

**THE RELEVANCE OF ENGLISH TEXTBOOK INPUT ON THE
LEARNERS ACQUISITION OF COHESION IN GRAMMAR IN
SECONDARY SCHOOLS IN KENYA**

BY

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and Linguistics in Fulfilment of the Requirements for the Award of the
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DEDICATION

For you mum for the toil and tiredness
borne to see me through school and life.

To my wife Rahab for filling in the gap of life
with enduring love devotion born of true love.

My two daughters Cynthia and Sue.

May your desires of being “doctors” be achieved.

My other family members under the steer manship of my brother

Whose self-drive and selflessness has
shaped me to who I presently am.

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ABSTRACT

The Kenya National Examination Council Report shows a fall in Kenya Certificate of Secondary Education (KCSE) English examination performance over the four years 2001-2004. Establishing the course of this failure was important. The Ministry of Education, Science and Technology (MOEST) has recommended 6 textbooks for use in English language teaching in Kenyan Secondary schools. The study set to investigate the relevance of English textbook input on the learner's acquisition of cohesion in grammar in Secondary schools in Kenya. The study borrowed and relied more on Krashen's Monitor model and Frequency hypothesis as proposed by Hatch. The study combined both qualitative and quantitative research methods. The recommended form one English textbooks were put into an analysis alongside the English syllabus. Grammatical structures were tabulated to compare and contrast the content in the text as per the English syllabus requirement. A quantitative analysis of the data was made with tables drawn to quantify the data. The findings show that the guidelines in the syllabus are not adhered to by publishers with grammar structure presentation being flouted. The recommended textbooks had enough structures touching on cohesion but the teaching of cohesion is amorphous. The mode of testing is imbalanced and does not fully assist learners acquire cohesion as it does not give them enough practice. The findings were expected to assist the curriculum planners and publishers in the repackaging of the English textbooks. The study recommended that the textbooks in use should capture the content in all areas of grammar and more so cohesion structure to give learners more room for practice. Suggestion for further research was given with emphasis to the replication of this study to other areas of English.

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LIST OF ABBREVIATIONS

| | |
|---------|---|
| BOOK1 | Book One |
| HOD | Head of Department |
| KAPE | Kenya African Preliminary Examination |
| KCPE | Kenya Certificate of Secondary Education |
| KCSE | Kenya Certificate of Secondary Education |
| KIE | Kenya Institute of Education |
| KNEC | Kenya National Examination Council |
| L2 | Language Two |
| L-rules | Learner Rules |
| MOEST | Ministry of Education, Science and Technology |
| NS | Native Speaker |
| ROK | Republic of Kenya |
| SLA | Second Language Acquisition |
| SPSS | Statistical Package for Social Sciences |
| UG | Universal Grammar |

CHAPTER 1

INTRODUCTION

1.1 Background to the Study

English, as a second language for most of the people of the world has increasingly become the international language for business and commerce, science and technology and international relations and diplomacy (Larsen-Freeman and Long, 1991).

Competence in English is an essential prerequisite for educational and career success. Without it, a learner is handicapped when learning other subjects and later on when performing a job. According to the language policy, English is the medium of instruction in all public institutions and the official language of communication (Ominde, 1985).

English is the official language of communication as well as the medium of instruction in our schools, colleges and universities. It is also the pre-eminent language of international communication. In the school setting, proficiency in English will make the learning of other subjects much easier. The importance of English cannot therefore be overemphasized (KIE, 2002). Communication is said to take place if two parties perceived by the hearer are able to understand one another. Cohesion is very important in enabling communication.

In the teaching of English, the emphasis should be on the acquisition of communicative competence and not simply on the passing of examinations. In fact, becoming proficient in the language is a desirable life long goal. In this case mastery of grammar is important.

Each language has its own patterns to convey the relationships of persons and events. These patterns cannot be ignored in any language if meaning is to be perceived. We can recognize a text as a sentence or a group of sentences because we can see a clear relationship of ideas unfolding. Halliday and Hasan (1976) define a text not just a string of sentences or a large grammatical unit but a sort of super-sentence with a semantic unit. A text has texture which is dictated by its interpretation within a particular context or environment. Halliday and Hasan

identify five main cohesive devices in English reference, substitution, ellipsis conjunction and lexical cohesion.

Communication is said to take place if meaning is perceived by the hearer. This process can only take place if the grammar structures used have cohesion. When words in a sentence agree then we are able to get the meaning. Rutherford (1987) looks at cohesion as what 'ties' sentences together such that we perceive them collectively as constituting a single text. The 'sense' of collectiveness or the close connection in the sentence and letting words hold together in a sentence is what is termed as cohesion.

Cohesion is therefore the network of lexical, grammatical and other relations which link various parts of text. These relations or ties organize and, to some extent, create a text, for instance, by requiring the reader to interpret words and expressions by reference to other words and expressions in the surrounding sentences and paragraphs. Cohesion is a surface relation and it connects together the actual words and expressions that we can see or hear.

In 1953, English was made a compulsory examination subject at the end of the eight years' Primary Education (KAPE) (Kimemia 2002). This was further strengthened during the inception of the 8-4-4 system of education where it was also made a compulsory and examinable subject at the Kenya Certificate of Primary Education (KCPE) level in 1985 (Kimemia, *ibid*) This means that good performance in English determines opportunities for further education as well as job prospects. According to the ministry of education primary syllabus (KIE,2002) all pupils are expected to have acquired a sufficient command of English at the end of the primary course. This should be both in spoken and written forms to enable them communicate fluently, follow subject courses and textbooks as well as reading for pleasure and information. A good foundation is therefore required in order to ease communication. A learner should be subjected to rules of language as early as possible and the frequency of use be enhanced to become fluent and competent.

The rules are important to allow cohesion in the output that the learner produces. This output may be in spoken (utterances) or written (essays) form.

Cohesion allows for agreement of words or phrases in a sentence. As Wilkin (1997) puts it, errors of agreement in speaking are sometimes difficult to avoid. In writing, however, these errors should be easier to avoid because the writer always has the time and the opportunity to revise his work before presenting it to the reader. The writer is also able to write properly connected sentences in their essays.

Mutea (2001), states that performance in English at K.C.S.E level has been poor for many years with many of the candidates scoring D+ and below. The actual cause for this has never been clearly identified. Much of the criticism has been levelled against the integrated approach on various forums. Koech (1999), states that stakeholders alleged that the integrated approach has made the syllabus too wide for coverage. In the *East African Standard* newspaper of February 5, 2002, a correspondent states that the cause of poor performance in English is the integration of English language and literature and it does not allow development of required language skills. In Kenya our exams are for the most part written and anyone who has not mastered the art of development, organising and expressing ideas will be at a great disadvantage. Cohesion is very importance in the developing, organizing and expressing of ideas. Well developed essays require cohesion for ideas to flow.

The Kenya National Examination Council (KNEC 2004) report indicates that both mechanical and stylistic skills are tested in Paper 1, which tests candidate's communication in written English, Paper 2 tests on cohesion and summary skills and Paper 3 tests literary skills. The report indicates that many candidates are weak at word choice, grammar, punctuation, paragraph writing and spelling. They make frequent construction errors. These construction errors are as a result of lack of cohesion. This can be as a result of subjects not agreeing with their verbs (subject-verb agreement). This can be in terms of number, persons, gender as well as tense. English paper 1 (English composition), where candidates are tested on communication in written English registered a small improvement from 14.46% in 2002 to 15.00% in 2003 of which the performance mean still remained below the level of 2001 (16.79%).

English paper 2, registered a small improvement index of 0.01 from 29.21 in 2002 to 29.22 in 2003 of which the performance mean still remained below the levels of 2001 (33.87%) and 2000 (42.23%). Emphasis should be placed on mastery of cohesion as a basic foundation of being competent in language as well as attaining a high level of fluency.

As seen from the table, Paper 1 in the three years recorded a mean score far below the average score. This paper tests candidates' communication where cohesion is vital to enable effective communication. Learners are supposed to construct sentences to express their ideas. In order for these ideas to flow, cohesion will be very important, in this, case in tense as well as subject and verb, as it will enable the candidate express himself appropriately.

English teaching should begin as early as possible although this was reversed by the Gachathi Report of 1976 which advocated for English use as a medium of instruction from standard four (Ayot, 1984). This shows the importance of early introduction to English to the learners implying that fluency in all aspects of the language will enable a student to perform better in the other subjects (KIE, 1987).

Table1: Candidates overall performance in English for the last four years.

| Year | Paper | Candidate | Maximum score | Mean score | Standard deviation |
|-------------|--------------|------------------|----------------------|-------------------|---------------------------|
| 2000 | 1 | | 40 | 14.94 | 3.83 |
| | 2 | | 80 | 42.23 | 11.07 |
| | 3 | | 80 | 17.43 | 8.49 |
| | Overall | 181,966 | 200 | 74.34 | 20.81 |
| 2001 | 1 | | 40 | 16.79 | 3.37 |
| | 2 | | 80 | 33.87 | 10.34 |
| | 3 | | 80 | 18.26 | 8.84 |
| | Overall | 193,826 | 200 | 68.84 | 20.00 |
| 2002 | 1 | | 40 | 14.46 | 4.07 |
| | 2 | | 80 | 29.21 | 10.77 |
| | 3 | | 80 | 15.75 | 8.70 |
| | Overall | 197,090 | 200 | 58.16 | 21.23 |
| 2003 | 1 | | 40 | 15.00 | 3.53 |
| | 2 | | 80 | 29.22 | 10.12 |
| | 3 | | 80 | 21.05 | 9.25 |
| | Overall | 207,929 | 200 | 65.26 | 20.89 |

Source: Kenya National Examination Council Report (2004)

Language teachers aim at first: to see that learners learn to use language as accurately as possible with such accuracy including mastery of basic language patterns and structures (grammar), use of appropriate lexis, clear handwriting and spelling. The second aim is to enable communication in the social setting. Learners need to develop fluency in language use, which enables them to act independently and with confidence. Such fluency comes from exposure to a great deal of spoken and written language to experience using language without fear of being inaccurate or wrong (Ayot, 1984). This exposure will enable a learner practice more on the said structures and setting a base for practice, which will make them fluent. As Krashen postulates that learning is a product of formal instructions and comprises a

conscious process, which results in conscious knowledge about the language and acquisition as the product of a subconscious process very similar to the process children undergo, when they acquire the first language. It requires meaningful interaction in the target language.

According to Krashen (1988), *learning* is less important than *acquisition*. Acquisition refers to the subconscious process used by children developing their first language while learning is a conscious process which results in a separate system of simple grammar rules. This may not be the case in the Form 1 learner. Krashen in the above argument advocates for self discovery as opposed to tutored discovery. This is because the English syllabus advocates for introduction of grammar from known to unknown or simple to complex. Input hypothesis claims that language that is not understood does not help. Comprehensible input is that language that is understood. It becomes helpful if introduced in samples less complex than the learner is already capable of dealing with. It is therefore important that the learner be taught rules that bring about cohesion than being left to discover them on his own. The form one learner is in a new setting (secondary school) where good foundation in English is required. Attaining fluency in English is the target of the learner and an early exposure to the rules is important. Confidence and fluency can only be cultivated if the learner is exposed to these rules at the onset.

Among the general objectives of upper primary in writing skills is to be able to express own ideas meaningfully and legibly in English, to convey information and communicate effectively (KIE, 2002). Writing is done through filling of blank spaces with words and sentences completion. Language patterns incorporate the various tenses. There is also simplification of rules in teaching primary English with examples picked from the environment. This is done in testing exercise where the texts have employed various testing forms. The findings of this study show a weakness in the general testing exercises with no much exposure to the learners practise on cohesion. The testing methods do not involve the learner wholly.

Learning how rules operate is useful but more so to know how to use language in real life situations. A learner who has mastered grammar knows how to apply the rules to communicate in acceptable language forms. According to the ministry of education English syllabus (KIE, 2003), a grammar item should be presented to the class within the context in which it appears. This has proved inadequate as teaching of cohesion is left at the whim of the teacher and thus less exposure. The aim is to get the learner to perceive the structure, its form and meaning. Approaches to classroom instructions in secondary school are form focused and meaning focused. This is to enable the learner be competent and communicate effectively. Well-connected sentences will make deciphering of meaning easier. Sentence construction gives a learner room to practise on cohesion. The frequency of exercises requiring sentence construction was inadequate and thus no enough practice.

In primary school, the exam that is conducted at the end of the course contains structures that make the pupils to give an answer that they may not explain the rules. Mechanical approach to teaching becomes a major hindrance towards internalising the structures. Due to this, students find it difficult to comprehend, use and write cohesively and thus cannot express themselves effectively in writing.

Mwanzia (2005) blames drilling pupils in primary school for the poor performance in National examinations. The pressure from school owners and parents makes the teachers set their eyes on good results and thus resort to drilling, which is boosted by multiple-choice questions at primary level. From the questionnaire it was established that most students make mistakes in cohesion showing that this had been a transfer case from primary.

According to some basic assumption underlying an effective methodology to teaching language, language is not a random collection of words but consists of a great number of patterns and structures, and material used should aim to reveal these patterns to the users (Ayot 1984). This indeed shows the importance of setting a foundation right at form one level where the learner will be exposed to the rules of grammar that makes cohesion possible. Findings show that these patterns

lack and the textbook used do not give adequate exposure to the learners. More so, the syllabus does not give a clear guideline on how cohesion should be taught and this leaves teachers groping in the dark on how to teach cohesion.

From the foregoing, competence in English is seen to be an essential prerequisite for educational and career success. It has been made a compulsory subject and an examinable one both at primary (KCPE) and secondary (KCSE) level. Fluency in English will enable students better in other subjects. Fluency depends on exposure to both spoken and written. All the exams except Kiswahili and foreign languages like French and German, are set and written in English. Advocacy has been widespread to start learning English as early as possible. The English syllabus has stipulated that a grammar item should be presented in class within the context in which it appears, which concurs with responses from the respondents who says that they teach cohesion in the context in which it appears rather than in isolation. Drilling has been blamed for failure in national examinations. Most of the researches focus on the learner. Evidence from the background to the study shows that the role of English textbook input has not been investigated. This study set to investigate the role of English text input on the learner's acquisition of cohesion in grammar in Secondary school in Kenya.

1.2 Statement of the problem

Inability to write properly connected sentences is a problem experienced by learners in secondary schools. This has led to poor performance in English in national examination. Several English textbooks have been published and seemingly this has not helped. The reasons behind this inability to write properly are not yet known. This area needed to be investigated.

1.3 Objectives of the study

The study intended to

- i. Establish the effects of order of grammar content in the English textbook in comparison to English syllabus as it concerns cohesion.

- ii. Investigate the frequency and availability of cohesion (agreement) structures in the form 1 English textbooks.
- iii. Assess the mode of testing in the English textbooks on cohesion.
- iv. Establish the most frequently used textbook touching on cohesion.

1.4 Research Questions

- i. Does the order of grammar content in the English textbook affect cohesion acquisition?
- ii. How frequent and available are cohesion structures in form one English textbook?
- iii. Does the mode of testing capture the cohesion content?
- iv. Which is the most frequent textbook in use touching on cohesion?

1.5 Justification of the Study

Some grammar texts dedicate a few areas in highlighting the cohesion rules. A research of this nature tried to answer the question of what really constitutes the cohesion in the English textbooks prescribed. This study exploited the content analysis in the qualitative research design where objectivity was high. This research would help in improving better performance in examinations. It would also be useful to curriculum planners to repackage the content in the recommended textbooks as teachers may only have access to one textbook out of those recommend, and therefore limiting the scope of the input to learners.

1.6 Scope and limitation

The study confined itself to only four textbooks out of the six recommended textbooks by the Ministry of Education, Science and Technology (MOEST, 2004). The six are: *New Integrated English Book 1*, *Advancing in English Book 1*, *Head Start English Book 1*, *New Horizons in English Book 1*, *Excelling in English Book 1* and *Exploring English Book 1*. The researcher used only the textbooks prescribed for teaching form one class. The study also concentrated only on those teachers who teach English language in Kenyan

secondary schools only. The study father confined itself to those teachers of English who are examiners with the Kenya National Examination Council (KNEC). These teachers either mark English paper 1, 2 or 3. The study focused on the grammar structures in the English textbooks. The study confined itself to only four of the recommended text books by the Kenya institute of Education (KIE, 2004) and at the form one level and teachers of English. Only a fraction of the English teachers were used as respondents, those who make KCSE English papers 1-3(that is, paper 1-composition, paper, 2-comrehension and grammar and paper 3-litrature in English). These were picked to represent the wider group of Kenya teachers of English.

This study was constrained by time and finance as the researcher could not be able to analyse all the textbooks that are used for the teaching of English and therefore had to confine to the four sampled textbooks. These were *New Integrated English Book 1*, *Advancing in English Book 1*, *Head Start English Book 1* and *New Horizons in English Book 1*. In terms of finance the researcher could not be able to analyse all the recommended textbooks as the cost of coding and analyzing was a lot and therefore purchased only the four sampled textbooks.

1.7 Definition of Terms

Acquisition: It refers to the attainment and internalisation of rules and formulas by the learner and the ability to communicate in target language.

Approach: This is a way of doing something to meet and or attain an objective or the general view of how teaching should be carried out or conducted.

Cohesion: This refers to the agreeing of words in a sentence or the harmony that exists between the subject and the verb in order to get the meaning in a sentence, Rutherford (1997). It is also the network of lexical, grammatical and other relations which link various parts of text.

Context: This is the environment or surrounding in which a particular word, phrase or sentence is used and or appear and meaning can be deciphered.

Drilling: This is a process of teaching by making pupils/learners to repeat words or actions severally.

Fluency: This is the ability to speak and/or write accurately and easily in the target language.

Form-focused instruction: Instruction in which a learner is engaged in activities that have been specially prepared to teach specific grammatical features.

Form: A manner in which something is presented or the general appearance of an item in grammar.

Input: This is the language data that the learner hears or reads; or that which is addressed to the learners.

Instructions: These are ways or methods a learner is advised to follow when performing an activity especially in teaching.

Learning: It refers to the attainment and actual usage of rules and formulas by the learner consciously in the target language.

Meaning focused instruction: Instructions in which classroom activities are provided to encourage the learners to communicate using whatever resources they have at their disposal.

Rule: This is a set of procedure to be followed by a learner in order to attain the structure of language.

Syllabus: This is an arranged course of study that is to be followed for a particular period of time to aid in learning and bring out uniformity.

Text: This is a sentence or a group of sentences with a clear relationship of ideas unfolding.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The review centred on key areas to this study with a view to establish what constitutes appropriate target language for acquisition in a classroom situation. The areas that were to be covered were studies on: Cohesion in English grammar, the syllabus, Language acquisition and Instructed second language acquisition

2.2 Cohesion in English Grammar

Grammar means sentence construction, how words group together to make phrases and sentences. It is also used to mean the study of the syntactic properties of language (Tallerman 1998). When linguistics and language specialists sought to improve the quality of the language teaching in the late 19th century, they often did so by referring to the general principles and theories of how languages are learned, how language is represented and organized in memory or how language itself is structured. According to Richards and Rodgers (1986), early-applied linguists such as Sweet Henry, Jespersen O. and Harold Palmer sought a rationale answer to questions such as those regarding principles for the selection and sequencing of vocabulary and grammar.

Halliday and Hasan (1976), take the view that the primary determinant of whether a set of sentences do or do not constitute a text depend on cohesive relationships within and between the sentences, which create texture. A text has texture and this is what distinguishes it from something that is not text. We can recognize a text as a sentence or a group of sentences because we can see a clear relationship of ideas unfolding. Halliday and Hasan (ibid) define a text not just a string of sentences or a large grammatical unit but a sort of super-sentence with a semantic unit. A text has texture which is dictated by its interpretation within a particular context or environment. Halliday and Hasan identify five main cohesive devices in English; reference, substitution, ellipsis conjunction and lexical cohesion. The texture is provided by cohesive relation. Cohesive relations mean

the various forms in which cohesion manifests itself for example: *conjunctive ties*, is one form where words or phrases relate to one another in a clause by use of conjunctions. The joining may bring about addition when 'and' is used. It may also show contrast when 'but' is brought about by subject-verb agreement rules.

Rutherford (1987), looks at cohesion as what it is that 'ties' sentences together such that we perceive them collectively as constituting a single text. Cohesive relationships within a text are set up where the *interpretation* of some elements in the discourse is dependent on that of another. The one *presupposes* the other in the sense that it cannot be effectively decoded except by recourse to it. Halliday and Hasan (1976:4) gives a paradigm example of such relationship

Wash and core six cooking apples. Put them into a fire proof dish.

According to Halliday and Hasan, it is clear that *them* in the second sentence refers back to *the six cooking apples* in the first sentence. Thus an anaphoric statement with *them* being an anaphoric to *the six cooking apples*. This anaphoric function of "them" gives cohesion to the two sentences so that we interpret them as a whole. The two sentences together constitute a text.

Rutherford advances the arguments of some kind of inferences and association necessary for the interpretation of text. A case in point is what Rutherford (1987:90) gives below:

One characteristic of wars in general is that often nobody wins. Somebody did, however, in American Revolution, but even this conflagration is said to have taken its toll on both sides.

The comprehension of this passage entails among other things, that the following relationship be perceived of *hyponymy* (as between *war* and *American Revolution*); of *anaphora* (as between *American Revolution* and *conflagration* and between *conflagration* and *its*); of *contrast* (use of *but*) of *contradiction* (conveyed by *somebody did*) and of major category to *surrogate* (as between *win* and *do*). The comprehension of the above text involves grammatico-semantic relations which is what is referred to as cohesion.

*Rutherford (1987:91) categorizes cohesion into various cohesion relations:

1. Reference: commonly of anaphoric reference (for example referential pronouns) but also personal pronouns and demonstratives example of *its* to *conflagration*.
2. Substitution which is a replacive grammatical relation between linguistics elements. Substitution can apply to nouns as well as clauses example of “*did*” for “*won*”
3. Ellipsis which is the omission of “*understood*” elements that are formally retrievable from the text. Ellipsis can also occur with nouns and clauses, example, *of win* in *did (win)*.
4. Conjunctive ties which is the connecting of clausal elements by means of additives (*and*), adversatives, (*yet*) disjunctives(*or*), temporal (*then*).
5. Lexical ties which is commonly simple reiteration but also *synonymy* and *hyponymy*, as in *as of war* to *American Revolution*; as of *American Revolution* to *conflagration*.

Rutherford argues on this from the basis of the theoretical work of Halliday.

✓ Halliday and Hasan also outline a taxonomy of types of cohesive relationships which can be formally established within a text providing cohesive ties which bind a text together. Explicit marked cohesive relationship in texts is indicated, by formal matters which relate “*what is about to be said*” to “*what has been said before*” Markers like *and*, *but*, *also*, *so* and *them*, that is, the conjunctive relations can be used formally as:-

- i) Additives e.g. *and*, *or*, *furthermore*, *similarly*, *in addition* etc.
- ii) Adversative e.g. *but*, *however*, *on the other hand*, *nevertheless* etc
- iii) Causal e.g. *so*, *consequently*, *for this reason*, *it follows*, *from this* etc
- iv) Temporal e.g. *then*, *after*, *an hour later*, *finally*, *at last* etc

It is not that any one of these form of markers stand in a simple one-to-one relationship with a particular cohesive relations: *and*, for example, can occur between sentences which exhibit any one of the four relationships mentioned above. Neither is it the case, that the posited relationships cannot be held to exist in the absence of formal makers.

Halliday and Hasan recognize that it is the underlying semantic relation that actually has the cohesive power rather than the particular cohesive markers. Nonetheless they insist that it is the presence of the cohesive markers, which constitutes “textness”. It can be seen that cohesion spills to a wide area of grammar from referencing, substitution, ellipsis, conjunctive ties to lexical ties and all involving cohesion. Beebe (1979), as cited in Rutherford (ibid), observes that *conjunctive ties* was overwhelmingly preferred by learners and that problems, abound for the learners in the appropriate use of *and*, *but* and *so*; and that conjunctive ties also appear in the learners text where they are not called for. Steal (1968), as cited in Rutherford (ibid), observes that the commonest sense of ‘*and*’ is that of simple ‘*additive*’ *conjunction*, and can also carry the meaning of *so*, *then* and *furthermore*. Rutherford (1987:92) gives the following example:

- a) The clerk was rude ‘*and*’ insensitive (additive).
- b) The clerk was rude and (*so*) was treated rudely in return.
- c) The clerk was rude and (*then*) apologetic.
- d) The clerk was rude and (*furthermore*) even used vulgar language.

It should therefore not be altogether surprising that ‘*and*’ bears an unnaturally heavy semantic load in the learner’s written production. Reiteration of a lexical item is another simple means of achieving cohesion in inter-language. Reiteration is a ready-made tactic for binding textual matter where synonymy and grammatically governed anaphora, ellipsis and substitution are still beyond the learner’s present competence. Rutherford (ibid) gives this example: ↓

This temple is famous because it is the biggest temple in the world. It is not difficult to go there because you can go there any time.

Of most interest to Halliday and Hasan of the cohesive relationships is the *reference, substitution, ellipsis and lexical relationships*.

Brown and Yule (1983:193) substitute reference with co-reference. Co-referential forms are forms, which instead of being interpreted semantically in their own right they make reference to something else for their interpretation. These forms direct the hearer / reader to look elsewhere for their interpretation. *Exophoric* relationship is an interpretation that lies outside the text, that is, in the

context of situation and plays no part in textual cohesion. *Endophoric* relations have its interpretation lying within a text and they do form cohesive ties within the text. Under endophoric relations, two kinds; *anaphoric* and *cataphoric* arise. *Anaphoric* relations are those which look back in the text for their interpretation while *cataphoric* relations are those which look forward in the text for their interpretation.

i) Anaphoric: Look at the sun. It's going down quickly.

(It refers back to the sun)

ii) Cataphoric: It's going down quickly, the sun

(Its refers forward to the sun)

Cohesion within a text can of course be proved by relationships other than those involving co-reference. Cohesion may be derived from lexical relationships like *hyponymy* (*daffodil* is a hyponymy of *flower*), *part- whole* (*arm* is part of a *man*), *collocability* (*Monday* relates to *Tuesday*), *Structural relationships* like clausal substitution (Sarah is very fond of Rachael. So am I), *comparison* (thumb is stronger than that hammer), by *syntactic repetition* (We came in, they came in), by consistency of tense, by stylistic choice and so on.

According to Wilkins (1997:107), except for "be", English verbs show a difference between singular and plural only in the third person and only in the present tense. The third person singular present tense ends in "s". Example.

I walk.

You walk.

We walk.

They walk.

He walks.

She walks.

It walks.

In the above examples, it is clear that cohesion is realized in the omission of "s" in pronouns "I" "you" "we" and "they"; and the presence of "s" in the verb preceded by pronouns *he*, *she* and *it*. Wilkins (ibid) continues to raise issue with

the verb “*be*” and its special problems in cohesion. First the 2nd person pronoun “*you*” is always used with the plural form of the verb.

You are/were sleepy

Second, the difference between singular and plural is shown in the past tense as well as in the present tense as Wilkins (ibid) shows:

He is strong. (Present)

He was strong. (Past)

They are strong. (Present)

They were strong. (Past)

According to Wilkins (ibid), the most common error with “*be*” that is common with learners are: -

**You was here.*

**We was happy.*

**They was many.*

You/we/they are the subject words in the above structures and represent the third 1st, 2nd and 3rd person plural. Due to this the expected verb should carry a plural tense due to the number. The subject determines whether the verb is singular or plural. A singular verb is used with a singular subject and vice versa. The verb does not agree with any other part of the sentence. Wilkins (ibid) gives these examples:

1. a) *The theorem is clear. (Singular)*

b) *The theorems are clear. (Plural)*

2. a) *The coach works hard. (Singular)*

b) *The coaches work hard. (Plural)*

A verb also agrees with its subject in person. When there are two or more subjects that differ in person, the verb agrees with the subject nearest to it, as in the following examples.

1 a) *Neither Kent nor she is prepared (Singular)*

b) *Either the Olson's or the Kelly's are moving (Plural)*

The verb agrees only with its subject. Occasionally a word with a different number from that of the subject occurs between the subject and the verb. This word usually has no effect upon the number of the verb even though it is closer to the verb than the subject is. Example:

1. a) *The plane, carrying fifty passengers, is landing*
- b) *One of the cars needs a battery*
- c) *The uprisings in small countries often involve violence.*

The words “*together with, along with, as well as*” etc are prepositions. The objects of these prepositions have no effect upon the number of the verb. Example:

- 1 a) *The trapped minor, together with the rescue squad, is safe.*
- b) *His facial expression, as well as his tone of voice, gives him away.*
- c) *The defendant, with his lawyer, enters the courtroom.*

In all these examples, Wilkins (ibid) shows the importance of cohesion in whatever form of sentences construction. The sentence structure may be correct but it may lack cohesion especially between the subject and the verb.

Subject precedes the verb in English and is one of the ways that we can tell subjects in English. Subjects in English control subject/verb agreement. Verbs change in form to match or agree with particular features of the subject such as person and number. This is what the researcher terms as cohesion. Verbs in many languages agree with one or more of their arguments. This means that inherent features of the noun phrases are also marked on the verb. English has very little verbal and only that third person singular in the present tense is overtly marked (for example, *I play* vs. *He plays*.) This is the dual role of the –s suffix and represents both third person singular and present tense (Tallerman 1998).

Wilkins (ibid) looks at agreement in grammar as likeness or to make two words agree. There are two numbers: singular and plural. A word is singular in number if it refers to one person or thing. Except for “be” English verbs show a difference between singular and plural only in the third person and present tense. A singular verb is used with a singular subject and vice versa. The subject determines

whether the verb is singular or plural. The verb does not agree with any other part of the sentence.

According to Quirk et al (1973: 176), the most important type of cohesion in English is cohesion of number between subject and verb examples:

The window is open (Singular + Singular)

The windows are open (plural + plural)

**The window are open (singular + plural)*

**The windows is open (plural + singular)*

Sentence 3 and 4 are ungrammatical. A clause in the position of subject counts as singular for purposes of cohesion.

How they got there doesn't concern me.

To treat them as hostages is criminal. (Quirk, ibid).

The same is true of prepositional phrases acting as subjects examples

After the exams is the time to relax.

According to Quirk (ibid) notional concord is agreement of verb with subject according to the idea of number rather than the actual presence of the grammatical marker for that idea. Thus in the following sentence 'government' is treated as plural as shown not only by the plural verb, 'have', but also the pronoun 'their'.

The government have broken all their promises.

The principle of 'proximity' denotes agreement of the verb with whatever noun or pronoun closely precedes it, sometimes in preference to agreement with the headword of the subject (Quirk et al 1973:177) gives these examples:

No one except his own supporters agree with him one in ten takes drugs

Collective nouns are notionally plural but grammatically singular. Example.

The public are tired of demonstrations

The audience were enjoying every minute of it.

Although singular and plural verbs are more or less interchangeable in these contexts, the choice is based, if on anything, on whether the group is being considered as a single. Thus plural is more likely than singular in (2) because

consideration is being given to the individual reactions of members of the audience. Contrastingly, singular has to be used in sentences like:

The audience was enormous

When a subject consists of two or more noun phrases coordinate. Under non-apposition coordination, we include cases that can be treated as an implied reduction of two clauses. These have a verb in the plural as Quirk (ibid) illustrates:

Tom and Mary are now ready (Tom is now ready and Mary is now ready)

What I say and what I think are my own affairs. (What I say is ...and what I think is...)

A singular verb is used with conjoining which represents a single entity. Example:

The hammer and sickle was plying from a tall flag pole.

Conjoining expressing show mutual relationship even though they can only indirectly be treated as reductions of clauses in this way, also take a plural verb.

Example:

Your problem and mine are similar. (Your problem is similar to mine and mine is similar to yours).

With the less common appositional for coordinated structures referring to the same thing. Hence a singular verb is used.

The temple of ugliness and memorial to Victoria bad taste was erected at the Queen's express wish.

The two opening noun phrases have both referred to the same thing.

Subject complement concord of number (But not of person) exists between subject and complement in clauses of type S+V+C, as in Quirk (ibid):

The child was an angel but not the child was angels,

The children were angels but not the children was angels.

This type of concord arises naturally from the denotative equivalence in the intensive relationship. Subject-object concord of number person and gender is necessary as well as subject complement concord where the second element is a reflexive pronoun. Example:

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He injured himself in the leg.

You should give yourself another chance.

The same concord relation holds when the reflexive pronoun 'his own' is used:

She is making a sweater for herself

They are ruining their own chances

Personal pronouns in the 3rd person agree with their antecedents both in number and (with the singular pronouns he, she and it) in gender as Quirk (ibid) shows:

John hurt his foot

Beatrice hurt her foot

John and Beatrice hurt their feet.

The climbers hurt their feet by contrast, *John hurt her foot* would mean that John hurt someone else's foot (The someone else having previously mentioned)

Radford (1988: 14) talks of syntactic ill-formed due to sentences lacking agreement and in the examples he has given:

1) *The boy next door loses her temper with anyone*

2) *The Christian, which we threw to the lions*

Radford terms them linguistically ill-formed. The possessive pronoun "her" is feminine and does not agree with its antecedent 'the boy' likewise in (2) which requires a non- personal antecedent but Christians are people and therefore flouting the rule.

*2.3 The Syllabus

Prabhu (1987) defines a syllabus as a statement of what is to be taught. He looks at the syllabus from several angles. He sees it as an operational construct, a form of support to the teaching activity that is to be carried out and in construction of appropriate lesson plans. In this view, the syllabus is concerned with what is to be done in the classroom, not necessarily with what is perceived to be taught or learnt and therefore seen as only an operational construct (Prabhu 1987). He sees the syllabus as an illuminative construct concerned with the product of learning. It is a specification of what is to be learnt in terms of a conceptual model, which aims to provide an understanding of the nature of the subject area concerned, in this

case, English as a subject. This is a view held by Rutherford (1987) who looks at a language syllabus as being concerned with particular specification of the content upon which teaching and learning would act. It is also an instrument of organizational control where it exercises supervisory control in institutionalised education and a basis on which common examinations are set for learners in different classrooms.

Ayot and Patel (1992) concur with him by saying that a syllabus helps to keep the educational standards uniform throughout the country. The supervisory control can consist of some form of monitoring classrooms to ensure that the activities that take place are those that are meant to, and a comparison of progress in different classrooms. Prabhu further says that a syllabus is a document of public consent as it makes education intentions available for criticism and, thereby, acts as a document of public consent. Ayot (1984) states that a syllabus defines and informs the teacher of objectives or goals, as far as teaching of that subject is concerned. It gives a teacher a fairly well defined prescription of what may appear in the exam. A syllabus also contains standards. It attempts to convey, as clearly as possible, the acceptable level of facility in the subject, which we regard as appropriate for any level of education, but fails to stipulate how cohesion should be taught.

Prabhu (1987) says that syllabuses can be set up either as a sequence of fixed levels of expected achievement or as a general direction for learner's progress. A fixed level syllabus implies a demand that all learners reach a common level of achievement at a certain stage and therefore the assumption that learning depends relatively directly on teaching. Fixed levels syllabus may have a preference for forms of teaching which, can bring about relatively uniform levels of learning. This can only result in a gradual reduction of the notion of language to a matter of meeting short-term needs and the activity of language teaching to a matter of equipping learners quickly with linguistic table manners. Drilling which Mwanzia (2005) blames as a cause of poor performance in national examination can be explained in terms of fixed level syllabus where the intention is to equip the learner with skills to pass examination.

A syllabus organized in terms of 'communicative' content is said to have the additional advantage of being divisible into stages such that each stage represents a distinct level of learner achievement, and has an immediate surrender value. The English syllabus has been divided into levels covering the progression stage of a learner right from Form 1 to form 4. The said grammar structures presented in a spiral way. The English syllabus is important in all the above ways, as has been discussed earlier, but it is even more so in the curriculum, because at present English is the medium of instruction in Kenya. Any decision made concerning the syllabus will have far reaching repercussions on the teaching, achievement and standards of all other subjects in the curriculum. English is the medium of discourse for the entire economic life in the country; both commercial and industrial and also features largely in these administrative and legal systems of our country.

Any form of thinking depends on language. If pupils are to do well in other subjects, they must be able to express themselves well in English. Therefore, English holds a pivotal role in our curriculum, as it affects performance in all other subjects on the timetable. As Pearson (1981) puts it, English is not another subject on the timetable; it is an instrument of all learning. Due to this, the learner needs to be well equipped, fluent and master the language to enable them perform well in other subjects. English performance continues to fall as has been pointed in the background information.

The syllabus content is an inventory of isolated constructs made available to pedagogy through some form of linguistic analysis. Grammatical constructs are manipulable and can easily be ordered, grouped, combined, tabulated and indexed for putting a grammatical stamp upon a set learning materials (Rutherford 1987). Grammatical specification in the syllabus has to result in the selection and ordering of grammatical constructs a necessarily linear and sequential display of language items for learner input. The English syllabus has adopted a linear order of the grammar items to be covered in each of the class level. Language acquisition is not a linear progression but a cyclic one, even metamorphic one. The learner is constantly engaged in reanalyzing data, reformulating hypotheses, recasting

generalizations among others. Grammatical specification in the syllabus has to assume that encounter with any particular grammatical construct will be appropriately timed for all users of that syllabus. This becomes a hindrance as the personal learning schedules of individual learners vary a great deal. This is one of the shortcomings this study revealed in the way the syllabus has not outlined how cohesion should be taught.

Rutherford argues that the grammar side of the grammatical syllabus must be consonant with the 'metamorphic' aspects of language development to be able to accommodate a group of learners who are learning different things at different times and in different ways; and it must be conceived in such a way that the learner is enabled progressively to convert his language chunks, prefabricated routines, or unopened packages into analyzed language and thereby extend his range of grammatical competence.

2.4 Language acquisition

Acquisition can be broadly defined as the internalisation of the rules and formulas, which are then used to communicate in the language two (L2). In this sense the term 'acquisition' is synonymous with the term learning. Krashen (1981), however, uses these terms with different meanings. Acquisition for Krashen, consists of the spontaneous process of rule internalisation that result from natural language use, while learning consists of the development of conscious L2 knowledge through formal study. A learner needs to understand the rules to be able to communicate fluently. Response data from the questionnaire asserts that learners do make mistakes in cohesion and therefore a need arises for the rules to be taught in totality.

The nature of linguistic environment available to learners of second/foreign language and its role in the learning process have been important issues for second language acquisition (SLA) researchers and educators over the past two decades.

According to Wesche, as cited in Gallaway (1994) oral language input to the language development level of learners might play a casual role in language acquisition. Human possess innate knowledge specific to language known as

universal grammar-UG, which constraints the linguistic data required in language acquisition (Chomsky 1965). It has been argued that ambient input data may provide to degenerate a model due to performance errors. Universal grammar proposes that learners possess a set of abstract linguistic principles, which can vary in certain ways and which restrict what is possible in human language. The textbooks input that is available to the learners is very important to determine what is to be learned. The textbooks contain input that has cohesive structures but the testing modes delimit the learner from having enough practise. The frequency of testing is inadequate. The learner requires an environment that makes him/her practise constantly in cohesion but, from the findings this is not the case. The exercises given do not give room for such practise.

Krashen's input hypothesis, largely predated UG approaches to SLA research, continues to make the strongest claim about the role of the linguistic environment in SLA (Krashen 1985). In Krashen's view, evolved from his earlier formulation of Monitor Theory, a second language is acquired.

Stern (1924) provides a comprehensible statement of his views of the major stages of language acquisition. He sees development as scanning five-time period, of these the transition stage is presented as one that a child goes beyond the limits of its earlier associative links between sounds and real life events. This concurs with the syllabus presentation of grammar in 'chunks' at each level from form one to four.

Stern says that the first major gains in syntax occur in the third period. Two major grammatical changes take place.

- i) The onset of the acquisition of inflections and
- ii) The combination of words by syntactic rules not just juxtaposition.

Ingram (1989) calls these changes as the principle of syntactic structure one, which directs the child to formulate rules of sentence structure within the restrictions of universal grammar and some theory of acquisition.

The ability to use analogy will account, for the child will notice the regular inflections and apply them to irregular forms, for example 'drinked' for 'drunk' or 'badder' for 'worse' (Ingram *ibid*)

Maturations approach to language acquisition will minimise the influence of the environment if a principle of grammar has not yet matured, then no amount of linguistic input will lead to its acquisition, if it has matured, then presumably some minimal exposure will be sufficient (Ingram *ibid*). Goodluck (1986) also says that the biological program for learning is envisaged as a set of innate blue prints for possible language type, that is, universal grammar. UG is not a set of properties that are true of all languages, rather, it is a set of specifications for the shape of permissible kinds of languages; by spelling out the nature of the various types of grammatical systems observed in the worlds languages UG will in effect also exclude all non occurring systems, the errors he makes on the path to adult knowledge may be expected to be constrained accordingly. Chomsky (1965) has described the theory of language as one, which consists of set of principles (UG) that underlie language. A theory of language is affected by language in that the grammar must be learnable, that is, be obtainable by listening to the surrounding language. A child hears a certain pattern and 'fixes a parameter' that is, it decides that the language operates one way other than the other (Ingram *ibid*).

The above view sees acquisition as essentially instantaneous in that the child's grammar is adult-like once the parameter is set (Chomsky 1975). Historically, Language Acquisition has concentrated on the theory of language while child language has concentrated on the theory of acquisition. Theoretical assumptions abound about language acquisition with Behaviourism seeing learning as incremental in that habits are established gradually over time. Changes that occur are gradual so that restructuring is highly restricted and subjected to the environmental conditions. Once a habit is established, it is fixed and can only be lost bit by bit. (Ingram *ibid*)

Maturationism, predicts two extreme possibilities one of these states that the principles of UG appear early, possibly as early as the period of one-word utterances, so that restructuring is virtually non-existent. The child's grammar from the onset is seen essentially adult like, with only performance factors accounting for the differences between it and adult language. Watt (1970) refers to this as the 'strong inclusion hypothesis' the other position, the restructuring hypothesis allows

restructuring under two conditions: restructurings that occurs late in acquisition because the sentences that the child needs to hear to trigger the appropriate principle are not heard. Restructuring can also take place later in the development when the child experienced the appropriate sentences (Ingram *ibid*). The findings showed that there were no enough exercises to let the learner practise on cohesion and this hinders acquisition.

Language acquisition is the results of our capacity to make sense, Knowledge in relation to the linguistic and situational context in order to create shared frames of reference. Thus, a theory of language use is the matrix of a theory of language acquisition.

Ellis (1985) goes ahead to suggest that SLA follows the sequence, that it does so, because the processes that the learner calls on to participate in discourse are themselves developmental. That is, their prominence in SLA coincides with different stages of development. This is in line with Krashen's input hypothesis stipulation that we move from one level to the next, that is, $i+1$. Schumann (1978) acculturation model looks at SLA as just one aspect of acculturation and the degree to which a learner acculturates to the target language (TL) group will control the degree to which a learner acquires the second language (SL).

Krashen's monitor model has enjoyed considerable prominence in SLA research (Ellis 1985). The acquisition-learning hypothesis is applicable to the process of internalising new L2 knowledge, to storing this knowledge and also to using it in actual performance. Acquisition occurs subconsciously as a result of participating in natural communication where the focus is on meaning. Learning occurs as a result of conscious study of the formal properties of language. When these properties lack in the input, the learner is handicapped in attaining fluency. The findings show lack of enough input to enable the learner practise more on cohesion.

2.5 Instructed second language acquisition

In his introduction Yan Ping (1991) says that the role of formal instruction in second language acquisition (SLA) research has long been a controversial issue.

Research findings from morpheme and relative utility studies have led to a conflict of opinion among SLA researchers on the question whether there is any need to teach grammar. Some hold that given a 'natural order' in acquisition, grammar teaching is unnecessary

Sharwood (1981) argue that raising learners' consciousness of grammatical properties may accelerate SLA. In the second language classroom, learners should be made aware of the grammatical properties of the target language. The learner needs to be introduced to the rules of cohesion as early as possible. There is a need for cohesion to be taught as a topic in form one.

The monitor theory postulated by Krashen advocates that there is no interface between explicit and implicit knowledge. According to him, learning is independent of acquisition. Protagonists of the interface position represented by Bialystock, Sharwood and McLaughlin argue, however, that there is an interface between explicit and implicit knowledge. The teacher's task is therefore to sensitise the learners to specific linguistic properties and provide opportunities for them to practice the properties learnt (James and Garrett 1991).

The European and the Northern American research were certainly useful in drawing attention to the unarguable similarities between naturalistic and instructed SLA. At the very least, it emphasised the importance of the learner's contribution to language learning, and are partners, not masters in joint enterprise (James and Garrett *ibid*).

Unfortunately, however, many of the conclusions about the limitations or inefficiency of instruction are 'non-sequiturs' or at best, inferences from studies which have looked not at the effects of instructions but at similarities in the inter-languages of naturalistic and classroom learners. Yet it has been inferences, not research, which have in turn formed a large part of the basis for prescriptions for language teaching. Larsen-Freeman and Long (1991) in support for the need of instruction, say that with language learning: while comprehensible input may be necessary and sufficient for SLA, instruction may simplify the learning task, alter the process and sequences of acquisition, speed up the rate of acquisition and improve the quality and level of second language ultimate attainment.

Pica (1983), as cited in Larsen-Freeman and Long (ibid), did a research on the effect of instruction on acquisition process. He looked at the kinds of errors made by the learners in all groups and compared the acquisition strategies and processes revealed by those errors. Pica found that learners who had never received formal SL instruction tended to omit grammatical morphemes, such as -ing and plural -s, whereas classroom learners (and to a lesser degree, and in late stages mixed learners) showed a strong tendency to over apply morphological markings of this kind.

Rutherford and Sharwood, as cited in Phillipson et al (1991), say that in many approaches to language teaching, there is little room for explicit grammatical instructions. Yet many teachers continue and rely on explicit presentation of grammatical rules and many students continue to expect L-rules which in their terms are rule constructs devised by the formulator a linguist and set down on paper.

Sweet, as cited in Phillipson et al (1991), says that a grammar is something which is to be assimilated completely so that, the learner at last practically knows it by heart. This akin to the present day concept or rule-internalisation.

Gass (1989), as cited in Phillipson et al (1991), argues that if indeed pedagogical descriptions serve the function of aiding the learner to internalise part of the target language, but do not represent what the learner has internalised, then it becomes important to examine how explicit grammatical instruction might in fact aid the learner. Simplifying cohesive relation in text can be very useful especially in written communication. Well ordered ideas can be effective if there is cohesion and therefore enabling meaning to be perceived.

Schmidt (1990) argues that nothing in the target language is available for intake into a language learner's existing system unless it is consciously noticed. He says that there is no such a thing as learning a second language subliminally. Thus a significant role is assigned to prior knowledge or experience as an activator of selective attention. With regard to SL learning, attention is what allows a learner to notice a mismatch between what she produces or knows and what is produced by speakers.

Hulstijn (1989), as cited in Philipson (1991), takes an experimental approach varying conditions in which there is meaning and/or form focus in attempt to determine the effect on learning. The results of his study provide evidence that explicit focus on linguistic form facilitates learning. He further claims that this is a sufficient condition for learning. Explicit instruction facilitates students' awareness of target language forms and/or meanings and of the discrepancies between what they have themselves constructed for their second language and the system, which becomes apparent to them (through instructions) from the target language data they (learners) are confronted with. Grammar instructions in many cases may be what make the learner initially aware of an aspect of her learner language grammar, which needs modification. In this view, it aids the learner by focussing a learner's attention.

Krashen and Seliger (1975) suggest that the eventual achievement of high levels of proficiency in a second language can be significantly aided by or even depends on error correction and focus on specific aspects of the language in some orderly manner. According to the two, some authors specify that focus on form is particularly crucial in the earliest stages of learning to prevent learners from levelling off at a stage of basic but inaccurate communication in second language (Higgs and Clifford, 1982).

Pienemann (1985) has given evidence that some aspects of the inter-language system develop in inalterable sequences and that, while the learner's passage through these sequences can be speeded up by providing input, which is appropriate to the learner's development stage.

2.6. Theoretical Framework

This study was carried out within Krashen's Theory of Second Language acquisition and Hatch Frequency Hypothesis.

2.6.1 Krashen's Monitor Model

Krashen's Monitor Model consists of five central hypotheses as outlined below. The first of this is the Acquisition –learning hypothesis. The hypothesis is

the most fundamental of all hypothesis and widely known among linguists and language practitioners. This hypothesis advances two independent systems of language performance: 'the acquired system' and the learned system. The acquired system or otherwise 'acquisition' is the product of a subconscious system very similar process children undergo when they acquire their first language. This means that the learner has to interact more in the target language though natural communication will be the ultimate goal of communication. The 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. This means that a learner is in a formal setting, for example, a school.

The second hypothesis is the monitor hypothesis. The monitor hypothesis explains the relationship between acquisition and learning and defines the influence of learning on acquisition. The monitor is used as a device to edit the learner's language performance. It utilizes learner's knowledge by acting upon utterances generated from acquired knowledge. The monitor acts when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on the form or thinks about correctness, and he/she knows the rule. The monitor model has been flawed due to its treatment of acquisition and learning. The distinction is defined in terms of subconscious and conscious processes, which are open to inspection. Monitoring is also said not to account for the reception of utterances and that it is limited to syntax. All in all, this model remains important in language acquisition research and with proper utilization of the available instruction time to supply comprehensible input, rapid SLA can be stimulated

The third hypothesis, the Natural Order Hypothesis is based on research findings which suggest that the acquisition of grammatical structure follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late disregarding the learner's age, L1 background and condition of exposure. But this may not be so as most respondents expressed their desire for these rules to be taught in totality.

Although Krashen rejects grammatical sequencing when the goal is language acquisition, the Natural Order hypothesis proved crucial in this study. A learner needs to move from simple to the more complex structures. Learner should progress in stages. The order of grammar structures is well stipulated in the English syllabus.

The fourth hypothesis, Input hypothesis claims that we need to move from a stage that contains $i+1$ and that acquirer understands input that contains $i+1$. The learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence.

Finally, the fifth hypothesis, the Affective Filter hypothesis holds the view that a number of affective variables play a facilitative, but a non-causal role in second language acquisition. These include motivation, self-confidence and anxiety. High motivation, self-confidence, a good self-image and a low level of anxiety are better equipped for success in second language acquisition. The reverse of this 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition.

All the above hypotheses will be useful in this study except the Affective Filter hypothesis which the researcher held the variables involved in it constant.

2.6.2 Frequency Hypothesis

Frequency, as a hypothesis to be investigated, was proposed by Hatch (1974). The frequency hypothesis states that the order and rate of a learner's acquisition of L2 grammatical feature is determined by the frequency of those features in the input, more frequent features are acquired before the less frequent ones. Hatch suspected that the rather limited ranges of potential topics for conversation with children determine the frequency of different native speakers (NS) question types, and that relative frequencies might in turn help to explain the orders observed by other researchers for accurate production of certain forms. Butoyi (1978), as cited in Larsen-Freeman and Long (1991), found a significant positive correlation between the relative frequencies of noun phrase compliment

structures in speech addressed to adult ESL students and the rank order in which they appeared accurately supplied by the learners. Thus, the importance of frequency hypothesis in this study. This was also helpful in defining what constitutes those input available to the learners. The frequent mode of testing inclined more on “filling in the blank” and “rewriting sentences” in most of the textbooks analysed. There were also fewer structures with cohesion rules and thus the frequency of those structures proved inadequate to enable proper mastery of cohesion.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this section, the area under consideration includes research design, target corpus, sampling techniques and sample size, research instruments, validity of the instruments, reliability of the instrument data collection procedures and data analysis techniques.

3.2 Research Design

This was a survey study. The researcher used an ex - post facto design. This is a systematic empirical enquiry where the researcher does not have direct control of the independent variable because their manifestations have long occurred or they are inherently not manipulatable (Mugenda, and Mugenda, (1999).

The researcher investigated the independent variable, that is, the textbooks input which the researcher could not manipulate. The textbooks have been published and already in the market and in use by the teachers. The researcher could not change any data within the selected textbooks, as this would infringe on the copyright of the author. The data from the textbook was picked as it was. The independent variables were investigated in connection to the dependent variable the acquisition of cohesion. Inferences about relations among those variables were made.

3.3 Target Corpus

The target corpus of the study were all recommended English textbooks and the teachers of English language in Kenya. MOEST has recommended six textbooks that ought to be used in teaching of English in Kenya Secondary Schools. These textbooks are from various publishers in Kenya. The study targeted the teachers of English language who teach in Kenyan Secondary School, as there are those who are in tertiary colleges and in primary schools, on the form 1 English textbooks.

3.4 Sampling Techniques and Sample Size

A sample is a subset of the population to which the researcher intends to generalise the results. MOEST has recommended six English textbooks. These are: *New Integrated English Book 1*, *Advancing in English Book 1*, *Head Start English Book 1*, *Exploring English Book 1*, *New Horizons English Book 1* and *Excelling in English Book 1*.

Four textbooks were selected through stratified random sampling and subjected to an analysis. The researcher prepared six ballot papers each with a number corresponding to a given textbook and placed them in a box after folding them. Four students were requested by the researcher to pick one ballot paper each from the box. The papers were opened and their number recorded and matched to the corresponding textbooks.

A set of questionnaire was randomly distributed to 30 teachers of English language in the three marking centre. The total of questionnaire was 30 and was divided into three sets of 10. Ten questionnaires were randomly distributed by the researcher in each of the three marking centres dealing in Marking of English papers (1-3). Teachers in those marking centres come from different parts of the country and therefore represented the wider community of the Kenyan teachers. These marking centres were St. Mary's Yala (English Paper 1-Composition), Moi Girls Eldoret (English Paper 2-Grammar) and Lugulu Girls (English Pare 3-Literature in English). These marking centres have been selected and identified by the Kenya National Examination Council and not the researcher.

3.5 Research Instruments

Data was collected by use of a questionnaire to the teachers of English language. The questionnaire was divided into two sections. Sections A had questions related to background information about the teacher with special reference to duration of time or working experience in there schools and position held. Section B had questions meant to test the research questions.

Questions in section B centred on the textbook respondent used in teaching of grammar in their school, how they teach cohesion, whether the textbook

contained structures that would help them teach cohesion, whether cohesion should be treated as a topic on its own common mode of testing grammar items in the selected textbooks, whether their learners make mistakes in cohesion and also suggesting ways that would improve in performance of English language. The researcher expected these questions to shed more light on cohesion and more so find out whether cohesion should be taught as a topic.

3.6 Validity and Reliability of the Instrument

Validity is concerned with the accomplishment of measuring the intended (Mugenda, M and Mugenda, G 1999). To enhance the validity of the questionnaire, a pre-test was conducted with 10 teachers of English language from Bahati Division representing a population similar to the target. The researcher assessed the clarity of the instrument items used in measuring the variables they were intended to, some which failed were disregarded, others modified and new test items were also added. Reliability refers to the consistency of the research and the extent to which studies can be replicated. This was assessed by the pilot study carried out with the teachers. It was attested by administering items to the same group of respondent twice. Their responses were consistent thus ascertaining that the instrument were reliable.

3.7 Data Collection Procedure

The administration of research data collection instrument was done by the researcher both pilot and main study. The respondents were all examiners with the Kenya National Examination Council and also teachers of English language. The researcher administered the questionnaire to the teachers at the marking centre. All the respondents were assured of confidentiality. None of the teachers used in the pilot study was used in the main study. The researcher administered the questionnaire randomly to 30 teachers of English language, but 10 in each of the marking centre. These centres were St. Mary's Yala, Moi Girls Eldoret and Lugulu Girls with Paper 1 composition, Paper 2 grammar and paper 3 Literature in

English respectively. The researcher collected the duly filled questionnaires from respondents.

The data collected from the respondents was responses based on the questions asked and centering on cohesion. It centres on whether the textbooks selected contained structures that would assist in teaching cohesion, how cohesion was taught in school and if it should be treated as a topic of its own. The second type of data was based on the analysis of the sampled English Textbooks for form one. All the grammar items were selected and recorded and all those structures that contained cohesion were isolated in each text.

3.8 Data Analysis Technique

Data was analysed using frequency tables and percentages. The responses to the questionnaire were tabulated, coded and processed by use of a computer. A computer programme SPSS statistical package for social science was used in analysing the data.

The textbooks were subjected to an analysis with qualitative mode of enquiry the content analysis being used to show the input available for the learner. The researcher had two types of data, that is, from the questionnaire (responses) and from the textbooks that were recommended by KIE. Computer Program Statistical Package for Social Scientists (SPSS) was used to analyze the questionnaire data.

The responses to the questionnaire were tabulated, coded and processed. Data was presented in form of frequency tables and percentages. The other type of data was from the English textbooks recommended by KIE. The researcher isolated the grammar structures from the table of content list. The structures were analyzed to find out how they treated cohesion. The data was also composed of exercises that were used to test the grammar items. These too, were analyzed in order to find out their contribution to the acquisition of cohesion. Frequency tables and percentages were drawn to present the findings.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter is a presentation of analysis and interpretation of data to establish the relevance of English textbooks input on the learner's acquisition of cohesion in grammar in Secondary Schools in Kenya. The research was a survey type; hence the findings are presented in descriptive statistics consisting of tables of frequencies and percentages. This chapter also presents in two parts the analysis and discussion of the data gathered. The first part of the chapter investigated the conformity of the content to that of the English syllabus, the frequency and availability of cohesion structures in the Form 1 English text and the assessment of the mode of testing in the said textbooks.

The second part presents an analysis of a questionnaire given to teachers of English language to establish the most frequent textbook in use and to answer some of the research questions. The data in this study are presented in the form of frequency tables.

4.2 The English Syllabus Order of Grammar Content

The grammar content in the English syllabus is divided into three key sections. These sections are:

1. Parts of speech which are words classified according to their function in a sentence. Areas comprising this section are nouns, pronouns, verbs, adjectives, adverbs, prepositions and conjunctions.
2. Phrases which covers the constituents and examples of noun phrases, and lastly
3. Simple sentences which comprises of sentence structure and types of sentences.

The English syllabus is also specific on the areas to be covered. The researcher labelled them divisions. These divisions in section 1 were nouns, pronouns, verbs,

adjectives, adverbs, prepositions and conjunctions. Some of these divisions had also areas to be covered. The researcher labelled them sub-divisions.

The division that caters for nouns had other six sub-divisions, namely: common nouns, abstract nouns, number in nouns and articles. Pronouns had four sub-divisions; personal pronouns, possessive pronouns, reflexive pronouns and functions of pronouns. The division in verb had two sub-divisions; lexical verb and tense. In adjectives, three subdivisions; comparative and superlative adjectives, regular and irregular adjectives and gradable and non-gradable adjectives. The division on adverb, preposition and conjunctions had no sub-divisions and were treated as complete divisions.

Section two had only one division, that is, the phrase, which was also treated as a complete division. Section three had only one division with two sub-divisions. These sub-divisions were: the sentence structure and types of sentences.

4.3 The Effect of Order of Grammar Content in the English Textbook

The objective of teaching grammar is to help students understand how language works and to use it correctly and appropriately in different contexts. The English syllabus is very specific on the grammar items to be taught (KIE, 2003). The study of grammar should help the learner communicate clearly and understand accurately and adequately what is heard and read.

Emphasis should be placed on the parts of speech before the teacher progresses to the noun phrases and subsequently to simple sentences. It was on this basis that the researcher compared the contents in the textbooks analysed. All the grammar structures were placed one after the other as they appeared in the syllabus. The arrangement in the syllabus formed the order by which the researcher did the comparison to find out the conformity. Each of the textbooks was subjected to an analysis using the syllabus to identify the grammar structures in the textbooks. The findings of each of the textbooks are given below. The list of content from each of the textbook is given in the appendices section. This is to show the grammar content isolated in the textbooks and the position in the list of tables of content (Appendix B – E) to be able to compare it with that in the

English syllabus. Each of these textbooks is structured differently in the presentation of the content.

Table 2 below shows a comparison in the order of content presentation between the English syllabus and the *New Integrated English Book 1*. The English syllabus content on the left was used as the yardstick from which the comparison was made. The three sections of the syllabus outlined earlier are listed down in table form and the *New Integrated English Book 1* content order was compared to them. The researcher took the view that the textbook publishers were guided by the guidelines in the syllabus as in how to present the grammar structures. The first section in both the syllabus and the *New Integrated English Book 1* displays some similarity. It is only the adjective division that brings a break in the order. In section two, a complete contrast is observed with the order in the *New Integrated English Book 1* completely contrasting with the order in the English syllabus. Section three takes position of section two thus affecting the order.

Table 2: Comparison of the order of presentation of content between the English Syllabus and the New Integrated English Book 1

| English Syllabus | New Integrated English Book 1 |
|------------------------------|-------------------------------------|
| 1. Parts of speech | 1. Parts of speech |
| a) Nouns | a) Nouns |
| i) Common nouns | i) Proper nouns |
| ii) Proper nouns | ii) Common nouns |
| iii) Concrete nouns | iii) Collective nouns |
| iv) Abstract nouns | iv) Concrete/abstract |
| v) Number | v) Articles |
| vi) Articles | d) Adjectives |
| b) Pronouns | b) Pronouns |
| i) Personal pronoun | i) Personal pronoun |
| ii) Possessive pronoun | ii) Possessive pronoun |
| iii) Reflexive pronoun | iii) Reflexive pronoun |
| iv) Functions of pronouns | iv) Emphasizing pronouns |
| c) Verbs | c) The verb to 'be' |
| i) Lexical | Spelling rules |
| ii) Tenses | c) ii) Tense |
| d) Adjectives | i) Verb irregular |
| i) Comparative & Superlative | 3) Simple sentence structure |
| ii) Regular & irregular | i) Sentence structure |
| iii) Gradable & non-gradable | ii) Types of sentences |
| e) Adverbs | iii) Subject verb agreement |
| f) Prepositions | c) Verb to have |
| g) Conjunctions | 2) Phrases (noun phrases) |
| 2) Phrases | g) Conjunctions |
| 3) Simple sentences | e) Adverbs |
| i) Sentence structure | d) Adjectives |
| ii) Type of sentences | Direct speech |
| | f) Prepositions |

Section three which is divided into sentence structure and types of sentences has some two other addition sub-divisions, that is, subject verb agreement and verb to have. Lastly in the order is section two which is the division on phrases which is followed by some divisions on conjunctions, adverbs, adjectives and prepositions which are supposed to be covered in section one.

The syllabus is also looked at as an operational construct. It acts as a form of support to the teaching activity. It specifies the content to be imparted to the learners. The ordering of grammar structures matters a lot in the teaching activity. If publishes stuck to the order as per the syllabus then a uniformity will be achieved to all the learners.

Table 3 presents the comparison made between the order of grammar structures in *Advancing in English Book 1* and English syllabus. The English syllabus on the left was also used as the yardstick for comparing the grammar structures. All the sections in the syllabus were placed at par with those of the *Advancing English Book 1*. There were similarities in all the sections. This meant that there was conformity in the order of grammar content. There is uniformity that is displayed in this textbook. The function of the syllabus is to create uniformity in the standard of education throughout the country. Thus if teachers were to use this textbook as their reference tool, then a uniformity would be achieved. This textbook, *Advancing in English Book 1*, was found to adhere to the syllabus stipulation. Krashen's natural order hypothesis as earlier said, suggests that the acquisition of grammatical structures follows a 'natural order' which is predictable. In this case, the order in *Advancing in English Book 1* follows the English syllabus strictly and thus predictable. This is also beneficial to a learner as grammatical structures should be presented in a given order. The ordering pattern is important as it makes the learner move in stages and not an abrupt introduction to materials that are not of that particular stage. For example, *adjectives* tell us more about nouns, pronouns and also the verbs. A learner therefore needs first to understand what a noun, a pronoun or a verb is before being introduced to a word that is supposed to modify it (adjectives). An amorphous presentation of the content may not be suitable to the learner.

Table 3 Comparison of the order of presentation of content between the English syllabus and the Advancing in English Book 1

| English Syllabus | Advancing in English Book 1 |
|------------------------------|------------------------------------|
| 1. Parts of speech | 1 parts of speech |
| a) Nouns | a) Nouns |
| i) Common nouns | i) Common and proper nouns |
| ii) Proper nouns | ii) Proper nouns |
| iii) Concrete nouns | iii) Concrete nouns |
| iv) Abstract nouns | iv) Abstract nouns |
| v) Number in nouns | v) Number in nouns |
| vi) Articles | vi) Articles |
| b) Pronouns | b) Pronouns |
| i) Personal pronouns | i) Personal pronouns |
| ii) Possessive pronouns | ii) Possessive pronouns |
| iii) Reflexive pronouns | iii) Reflexive pronouns |
| iv) Functions of Pronouns | iv) Functions of pronouns |
| c) Verbs | c) Verbs |
| i) Lexical | i) Lexical |
| ii) Tenses | ii) Tense |
| d) Adjectives | d) Adjectives |
| i) Comparative & Superlative | i) Comparative & superlative |
| ii) Regular & irregular | ii) Regular & irregular |
| iii) Gradable & non-gradable | iii) Gradable & non gradable |
| e) Adverbs | c) Adverbs types |
| f) Prepositions | f) Prepositions |
| g) Conjunctions | g) Conjunctions |
| 2) Phrases | 2) Phrases (noun phrases) |
| 3) Simple sentences | 3) Simple sentence |
| i) Sentence structure | i) Sentence structure |
| ii) Type of sentences | ii) Type of sentences |

Table 4 shows the comparison of the order of grammar structures in the English syllabus and the *Head Start English Book 1*. In this table, the English syllabus grammar content on the left was placed alongside the *Head Start English Book 1*, on the right. Section one from both contents were similar except a slight change. For instance, *Head Start English Book 1* covers *tense* before *verb* and conjunctions come before the prepositions. This presentation goes counter that of the syllabus. The rest of the sections showed some similarities in ordering of grammar structures. As earlier said, the syllabus functions as a standardizer. This is not the case with the *Head Start English Book 1*. This textbook does not offer explanation on what a simple sentence is, but goes straight to give examples of sentence types. A learner needs to understand what a sentence is before being introduced to types of sentences. This again goes counter the syllabus stipulation that a grammar item should be to a learner from the simple progressing on to the complex. Input hypothesis stipulates that we acquire by going for meaning first and as a result we acquire structure. A learner needs to understand has to be introduced to these grammar structures in chunks from the simple to the complex.

Table 4: Comparison of the order of presentation of content between the English syllabus and the Head Start in English Book 1

| English Syllabus | Head Start English Book 1 |
|------------------------------|----------------------------------|
| 1. Parts of speech | 1 Parts of speech |
| a) Nouns | a) Nouns |
| i) Common nouns | i) Common nouns |
| ii) Proper nouns | ii) Proper nouns |
| iii) Concrete nouns | iii) Abstract nouns |
| iv) Abstract nouns | iv) Concrete nouns |
| v) Number in nouns | v) Mass nouns |
| vi) Articles | vi) Articles |
| b) Pronouns | b) Pronouns |
| i) Personal pronouns | i) Personal pronouns |
| ii) Possessive pronouns | - Case |
| iii) Reflexive pronouns | - Gender |
| iv) Functions of pronouns | ii) Possessive pronouns |
| | iii) Reflexive pronouns |
| c) Verbs | c) Verbs |
| i) Lexical | ii) Tense |
| ii) Tenses | i) Lexical |
| d) Adjectives | d) Adjectives |
| i) Comparative & superlative | i) Comparative & superlative |
| ii) Regular & irregular | ii) Regular & irregular |
| iii) Gradable & non-gradable | iii) Gradable & non-gradable |
| e) Adverbs | e) Adverbs |
| f) Prepositions | g) Conjunctions |
| g) Conjunctions | f) Prepositions |
| 2) Phrases | 2) Phrases |
| 3) Simple sentences | i) Pre-modified |
| i) Sentence structure | ii) Post- modified |
| ii) Type of sentences | 3) Simple sentence |
| | i) Sentence type |

Table 5, like all the other tables, presents the comparison of the grammar structures in the *New Horizons in English Book 1* to the English syllabus. Both contents were placed alongside one another with that of the English syllabus on the left the *New Horizons in English Book 1* on the right. Section one in both contents are similar with only b (iv) (functions of pronouns) missing in *New Horizons in English Book 1*. The other sections (phrases and simple sentences) display some similarities. This textbook displays the same behaviour as in *Advancing in English Book 1*. It follows the syllabus order strictly. The presentation of grammar conforms to that of the English syllabus. The textbook had also reserved some units (or revision of the already covered structures). The textbook is also more detailed in some structures. *New Horizons in English Book 1* showed a need for the part dealing with the negative statements to have its rule formation explained. This was lacking.

Table 5: Comparison of the order of presentation of content between the English syllabus and the New Horizons in English Book 1

| English Syllabus | Horizons English Book 1 |
|------------------------------|--------------------------------|
| 1. Parts of speech | 1. Parts of speech |
| a) Nouns | a) Nouns |
| i) Common nouns | i) Proper nouns |
| ii) Proper nouns | ii) Common nouns |
| iii) Concrete nouns | iii) Concrete nouns |
| iv) Abstract nouns | iv) Abstract nouns |
| v) Number in nouns | v) Number in nouns |
| vi) Articles | vi) Articles |
| b) Pronouns | b) Pronouns |
| i) Personal pronouns | i) Personal pronouns |
| ii) Possessive pronouns | ii) Possessive pronouns |
| iii) Reflexive pronouns | iii) Reflexive pronouns |
| iv) Functions of pronouns | |
| c) Verbs | c) Verbs |
| i) Lexical | i) Lexical |
| ii) Tenses | ii) Tense |
| d) Adjectives | d) Adjectives |
| i) Comparative & Superlative | i) Comparative & superlative |
| ii) Regular & irregular | ii) Regular& irregular |
| iii) Gradable & non-gradable | iii) Gradable & non- gradable |
| e) Adverbs | e) Adverbs |
| f) Prepositions | f) Prepositions |
| g) Conjunctions | g) Conjunctions |
| 2) Phrases | 2) Phrases |
| 3) Simple sentences | 3) Simple Sentences |
| i) Sentence structure | i) Sentence type |
| ii) Type of sentences | ii) Tag questions |

4.4 Frequency and Availability of Cohesion (Agreement) Structures in the Form 1 English Textbooks

One of the objectives of this study was to find out on the frequency and availability of the grammatical structures that would assist learner's acquisition of cohesion. The researcher listed down all the grammar structures from the English syllabus in the Form 1 level. These grammar structures were compared to those in the Form 1 English textbook. These structures had been grouped into three sections. The *New Integrated English Book 1* had its cohesive structures in noun (articles and plurals in nouns), pronouns and verbs (spelling rules and tense) and in the sentence structures. *Advancing in English Book 1*, covered cohesion in nouns(numbers in nouns and articles) pronouns, verb (tense), adjectives and sentence type (interrogative statements and tag questions). *New Horizons English Book 1* covered cohesion in noun (concrete, number - regular and irregular, and articles), pronouns (personal and reflexive), verbs (regular and irregular and tense), adjectives (comparatives and superlatives, conjunctions and sentence type (simple sentence, tag questions and declarative statements). Finally, *Head Start English Book 1* had cohesion covered in nouns (plurals in nouns and articles), pronouns, verbs (tense and lexical), adjectives (comparatives and superlatives), conjunctions and prepositions.

Section one had been named parts of speech, section two phrases and section three simple sentences. From the divisions and sub-divisions (explained earlier in 4.2), the researcher extracted all those structures that touched on cohesion. The researcher considered structures where rules were explained in their formation and usage in sentences. The sub-divisions touching on cohesion from each section were picked and listed down in table form. A percentage representation was arrived at after grouping these structures as in table 6. Frequency stands for the number of sub-division in each division identified to have cohesion structures. The sub-division (f) in each textbook labelled other(s) represented those grammar structures that did not have cohesion.

Table 6 shows a percentage representation of what each of the Form 1 English textbook contained in terms of cohesion structures. These textbooks were labelled A-D. Textbook A represented *New Integrated English Book 1*, Textbook B represented *Advancing in English Book 1*, Textbook C represented *Head Start English Book 1* while Textbook D represented *New Horizons in English Book 1*.

The table showed that textbook A (*New Integrated English Book 1*), had a total of 53% of its structures containing cohesion. The rest (other(s)) 47% of grammar structures did not contain cohesion structures. The results mean that there are 53% available structures that can be used to teach cohesion and the rest 47% cannot assist in the teaching of cohesion. In textbook B (*Advancing in English Book 1*), 52% of its grammar structure touched on cohesion and 48% had no structures with cohesion. As in *Integrated English Book 1*, textbook B (*Advancing in English Book 1*) had half of its grammar structure touching on cohesion. The textbook had available grammar structures that could be used to teach cohesion.

Textbook C (*Head Start English Book 1*), had 52 of its grammar structures containing cohesion while 48% was lacking. This is similar to text B which displays the same information. This means that half of the grammar structures in this textbook, *Head Start English Book 1*, are available for teaching of cohesion to learners.

Table 6: Percentage Area Coverage of Cohesion in Textbooks

| Text | Area Coverage | Frequency (f) | Percentage (%) |
|---|----------------------|----------------------|-----------------------|
| New Integrated English Book 1 | a) Nouns | 2 | 9 |
| | b) Pronouns | 4 | 17 |
| | c) Verbs | 2 | 9 |
| | d) Adjectives | 3 | 13 |
| | e) Sentence | 1 | 5 |
| | f) Other (s) | 11 | 47 |
| | TOTAL | 23 | 100 |
| Advancing in English Book 1 | a) Nouns | 2 | 9 |
| | b) Pronouns | 4 | 17 |
| | c) Verbs | 2 | 9 |
| | d) Adjectives | 3 | 13 |
| | e) Sentence | 1 | 4 |
| | f) Other (s) | 11 | 48 |
| | TOTAL | 23 | 100 |
| Head Start English Book 1 | a) Nouns | 2 | 9 |
| | b) Pronouns | 4 | 17 |
| | c) Verbs | 2 | 9 |
| | d) Adjectives | 2 | 9 |
| | e) Conjunctions | 1 | 4 |
| | f) Prepositions | 1 | 4 |
| | g) Other (s) | 11 | 47 |
| | TOTAL | 23 | 100 |
| New Horizons in English Book 1 | a) Nouns | 3 | 13 |
| | b) Pronouns | 2 | 9 |
| | c) Verbs | 2 | 9 |
| | d) Adjectives | 1 | 4 |
| | e) Conjunctions | 1 | 4 |
| | f) Sentence | 1 | 5 |
| | g) Other (s) | 13 | 56 |
| | TOTAL | 23 | 100 |

Lastly, textbook D, (*New Horizons in English Book 1*) had only 44% of its grammar structures containing cohesion. The other 56% could not assist in teaching of cohesion. This text, *New Horizon in English Book 1*, displayed the smallest percentage of structures that were useful in teaching of cohesion.

The tabulation shows that the sub-division on nouns in the three textbooks (*Integrated English Book 1*, *Advancing in English Book 1* and *Head Start English Book 1*) had the same percentage of 9 but textbook D (*New Horizon in English Book 1*) had the highest percentage of 13, although the textbook contains less grammar structures containing cohesion (44%). In sub-division on pronoun, a similar observation is made, where the first three textbooks in the table have a percentage of 17, but the fourth textbook has only 9%. The results show a big disparity in this book as compared to the other three.

The sub-division on verbs is uniform in all the textbooks A and B (*New Integrated English Book 1* and *Advancing in English Book 1*) had the same percentage in sub-divisions of adjectives and sentence. The two textbooks did not have a sub-division on conjunctions which is present in *Head Start English Book 1* and *New Horizon in English Book 1*. The sub-division carried a percentage of 4 in both textbooks. *Head Start English Book 1* only the sub-division on preposition and it did not have a sub-division on sentence which differs with the other textbooks.

It can generally be observed that, all the textbooks analyzed contain grammar structures that were helpful in the teaching of cohesion. This means that teachers had available input on cohesion teaching. If these grammar structures were well utilized, they can effectively assist in acquisition of cohesion by learners. It was also seen that teachers have fairly large chunks of structures that they can utilize in the teaching of cohesion. Even though there are enough structures, the findings show that when teaching is not on cohesion per se but on meaning and function and therefore cohesion rules are not emphasized.

4.5 Assessment on the Mode of Testing in the English Textbooks

To assess the students' competence in grammar, the teacher may use *rewriting exercises, completion exercises, completion exercises, objective questions, gap filling exercises* and *composition writing*.

In assessing the mode of testing frequent with the analysed textbooks, the researcher recorded each and every grammar exercise given and put them into seven categories as in Table 7. The exercises were tabulated and a percentage was calculated basing it on the total number of exercises given in each of the textbook. The categories were arrived at after carefully scrutinizing the guidelines for assessment in the English syllabus and also the instructions given in each of the testing exercises (Appendix F)

In this section, the data collected revolved around the testing exercises given in each of the grammar items present. The units reserved for testing were also considered. A brief outline of each of the textbook is given below. *New Integrated English book 1* is divided into three sections and the book has also reserved two units for testing (consolidated testing) which were also considered and especially the part testing grammar. It had 109 exercises altogether. *Advancing in English Book 1* divided into 30 units with 3 units reserved for testing. Each of the other 27 units had also testing exercises. The textbook has a total 88 testing exercises. *Head start English Book 1* is divided into 30 units with three units reserved for testing. The textbook has 84 testing exercises revolving on grammar items. Lastly is *New Horizons in English Book 1*, which is divided into 33 units with 3 units reserved for assessment. The textbook has 117 testing exercises on grammar.

The mode of testing grammar in all the four textbooks had been divided into seven key areas (refer to table 8). The first, category (a) was labelled "*Fill in the blanks*" had the following examples:

- i) Put "a" or "an" before
- ii) Fill in the blanks with a, an or the
- iii) Use the correct form of the verbs in brackets to fill in the blank spaces

In this category, the instruction word revolved around “*filling in*”. This category took the highest percentage of 19 out of the total number of exercises given in all the four textbooks. The four textbooks had a total of 396 exercises testing on grammar and 96 out these used the “*fill in the gap*” mode.

‘*Fill in the gap*’ mode of testing took a larger portion of the testing exercise. Though high in percentage, it proves inadequate to assist the learner in acquiring cohesion. Most of the exercises required a learner to choose from alternatives to fill in the blanks. Mutea (2005), expressed displeasure with the way learners are drilled to pass examinations. The same case ‘*fill in the gap*’ mode does not give the learner a chance to practice on the rules of cohesion. With all the sampled textbooks having a big percentage of ‘*filling in the blank*’, then the learner is at a loss for acquisition of cohesion.

The second, category (b) labelled *Rewriting sentences* had such examples as:

- i) Rewrite the following passage replacing each adjective in colour with others
- ii) Change the following sentences to plural
- iii) Punctuate properly by placing exclamation marks

The word *rewrite* featured most in these instructions. This category had 72 exercises with a percentage of 18. It carried the second slot out of the total number of exercises given in all the textbooks.

Rewriting sentences had a percentage of 18 and the second position in the total number of exercises given. The results show that this category is helpful in assisting the learner to practice on cohesion. The category revolved around changing the structure and retaining the meaning. The learner was supposed to make sure that the rewritten sentences were well connected. Rewriting to give plurals of words or sentences called for the learner to apply the right rule and make the words or sentence agree.

The third, category (c) revolved around *completion of exercises* with such examples as:

- i) Complete the following words with “ei” or “ie”. Explain the rule that applies to each
- ii) Choose the correct pronoun from the ones in the brackets to complete the following sentences.....
- iii) Add prefixes to the following words and write them out correctly

The key words in this category comprised of *complete, choose* and *identify*. This category had a total of 40 exercises in all the four textbooks and carried 10% of the total number of exercises given. The category on completion exercises carried only 10% of the total testing exercises. *Completion/choosing* and *identifying* of exercises were seen to be similar to those of ‘*filling in the gap*’. The learner only needed to choose from alternative or identify whether a given word is a noun or a pronoun. The kind of testing proved inadequate for learners in practicing cohesion.

The fourth category, (d) comprised of *writing down words* with the following examples:

- i) Write down five proper nouns, twelve common nouns, two collective nouns
- ii) Create some collective nouns of your own
- iii) Supply adjectives to the following

In this category, such words as *put in, replace, create, make* and *add* were common. All through *write down* took the bigger portion. This category took only 8% of the total number of exercises with a total of 31 exercises in all the four textbooks. Writing down of words took only 8% of the total number of exercises. The mode showed here required a learner to only write down examples which did not really help in acquiring cohesion. The said exercise required that the learner knows what he was being asked to write. It was also similar to that of identify exercise. The writing down category also proved inadequate for assisting learners acquire cohesion.

Fifth category (e) entitled *constructing sentences*. This category had the following examples:

- i) Form sentences in the simple past tense
- ii) Use the adverbs of time given below to construct sentences of your own
- iii) Add pre-modifiers to the following nouns and then make sentences using them: student, ugali, man, engineer,

The key words here centred on *form sentences*, *construct sentences* and also *make correct sentences*. This category tied with category (b) (*Rewriting sentences*) with 18% overall with 72 exercises in the four textbooks. *Constructing sentences* category tied together with *rewriting sentences* category with 18% overall. The exercises given required the learner form, write or construct sentences from given words or structures. The exercise gave the learner an opportunity to practice on cohesion. Cohesion is important to make any meaningful structures. To this end, this category proved adequate for the learner to practice on cohesion. Teachers need to allow learner construct move sentence and write down composition in their teaching.

Sixth, category (f) revolved around *pick out/word search* with the following examples.....

- i) Find as many words
- ii) Match each word with the correct picture
- iii) Pick out the NPS in the following

The key words here included *pick out*, *choose*, *find as many*, *match* as well as *identify*. This category had a total of 59 exercises in all the four textbooks and carrying a percentage of 15. Category revolving around *pick out/word search* had a percentage of 15. The kind of exercise in this category called for the sense of sight. The learner needed only to look and mark or extract a given word from the list or passage. The exercises given here also proved inadequate for the learning of cohesion.

Lastly, category (g) entitled *state, underline, indicate* with the following examples:

- i) Copy and indicate whether each is a sentence or a phrase.....
- ii) Give superlatives and comparatives of the following.....
- iii) Underline the head (main noun) in the noun phrases.....

The key words to this category were *identify, indicate, give* as well as *underline*. This category had only 46 exercises in total from the four textbooks. It had a percentage of 12. Lastly, category on *state/underline/indicate* carried 12% of the total number of exercises. The exercises in this category were similar to those in the category of *pick out/word search*. The exercises in this category also proved inadequate for the learner to practice on cohesion.

The researcher had recorded each and every grammar exercise given and placed them in categories. Appendix F carries a sample of each of the category as picked from all the textbooks. A sample of eight exercises was picked to represent the total number of exercises given in all the textbooks on each category (a) – (g). Thus all sampled examples from all the textbooks on (a) are grouped together and likewise to all the other categories. Text D had 117 exercises followed by text A with 109, text B with 87 and lastly text C with 83. It also gives an outline of instructions in sampled testing exercises that revolved on grammar. The outline also gives the key words used in helping to come up with these categories. The instructions used are grouped together from each of the textbook to form one category.

From the table below, the mode of testing using *rewriting of sentences* took the bigger portion in textbook A and *constructing of sentences* followed closely. The mode of *fill in the gaps* took the larger proportion of testing followed closely by the category on *state/ underline/ indicate* and *rewriting of sentences* in textbook B. The mode of *fill in the blanks* took the first slot and closely followed by *sentences construction* in textbook C. The category *pick /underline/indicate* carry a

quarter of the total testing mode in textbook D and closely followed by *Sentence construction*. It can generally be observed that each of the text concentrates in one or two testing mode.

Table 7: Categorisation of Exercises Format

| Category | A | | B | | C | | D | | Total | Mean |
|-----------------------------|------------|------------|-----------|------------|-----------|------------|------------|------------|------------|------------|
| | f | % | f | % | f | % | f | % | f | % |
| a) fill in the gaps | 16 | 14.7 | 22 | 25.3 | 23 | 27.4 | 15 | 12.8 | 76 | 19.2 |
| b) Rewriting sentences | 35 | 32.1 | 18 | 20.7 | 12 | 14.3 | 8 | 6.8 | 72 | 18.2 |
| c) Completion exercise | 8 | 7.3 | 12 | 13.8 | 13 | 15.5 | 7 | 6.0 | 40 | 10.1 |
| d) Write down words | 12 | 11.0 | 5 | 5.8 | 3 | 3.6 | 11 | 9.4 | 31 | 7.8 |
| e) Constructing sentences | 21 | 19.3 | 3 | 3.4 | 22 | 26.2 | 26 | 22.2 | 72 | 18.2 |
| f) Pick out/word search | 10 | 9.2 | 8 | 9.2 | 6 | 7.1 | 35 | 30.0 | 59 | 14.9 |
| g) State/underline/indicate | 7 | 6.4 | 19 | 21.8 | 5 | 5.9 | 15 | 12.8 | 46 | 11.6 |
| TOTAL | 109 | 100 | 87 | 100 | 84 | 100 | 117 | 100 | 396 | 100 |

KEY

A - *New Integrated English Book 1*

B - *Advancing in English Book 1*

C - *Head Start English Book 1*

D - *New Horizons English Book 1*

In textbook A category (b) had the highest percentage followed by (e) (a), (d),(f),(c) and (g) with 32.1% , 19.3%, 14.7%, 11.0%, 9.2%, 7.3% and 6.4% respectively. Textbook B had category (a) as the highest followed by (g), (b), (c), (f), (d) and (e) with 25.3%, 21.8%, 20.7%, 13.8%, 9.2%, 5.8% and 3.4% respectively. Textbook C had category (a) as the highest followed by (e), (c), (b), (f), (g) and (d) with 27.4%, 26.2%, 15.5%, 14.3%,7.1% ,5.9% and 3.6% respectively. Textbook D had (f) as the highest followed by (e), (a), (g), (d), (b) and (c) with 30.0%, 22.2%, 12.8%, 12.8%, 9.4%, 6.8% and 6.0% respectively.

Overall, category (a) leads with 19.2% followed by category (b) and (e) with 18.2% each in all the texts. This concurs with the ratings in the questionnaire on the common mode of testing. The other categories trailed behind with category (f), (g), (c) and (d) following one another.

The syllabus stipulates a number of methods in which grammar can be tested. The researcher grouped these into four categories taking into account the syllabus consideration in Form 1. In the questionnaire there was an item that sought to assess the mode of testing frequent with the textbooks under analysis. Table 14 shows the various testing mode.

Table 8: Common Mode of Testing Grammar

| Mode | Frequency (f) | Percentage (%) |
|------------------------|----------------------|-----------------------|
| Fill in the gaps | 19 | 43 |
| Rewriting sentences | 11 | 25 |
| Completion exercises | 7 | 16 |
| Constructing sentences | 7 | 16 |
| Total | 44 | 100 |

Category (a) had the highest percentage followed by (b) with (c) and (d) taking equal share. This shows that testing through the mode of *filling in the gaps* was a common trend that compares to that described in 4.3. The above illustration contrasts with Table 9 which shows that category (d) and (b) as being pertinent in helping the learner practice more on cohesion. *Sentence construction* rated high as it gives the learners to practice more on cohesion.

A properly constructed sentence will require the learner to have observed all the agreement rules. Meaning can also be got from properly connected words and this calls for the various parts in the sentence to harmonise. Thus the *fill in the blank* testing mode may not fully assist the learner practice on cohesion. *Rewriting*

sentences is another category the respondents felt worth practising on cohesion. This category took the second slot in the above two cases.

Table 9: Mode That Helps In Practising on Cohesion

| Mode | Frequency (f) | Percentage (%) |
|-----------------------|----------------------|-----------------------|
| Fill in the blanks | 5 | 16 |
| Rewriting sentences | 10 | 31 |
| Completion exercise | 0 | 0 |
| Constructing sentence | 17 | 53 |
| TOTAL | 32 | 100 |

Sentence construction category took the highest percentage as a mode that assists in practising of cohesion but from earlier observations, it has been inadequately covered. Section 4.4 shows category (a) *filling in the gaps* taking slot one. It has also been seen not to assist the learner to practice on cohesion as most items are picked from alternatives given. More emphasis should be given on *sentence construction* as a means of making learners practice more on cohesion.

As observed in Table 8, category (a) took the highest percentage, followed by (b) and (e) with equal percentage while (f), (g), (c) and (d) following one another in that order. *Fill in the gap* mode of testing took the highest percentage. This shows a deficit in giving learners a testing mode that would give them a chance of practising on cohesion. In this category, mostly, alternatives were given to *fill in the blank* spaces. The learner only needed to pick on any one of the alternatives. This was inadequate for practice purposes. This category led in text B and C and third in text A and D. Category (b) and (e) took the second position each with 18.2% category (b) dealt with *rewriting sentences* leading in only text A,

third, fourth and sixth in text B, C and D respectively. Category (e) dealt with *sentence construction* taking slot two in both text C and D, and position three and seven in text A and B respectively. These were the two categories giving the learner much room for practising on cohesion. It arises that most of the texts did not give these areas much attention.

Findings showed that category (f) and (g) with 14.9% and 11.6% respectively gave the learners no room for practising cohesion and yet much attention had been given to them. The findings show that the mode of testing does not assist the learner practise on cohesion. Most respondents in the questionnaire felt the need to strengthen the *sentences construction* and *rewriting sentences* mode of testing as a way of assisting learners practice more on cohesion. Both formed 51% in text A, 29% in text B, 35% in text C and 29% in text D.

4.6 Teachers Mode of Testing Cohesion

The questionnaire was divided into two sections A and B. Section A sought to understand the background information for the respondent. The information sought centred on age, years of service in teaching, position held in the language department and years served in the position and lastly level of training. In section B, the information sought was meant to assist in answering the research questions and centred on the mostly used textbook out of the six mode of teaching cohesion structures, the treatment of cohesion in the textbook common mode of testing grammar and lastly the mode of testing that help learners practice on cohesion to complement the analysis done on the textbook, which was discussed under 4.4

4.6.1 Age and Years of Service for the Respondents

The age of the respondent ranged between 25-55 years. The age bracket of 25 years and below taken to represent the age bracket in which respondents might have been employed and the age bracket of 55 years to represent the retirement range. Table 10 shows the age bracket for respondents.

Table 10: Age of Respondents

| Age | Frequency (f) | Percentage (%) |
|--------------------|---------------|----------------|
| 25 years and below | 0 | 0.00 |
| 26-30 years | 2 | 6.67 |
| 31-35 years | 17 | 56.67 |
| 36-40 years | 5 | 16.67 |
| 41-45 years | 1 | 3.33 |
| 46-50 years | 0 | 0.00 |
| 51-55 years | 1 | 3.33 |
| Other (s) | 4 | 13.33 |
| TOTAL | 30 | 100 |

It emerged that most respondents were at the age bracket of 31-35 years, which represent 56.67% of the total number of respondents. This also showed that most respondents had taught for 6 to 10 years, which represent 40% of the respondents. This showed that most of the respondents had an experience of using other textbooks beside the recommended ones. It was also observed that they had gained enough experience in teaching. This shows that this group has also had the experience of passing through two syllabuses; the old syllabus and the new syllabus. In the old syllabus only one textbook was recommended. In the old syllabus only one textbook the *Integrated English Book 1-4* was in use. This time round, 6 textbooks have been recommended for use in schools. The position held by the respondent was also helpful.

Table 11: Years of Service for Respondents

| Period in years | Frequency (f) | Percentage (%) |
|--------------------|---------------|----------------|
| 5 years and below | 2 | 6.67 |
| 6- 10 years | 12 | 40.00 |
| 11-15 years | 10 | 33.33 |
| 16-20 years | 1 | 3.33 |
| 21 years and above | 1 | 3.33 |
| Other (s) | 4 | 13.33 |
| TOTAL | 30 | 100 |

Table 11 shows the years of services for the respondents with the large number falling between the brackets of 6-15 years.

4.6.2 Position of Respondents in the Department

This was categorised into three; head of department, subject head and subject teacher. Table 11 shows the position held and years served in that position. 40% of the respondents were Heads of department, 36.67% as subject teachers and 10% as subject heads. This showed that they were conversant with these textbooks and as subject teachers and head of departments they were bound to have come into contact with the textbooks.

Table 12: Position Held by Respondent and Service

| Position | Frequency (f) | Percentage (%) |
|----------------------|---------------|----------------|
| HOD | 12 | 40 |
| Subject head | 3 | 10 |
| Subject teacher | 11 | 36.67 |
| Other (s) | 4 | 13.33 |
| Total | 30 | 100 |
| Service above | | |
| 0-5 years | 14 | 46.67 |
| 6-10 years | 6 | 20 |
| 10 years and above | 6 | 20 |
| Other (s) | 4 | 13.33 |
| TOTAL | 30 | 100 |

The H.O.D must have been consulted in the purchasing of the text that was frequently used. This means that they contributed in the selection of their choice of textbooks used for Form 1 English teaching in their schools. The H.O.D's and the subject teachers were believed to have played a big role in the selection of those textbooks used in their schools.

4.6.3 Level of training

The level of training was important to find out if the respondents had gone through any form of training. As table 12, shows all the respondents are degree holders and professionally trained teachers. This means that they are trained professionally to handle learner and the materials that they are supposed to impart to these learners. The respondent's level of training was crucial in this study. The findings showed that all the respondents were graduates and had gone through a system that had prepared them to be professionals in their areas of work and also trained on the materials to impact to the learners

Table 13: Academic Level of Respondent

| Level | Frequency (f) | Percentage (%) |
|-------------------|---------------|----------------|
| Certificate | 0 | 0 |
| Diploma | 0 | 0 |
| Higher diploma | 0 | 0 |
| First Degree | 26 | 86.67 |
| Masters and above | 0 | 0 |
| Other (s) | 4 | 13.33 |
| TOTAL | 30 | 100 |

4.6.4 The Textbook that is Frequently Used

The researcher sought to know the frequently used textbook among the respondents. The *New Integrated English Book 1* rated highest followed by *Head Start English Book 1*. Table 13 shows the rating in all the six textbooks.

Table 14: Frequently used Textbooks

| Textbook | Frequency (f) | Percentage (%) |
|-------------------------------|---------------|----------------|
| New Integrated English Book 1 | 21 | 39 |
| Advancing in English Book 1 | 6 | 11 |
| Head Start English Book 1 | 18 | 33 |
| Exploring English Book 1 | 3 | 6 |
| New Horizons English Book 1 | 5 | 9 |
| Excelling in English Book 1 | 1 | 2 |
| Total | 54 | 100 |

This shows that some textbooks were popular and mostly used by teachers than others. Some textbooks seem to be very common than others. Others were also seen to be unknown since no respondent attempted to fill the part of *others*. *Excelling in English Book 1* rated lowly with only 2%. This showed that the respondent relied more on the recommended text by KIE without necessarily going out of their way to use other books. It also showed that at no one time did any respondent select all the textbooks at once. This implies that most schools do not buy all these textbooks and only two or three of the recommended textbooks are bought. The *New Integrated English Book 1* rated highest as the most frequently used textbook, *Head Start English Book 1* took the second position, *Advancing in English Book 1* in position three *New Horizons in English Book 1* took position four with *Exploring English Book 1* and *Excelling in English Book 1* taking position five and six respectively.

4.7 Teaching of Cohesion

Most respondents taught cohesion in the context in which it appears in the textbook rather than in isolation (74% of the respondents as compared to 26%). From earlier observations (4.2) it was found out that the English textbook contains cohesion structures that are spread within the various sub-topics. Findings from the syllabus show that it does not stipulate a unit for the teaching of cohesion and teachers when teaching may disregard this. To this effect most respondents were of the view that cohesion should be taught as a topic of its own in all the English textbooks. This means that rather than teaching it contextually, it should be done in isolation. The responses showed that English textbooks recommended contained structures that contained cohesion.

Tables 2-5 in section 4.3 show the comparison between the syllabus and the specific textbook as well as the percentage that covered cohesion. In this section it was explained that the spread of structures containing cohesion was not even and therefore the need for a topic on cohesion as with textbook A (*New Integrated English Book 1*). This text dedicates a whole unit on cohesion.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The present study was designed to investigate the relevance of English textbooks input on the learner's acquisition of cohesion in grammar in Secondary Schools in Kenya. An analysis of the recommended English textbooks was done. A questionnaire was set and administered to the teachers of English language in Kenya. The grammar structures in the English textbooks were vital in this study. The study isolated all the grammar structures in the four recommended English textbooks with a view to find out its conformity to that of the English syllabus, find out the frequency of structures touching on cohesion, assessing the mode of testing in these textbooks and finally the most frequently used textbook.

Chapter 4 presented empirical findings of the study. The findings investigated the relevance of the English textbook input on learner's acquisition of cohesion. This chapter dwelt on the grammar structure presentation from the recommended textbooks. The frequency of these grammar structures was also investigated alongside those of the English syllabus. The chapter also assessed the mode of testing in the aforementioned textbooks. The analysis of the questionnaire did put into focus the frequently used textbook among the 6 textbooks recommended. The findings of the study were also discussed in this chapter.

5.2 Summary of Findings

The findings in chapter 4 and indeed the various sources cited in the chapters, have all along been trying to focus on the relevance of the English textbooks input on the learner's acquisition of cohesion in grammar in Kenya secondary schools. The objectives that guided this study were:-

- i) Establish the effects of order of grammar content in the English textbook in comparison to English syllabus as it concerns cohesion.
- ii) Investigate the frequency and availability of cohesion (agreement) structures in the form 1 English textbooks.

- iii) Assess the mode of testing in the English textbooks on cohesion.
- iv) Establish the most frequently used textbook touching on cohesion.

From the above objectives this study attempted to seek answers to several questions.

The first objective was necessary for the study to answer the question;

Does the order of grammar content in the English textbooks affect cohesion acquisition?

It is clear from the above findings that adherence to the guidelines in the syllabus is flouted without care. As the syllabus serves as the guideline, it should be strictly adhered to. It is also observed that the order of structures presentation is very important to a learner, starting with the *nouns* and *verbs* and then the other structures, as nouns and verbs forms the core of cohesion. There is also a need for explanations of the structures to enable a learner understand them. It has also emerged that there is importance of teaching cohesion and at least a unit be reserved for it as in the *New Integrated English Book 1*. This text has dedicated a whole unit of cohesion (subject-verb agreement) that proved beneficial in the learning of cohesion. The syllabus is so general on the issue of cohesion and does not stipulate its mode of teaching in the content, although the texts show its importance and hence covering it in their presentation of structures. The above view concerning the treatment of cohesion in the syllabus raises a lot of concern. This is an area that may have been neglected so much and as the findings show most teachers teach cohesion in the context in which it appears. In this case teacher may fail to note this aspect and therefore overlook cohesion in their teaching. It is also seen that in most cases teachers focus on meaning and function and not on cohesion.

The second question that this study sought to answer was;

How frequent and available are cohesion structures in the form 1 English textbook?

The findings showed that in the three texts, grammar structures presented had half containing cohesion and the rest of the structures could not help in teaching of cohesion. This then implies that the textbooks contained structures that could be

used to teach cohesion. If these structures with cohesion were well utilised, then the learners have enough input to help them acquire cohesion. Supplementing these findings was the questionnaire analysis that showed that most respondents taught cohesion in the context in which it appeared. Most respondents were of the view that cohesion should be taught as a topic of its own and a unit be reserved for it in all the English textbooks. The responses from the teachers showed that the recommended textbooks contained structures that had cohesion, but this was unevenly spread in all the textbooks as shown by the tables. All these point to a need for cohesion to be taught in isolation rather than in context.

In answering the question to the third objective of;

Does the mode of testing capture the content?

From the findings, the mode of testing leaves a lot to be desired and does not help in the learner's acquisition of cohesion. The findings from the analysis compares to those done on the questionnaire (Table 13) The response from teachers shows the importance of the above two modes of testing as being very helpful in assisting learners acquire cohesion. Sentence construction calls for harmony in order for meaning to be conceived. All the parts of the sentence need to harmonise in order for meaning to be realized. The findings show that there is an imbalance in the choice of modes of testing in all the analysed texts.

The fourth objective sought to answer the question. *Which is the most frequent textbook in used in the teaching of cohesion?*

The findings above showed that some textbooks were more popular in some schools than in others. There were trends indicating three textbooks used at the same time in a given school. It also emerged that some teachers had not seen some of these textbooks and had no knowledge of their existence. Besides the recommended texts the respondents had not gone out of their way to use any other text suitable for teaching of English and relied on what was recommended. It also emerged that at no any given one time, were the six textbooks selected giving the impression that some schools could not afford to buy all these textbooks at once. The analysis done shows the need to use all these textbooks together to supplement whichever textbook taken in as the class text. This was proved

unworkable by the findings from the questionnaire. The analysis also showed that no textbook that could be rated as the most frequently used as they were seen to supplement one another in teaching.

5.3 Conclusions

Following the findings of this study, a number of conclusions are made. First it can be concluded that the analysed texts have enough structures to enable the learners acquire cohesion. What mainly lacks is the focus as the structures focus mostly on meaning and function. Most of the textbooks had only 50% of their grammar structures containing cohesion. Available input on cohesion if well utilised would help the learner acquire cohesion.

Another conclusion made was that of publishers flouting the laid down syllabus outline. It was concluded that most of the textbooks had no set order of presentation of the grammar items. This contravenes the input theory that stipulates order of presentation from the known to the unknown that is the $i+1$ level.

Another conclusion made from the findings was that the textbooks did not dedicate any unit in the teaching of cohesion (except *New Integrated English Book 1*). It was further concluded that the syllabus, which acts as the guideline to the preparation of these text does not give guidelines on how the issue of cohesion should be handled. The publishers of the recommended textbooks are left groping in the dark and therefore this area is left to the whim of the teacher.

It was also concluded that the mode of assessing does not address the issue of cohesion. The exercises given in the texts did not test the area of cohesion adequately and the modes used are not an effective measure of cohesion. The categories that showed the mode of testing were found not to assist the learner acquisition of cohesion and practise on these structures was inhibiting to acquiring cohesion.

It was also concluded that some schools only bought one copy of the texts recommended and limiting the teacher accessing the other texts in use. This makes it difficult for the teachers to effectively cover some aspects of grammar like cohesion.

Lastly, it was concluded from the questionnaire that none of the recommended textbook could be termed as most frequently used in teaching of cohesion. The texts were found to complement one another as a tool for teaching. Teachers are required to consult all these texts when preparing for their lessons. Some teachers had no access to some books.

The finding from the syllabus layout concludes that the syllabus is so general on the issue of cohesion. It does not recommend when, how and where cohesion should be taught. This leaves the teaching of cohesion also to be neglected by most teachers and the amorphous way it is taught. Most of the teachers confessed teaching cohesion in the context in which it appeared and only when it warranted. This conclusion showed that this area is neglected and raises concern over the future of cohesion. It is from the above conclusion that led to the following recommendations.

5.4 Recommendations

In view of the findings discussed in the preceding chapter, the following measures if undertaken will improve on the mastery of cohesion.

- The syllabus should be reviewed to come up with particular areas of teaching cohesion. It should also give guidelines on how teaching of cohesion should be done. This is to avoid the amorphous way the teaching of cohesion is done.
- A unit should be reserved in the textbooks published to take care of cohesion. This should be given priority as part of the grammar structures that should be taught to the learners. This will avoid learners making cohesion errors when they are writing essays or even in sentence construction.
- There is need to harmonise mode of testing grammar in the recommended texts. The testing mode should capture the content in all areas of grammar and more so cohesion structures to give the learner more room for practice.
- The MOEST arm that deals with curriculum planning should come up with a single text that would be used countrywide as with the case in the old

syllabus. This makes it possible for uniformity to be attained as schools currently use different texts.

- The school administration should go an extra mile and buy at least a copy of each of the recommended textbook for their teachers. This is to enable the teacher consult these textbooks when preparing for lessons.
- Teachers should not confine themselves to only one text but should make sure to use a variety of texts when preparing lessons. Teachers should also seek to understand the texts that have been recommended and to have access to these texts.
- More practice should be given to the learners to enable them have access to these structures. The more frequently the learners do these exercises the more they learn the rules and thus practise on cohesion. More frequent structures give the learner room to internalise the rules and acquire cohesion.

5.5 Suggestion for Further Research

- This research study could be replicated in other areas of English
- Another study could be carried out on the frequency of exercises given to learners in the classroom setup.
- This study could be done in the classroom to find out on the output from the learners.
- A research of this nature could be done on the input of the teachers based on the textbooks they use.

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4. Which position do you hold in the school?

a) Head of languages department

b) Subject head

c) Subject teacher

5. How long have you served in the capacity in 4 above?

0-5 yrs

6-10 yrs

Above 10 yrs

6. What is your level of training?

Certificate

Diploma

Higher Diploma

First Degree

Masters

SECTION B

1. Which of the following book(s) do you use to teach grammar in form one?

i) New Integrated English BOOK 1

ii) Advancing in Eng BOOK 1

iii) Head start English BOOK 1

iv) Exploring English BOOK 1

v) New Horizon English BOOK 1

vi) Others

Specify.....

2. How do you teach agreement in English grammar in (Choose one)

a) Isolation, or b) Within the context in which it appears

3. a) Does the book(s) contain structures that will help you in teaching of

agreement in English grammar? Yes No

b) If yes which are these?.....

4. Should agreement in English grammar be treated as a topic to be taught in form one level? Yes No

5. Which is the most common mode of testing grammar items in the selected book(s) in (1)

above (tick appropriately) from the choices).

- a) Fill in the gaps
- b) Rewriting sentences
- c) Completion exercises
- d) Constructing sentences

6. Of the above, which one do you think assists the learner to practice more on cohesion structures?

7. Beside each of the statements presented below, tick (✓) whether you (1) Strongly Agree (2) Agree (3) Neutral (4) Disagree or (5) Strongly Disagree

(a) With the mode of testing grammar items in English text selected in (1) above? 1 2 3 4 5.

(b) With the way exercises are presented in the Form One English text? 1 2 3 4 5

(c) With the six lessons assigned for the form one class in the timetable? 1 2 3 4 5

(d) With the way grammar structures are arranged in the syllabus? 1 2 3 4 5

8. a) Do your students make mistakes in agreement? Yes No

b) If yes would you relate this to lack of sufficient practice exercises?

.....

9. Suggest three ways that can be done to improve in performance of English language?

- a.
- b.
- c.

10. Do you think the Ministry of Education, Science and Technology should recommend only one textbook as before?

.....
.....

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NEW INTEGRATED ENGLISH BOOK 1

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APPENDIX E

NEW HORIZONS IN ENGLISH BOOK 1

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APPENDIX F
EXERCISES INSTRUCTIONS

Category (a), *Fill in the blanks* exercises instructions:

- i) Exer 1. Put 'a' or 'an' before.....
- ii) Exer3. Fill in the blanks with 'a', 'an' or 'the'
- iii) Exer 4: Fill in the blank spaces with an appropriate article a, an, the.....
- iv) Exer 2: Use the correct form of the verbs in brackets to fill in the blank spaces....
- v) Exer 1. Complete the following sentences by filling in the blank spaces with the correct word from the box.....
- vi) Exer 2. Fill in the blanks with plurals of the words in brackets.....
- vii) Exer 2 Place the definite article where applicable.....
- viii) Exer 4 Fill in the blanks.....

Category (b), *Rewriting sentences*, exercises instructions:

- i) Exer 3. Rewrite the following passage replacing each adjective in colour with others.....
- ii) Exer 2. Change the following sentence to plural.....
- iii) Exer 1. Rewrite the following sentences changing the nouns into plural forms.....
- iv) Exer 5. Rewrite the paragraph below changing the singular nouns in brackets into plurals...
- v) (Checkpoint testing) Exer 2. Rewrite the following sentences using pronouns where necessary to avoid repetition of the nouns in the sentences...
- vi) Exer 4. Change the following statements into negative sentences.....
- vii) Exer 3. Jumbled sentence; Arrange them in their correct order and label the subject and verb.....
- viii) Exer 3 Punctuate properly by placing exclamation marks.....

Category (c) *completion exercises* exercises instructions:

- i) Exer 1. Complete the following words with 'ei' or 'ie'. Explain the rule that applies to each.....
- ii) Exer 2a) Add prefixes to the following words and write them out correctly
b) Add suffixes to the following words and write them out correctly
- iii) Exer 1: Complete each of the following sentences by using one of the reflexive pronoun: itself, herself, themselves, yourself.....

- iv) Testing unit-M: Choose the correct pronoun from the ones in the brackets to complete the Sentences.....
- v) Exer 1. Use the word given in brackets to complete the sentences below.....
- vi) Exer 2. Choose the correct pronoun from those given in brackets to complete the following sentences
- vii) Exer 2. Identify the subject, verb, direct object indirect object where present in each of the following.....
- viii) Exer 8. Attach appropriate tags to the following statement in order to form tag questions....

Category (d) *Write down words* exercises instructions:

- i) Exer1. Write down five proper nouns, twelve common nouns, two collective nouns.....
- ii) Exer 4. Create some collective nouns of your own
- iii) Exer 3: Put in the appropriate question tag.....
- iv) Exer 2: Replace the underlined words in the sentences below with a possessive pronoun.....
- v) Exer 1. Go through the comprehension passage ‘the twins’ and make a list of ten regular verbs. Indicate both their present and past tense form...
- vi) Exer 2. Add one or two words before the italicized noun to describe it.....
- vii) Exer 1. Write down sentences to the interview which are in the affirmative...
- viii) Exer 1. Supply adjectives to the following.....

Category (e) *constructing sentences* exercises instructions:

- i) Exer 2. Using the verb ‘to be’ write
 - a) Three sentences starting facts.....
 - b) Three sentences asking questions.....
 - c) Three sentences using the affirmative form.....
- ii) Exer3: Look both inside and outside the classroom and write 5 sentences comparing two things or people.....
- iii) Exer 1: Form sentences in the simple past tense.....
- iv) Exer 1: Form correct sentences from the substitution table below.....
- v) Exer 2. Use the adverbs of time given below to construct sentences of your own.....
- vi) Exer 1. Add pre-modifiers to the following nouns and then make sentences using them: student, ugali, man engineer etc.....
- vii) Exer 4: Construct own sentences using given adjectives.....

- viii) Exer 2a): Form correctly spelt adjectives.....
b) Use each to construct a grammatical sentence.....

Category (f) *Pick out/word search* exercises instructions:

- i) Exercise 1 Find as many words.....
- ii) Exer 3. Match each word with the collect picture.....
- iii) Exer5: Find the interjections in the following sentences
- iv) Exer 2: Use a suitable adverb from the box to describe the underline adjectives.....
- v) Exer 1. Pick out post in the following sentences.....
- vi) Exer 1. Choose the most appropriate form among 'and' 'or' and 'but' to join each pair of the sentences below.....
- vii) Exer 1: Identify the subject, Direct object, indirect objective in the following sentences.....
- viii) Exer 4: Pick out the NPs in the following

Category (g) *state, underline, indicate* exercises instructions:

- i) Exer 2: Copy the sentences below in your exercise book identify the adjectives and state whether they are gradable or ungradable.....
- ii) Exer1: Copy and indicate whether each is a sentence or a phrase.....
- iii) Exer1. Classify the underlined words into their respective parts of speech.....
- iv) Exer 1. Pick out the nouns from the sentences below and indicate whether they are concrete abstract.....
- v) Exer 1. In pairs provide answers to the questions below. Use complete statements declaring how things are.....
- vi) Exer 2. Do the following exercises orally in pairs one person will read the question and the other will give the answer in a full sentence.....
- vii) Exer 4: Give superlatives and comparatives of the following.....
- viii) Exer3: Underline the head (main noun) in the noun phrase.....

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