.40). However, he goes on to suggest that the language barrier for ESL students has been over-emphasized as a result of the assumption that successful reading requires total comprehension. He argues instead that 'there can be a general comprehension even when there has not been a precise understanding of a certain syntactic structure' (p.43).

The real barrier to understanding, he suggests, lies in the cultural differences between the reader and the writer of the text. It should, however, also be noted that Povey's paper appeared nearly forty-five years ago. For him, as probably for many of his contemporaries, there was a straightforward link between the canonical literature that he taught and the mainstream American culture that it represented. Contemporary literary theories as well as perceptions of English as a global language would render this a naïvely simplistic equation. Nonetheless, Povey's argument is a salutary reminder to proponents of the 'literature through language' approach that it should not exclude other ways of looking at literary texts. Carter and Long (1987), in fact, acknowledge this in their introductory remarks on a unit about literary background:

We have stressed how important it is to examine carefully the "web of words" from which texts are made, as we believe this provides a basis for understanding, appreciation and interpretation. The words we find on the page, however, are not everything. Knowledge of the life of the author, or the times in which he or she lived, or of influential ideas current at the time of writing a particular work can also help us (p.125).

Developing the learners' sensitivity to how language is used in a literary text (for example, through elementary stylistic analysis) provides them with a 'way in' to the text, a starting point for the process of comprehension and appreciation. Povey's (1967) downplaying of the importance of language in the comprehension of a literary text is, nevertheless, at odds with stylistics and textual analysis, both of which underlie much of current thinking about the integration of language and literature. This approach is summed up in this above statement.

Writers such as Brumfit and Carter (1986:3) and Widdowson (1992) present stylistics as a more rigorous and precise form of the practical criticism of New Criticism. Carter (1985) claims it is ‘an approach to texts which allows ideas, intuitions and initial interpretations to be explored by linguistically principled analysis of the functions of grammar, Lexis, phonology and discourse in the creation of meaning’ (p.9). In the same vein, Widdowson (1992) argues that stylistics allows readers to assume the role of the author: it provides them ‘with ways of justifying their own judgement by making as precise reference to the text as possible’. Through stylistic analysis the student consequently has a ‘way in’ to the text (Wales 1990:97).

A stylistics approach has proved particularly popular in the South African ESOL context where its champions have welcomed it as an alternative to practical criticism, which is seen as an inappropriate approach to literary analysis for ESOL students. These writers include Muller (1982:591-592), Ngara (1982), Walters (1986), Evans (1992, 1994) and Von Gruenewaldt (1994), Jennings (1990), however, rejects the claims of stylistics, insisting that it is only a clumsier version of practical criticism. Stylistics has, nevertheless, continued to attract the interest of ESOL practitioners, as indicated in more recent publications such as Buckledee (2002) and Rosenkjar (2006). The ability to undertake this kind of precise and detailed analysis, of course, presupposes the linguistic skill emphasized earlier.

2.5 Chapter Summary

The chapter surveyed the literature on the integration of language and literature in ESOL in a number of ways. A broad survey of the field in the last forty-five years has revealed changing attitudes to the relationship between the two disciplines, leading to a situation where the

possibilities for integration are increasingly being explored from both sides of the traditional divide. A closer examination of writing in the last three decades has shown the ways in which the very terms 'language' and 'literature' have come under increasing scrutiny and consequent reassessment, thus often providing further impetus for the cause of integration. Sub-disciplines have been explored for their contribution to the discussion: stylistics, communicative language teaching and reader-response theory. This chapter has examined the topic from both national (Kenya) and international perspective. Reviewing literature from a variety of sources raises issues on whether or not performance has been improved and achieved by the learners.

Although education aims at good performance the result show that there exist a vacuum as far as performance is concerned in the lives of the individual learners. The inability for learners of this school (NGHS) to attain high grades in the national exams shows that something is lacking in the way students are thought.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter describes the research design and methodology to be used in the study. It comprises various sections including the description of the research area, sample and sampling procedures, research instruments, data collection procedures and data analysis.

3.1 Description of the Study Setting

The study was conducted in Nembu Girls High School (NGHS) Nairobi County. This school was selected because of the researcher's interest in its performance. The school is situated outside the Nairobi city (Dagoreti) and it has been their zeal to climb the top ladder. The Integrated English is been taught in this school (NGHS) just like other High Schools in Nairobi County and, therefore it provides the variables which are central to this study.

It is this school where the researcher wished to find out how education, particularly, the New Integrated English Curriculum imparts the values to the achievement of the students' performance. The study did this by using specific literary texts.

3.2 Research Designs

The researcher used survey design and case study for this study. This was because survey designs are the best for assessing the attitudes and capturing perceptions. Moreover, this design was used to estimate "one or more population parameters" (Ogula 1998:10). The design enabled the researcher to gather systematic factual information to describe the current status of the

population. The efficiency of the design also helped the researcher to generalize the findings to a larger population of Nembu Girls High School (NGHS) learners.

3.3 Target Population

According to Ogula (1998) population refers to any group of institutions, people or objects that have at least one characteristic in common. The researcher's target population comprised all teachers of Integrated English and students of Nembu Girls High School (NGHS) Nairobi County.

3.4 Sampling Procedures

The researcher has used two sampling methods for this study, namely, purposive and simple random sampling. Purposive sampling was used to select only Form Three and Four classes. The researcher assumed that the selected classes had covered most of the content so selecting from three and four classes meant that most of the work had been covered. Again the school used the New Integrated English textbooks from which the questionnaires' content was derived. To select the sample from the students, simple random sampling was performed where balloting papers with options YES and NO were prepared separately for every class and picked randomly. There were eighty-four papers for form fours, one hundred and forty for form three and since teachers who taught English were four the researcher picked them all. Among the students who picked the YES option became the sample for the study. Balloting papers ensured that the study was not biased and that all the classes were well represented.

3.5 The Sample

The researcher's sample for this study was drawn from Nembu Girls High School (NGHS) Nairobi County. The respondents comprised New Integrated English teachers, form three and form four students. The total sample involved sixty respondents. These encompassed thirty-five form three students, twenty-one form four students which assumed by researcher that in each form three students one was selected since they numbered 140 and 84 respectively and four teachers. The teachers' participation and direct involvement with the curriculum implementation and with the learners provided a greater support to the study.

3.6 Description of Research Instruments

A research instrument is a tool that the researcher used to collect the data. Questionnaires were used. There were questionnaires for both teachers and students.

3.6.1 The Questionnaires

According to Ogula (2005), a questionnaire is a carefully designed instrument for collecting data directly from people (p. 35). The questionnaires were divided into six sections for students and two sections for teachers in which, section one comprised of demographic information of the respondents (teachers and students), section two sought to find out the extend to which included variable (language awareness) section three sought to find out the extend to which included variable (Interpretive Abilities), section four sought to find out the extend to which included variable (Stimulus for Language Acquisition), section five sought to find out the extend to which included variable (Proficiency in English) and finally for students section six sought to find out the extend to which included variable (Critical Judgment) were/are contributing to the Integrated

English on performance of English in the Kenya National Examination. As for the teachers section two sought to find out the familiarity of teachers to the New Integrated English as well as teachers attitudes towards the Integration. The questionnaires totaled sixty with twenty-one for form four, thirty-five for form three and four for teachers. Questionnaires were both qualitative and quantitative opened-ended where self perception question and structured response format were used. Students and teachers questionnaires are in Appendix i and ii respectively.

3.7 Data Collection Procedures

The researcher had set questionnaires and appropriate corrections were made before the researcher took the questionnaires to the school under study. A permit was then obtained from Marist International University College (MIUC) to allow the researcher to collect data from the school under study. This was accompanied by a researcher's cover letter appealing to the respondents on the need for their participation in the study. After the affirmation and acceptance of the request to conduct a study in Nembu Girls High School (NGHS), the researcher travelled to administer the questionnaires to the respondents.

3.8 Data Analysis

After data collection, the researcher organized the responses of the respondents according to the research questions. The information was then analyzed using frequencies and percentages with the assistance of SPSS programme and Microsoft excel.

3.9 Data Interpretation

The data interpretation is based on the responses from the respondents and the research questions. The interpretation and report writing were in reference to the research questions and to the topic under study. This part is found in chapter four.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter presents research findings on the effectiveness of New Integrated English (N.I.E) syllabus on the performance of English in the Kenya National Examination in Nembu Girls High School (NGHS). The research was based on five main research questions from which questionnaires were formulated. The chapter shows the respondents' demographic information, variables associated to the integration that lead to the excellence performance of English on Kenya National Examination, familiarity of the respondents (teachers) to the New Integrated English content and finally recommendation to these variables and N.I.E content.

The researcher used SPSS which provided statistical summaries of data analysis materials in form of tables, charts and frequencies.

4.1 Background Information of the Respondents

This section gives information about the participants of the study. The sample consisted of both teachers and students of Nembu Girls High School (NGHS) in Nairobi county. These were presented in form of frequency tables and percentages.

The students' background comprised of gender, class, and language regularly use in school. The students who participated in the study consisted of form three and four. All of them were girls. The teachers' background information included gender, class(es) been taught, and language regularly use in school.

4.1.1: Distribution of Students' Respondents in Term of Their Gender

| Gender Type | Frequency | Percent |
|--------------|-----------|---------|
| Valid Female | 56 | 100 |
| Total | 56 | 100 |

Table 1: Distribution of the students with regard to gender

Table 1 above shows that there were only female students who participated in responding to the research questionnaires. A total of fifty-six students which represented the population of two hundred and twenty-four of form three and form four classes. All the respondents, representing 100% agreed to participate in the case study. This shows that all the target population took part in the study.

4.1. 2: Distribution of Students' Respondents in Terms of Their Class

| Classes | Frequency | Percent |
|--------------|-----------|---------|
| Valid Form 3 | 35 | 62.5 |
| Form 4 | 21 | 37.5 |
| Total | 56 | 100 |

Table 2: Distribution of the students in terms of their class

Table 2 above shows that the respondents were form three and form four classes numbering thirty-five and twenty-one respectively. The table above, the information obtained shows that 62.5% of the respondents were form 3 and 37.5% were form 4 students. This means that 100% of the respondents took part in the case of the study.

4.1.3: Distribution of Students Respondents in Terms of Language Use in School

| Languages | | Frequency | Percent |
|------------------|-----------|------------------|----------------|
| Valid | Kiswahili | 21 | 37.5 |
| | English | 23 | 41.1 |
| | French | 2 | 3.6 |
| | Others | 6 | 10.7 |
| Total | | 52 | 92.9 |
| Missing System | | 4 | 7.1 |
| Total | | 56 | 100 |

Table 3: Distribution of the students with regard to language use in school

It is noted from table 3 above that out of 56 respondents who took part in the study, 21 accounting for 37.5% of student respondents speak Kiswahili regularly while in school premises. Meanwhile, 23 respondents out of 56 who took part in study accounting for 41.1% speak English regularly in NGHS and 2 respondents which equate to 3.6% of the total respondents speak French regularly in school. The information obtained from the table above also shows that 6 respondents accounting 10.7% speak other languages while in school apart from those languages mentioned above. The information obtained shows that out of 56 respondents 4 accounting for 7.1% refused to indicate languages they regularly used while in school. This therefore can be interpreted to mean that out of the total respondents who took part in the study those who speak

English regularly while in school were more in number than any other language. This also implies that the students are conversant with the English language.

4. 1.4 Distribution of Teachers’ Respondents in Terms of Their Gender

| Gender | | Frequency | Percent |
|---------------|--------|------------------|----------------|
| Valid | Female | 4 | 100 |
| Total | | 4 | 100 |

Table 4: Distribution of the teachers with regard to gender

It is noted from the table above that 100% teachers’ respondents who took part in the study were female and they numbered 4. This therefore can be interpreted to mean that all the teacher respondents agreed to participate in the case study.

4.1.5: Distribution of Teachers Respondents in Terms of The Class (es) they taught

| Class(es) | | Frequency | Percentage |
|------------------|------------|------------------|-------------------|
| Valid | Form 3 | 1 | 25.0 |
| | Form 4 | 1 | 25.0 |
| | Form 3 & 4 | 2 | 50.0 |
| Total | | 4 | 100 |

Table 5: Distribution of the teachers with regard to the classes they taught

From table 5 above, 25% of the teacher respondents taught form 3 while the same percentage taught form 4 which numbered 1 each. However, 50% of the teacher respondents taught form 3 and 4 which numbered 2 out of the total respondents of 4.

4. 1.6: Distribution of Teachers Respondents in Terms of language use in School

| Language | | Frequency | percent |
|----------|---------|-----------|---------|
| Valid | English | 4 | 100 |
| Total | | 4 | 100 |

Table 6: Distribution of the teachers in terms of language use in school

It is noted from table 6 above that 4 respondents accounting for 100% of the teacher respondents who took part in the study speak English language regularly while in school premises. This therefore means that the teacher respondents are competent in English language.

4.2 The effectiveness of proficiency in English.

This research question sought to find out students proficiency in delivering well in English and the effect of it on the performance of English language. Five questionnaires were set in regard to this to check the student respondents’ capabilities. The student respondents gave their responses in regard to the questionnaires. This helped the researcher to find out whether or not proficiency is important in the performance of English.

4.2.1 Difficulty in speaking and writing English by the students

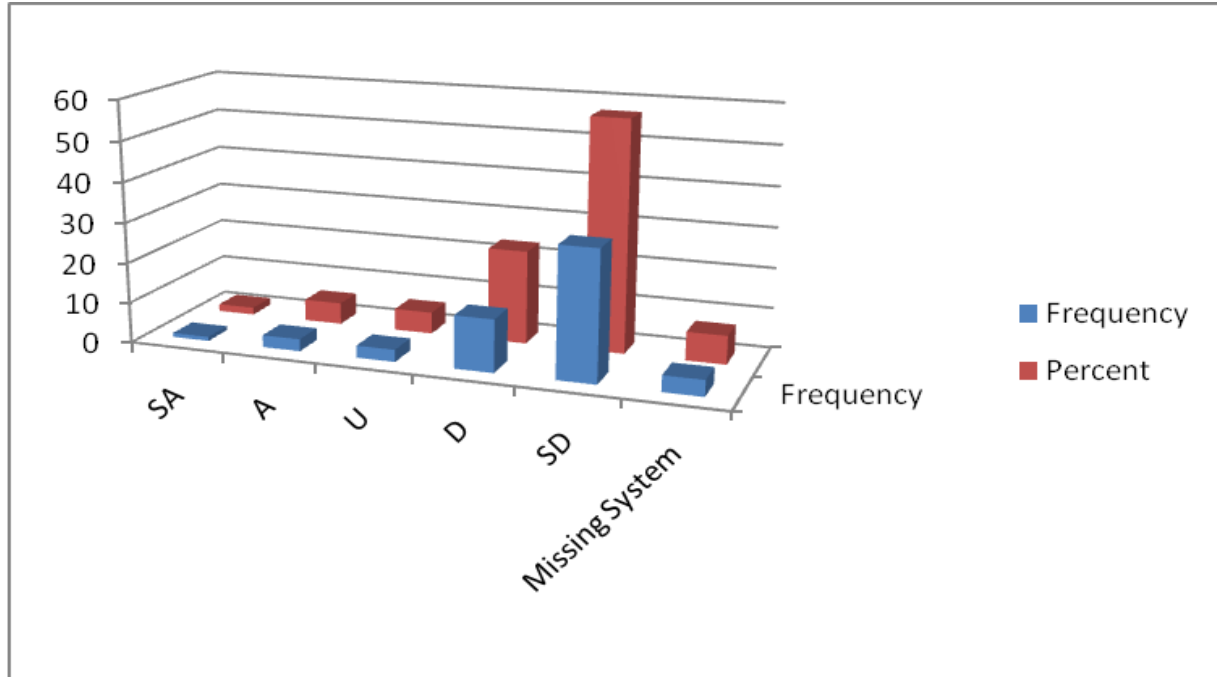


Fig 1 Rate of difficulties in speaking and writing English.

Information represented in the bar chart above shows that 57.1% representing a larger majority of the students strongly disagree that they find it difficult to speak and write in English. 23.2% of the students who took part in the study disagree with the above statement. 7.1% served as the missing system while 5.4% of the students agree and 5.4% as well undecided. 1.8% of the students who took part in the study strongly agree that they find it difficult to speak and write in English. This can be interpreted to mean that students of this school find it easy to communicate and write in English language. This can also have an effect on the performance of students in English.

4.2.2 Students' preference for Kiswahili in class work, games and presentations.

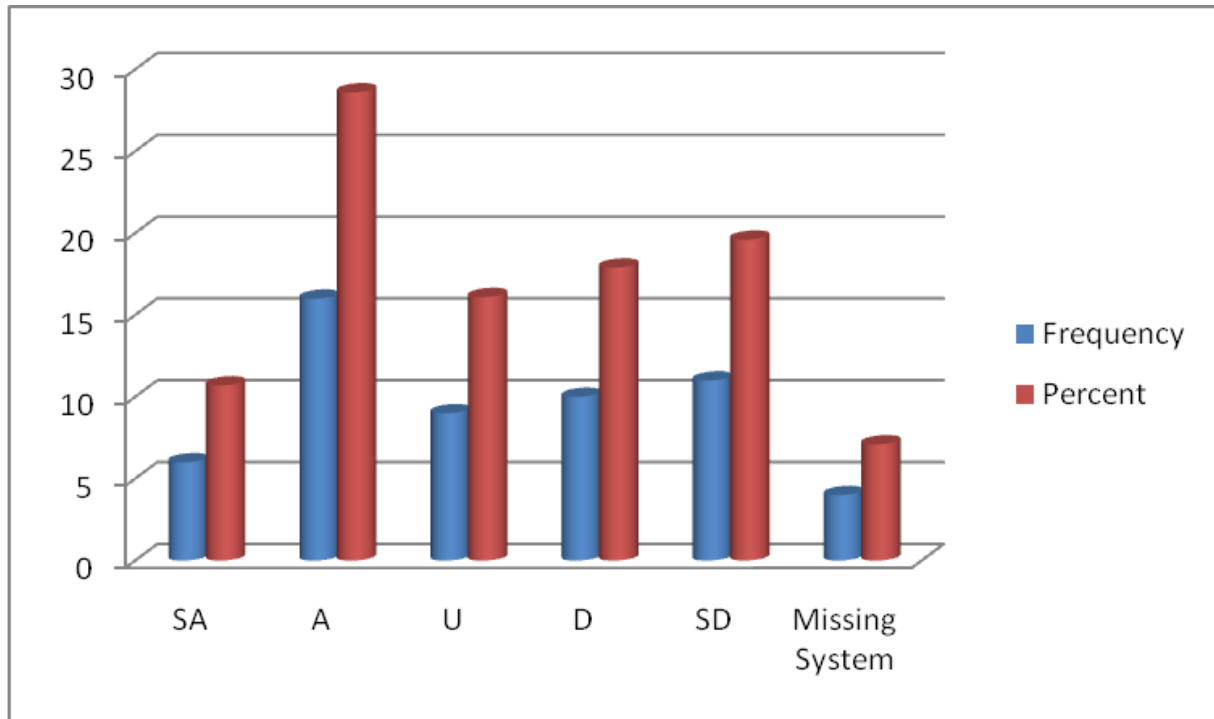


Fig 2 Rate of preference for use of Kiswahili in the class.

It was found out by the research that 28.6% of the students who took part in the study agree that they prefer using Kiswahili in class group discussions, reading literature and playing educational games. Considering the fact that all classroom teaching and activities are done in English for all subjects except Kiswahili yet the research found out that students are using it. 19.6% of the students strongly disagree with the statement. 17.9% of the students disagree, 16.1% undecided, 10.7% strongly agree and 7.1% served as the missing system. This therefore means that students of this school use mostly kiswahili and this can have effect on the integrated English and at the end their performance.

4.2.3 Students fear of making errors in speech.

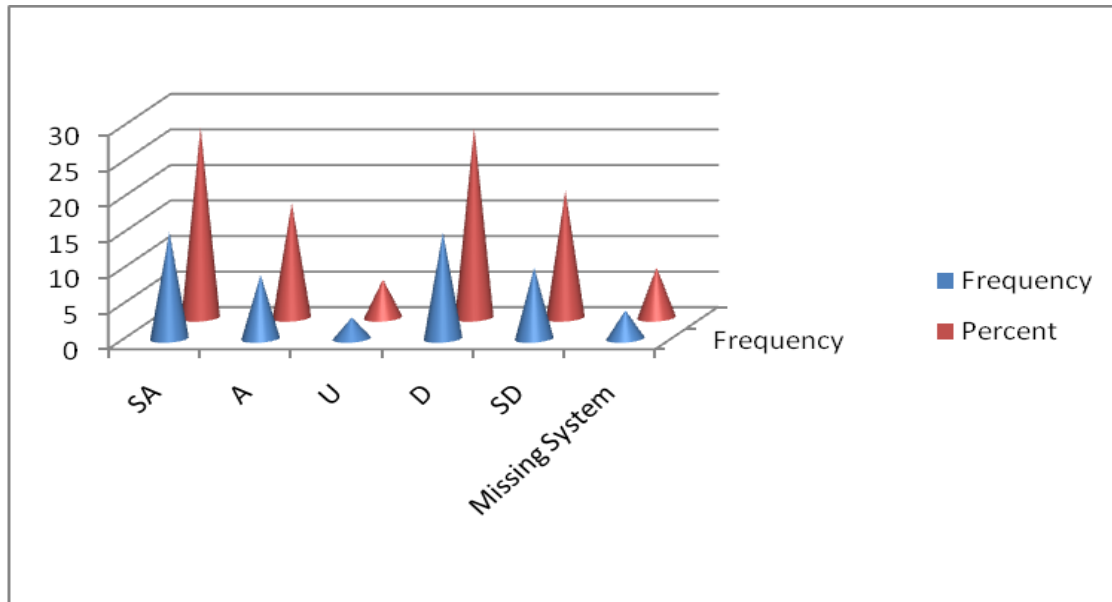


Fig 3 Rate of students' fear of making errors in speech.

When asked whether students are always afraid of making grammatical errors while speaking English language or not, 26.8% of the students who took part in the study strongly agree and another 26.8% of the students disagree. It was also found, as represented in the chart above, that 17.9% of the students who took part in the study strongly disagree with the statement while 16.1% agree. 7.1% served as the missing system and 5.4% of the students who took part in the study are undecided about this view. For those students who are afraid of making grammatical errors while speaking English language, it shows that they are likely to switch to either kiswahili or not improving in their grammar proficiency. For those students who disagreed with the statement, it shows that they are able to correct their mistakes and increase their competence in grammar. This can determine how performance of students on English will be.

4.2.4 Students problem of taking detected notes

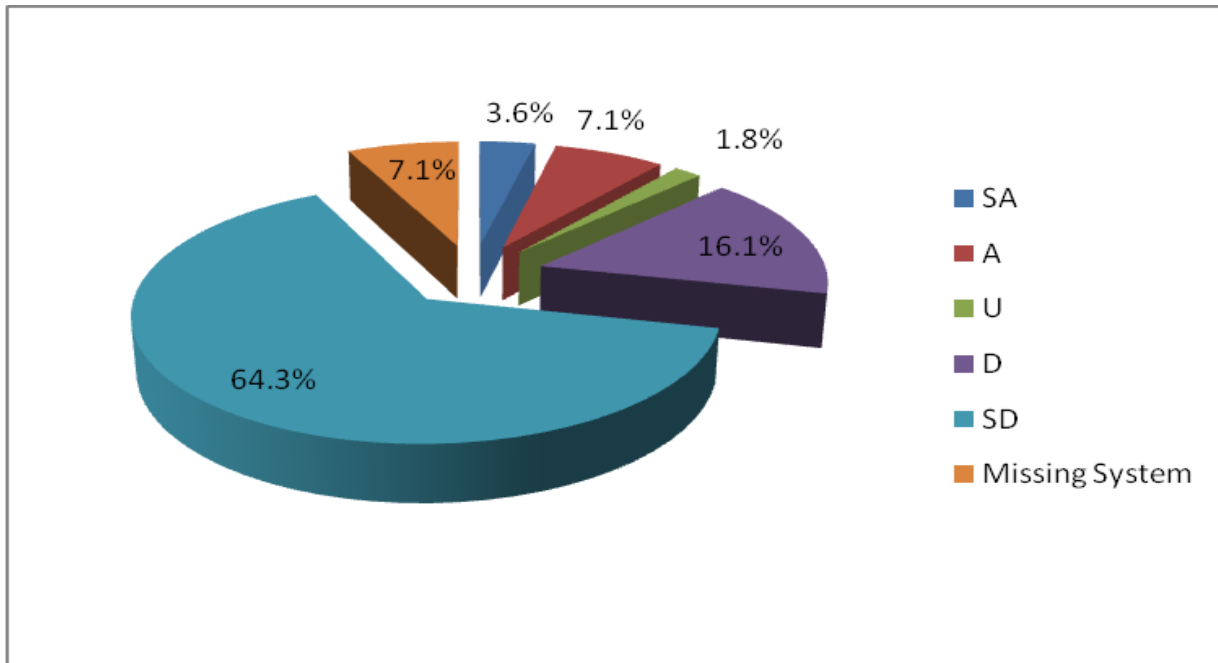


Fig 4 Rate of students with the problem of detected notes.

The pie chart above shows that majority of the respondents, representing 64.3% strongly disagree that they have a problem when someone is detecting note in English for them to write. 16.1% of the students who took part in the study disagree, 7.1% of the respondents agree with statement. The same percentage (7.1%) served as missing system which means some respondents did not return their questionnaires. 3.6% of the students who took part in the study strongly agree that they have a problem when someone is detecting note in English for them to write. 1.8% of the respondents are undecided about this view. This therefore can be interpreted to mean that majority of the students do not have problem when someone is detecting note in English for them to write. This can lead to the good performance on English language.

4.2.5 Influence of literature for language learning.

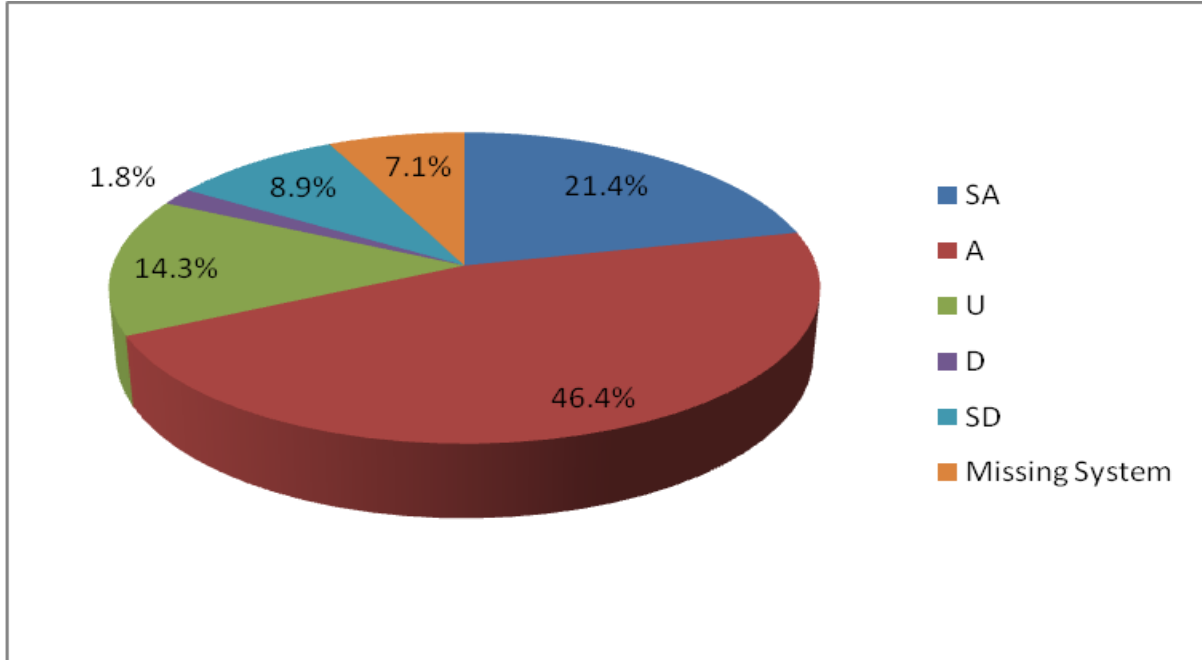


Fig 5 The rate of influences of literature for language learning.

Fig 5 above shows that 46.4% of the students who took part in the study agree that Literature represents language ‘at its best’ and thus provides an ideal model for language learning. 21.4% of the respondents strongly agree with the above statement, 14.3% of the students who took part in the study are undecided about this statement, 7.1% served as missing system since the respondents who took part in the study did not return their questionnaires and 1.8% of the respondents disagree with the above statement. This therefore can be interpreted to mean that majority of the students gain from literature as it improves their language learning. This can lead students to the good performance in English.

4.3 Students Stimulus for language acquisition

This research question sought to investigate whether stimulus for language acquisition has effect on the performance of English language in secondary schools most especially in Nembu Girls High School. Five questionnaires were set to find out whether this can have positive effect or not on students performance in English.

4.3 Students stimulus for language acquisition

| Statement | Frequencies and Percentages | | | | | |
|--|-----------------------------|---------|---------|---------|---------|-------|
| | SA | A | U | D | SD | M |
| Students linguistic and communicative Competence. | 28=50.0 | 19=33.9 | 5=8.9 | 0=00.0 | 0=00.0 | 4=7.1 |
| Students interest in English language. | 20=35.7 | 21=37.5 | 7=12.5 | 3=5.4 | 1=1.8 | 4=7.1 |
| Literature educates the whole person. | 14=25.0 | 22=39.3 | 13=23.2 | 1=1.8 | 2=3.6 | 4=7.1 |
| Literature can not provide insight in the language. | 0=00.0 | 8=14.3 | 11=19.6 | 13=23.2 | 20=35.7 | 4=7.1 |
| students read literature for enjoyment and for acquiring skills. | 25=44.6 | 17=30.4 | 5=8.9 | 2=3.6 | 3=5.4 | 4=7.1 |

Table 7 Rate of students' stimulus for language acquisition.

SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD - Strongly Disagree and M-Missing system.

Table 7 above shows that 50.1% of the students who took part in the study strongly agree that the themes and plots of literary works provide stimuli for meaningful debates, discussions and other language tasks which develop the learner's linguistic and communicative competence. 33.9% of the respondents agree with the above statement while 8.9% of the respondents are undecided

about this view. 7.1% served as the missing system since some of the respondents did not return their questionnaires. This therefore can be interpreted to mean that majority of the students benefit from this integrated approach and this can have impact on the performance of English. As most of the respondents have said that by reading literature texts they develop interest in English language.

From table 7 above shows that 37.5% of the students who took part in the study agree with the above statement, 35.7% of the respondents strongly agree, 12.5% of them are undecided about this view, 5.4% of those who took part in the study disagree 1.8% of the respondents strongly disagree and 7.1% served as missing system since some of the respondents failed to return their questionnaires. This therefore means that literature texts play a big role in the student's performance in English.

The information above indicates that majority of the students representing 39.3% agree that the study of literature educates the 'whole person' in a way that more functional approaches to language teaching do not, 25.0% strongly agree, 23.2% are undecided about the view, 7.1% served as the missing system, while 3.6% and 1.8% strongly disagree and disagree to this respectively. This means that this integration helps students in all aspects of their lives.

Table 7 above shows that 35.7% of the students who took part in the study strongly disagree with the statement which says that literature can not provide learners with insights into the norms and cultural values embodied in the language. 23.2% of the respondents disagree, 19.6% are undecided about the view, while 14.3% and 7.1% agree and missing system respectively. This therefore can be interpreted to mean that majority of the students are in favour of literature been provide learners with insights into the norms and cultural values embodied in the language.

Table 7 above shows that majority of the respondents representing 44.6% strongly agree that they read literature texts for enjoyment and for acquiring skills. 30.4% of the students who took part in the study agree, 8.9% are undecided about the view, 7.1% served as the missing system, while 5.4% and 3.6% strongly disagree and disagree respectively. This therefore can be interpreted to mean that majority of the students read literature texts for enjoyment and for acquiring skills. This gives students stimulus for language acquisition and can lead to good performance in English.

4.4 Students interpretive abilities

This research question sought to find out the effect of students interpretive abilities on the performance of English language specifically in Nembu Girls High School. The researcher formulated five questionnaires to investigate above research question.

4.4.1 Students difficulties in interpreting the literary texts.

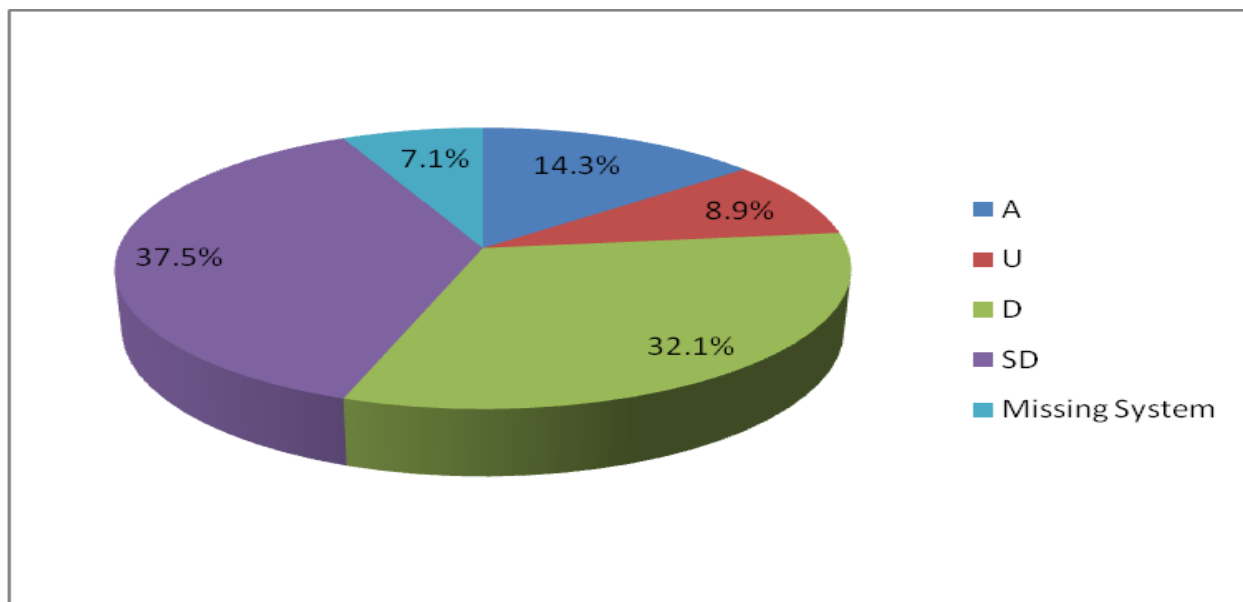


Fig 6 Rate of students' having difficulties in interpreting the literary texts.

From the pie chart above 37.5% of the total number of students who participated in the study strongly disagreed with the above statement, “I have difficulty in interpreting the literary texts”. 32.1% of the respondents disagree, 14.3% of the students who took part in the study agree that they have difficulty in interpreting the literary texts. 8.9% and 7.1% of the respondents are undecided and missing system respectively. This fosters the students’ appreciation and understanding of integrated English. This therefore can be viewed that majority of students in NGHS can obtain good performance in English.

4.4.2 Students preferences for integrated approach.

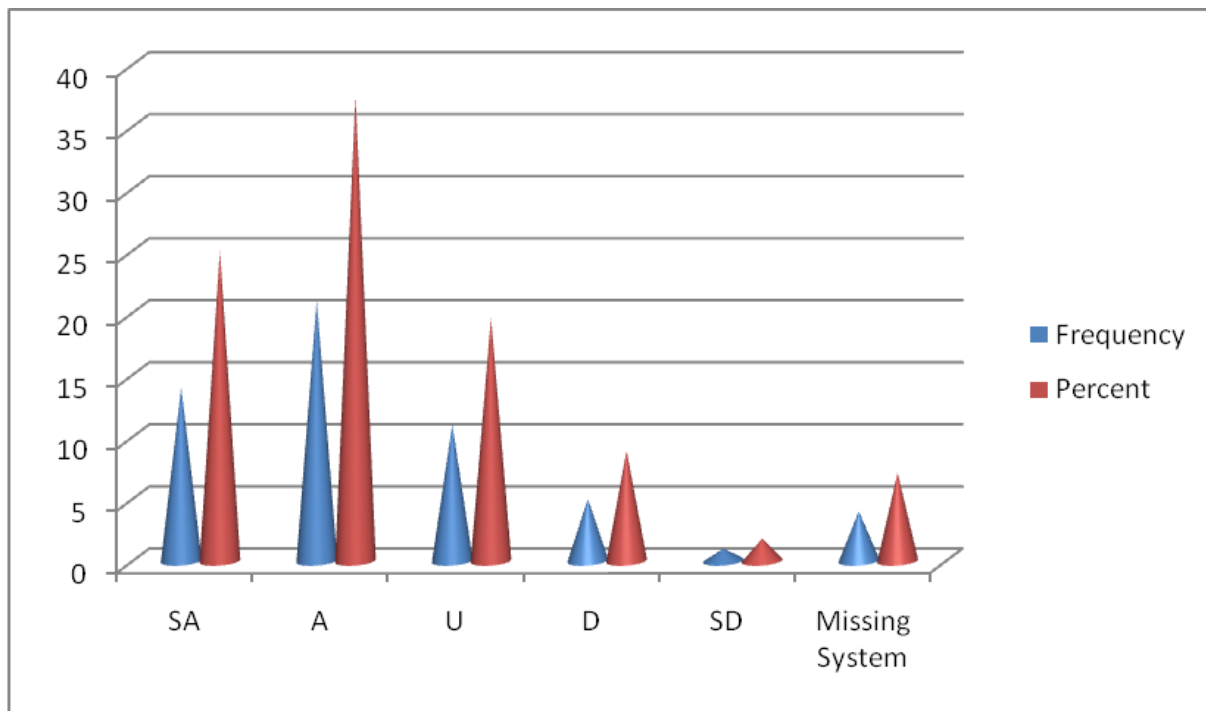


Fig 7 Rate of students preferences for integrated approach.

It was found out by the researcher that 37.5% of the students who took part in the study agree that they like the integrated approach to studying English. 25.0% of the total respondents strongly agree, 19.6% are undecided about this. 8.9% of the respondents disagree that they

dislike the integrated approach to studying English. 1.8% and 7.1% strongly disagree and missing system respectively. This therefore can be interpreted to mean that students like this approach to studying English and this can have effect on their performance.

4.4.3 Literature provides learners with authentic models.

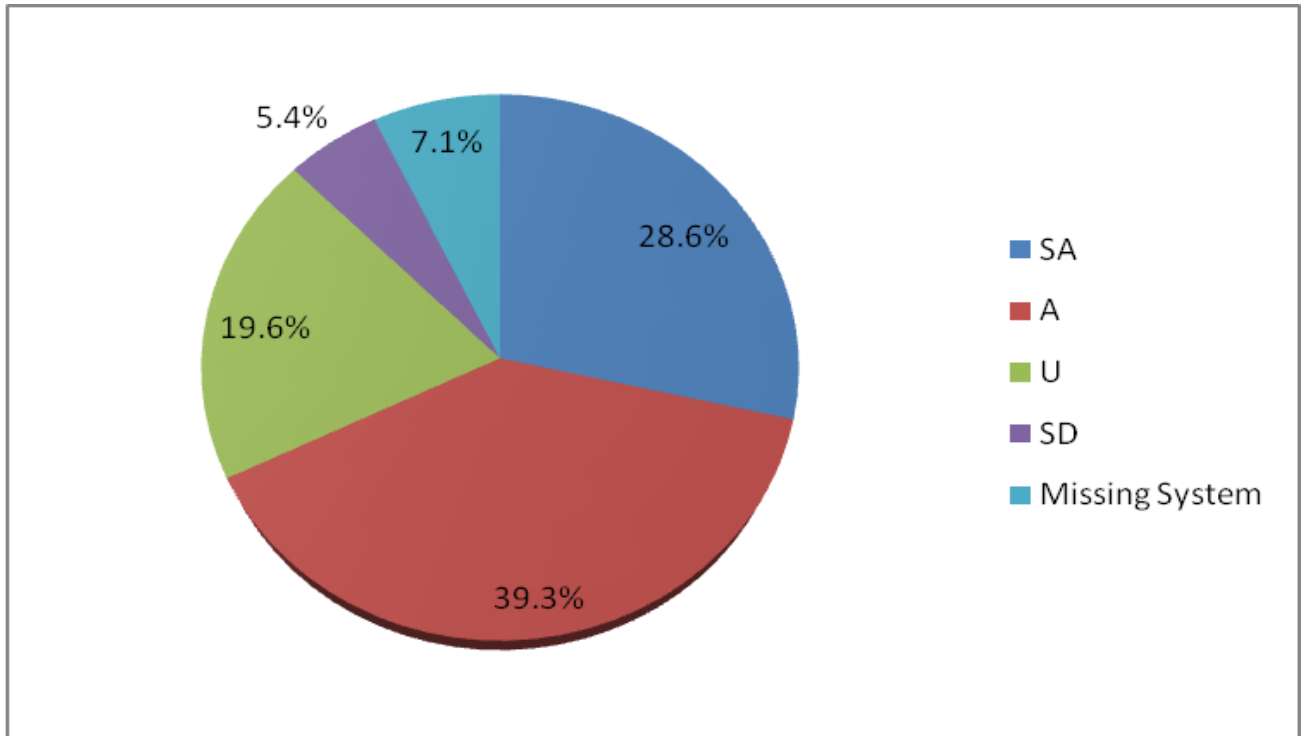


Fig 8 Rate of learners with authentic models.

It is noted from the pie chart above that 39.3% of the respondents who took part in the study agree that literature provides learners with authentic models for norms of literature use (e.g. alert them to differences in register). 28.6% of the total respondents strongly agree with this statement, 19.6% are undecided about this statement while 7.1% and 5.4% served as missing system and strongly disagree respectively. This therefore can be interpreted to mean that

majority of the students acquire knowledge through literature as well as exposing them to new registers or concepts.

4.4.4 Literature develops learner’s interpretive and analytical skills.

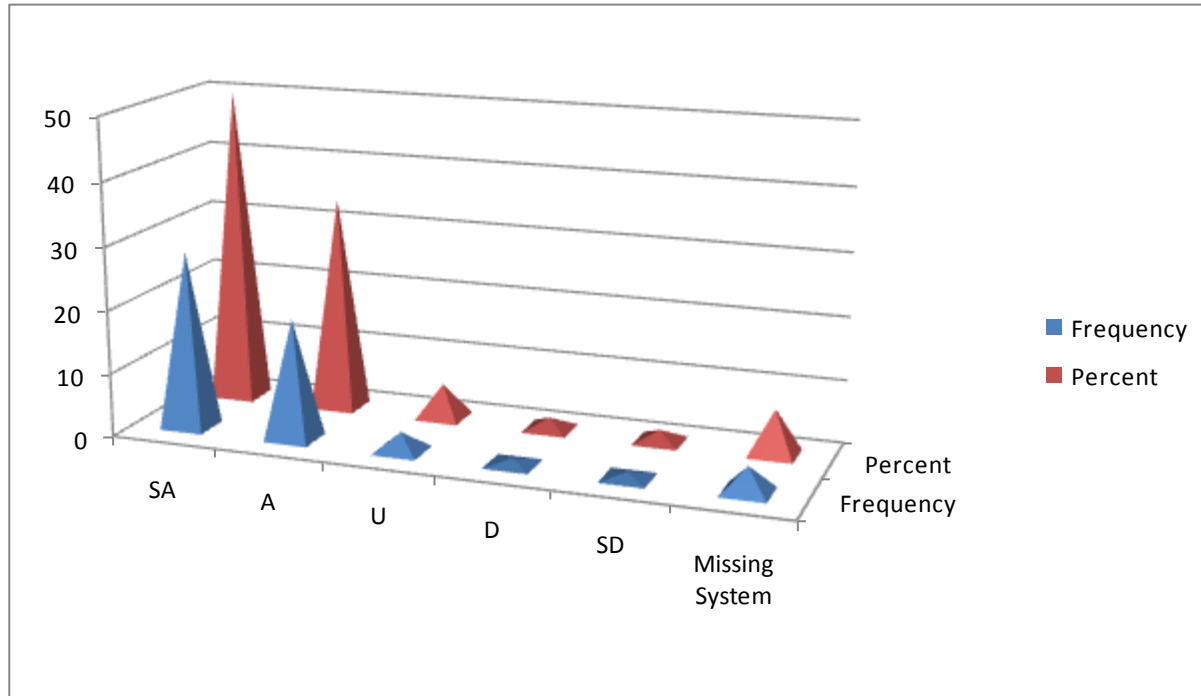


Fig 9 Rate of learners with interpretive and analytical skills.

Out of the total respondents who took part in the study 50% strongly agree that the study of literature helps develop the learner’s interpretive and analytical skills which can be applied to other language-related activities. 33.9% of the students who took part in the study agree about the above statement and 7.1% served as missing system since some respondents failed to return their questionnaires. However, 5.4% of the respondents are undecided about this statement, while 1.8% disagreed and the same percentage (1.8%) strongly disagree that literature can not help develop the learner’s interpretive and analytical skills which can be applied to other language-related activities. This indicates that majority of the students benefit through the integration of

English and literature as they acquire analytical skills. This can therefore lead them to good performance in English.

4.4.5 Students sensitivity to language used in a literary text.

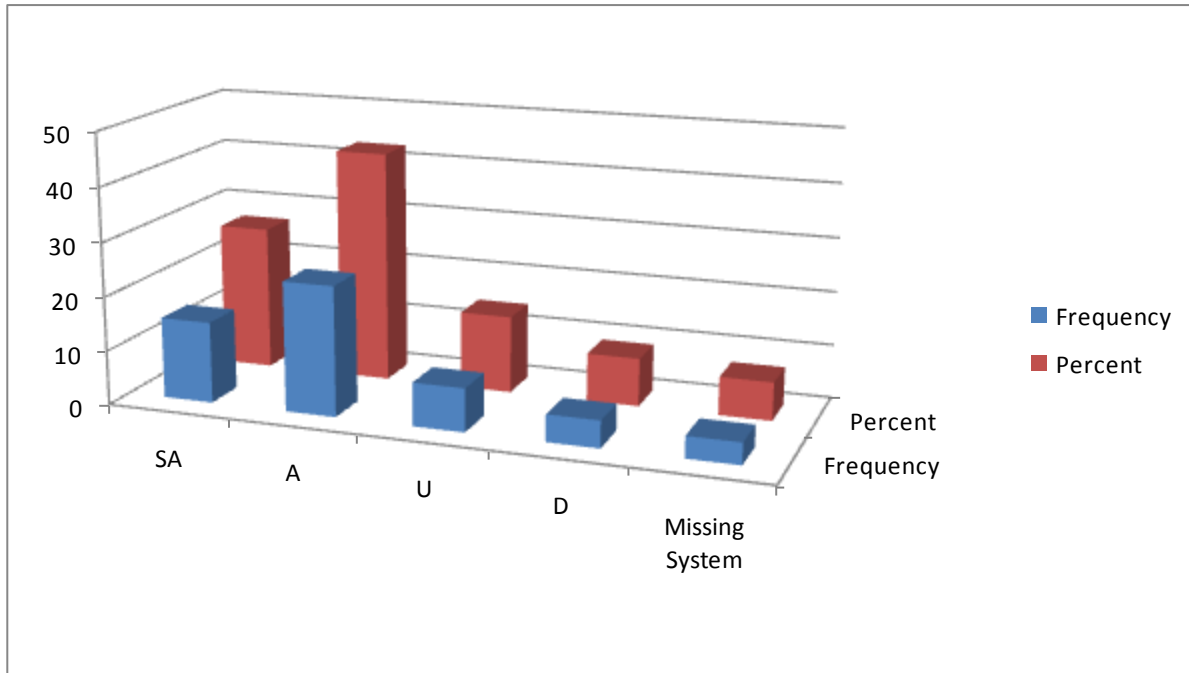


Fig 10 Rate of students' language sensitivity used in a literary text.

From the bar chart above 42.9% of the total respondents agree that they developed sensitivity to how language is used in a literary text. 26.8% strongly agree with the above statement, 14.3% are undecided about the view, while 8.9% and 7.1% disagree and missing system respectively. This therefore can be interpreted to mean that the majority of the respondents developed sensitivity to how language is used in a literary text. This can help them probably to obtain good performance.

4.5 Students language awareness.

This research question seeks to find out whether language awareness has an effect on the performance of English language in NGHS in Nairobi county. For this purpose five

questionnaires were set by the researcher to carry out the investigation whether the statement is true or not.

4.5 Students' language awareness

| Statement | Frequencies and percentages | | | | | |
|---|-----------------------------|---------|---------|---------|---------|-------|
| | SA | A | U | D | SD | M |
| Students improved knowledge and use of grammar because of integration. | 13=23.2 | 25=44.6 | 11=19.6 | 2=3.6 | 1=1.8 | 4=7.1 |
| Students preference of literature Integrated with skills and grammar. | 16=28.6 | 24=42.9 | 8=14.3 | 4=7.1 | 0=00 | 4=7.1 |
| Students writing skills improved. | 14=25.0 | 14=25.0 | 15=26.8 | 8=14.3 | 1=1.8 | 4=7.1 |
| Students observed topics for literatue are not suitable for discussion. | 2=3.6 | 3=5.4 | 3=5.4 | 10=17.9 | 34=60.7 | 4=7.1 |
| literature provides motivation for language learning. | 27=48.2 | 14=25.0 | 5=10.7 | 2=3.6 | 3=5.4 | 4=7.1 |

Table 8 Rate of students' language awareness.

SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD - Strongly Disagree and M-Missing system.

When asked whether students' knowledge and use of grammar have improved as a result of the integrated English, 44.6% of the students who took part in the study agree with this. 23.2% of the respondents strongly agree with the above view and 19.6% of the respondents are undecided about the statement. Out of the total respondents 7.1% missing system while 3.6% and 1.8% disagree and strongly disagree respectively. This can be interpreted to mean that majority of students improved their grammar as a result of the integrated English.

From the information gathered and presented by the researcher in the bar chart above shows that majority of students presenting 42.9% agree that they prefer literature integrated with writing skills and grammar. 28.6% of the respondents strongly agree with the above statement while 14.3% of the students who took part in the study are undecided about the view. However, 7.1% of the respondents disagree that they prefer writing skills and grammar but not integrating it with literature. The same percentage (7.1%) of the respondents served as missing system as the respondents failed to return their questionnaires. This therefore can be interpreted to mean that majority of the students do well when integrated literature with writing skills and grammar. This therefore may result to good performance during national exams.

Table 8 above shows that 26.8% of the students who took part in the study are undecided about this as whether writing skills have improved as a result of integrated English. 25% of the respondents agree and the same percentage (25%) strongly agreed that their writing skills have improved as a result of integrated English. 14.3% of those who took part in the study disagree with their stand that integrated English has not improve their writing skills. However, 7.1% and 1.8% served as missing system and strongly disagree respectively. This above evidence therefore can be interpreted to mean that students writing skills have not improved as a result of integrated English. This is clearly shown in the bar chart above as high percentage of students are undecided.

Table 8 shows that 60.7% of the total respondents who took part in the study strongly disagree with the statement posed by researcher 'I have observed that many of the texts in literature deal with topics relating to young people and their sexual experiences. These topics are not suitable for discussion in English course'. They strongly agree that those topics are suitable for

discussion in English course. 17.9% of the respondents disagree also that they find no problem in discussing such topics in English course. 7.1% served as missing system, 5.4% agree that such topics should not be discussed yet the same percentage (5.4%) of the respondents is undecided about the view. Nevertheless, 3.6% of those who took part in the study strongly agree that the statement posed by the researcher is absolutely right. This means that majority of students are in favour of integrated approach since literature educates the whole person.

When asked whether or not literature provides motivation for language learning, 48.2% of students who took part in the study strongly agree with the statement. 25% agree, 10.7% of the respondents' undecided, 7.1% missing system while 5.4% and 3.6% strongly disagree and disagree respectively that literature can not provide motivation for language learning. This therefore means that the integrated English approach has an effect on students as well as on their performance in English.

4.6 Students' critical judgment.

The researcher posed this research question to investigate whether or not critical judgment affect the performance of English language in NGHS in Nairobi county. The researcher set five questionnaires to guide the investigation to arrive at concrete conclusion.

4.6.1 Literature develops learner's sensitivity to language used in a literary text.

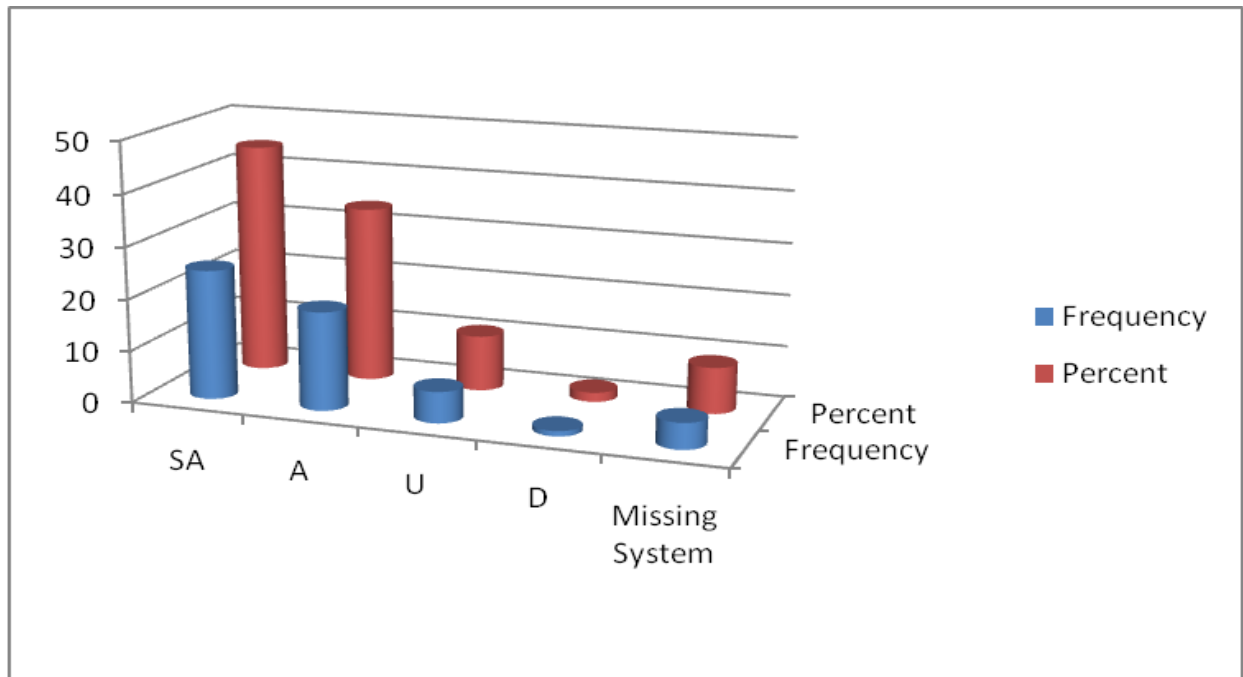


Fig 11 Rate of sensitivity to language use in a literary text.

The bar chart in fig 11 above shows that majority of the respondents representing 44.6% strongly agree that literature develops the learner's sensitivity to how language is used in a literary text. 33.9% of the respondents agree to this. However, 10.7% are undecided about this, while 8.9% and 1.8% missing system and disagree respectively. This implies that literature develops the learner's sensitivity to how language is used in a literary text as confirmed by the majority of the respondents. According to information in the bar chart above, it means that integrated English has an effect on the learners as well as their performance.

4.6.2 Students difficulties in identifying the stylistics devices used in a text.

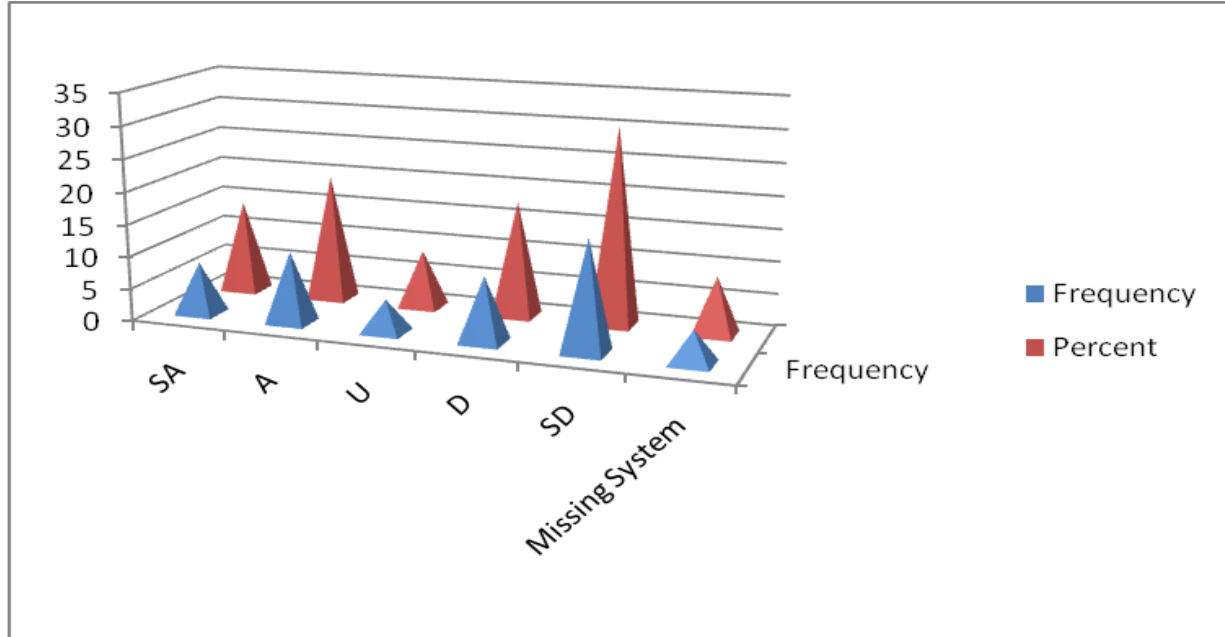


Fig 12 Rate of students with difficulties in identifying the stylistics devices used in a text.

From the chart above 30.4% of the students who took part in the study strongly disagree with statement of the researcher ‘I find it difficult identifying the stylistics devices used in a text’. 19.6% agree to this, 17.9% disagree, while 8.9% of the respondents are undecided and the same percentage (8.9%) served as missing system since some respondents failed to give information concerning this statement. This can be interpreted to mean that majority of the students find it easier identifying the stylistics devices used in a text. This implies that their language acquisition can be widen and also lead them to good performance in English.

4.6.3 Learners knowledge of ordinary language to literary language.

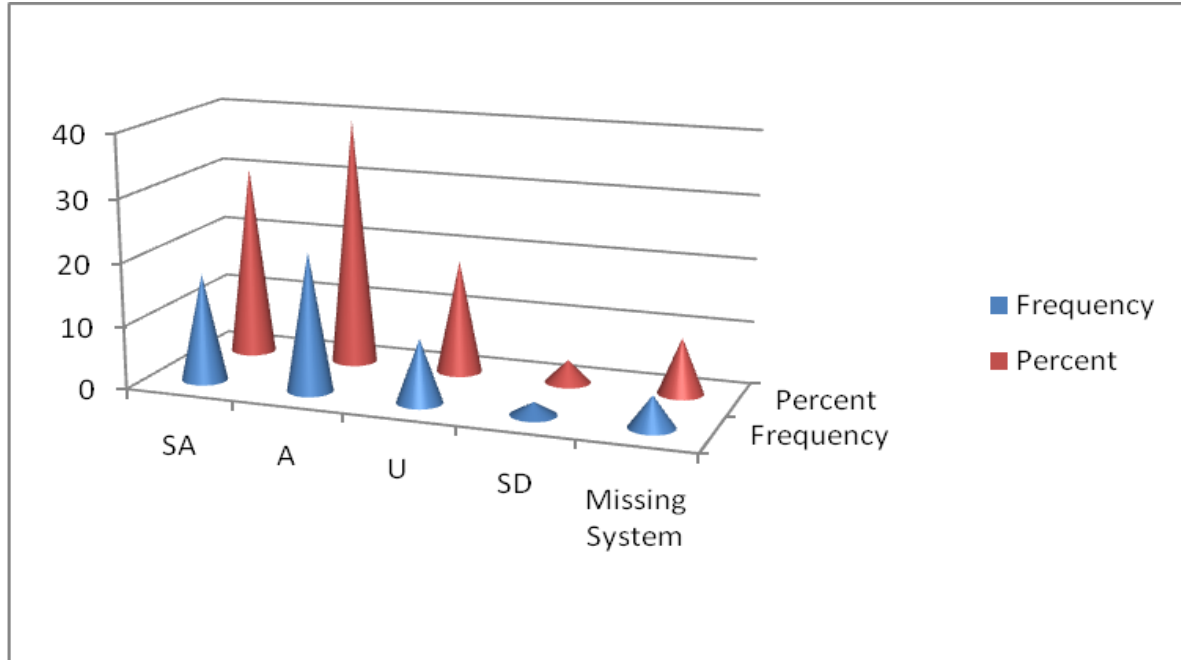


Fig 13 Rate of learners' knowledge of ordinary language and literary language.

From the bar chart above 39.3% of the respondents agree that literature aids learners in knowing when the writer is switching from ordinary language to literary language. 30.4% of the students who took part in the study strongly agree with this. 17.9% are undecided while 8.9% served as missing system and 3.6% strongly disagree that they are unable to know when the writer is switching from ordinary language to literary language. This can be interpreted to mean that literature aids learners in knowing ordinary language from literary language. This implies that integrated English has an effect on the performance of English.

4.6.4 Students comprehensiveness in literary and non-literary materials.

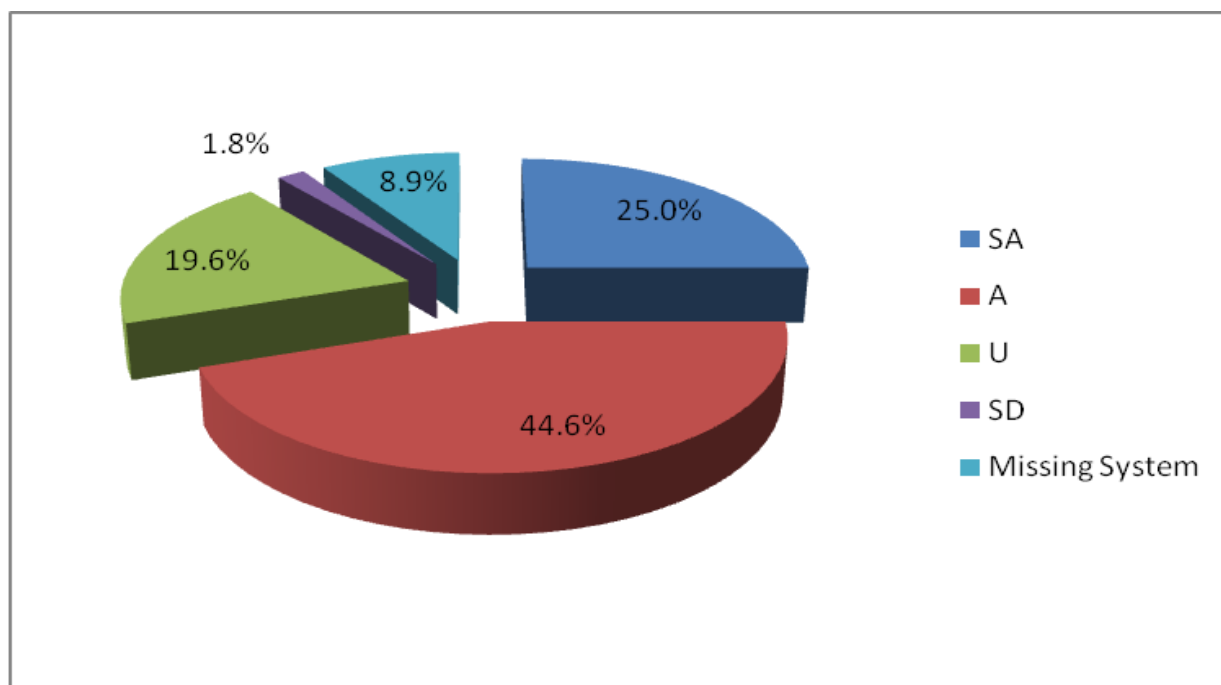


Fig 14 Rate of students' comprehensiveness in literary and non-literary materials.

Fig 14 above shows that 44.6% of the respondents who took part in the study agree that they can read and comprehend literary and non-literary materials. 25% of the students strongly agree with this. 19.6% of the respondents are undecided about the above statement. Nevertheless, 8.9% and 1.8% served as missing system and strongly disagree respectively. This therefore means that majority of the students are gaining from the integrated English as they are able to read and comprehend literary and non-literary materials. This also implies that students can do well during their English national exams.

4.6.5 Students appreciation of language use in literary works.

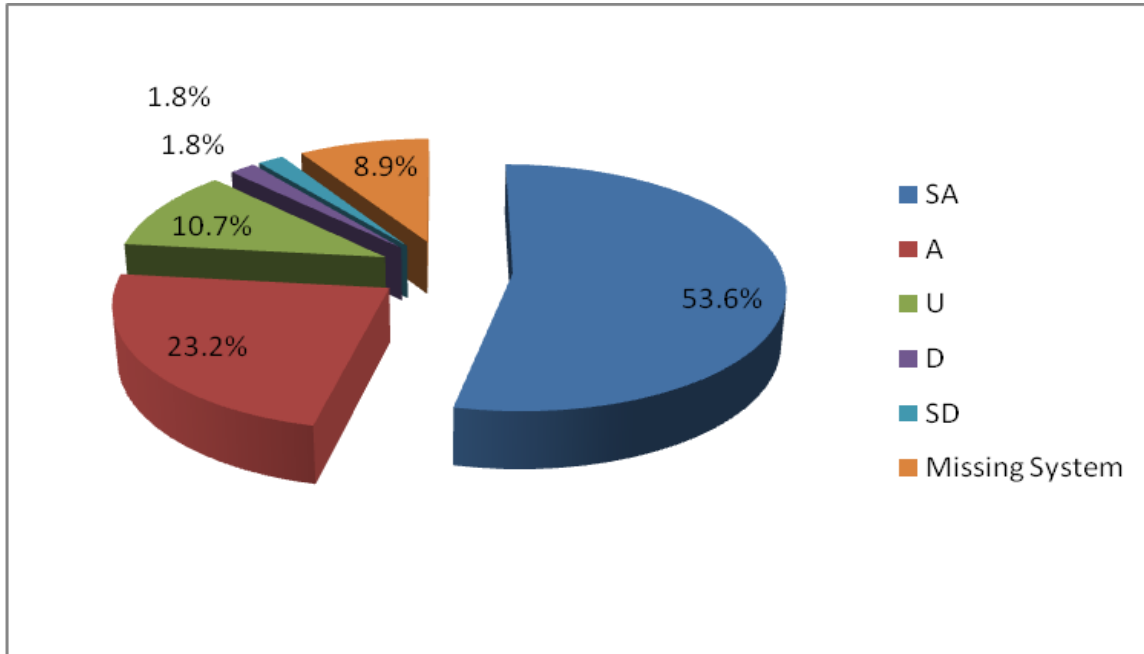


Fig 15 Rate of students who appreciate language use in literary works.

The information from the above pie chart indicates that 53.6% of the total respondents who took part in the study strongly agree that they appreciate the special way literary writers use language in their works. 23.2% of students who partake in the study agree with this. 10.7% of the respondents are undecided and 8.9% missing system as the respondents failed to give the researcher the required information about the view. Nevertheless, 1.8% of those who participated disagree with the above statement with the notion that they can not appreciate the way literary writers use language in their works. The same percentage (1.8%) strongly disagreed with the same view of those who disagreed. This therefore means that majority of the students acquire knowledge through the integrated English by understanding clearly and appreciating writers works. This can lead to students' good performance.

4.7: Information on teachers

This section sought to find out the familiarity of teachers to the New Integrated English as well as teachers attitudes towards the Integration. The researcher sets six questionnaires to investigate whether or not these have an effect on the performance of English.

4.7.1 Teachers Familiarity to the New Integrated English.

| Statement | Frequencies and percentages | | | | |
|---|-----------------------------|--------|--------|--------|--------|
| | SA | A | U | D | SD |
| Teachers experience in teaching integrated English. | 1=25.0 | 3=75.5 | 0=00.0 | 0=00.0 | 0=00.0 |
| Teachers' competency. | 1=25.0 | 3=75.5 | 0=00.0 | 0=00.0 | 0=00.0 |
| Literature provides authentic context. | 3=75.0 | 1=25.0 | 0=00.0 | 0=00.0 | 0=00.0 |
| Teachers involvement in teaching integrated English. | 0=00.0 | 3=75.5 | 1=25.5 | 0=00.0 | 0=00.0 |
| Teachers observation in students use of English language. | 1=25.0 | 2=50.0 | 1=25.0 | 0=00.0 | 0=00.0 |

Table 9 Rate of teachers' familiarity to the New Integrated English.

SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree and SD - Strongly Disagree.

The information presented in table 9 above indicates that 75% of the teachers who took part in the study agree that their experiment in sharing the teaching of Integrated English has been successful. However 25% strongly agree to this statement. This therefore means that teachers

experience in sharing the teaching of integrated English is out of passion for the subject and not just because of their profession. This also will pave way to students' good performance in English.

It was found out by the researcher that 75% of the teachers who took part in the study agreed that they are competent in teaching integrated English. 25% of the respondents strongly agree to this. This therefore can be interpreted to mean that teachers are familiar with integrated English as their field of expertise. This can lead students to a good performance in English since they have competent teachers who are conversant with integrated approach.

Table 9 above shows that 75% of the respondents who took part in the study strongly agreed that literature provides a resource or authentic context for the teaching of grammar and vocabulary. 25% of the teachers agree about this view. This therefore means that integrated approach can play a vital role in language learning and pave way for good performance in English.

Information collected as indicated in table 9 above shows that 75% of teachers who took part in the study agree that they would like to continue involving themselves in teaching using integrated approach. 25% of the respondents are undecided about this. This can be interpreted to mean that majority of the teachers like integrated approach. This positive attitude can influence how they teach and in turn will influence the attitude of the learners towards the subject and at the end their performance.

Table 9 above shows that 50% of teachers who took part in the study agreed that they observed improvement in their students' use of language as a result of work done in the integration of English and literature. 25% of the respondents strongly agree with this. The same percentage

(25%) of the respondents is undecided about the statement. This therefore means that majority of teachers have seen improvement in their students as a result of integrated English. This implies that integrated English can have an effect on students' performance.

4.7.6 Teachers' suggestions to integrated approach.

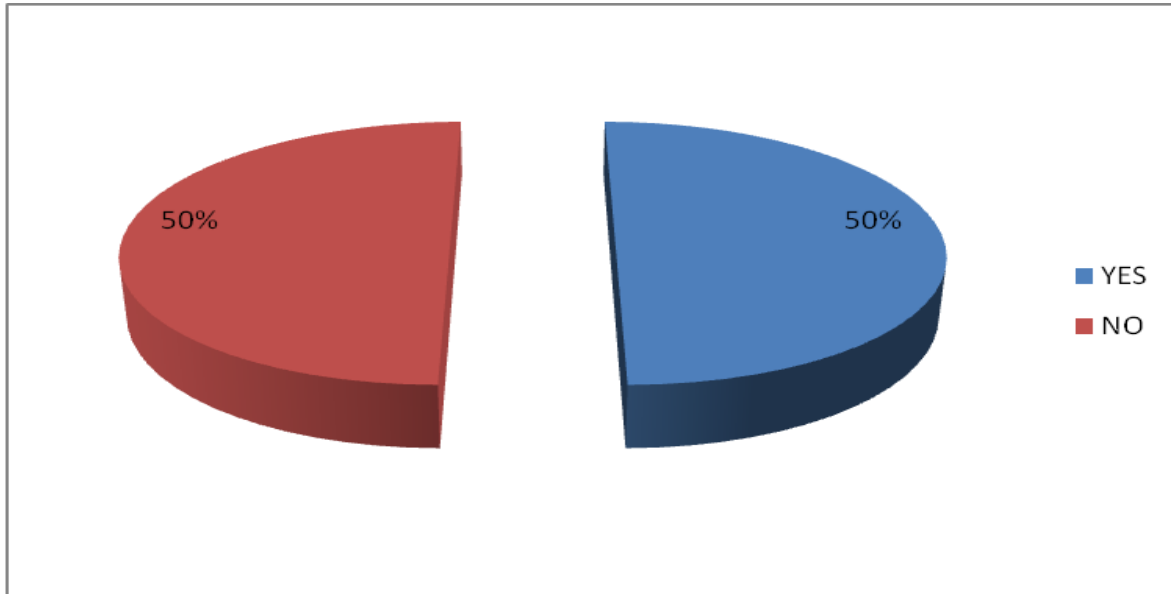


Fig16 Rate of teachers' suggestions to integrated approach.

When asked whether they could suggest any improvements or changes to integrated approach? 50% of teachers who took part in the study agree and expressed themselves that more workshops should be organized frequently to be updating them. However, 50% of the respondents said no as they want it to remain the way it is. This therefore means that there is an equal balance in their attitude towards the new integrated English. This implies that some respondents feel comfortable with integrated English at it is while others feel that they need to be updated. This positive attitude of teachers can pave way for students to obtain good performance in English.

CHAPTER FIVE: SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTED AREAS FOR FURTHER STUDIES

5.0 Introduction

This chapter presents the summary of the whole study, the conclusions arrived at by the researcher after the study, recommendations to various people whom the findings in this work are of importance to and suggested areas for further studies.

5.1 Summary

The researcher set out to investigate the effect of integrated English on the performance of English language in Nembu Girls High School in Nairobi County. This is because the objectives of the integrated English spell out the competencies required of learners at the end of secondary education. In other words, the objectives set out the required standards of English at the end of secondary education. The teacher's role is to improve proficiency, assess stimulus for language acquisition, examine the effect of interpretive abilities, determine the effect of Language awareness and finally investigate the Critical judgment of students on literature works. The entire teaching force in Nembu Girls High School is expecting a desirable result and performance of students in Kenyan National Examination. However, Nembu Girls High School performances continued to be questionable. This has become a major challenge that calls for attention, investigation and finding the possible solutions to the problem. This research was guided by five questions based on proficiency in English, stimulus for language acquisition, interpretive abilities, language awareness and critical judgment.

After reviewing the related literature, the research design to be used for the study was selected. A target population of 56 and four teachers participated in the filling of questionnaires which were the main instruments for the research. The questionnaires had both qualitative and quantitative questions where structured response format were used. Data was collected from Nembu Girls High School where the case study was conducted. Only the Form Three and Four students took part in the study as the researcher assumed that the selected classes had covered most of the content. The questionnaires were administered and collected after a week for analysis. The data was analyzed descriptively using manual method, SPSS and Microsoft excel and presented in form of tables and charts (pie charts and bar charts).

5.2 Conclusion

From the research the following conclusions were arrived at:

- That the students of this school used mostly Kiswahili which hindered proficiency in English and as well affected the performance of the students in English in Kenyan National Examinations.
- That lack of language awareness as students expressed themselves has been an obstacle to their writing skills. This has negative effect on the students' performance.
- That it has also been confirmed that teachers need workshops and seminars in order to be updating themselves frequently to this new integrated approach.

5.3 Recommendations

In order to confront and address the problems that arose during the study so as to improve the performance of English both in the classroom and during Kenyan National Examinations, the following recommendations are suggested:

1. That the students should be encouraged to engage themselves in using the English language frequently while in school premises to improve their proficiency in the language.
2. That the teachers should engage students in doing enough practice when using the integrated approach in order to improve their writing skills.
3. That the Head of Department in collaboration with the head teacher should advocate for the Ministry of Education in Kenya to organize workshops and seminars for teachers of integrated English in order to help them update their skills.

5.4 Suggested areas for further studies

1. The effect of first language on the performance of English in Kenya National Examinations.
2. The effectiveness of teaching methodology used in teaching integrated English on learners' performance.
3. The factors contributing to poor performance of English in Kenya National Examination.

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APPENDIX I

QUESTIONNAIRES FOR STUDENTS

Dear Colleagues,

I am a student at Marist International University College, a Constituent College of the Catholic University of Eastern Africa. I am conducting a research on Analysis of the Effect of Integrated English on the Performance of English Language in Nembu Girls High School of Nairobi County.

I would be grateful if you could assist in answering this questionnaire. Please note that your contribution is of high importance to this research. The information given will be treated with confidentiality and it will be used only for the purpose of this research. Kindly respond with all honesty and seriousness so as to boost the credibility of the study. Your cooperation will be highly appreciated.

Thank you in advance.

Yours Faithfully

Tyokor Emmanuel Tor.

Section one: Personal Details

1. Gender: Male (). Female ().
2. In Which class are you presently studying?
Form 3 (). Form 4 ().
3. Which language do you use regularly in school?

Kiswahili (). English (). French (). Others (). Specify.....

Section Two: Proficiency in English

Indicate with a (✓) in the table below whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD).

| Statement | SA | A | U | D | SD |
|---|----|---|---|---|----|
| I always find it difficult to speak and write in English. | | | | | |
| I prefer using kiswahili in class discussions, reading literature, playing educational games and giving oral presentations. | | | | | |
| I am always afraid of making grammatical errors while speaking English language. | | | | | |
| I have a problem when someone is detecting note in English for me to write. | | | | | |
| Literature represents language ‘at its best’ and thus provides an ideal model for language learning. | | | | | |

Section Three: Stimulus for Language Acquisition

| Statement | SA | A | U | D | SD |
|--|----|---|---|---|----|
| The themes and plots of literary works provide stimuli for meaningful debates, discussions and other language tasks which develop the learner’s linguistic and communicative competence. | | | | | |
| By reading literature texts, I develop interest in English language. | | | | | |
| The study of literature educates the ‘whole person’ in a way that more functional approaches to language teaching do not. | | | | | |
| Literature can not provide learners with insights into the norms and cultural values embodied in the language. | | | | | |
| I read literature texts for enjoyment and for acquiring skills. | | | | | |

Section Four: Interpretive Abilities

| Statement | SA | A | U | D | SD |
|---|----|---|---|---|----|
| I have difficulty in interpreting the literary texts. | | | | | |
| I like this approach to studying English. | | | | | |
| Literature provides learners with authentic models for norms of literature use (e.g. alert them to differences in register). | | | | | |
| The study of literature helps develop the learner's interpretive and analytical skills which can be applied to other language-related activities. | | | | | |
| I developed sensitivity to how language is used in a literary text. | | | | | |

Section Five: Language Awareness

| Statement | SA | A | U | D | SD |
|--|----|---|---|---|----|
| My knowledge and use of grammar have improved as a result of the integrated English. | | | | | |
| I prefer literature integrated with writing skills and grammar. | | | | | |
| My writing skills have improved as a result of the integrated English. | | | | | |
| I have observed that many of the texts in literature deal with topics relating to young people and their sexual experiences. These topics are not suitable for discussion in English course. | | | | | |
| Literature provides motivation for language learning. | | | | | |

Section Six: Critical Judgment

| Statement | SA | A | U | D | SD |
|---|----|---|---|---|----|
| Literature develops the learner's sensitivity to how language is used in a literary text. | | | | | |
| I find it difficult identifying the stylistics devices used in a | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| text. | | | | | |
| Literature aids learners in knowing when the writer is switching from ordinary language to literary language. | | | | | |
| I can read and comprehend literary and non-literary materials. | | | | | |
| I appreciate the special way literary writers use language in their works. | | | | | |

END

APPENDIX II

QUESTIONNAIRES FOR TEACHERS

Dear Sir/Madam,

I am a student at Marist International University College, a Constituent College of the Catholic University of Eastern Africa. I am conducting a research on Analysis of the Effect of Integrated English on the Performance of English Language in Nembu Girls High School of Nairobi County.

I would be grateful if you could assist in answering this questionnaire. Please note that your contribution is of high importance to this research. The information given will be treated with confidentiality and it will be used only for the purpose of this research. Kindly respond with all honesty and seriousness so as to boost the credibility of the study. Your cooperation will be highly appreciated.

Thank you in advance.

Yours Faithfully

Tyokor Emmanuel Tor.

Section one: Personal Details

1. Gender: Male (). Female ().

2. Which class(es) are you teaching?

Form 3 (). Form 4 (). Form 3 &4 ().

3. Which language do you use regularly in school?

Kiswahili (). English (). French (). Others ().Specify.....

Section Two: Questionnaire

Indicate with a tick (✓) in the table below whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD).

| Statement | SA | A | U | D | SD |
|--|----|---|---|---|----|
| Our experiment in sharing the teaching of Integrated English has been successful. | | | | | |
| I would like to continue involving myself in teaching using this approach. | | | | | |
| I am competent to teach in both areas. | | | | | |
| I have observed improvement in my students’ use of language as a result of work done in the integration of English and literature. | | | | | |
| Literature provides a resource or authentic context for the teaching of grammar and vocabulary. | | | | | |

Can you suggest any improvements or changes to the approach?

YES () NO ()

If your answer is YES, please give details.

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Thank you for your cooperation.