

Integrated Approach in Teaching English Language: The Practice in Kenya

Manyasi N. Beatrice

Abstract

The purpose of the study was to establish how the integrated approach was used in teaching cultural practices and English language skills in the set book novel: The River and the Source by Margaret Ogola. The findings revealed that teachers analyzed cultural practices in isolation without integrating the teaching of literature with the language skills of listening, speaking, reading and writing. Punctuation and grammar was also not taught. The instructional objectives focused on identifying and illustrating the cultural issues in the novel. Teachers emphasized on the cognitive domain ignoring the psychomotor and the affective domains, hence there was a disparity between curriculum developers' expectations and classroom practice.

Key words: Integrated Approach, English Language Skills, Teaching, Culture

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