



# Teaching Strategies Employed by Teachers in Rift Valley Counties when Teaching Form Three English Subject

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**Abstract:** This study investigated the teaching strategies used by English teachers in selected secondary schools across Rift Valley counties in Kenya, focusing on the Authentic Curriculum-Instruction-Assessment for Lifelong Learning (ACIALL) model. Using a concurrent mixed-methods approach, the research engaged 84 teachers and 898 Form Three students from 16 purposively and randomly selected schools. Data was gathered through questionnaires, interviews, observations, and document analysis. The study revealed that while the practices of authentic curriculum, instruction, and assessment were generally rated as “good,” implementation gaps still exist. Teachers reported challenges such as limited instructional time, inadequate resources, and rigid textbook reliance, which undermined personalization and integration of real-world skills. Notably, the study found a weak negative correlation between ACIALL practices and male students’ English performance, but a strong positive and significant correlation for female students. Furthermore, significant differences were found in the practice of authentic instruction between high and low-performing schools, but not in curriculum or assessment practices. The analysis also uncovered a strong relationship between students’ learning strategies and their academic performance, suggesting that learner-centered pedagogies are crucial for improving outcomes. Findings affirmed that English curricula integrating literature, grammar, and communicative, skills with societal relevance, contribute meaningfully to lifelong learning. The study recommends implementing a competence-based curriculum aligned with students’ cultural contexts and future needs. It also proposes a model to enhance authenticity in curriculum delivery. Overall, the study highlights the need for improved instructional design, teacher training, and resource support to fully realize the benefits of authentic learning strategies in English language education.

**Keywords:** ACIALL, Authentic learning, English instruction, Curriculum strategies, Student performance.

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## 1. Introduction

Globally, there has been a growing shift in English language education toward the use of authentic, learner-centered pedagogical strategies that promote lifelong learning competencies. In the United States, authentic teaching approaches—characterized by real-world relevance, learner autonomy, and integrated assessments—have gained prominence in response to 21st-century skill demands.

Research by Darling-Hammond et al. (2019) emphasized that students benefit significantly from curricula and instruction that are culturally responsive and rooted in experiential learning, particularly in literacy development. Similarly, studies in the United Kingdom have highlighted the importance of aligning English language instruction with broader societal contexts. For instance, Baker and Lewis (2020) found that incorporating authentic assessment techniques enhances critical thinking and student engagement in secondary English classrooms.

In Canada, attention has also been drawn to the role of teacher agency and instructional flexibility. According to Leithwood and Jantzi (2020), effective teaching strategies in English are deeply influenced by professional autonomy, continuous teacher training, and resource support—factors essential to implementing an authentic curriculum-instruction-assessment framework. Furthermore, Canadian educational reforms emphasize that English curricula should transcend textbook dependency and support collaborative, inquiry-based learning that mirrors real-life communication needs (Campbell et al., 2021).

In South Africa, the post-apartheid education system has grappled with both equity and quality in English instruction. A study by Dube and Hlalele (2021) revealed that while policies encourage competency-based and authentic pedagogies, systemic challenges such as overcrowded classrooms, limited materials, and high-stakes assessments have constrained effective implementation. These findings mirror those in Uganda, where English serves as the primary medium of instruction. According to Namubiru and Oonyu (2022), teachers in Ugandan secondary schools often lack sufficient training and instructional time to practice authentic teaching strategies, leading to overreliance on rote methods and examination-oriented delivery.

In Kenya, the Competency-Based Curriculum (CBC), launched in 2017 and implemented progressively since 2019, has positioned authenticity, communication, creativity, and lifelong learning at the center of education reform. However, despite the CBC's transformative intent, research shows uneven implementation across regions. Otieno and Wanjohi (2023) noted that English teachers often face challenges such as rigid syllabi, inadequate teaching resources, and insufficient professional development, hindering the full realization of authentic instruction. Similarly, Mwangi et al. (2024) found that while many teachers value learner-centered strategies, their classroom practices still lean heavily on traditional methods due to time constraints and curriculum pressures.

## 1.2 Statement of the Problem

In today's education landscape, teaching strategies play a crucial role in shaping students' academic success and lifelong learning, especially in English language subjects (Darling-Hammond et al., 2019; Leithwood & Jantzi, 2020). In response to the need for relevant and transformative learning experiences, Kenya introduced the Competency-Based Curriculum (CBC), which emphasizes learner-centered approaches and the integration of real-world skills (Otieno & Wanjohi, 2023; Mwangi et al., 2024). However, despite these efforts, many English teachers in secondary schools—particularly across Rift Valley counties—still struggle to implement authentic teaching strategies

effectively. Most rely heavily on traditional methods such as rote learning and rigid textbook use, limiting students' engagement, critical thinking, and ability to apply knowledge beyond the classroom (Namubiru & Oonyu, 2022; Dube & Hlalele, 2021). This situation is further complicated by challenges such as limited instructional time, inadequate teaching resources, and lack of ongoing professional development (Baker & Lewis, 2020; Campbell et al., 2021). As a result, gaps remain between policy intentions and classroom practices, contributing to inconsistencies in learning outcomes across schools and gender groups (Otieno & Wanjohi, 2023). To address this problem, there is a need to investigate the specific teaching strategies currently in use, assess their alignment with the Authentic Curriculum-Instruction-Assessment for Lifelong Learning (ACIALL) model, and develop practical solutions that support teachers in adopting more effective, context-relevant, and learner-centered approaches to English language instruction.

## 1.3 Research Questions

What teaching strategies are employed by teachers in selected Rift valley counties when teaching form three English subject?

## 2. Literature Review

### 2.1 Strategies to Help Introduce New Knowledge

Research indicates that teachers will use the strategies below in combination with setting objectives and providing feedback to introduce new knowledge: Differentiated instruction; Interdisciplinary instruction; Cooperative Learning Instruction; and games.

A major thrust of current education reform in the USA is an emphasis on *differentiation of instruction* (Martin and Loomis, 2014). This is instruction that is tailored to different needs of individuals and based on the teacher's awareness of the needs of individual students. Lessons are not only "hands-on," but also "minds-on." This is one of the keystones of education reform—to have students inquire and think for themselves—a far cry from the memorization systems of generations past. Differentiation of teaching method and curriculum content approach is far from easy to sustain, yet without differentiation, adaptation and culturally responsive teaching some learners will fail to reach their potential (Graham, Berman & Bellert (2015), Martin and Loomis, (2014). Students remember lessons in which they *did* something - wrote a song/poem, acted in a play, sang a song,

went on a field trip, looked at the stars through a telescope, built a website and so on. Student involvement is key to long-lasting memories (Martin and Loomis, 2014). Active student-centered activities must be employed in the classroom. However, because of unique perspectives and abilities, teachers cannot teach all students the same way. It calls for teachers to have “clear learning goals that are rooted in content standards but crafted to ensure student engagement and understanding. Lesson plans that include differentiated instruction are adapted to the readiness, interest, and strongest mode of learning for each individual student. Content, process, products, affect and learning environment are the five classroom elements that teachers can differentiate to meet various learning needs of students (Erickson, 2008) guided by five basic principles: respect for each student; the material students are asked to learn rooted in the critical ideas of a topic; teachers’ use of flexible grouping; teacher use of ongoing assessment to inform their instruction; and the learning environment supporting students in taking the risk of learning (Sousa and Tomlinson (2011).

*Interdisciplinary instruction* is a teaching method showing students how subjects are integrated (Martin and Loomis, 2014) one of the objectives in modern curriculum development the world over. The prevailing approach to curriculum at all levels involves the separation of the subject-area disciplines into discrete subjects, each with its own time slot, its own textbook, and its own program of study. However, showing students how subjects are integrated can appeal to their prior knowledge and interests. Teaching and learning needs to be connected across developmental domains and subject areas; connections across standards, curricula, and teaching are best made through approaches that are not just “integrated” (which often means making connections that are superficial and do not serve learning goals) but “interdisciplinary” – making rich connections among domains and subject areas, but allowing each retain its core conceptual, procedural, and epistemological structures (Allen & Kelly, 2015). The Integrated English involves teaching English language and Literature in English as one subject in the school curriculum. *It is merging two autonomous but related entities in order to strengthen and enrich both. Through exposure to literature the learner will improve their language skills. They will not only enrich their vocabulary but also learn to use language in a variety of ways. Similarly, an improved knowledge of the language will enhance the 'learner's appreciation of literary material. On yet another scale, integration means that no language skill should be taught in isolation. Listening, speaking, reading and writing skills should complement each other... “It has been established that teaching language structures in isolation is not only boring, but it also tends to produce learners who lack communicative competence” (KIE. 2002, p.3).* Manyasi (2014) urges teachers to integrate language

and literature to foster relevance, meaning, and usefulness because language is the application of literature.

*Cooperative Learning* is instructional use of small groups to promote students working together to maximize their own and each other’s learning (Johnson, et al., 2008). It is characterized by positive interdependence, where students perceive that better performance by individuals produces better performance by the entire group (Johnson, et al., 2014). A meta-analysis by Johnson, Johnson, and Smith (2006) of 168 studies comparing cooperative learning to competitive learning and individualistic learning in college students found that cooperative learning produced greater academic achievement than both competitive learning and individualistic learning across the studies. To Dean et al (2012), in the layers of a complex world, the students of today need to possess not only intellectual capabilities but also the ability to function effectively in an environment that requires working with others to accomplish a variety of tasks. Cooperative learning helps teachers lay the foundation for student success in a world that depends on collaboration and cooperation. Two elements seem to be most essential: positive interdependence and individual accountability (Erickson, 2008). Without them, group learning structures can actually impede the learning process. Teachers clearly define roles and responsibilities during the cooperative learning activity and each member of the team receives feedback on how his or her personal efforts contribute to achievement of the overall goal. It discourages the tendency for a few individuals to carry the workload of the group while establishing a means by which each group member can demonstrate proficiency with regard to the knowledge and skills.

This strategy is all inclusive; roles such as presenter, recorder, and timer help students learn group skills. Students do not sit in straight rows dialoguing very little with others and with the teacher doing all of the important talking and only a handful of students answering questions. With the multicultural classrooms today, students get the opportunity to use and practice the language in a social setting. Students reflect upon their newly acquired knowledge, process what they are learning by talking with and actively listening to their peers, and develop a common understanding about various topics, arrive at a deeper understanding of it, retain what they learn and increase motivation and achievement (Roseth, Johnson, & Johnson, 2008 in Dean et al 2012)develop a sense of positive interdependence—‘a sink-or-swim-together’ attitude whereby one student’s success promotes success among others within the group.

Cooperative learning also improves cognitive and social aspects such as increased academic engagement, self-esteem, attitudes towards school, and opposition to social segregation and loneliness. Teachers model for students how to explain their reasoning and ask questions that encourage elaboration

and provide opportunities for students to practice these skills so they can use them effectively in cooperative learning settings. Stotsky, (2013) states teacher-led whole class discussion of literature and student-led small group reading and discussions are good practices. Discussing books on a whole-class basis enables the teacher to provide models for appropriate questions and to make sure the important aspects of the book are explored. Whole class discussions in small groups enable students to clarify their understanding of a book that may be above their independent reading level and gives them increased opportunity to share impressions and ideas and to ask questions in a more personal setting than a whole class discussion.

Careful planning before and intentional facilities during cooperative learning activities are required, with critical elements being group size and format. Keeping group size small (no more than five students) and use cooperative learning consistently and systematically sets the stage for student to be responsible for their own learning; the learning of those in their group; and the ability to demonstrate what they know, understand, and are able to do. For motivation, teachers should integrate cooperative learning with competition and individual work. Other researchers also caution that teachers should not overuse cooperative learning activities because if students are supposed to master skills and processes, they need independent practice for that learning to occur. This means that teachers need to balance the use of cooperative learning with opportunities for students to practice skills and processes independently. If the cooperative learning experience occurs before students are ready, they may become frustrated and give up. Students are ready when they

- Know the purpose of the learning
- Have been provided with a model for completing the task
- Have had sufficient guided practice in using the skills required for the task

A *game* is a pursuit or activity with rules performed either alone or with others. A good way to provide authentic instruction is through games (Sasson, 2018). Further, when students need to learn certain skills in order to play enjoyable games, they will become engaged in the principles and concepts taught because they will want to be able to use their new skills to play the games. The nicest part of this type of authentic instruction is that learners tend to pick up the skills needed to play games rather quickly, simply because they are self-motivated. They also tend to help each other acquire the skills needed to play the games because they are anxious to have some fun together. Popular games such as Monopoly, The Game of Life, Jeopardy, speech poker, scrabble, sentence trivia and Password can be used to teach a variety of skills in various content areas. Teachers can also create their own original games to enhance the quality of instruction in the classroom using many materials or items at their

disposal like playing cards, dominoes, toothpicks, coins, construction paper, cardboard, etc. to make those that can be played over and over again.

In Malaysia, Parisa and Yussof (2012) found that the major problem encountered by the Pre Tesl-students of UiTMKuantan Campus was understanding the grammar rules and applying them in their everyday lives as grammar classes were perceived as scary and complicated. They were not able to distinguish the tenses or decide when to use present tense, present progressive, past tense, past progressive, present perfect and past perfect tense. Using language games which create excitement in language lessons eliminates fear unlike the traditional approaches like the Grammar-Translation Method where students translate endless texts making them bored and somehow hinder their will to get to know grammar. The Audio-Lingual Method which used both listening and speaking for the students to listen and repeat the right grammatical structures gave more benefits on students as they performed a lot of drills.

It is important for the educators to let the students explore both form and function (Chitravelu cited in Parisa and Yussof (2012) as this will produce students who can use the language accurately and fluently. Research shows the beneficial effects that game playing can bring in the teaching and learning of English language. *“The more people play, the more positive emotions are generated, which in turn makes play easier and thus helps to generate even more positive emotions* (Schwartz & Braff, 2012). A study was carried out using a single game to teach grammar to 5th grade pupils of English in Czech Republic (Musilova, 2010). In order to find the hidden treasure, the students had to solve grammatical exercises throughout the process some of which involved introducing stories, learning new vocabularies, completing definite and indefinite articles, practicing irregular and regular nouns as well as practicing the verbs (to be, to have got) and using the possessive adjectives. The outcomes of the study showed that the students found the game interesting and were highly motivated to solve the different grammatical elements in one activity. Another study by Rustick (2007), also based on a single game: Sentence Survivor, to teach grammar in order to improve college students writing skills was a game of sentences consisting of long, compound-complex sentences including some adjectives and adverbs. The students in small groups had to erase at least three words per turn so that the remaining words form a complete sentence though with a changed meaning. They discovered their own sentence patterns and strengthened their language. They improved their writing skill as they played with the words at the same time making sure that the sentence still possessed correct syntax. Furthermore, they were exposed to different sentence types and eventually enhanced their linguistic ability. These studies highlight the good and useful games to be used by the students to master their grammar competency.

## 2.2 Strategies to Help Students Develop Understanding

There are strategies that teachers can use used in combination with setting objectives and providing feedback to help students connect to and build on prior learning or develop understanding. *Cues, question and advance organizers* are important tools in teachers' tool belts that function in a similar manner; both activate student's prior knowledge and give them an idea of what they will learn (Dean et al. 2012). Such focuses learning on the important content to come, and motivate students by tapping into their curiosity and interest in the topic. Cues are hints to students about the content of an upcoming lesson; they reinforce information that students already know and provide some new information on the topic while questions allow students to access previously learned information on a topic and assess what they do not already know (Dean et al. 2012). Essential questions require deep reflection and research; they cannot be answered with a simple response as they probe the deeper meaning of life events and issues Erickson (2008). They are difficult for many to write because teachers are so comfortable with writing the easy fact-based questions. They can be developed after teachers have written some of the conceptual understandings that reflect the deeper enduring ideas for the unit so they lead students thinking from the factual level to the conceptual level of thinking. Teachers wisely and creatively use them in class, perhaps giving different cooperative groups a question or two to work on then use a jigsaw strategy to have students share their findings with other groups.

Advance organizers (stories, pictures and other introductory materials that set the stage for learning) that help students use their background knowledge to learn new information are – expository, narrative, skimming and graphic advance organizers (Dean et al. 2012). They help students improve their performance. As to which is best depends on the material to be learned and the method of presentation. They are introduced before a lesson to draw attention to important points, identify relationships within the material, and relate material to students' prior knowledge.

Psychologists believe that information is stored in memory in two ways: as words (Linguistic) and as images (non-linguistic). Imagery is expressed as mental pictures or physical sensations, such as smell, taste, touch kinesthetic association (physical movements) and sound (Dean et al, 2012). Teachers can use *nonlinguistic representations* to encourage students to create, store, and manipulate information either mentally or with concrete tools and displays. These include, creating graphic organizers to help students visualize and organize data and with slight adaptations also develop conceptual thinking (Erickson,

2008). They combine words and phrases with symbols, arrows, and shapes to represent relationships, make physical models and get involved in hands-on tasks to create concrete representations of knowledge. They generate mental pictures, illustrations and pictographs by drawing, painting, or using technology to create symbolic pictures that represent knowledge and also engaging in Kinesthetic activities to visualize the knowledge. Nonlinguistic representations help students construct meaning of relevant content and skills and have a better capacity to recall it (Medina, 2008). With these tools, students merge knowledge presented in the classroom with mechanisms for understanding and remembering that knowledge.

Strategies for *summarizing and note taking* facilitate learning by providing opportunities for students to capture, organize, and reflect on important facts, concepts, ideas and processes they will need to access at a later time. Students summarize: sort, select, and combine information, which can lead to increased comprehension. They take notes: access, sort, and code information, which can help them, memorize information and conceptualize new ideas. In both cases, students distill information into a parsimonious and synthesized form. Summarizing distills information down to its most salient points to aid in understanding, memorizing, and learning the relevant material. Note taking captures key ideas- through writing, drawing, or audio recording- for later access. Findings from McREL's 2010 study indicate that summarizing and note taking have positive effects across content areas and grade levels, with note taking having significantly higher impact on learning than summarizing does (effect sizes 0.90 and 0.32, respectively). Literature on note taking reveals that students benefit from using a variety of formats for taking notes; both linear formats, such as outlining, and nonlinear formats, such as webbing or mapping (Dean et al, 2012). Evidence from McREL's 2010 study cited in Dean et al (2012) suggests note-taking strategies are not intuitive; meaning, students benefit from explicit instruction in note-taking strategies, particularly those that are guided and more structured.

*Assigning Homework and providing practice* is another strategy. "Homework" is used to refer to opportunities for students to learn or review content and skills outside of the regular school day or to connect background knowledge to an upcoming unit by providing advance organizers such as engaging students in making observations, watching videos, initiating conversations, and completing reading assignments. The effects of homework on student achievement are not entirely clear because of a number of factors; nonetheless, many teachers, parents, and students believe that it helps. A study by Rosario, Nunez, Vallejo, Cunha, Nenes, Suarez, Fuentes, & Moreira (2015) analyzing the effects teachers' homework follow-up practices revealed that three types of homework follow-up practices (i.e., checking homework orally; checking homework on the

board; and collecting and grading homework) had a positive impact on students' performance, thus highlighting the role of EFL teachers in the homework process. They must ensure that their assignments make the best use of students' out-of-school time.

“Practice”, the act of repeating a specific skill or reviewing small amounts of information to increase recall, speed and accuracy requires students to devote time to reviewing what they have learned so that it becomes immediately accessible for cognitive use. This information can be stored in a student's working memory or long-term memory, depending on how often the information is used. Further, to be effective, practice should be overt, which means it actively involves students recalling material through quizzes, rehearsal, or self-assessment (e.g. flash cards or labeling). When these forms of practice testing occur frequently (at least two or three times during the period between acquisition or presentation of material and final assessment of knowledge), there are greater effects on student achievement than when practice testing occurs less frequently. Testing students at regular intervals throughout a learning period has a positive impact (Dean et al, 2012) especially as students practice more than one skill at a time, and can access and use corrective feedback about their performance to determine what and how to practice, consequently, they improve retention and achievement of the skill or knowledge (Rohrer, Taylor & Sholar, (2010). Teachers should clearly identify and communicate the purpose of practice activities; design practice sessions that are short, focused, and distributed over time and; provide feedback on practice sessions.

### 2.3 Strategies to Help Extend and Apply Knowledge to New Situations

As the unit/lesson unfolds, the goal moves from introducing new knowledge to helping students extend and apply knowledge to new situations. Strategies include identifying similarities and differences and generating and testing hypotheses. *Identifying similarities and differences* is the process of comparing information, sorting concepts into categories, and making connections to existing knowledge. The strategies are comparing, classifying, creating metaphors and creating analogies (Dean et al, 2012) which students should do apart from non-linguistic and graphic representations (Moyer, 2014) and Question/Answer/Relationships (QARs) for better Instruction, deeper Learning, and higher Achievement (Fries-Gaither, 2008). The strategy assists students in identifying characteristics and understanding relationships between objects, people, places, or ideas and relates to literacy as the activities help students make meaning of text during and after reading. Cognitive research shows that educational programs should challenge students to link, connect, and integrate ideas (Bransford, Brown, & Cocking, 1999). Venn diagrams,

matrices, and T-charts are all powerful tools to help students compare. Students need instruction in recognizing signal words (such as *like*, *unlike*, and *both*) and traditional types of comparison text structure apart from comprehension strategies to deal with complex text structure and explicit instruction in writing skills such as organizing information, using signal words appropriately, and including supporting details (Fries-Gaither, 2008). Graphic organizers for classifying include tables and “bubble” charts as students classify characters or objects after listening to a read-aloud or watching a video (Fries-Gaither, 2008). Creating metaphors involves understanding and defining how two items are related in a literal or abstract way and fiction and nonfiction books can be used to help students begin to create metaphors and similes through modeling, guided practice and independent practice in words and drawing (Fries-Gaither, 2008). Creating analogies is a very complex format but again, graphic organizers are useful in guiding students' thinking (Fries-Gaither, 2008). Analogies are to be used because examples can help; analogies from a different (known) context can help and create fun in learning (Moyer, 2014). Suggestions on how to go about them include:

1. Use student-friendly definitions for the four cognitive processes of comparing, classifying, creating metaphors, and creating analogies.
2. Directly teach and model these four cognitive processes for students using a gradual release model.
3. Teach and model how to identify the tools students need to examine similarities and differences (identifying critical attributes, summarizing and generalizing).
4. Teach and model the recording and representing tools students need to examine similarities and differences as they pertain to critical content.
5. Continually remain focused on student mastery of critical content as this is the ultimate goal of examining similarities and differences.
6. Gradually release responsibility to students for managing their own thinking and learning about the similarities and differences in critical content. (McClellan, 2017)

With these strategies students use what they already know as an anchor for new learning, as a result, many people consider them to be the core of all learning (Dean et al, 2012). They help make sense of the world. We ask, “Is this like that?” By answering the question, we enhance our existing mental representations or abstract schema for the information. Teaching students how to identify similarities and differences is a worthwhile use of instructional time.

*Generating and Testing Hypotheses* is making predictions or educated guesses as we must have some background knowledge or prior experiences (the educated) to make a prediction and have to use that knowledge in an active way (the guess). A hypothesis is an assumption, interpretation, or

guesses based on currently available information though subject to refinement as new data becomes available (Teacher vision, n.d.). Cialdini (2005) cited in Dean et al (2012) argues that “what if” questions tap into our natural inclination to solve problems. Mysteries, puzzles, and problems make us think about everyday occurrences from different perspectives and require critical thinking skills. As students answer these questions, think about causes and relationships among phenomena, they draw upon their knowledge to make and test predictions, consider various options, and draw conclusions. It is a powerful tool for student engagement (Hawkins, n. d.). In the process, they elaborate on their understanding of that knowledge and their ability to apply it and connect to real-life purposes behind the content and skills they are learning.

Generating and testing hypothesis applies knowledge by using two thinking processes (deductive and inductive) that can be used alone or in tandem with each other to attain answers(Dean et al, 2012) making students use higher levels of understanding including analysis and evaluation to build understanding (Hawkins, (n. d.); Rodriguez & Stewart-Mitchell (2013).when students begin to read a story about a turtle, they naturally access some of the generalizations they have about turtles from their permanent memory. To ensure that students have the knowledge they need, the curriculum must include specific attention to generalizations and principals in the various content areas and the conditions

under which they apply. Induction involves drawing new conclusions or identifying rules based on observations or patterns in information, for example, when students read a story and infer why the main character took a specific action, they use inductive reasoning (Rodriguez & Stewart-Mitchell, 2013). Generating and testing hypotheses as a problem-solving approach to learning is proven to develop clearer understanding of lesson concepts and builds connections between academic content and real-world application (Dean et al (2012). It is particularly effective when compared to more traditional instructional activities, such a lectures and teacher-directed, step-by-step activities because they test real-life problems and have a better understanding of the connections among the content, students’ own personal lives, and the work world (Dean et al (2012). Graphic organizers can be extremely helpful in organizing and recording the information. It is equally important for students to defend or explain their predictions, to be able to describe the thought processes that led them to a specific conclusion (Teacher vision, n. d.). Teachers can model how to generate and test hypotheses; provide students with needed resources; provide templates to use to report the work; provide guidance during each step of the process and ask strategic questions, providing cues, and giving feedback (Hawkins, n. d.). Table 2 summarizes information about the key instructional practices for teaching each type of knowledge and identifies which of the instructional strategies are most useful for helping students acquire, extend, and apply that knowledge.

**Table 1: Key Instructional Practices for Teaching Types of Knowledge**

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**Key Instructional Practices for Teaching Types of Knowledge**

Type of Knowledge	Key Instructional Practices	Strategies that Support Teaching
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- Identify critical words/phrases.</li> <li>- Use multiple exposures in varied ways.</li> <li>- Provide explanations and nonlinguistic representations.</li> <li>- Ask students to generate their own definitions and visuals.</li> <li>- Periodically review definitions.</li> <li>- Use vocabulary games.</li> </ul>	<ul style="list-style-type: none"> <li>- Setting objectives</li> <li>- Nonlinguistic representation</li> <li>- Identifying similarities and differences</li> </ul>
<b>Details</b> (facts, dates, time sequences)	<ul style="list-style-type: none"> <li>- Identify key details.</li> <li>- Present or have students read about them.</li> <li>- Provide dramatic representations of important details.</li> </ul>	<ul style="list-style-type: none"> <li>- Setting objectives</li> <li>- Cues, questions, advance organizers</li> <li>- Nonlinguistic representation</li> <li>- Note taking</li> <li>- Identifying similarities and differences</li> </ul>
<b>Organizing Ideas</b> (generalizations, principles)	<ul style="list-style-type: none"> <li>- Discuss known generalizations/principles.</li> <li>- Encourage defense of positions.</li> <li>- Apply principles to different contexts.</li> <li>- Articulate principles clearly.</li> <li>- Generate multiple examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperative learning</li> <li>- Nonlinguistic representation</li> <li>- Generating and testing hypotheses</li> </ul>

Type of Knowledge	Key Instructional Practices	Strategies that Support Teaching
Skills	<ul style="list-style-type: none"> <li>- Directly teach steps.</li> <li>- Demonstrate the skill.</li> <li>- Provide opportunities for mastery and automaticity.</li> <li>- Use categorized examples in inquiry approach.</li> <li>- Let students design and compare strategies.</li> <li>- Use simulations for skill practice.</li> <li>- Include both massed and distributed practice.</li> </ul>	<ul style="list-style-type: none"> <li>- Nonlinguistic representation</li> <li>- Identifying similarities and differences</li> <li>- Cooperative learning</li> <li>- Generating and testing hypotheses</li> <li>- Providing practice</li> </ul>

Source: Adapted from Cennammo et al, (2014) *Technology Integration for Meaningful Classroom Use: A Standard-Based Approach (2<sup>nd</sup> Ed) USA: Wadsworth.*

It also helps teachers frame their thinking about instructional planning and move them from knowing about research-based instructional strategies to doing what's most appropriate with those strategies. In summary, instructional planning requires careful thought when the goal is to help all students succeed. This systematic approach to planning helps teachers demonstrate their commitment to teaching and optimize the opportunities they provide for student learning.

For effective curriculum implementation, the teachers must have the capacity to interpret the curriculum through instructional strategies and techniques (KICD, 2016). These determine how much is learned by the learners. The traditional approaches to cover the syllabi should be replaced with the 21st Century skills and the competence-based curriculum, the instructional methods must change to more learner centered approaches. Westbrook et al., (2013) posits learners centered approaches where the teacher seeks to bring about the change in behavior of learners by imparting knowledge and skills in an interactive way. The learner constructs meaning from the experiences received in their own perception (KICD, 2016)

## 2.4 Authentic assessment

Nobody starts school expecting to fail. Mendler, (2012) urges teachers to try to make grades dependent more upon effort than ability; to challenge students every day to get better than they were yesterday in their subject matter, make that the standard for success. The attitude of a great teacher is "you will succeed because you can". When prepare, plan, and practice is the success mantra, students will virtually see themselves getting better in the English subject matter.

In order to underscore the importance of the English skills, it is recommended that they be evaluated. This can be done through dictation, listening comprehension, role-play, making speeches, reciting poems or even interpretive reading of extracts from books (KIE, 2010b). It would however, be good for teachers of English to differentiate between assessment of learning (summative), assessment for learning (diagnostic and formative), and assessment as learning (promotes student learning). In a broader sense, assessment is the process of understanding and improving student

learning (Whitlock & Nanavati, 2013). As such, assessment is a recursive, perpetual process which can be either formal, when data is gathered and saved, or informal, when data is collected but not stored for later analysis. Traditional assessment requires learners to select answers in multiple-choice or matching questions, or to recall facts in fill-in-the-blank and short answer questions. It is usually norm-referenced and focuses on measuring the acquisition of a specific body of knowledge (Mueller, 2016). However, such summative assessments can also be a performance assessment that can be interdisciplinary and include the KDB (Know, do and be able to do) where students give exhibitions as their summative evaluation (Drake, 2007).

O'Malley & Pierce, (2011) revealed that to accurately evaluate what a student has learned, an assessment method must examine his or her *collective abilities* thus, the term authentic assessment describes the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities. Kilbane & Milman, (2014), found that the use of the term authentic assessment as a method of summative assessment was becoming more popular in contemporary classrooms. It is an "enlarged concept of student evaluation," encompassing other approaches besides tests and quizzes (Partin, 2004) urging teachers to sample learning by collecting products of learner's efforts throughout the year. Authentic assessment is never based on the administration of a once-a-year test but is the documentation and analysis of a student's actual work collected over time in his or her real-world environment (Little Prints, 2011). Furthermore, it tracks students' successes rather than failures. Most importantly, work sample portfolios combined with a well-trained teacher's observations and knowledge about research-based authentic assessment programs drive instruction.

Unlike traditional assessments, authentic assessment is criterion-referenced involving "backward planning," in which teachers decide what students need to be able to do in order to show their mastery of the targeted knowledge and skills (Mueller, 2016). Teachers of English then develop a set of learning activities and experiences that will provide students with the essential knowledge, skills, understanding

and tools to complete the required task. A rubric of the project's criteria is given to the students before they begin the task. This type of evaluation checks students' understanding and knowledge through circumstances that model real-world situations in which those skills are typically required. This is in line with Gulikers et al. (2004) who envisioned authentic assessment as "an assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes, that they need to apply in the criterion situation in professional life," which seems to define some assessments that use simulated contexts as authentic.

Authentic assessments therefore, are those measures of student learning that are meaningful to students and are motivational for learners – the tasks involved are relevant and important to the learner in real ways as they demonstrate student learning through their completion and afford opportunities to apply and demonstrate knowledge and skills in a practical context (Kilbane & Milman, 2014). They are said to represent the most objective, valid and reliable information that can be gathered about individuals.

Boud (2000 as cited in Fook, & Sidhu, 2013) cautioned that current assessment in higher education is insufficient to the task of preparing students for lifelong learning. Hence, Boud and Falchikov (2005) in Fook, & Sidhu, 2013) suggested that we need to move from summative assessment that focuses on specifics, standards and immediate outcomes to more sustainable assessment that can aid students to become active learners not only in managing their own learning but also assessing themselves to life beyond the end of the course. Assessing authentic performances therefore, should become an integral part of the English instructional cycle, and the feedback provided by the teachers and peers should be formative in order to help students assess their strengths and weaknesses, identifying areas of needed growth and mobilizing current capacity. Effective teachers generate the greatest opportunity for students to learn and technically manage instruction leading to the success of instruction and students' achievement in English in North-Rift counties, Kenya.

### 2.4.1 Types of Authentic Assessments

Information literacy programs may be comprised of problem-based learning, project-based learning, service learning, portfolios, presentations and performances which can all be used for authentic assessment (Glickman, Gordon, & Ross-Gordon, 2014) and any other instructional efforts the teacher coordinates or facilitates. Types of authentic assessment take many forms, all of which involve higher order levels of thinking (Mueller, 2016), often task-based and analytical for example, having students explain why the author chose to select the story's setting and the effect it has on how the story progresses rather than a traditional

assignment asking students to identify and describe the setting of a story. Students might discuss books, write letters participate in debates or dramatic presentations, or keep journals. Specifically, in language Arts, most types of student writing, including the revision and editing stages, would fit into the authentic assessment model for example writing letters to story characters, creating story maps, or writing/delivering speeches in a political campaign. Drake, (2007) in her book envisioned that interdisciplinary assessment tools accompany an interdisciplinary assessment task and are used to measure levels of achievement. Some tools are checklists, rubrics, classroom tests, Maps, self-assessments, peer assessments, graphic organizers, concept maps, portfolios and conferences. Conferencing with individual students is a form of learner-contextualized assessment (Maroko, 2010). Formal conferences may be held after, say, a term to review students' goals and see what steps have been made towards achieving them. They are an ideal setting for mutual input: both teachers and students are expected to share what they think of learner progress and student portfolios can also be discussed during such conferences. Products such as newspaper articles, poems, Flow charts, persuasive writing, dance, a brochure, debates etc., meets certain criteria to be acceptable.

According to O'Malley & Pierce, (2011) measures that can be adapted by teachers of English for different situations include oral Interviews, story or test retelling, writing samples, projects/exhibitions, experiments/demonstrations, the Constructed-Response Items, teacher Observations and finally the portfolios, a focused collection of student work to show progress over time. Maroko (2010) for instance states, an initial exercise on writing a memo can be followed up by write-ups of the same task after class revisions to help learners improve their performance. Such exercises can be filed in a portfolio and be accessible to gauge student's progress. Also, when introducing a new concept on functional writing or supervising class writing exercises, the teacher needs to informally observe and document areas where the learners are doing well and where they are going wrong. This documentation is helpful for lesson planning (Maroko, 2010).

Self – assessment which involves students in identifying standards and/or criteria to apply to their work and make judgements about the extent to which they met these criteria and standards (Boud, 2000, in Kearney, 2013) is a formative process involving reflection and revision. It is different from self-evaluation, students grading their own work. In addition, peer – assessment, an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status can be used (Topping, 2007, in Kearney, 2013). Results indicate that, according to students' perceptions, peer and self-assessment contribute to their learning through effective feedback, a supportive learning environment, and

collaboration among learners (Ndoye, 2017). A higher level of awareness of course expectations and requirements, combined with abilities to identify learning gaps and develop strategies to fill those gaps, are the mechanisms through which students perceived that peer and self-assessment promote their sense of responsibility towards their own learning.

In personal communication teachers of English find out what students have learned through looking at and responding to students' comments in journals and logs, interviewing students in conferences, listening to students as they participate in class among others and providing descriptive feedback to students for self – reflection and goal setting (Stiggins, Arter, Chappuis & Chappuis, 2007). Yet another type is performance assessments where students engage in cognitively complex activities such as generating strategies, monitoring work, analyzing information, and applying reasoning skills (Abedi, 2010). Performance assessments combine content and process into a format that shows what students know- and what they can do with what they know. Such assessments take knowledge to the doing level. Traditional performance assessments take subject area content, such as information on a given genre/set text, and engage students in a performance task calling on their knowledge and skills. The performance task might take the form of an essay, a play, a debate, or a visual representation related to an aspect or issue of the said text (Erickson, 2008). It requires demonstration of conceptual understanding in addition to demonstration of content knowledge.

Performance assessments better reflect good instructional activities, often more engaging for students, and are better reflections of criterion performances that are of importance outside the classroom i.e., they are said to be more authentic. Examples in English include complex performances such as speaking a foreign language, reading aloud with fluency, or working productively in groups and it is the doing – process – that is important, to creating complex products such as term papers a work of art where it is the level of quality of the product that is looked at although the process of creation may be evaluated too (Stiggins et al, 2007).

Criterion-referenced assessment tests may also be used. The tests are designed to measure the progress of students against a pre-specified set of objectives and/or goals for a specified population of students. For each criterion being assessed, criterion-referenced tests will reveal what the students have learned, the degree to which they have learnt it, and how much more they need to work on this skill before they are said to have 'mastered' it. Criterion-referenced tests will help teachers in planning their instruction, revision, and remedial activities.

Increasing the level of motivation is important for students because they need encouragement and support in their academic endeavors. Mislevy, Steinberg, and Almond

(2002) in (Abedi, 2010), showed that task-based language assessments (TBLAs) assess language in more realistic and complex settings than traditional discrete-skills assessments, with the latter offering narrower, more artificial opportunities for receptive and expressive language use. Open-ended assessments improve the chances for ELL to engage with language production and learning, offering unique opportunities for ELL to express their knowledge in a broader sense than the limited linguistic opportunities given to them in traditional multiple-choice items (Abedi, 2010). The outcome would help teachers evaluate a student's listening and speaking knowledge through observation and student presentations. There are so many types of authentic assessment that the biggest challenge may be choosing the best one for a particular unit of English study.

## 2.4.2 Benefits of Authentic Assessment

Proponents argue for more of their use as a means of measuring learning outcomes not easily measured by standardized tests. When teachers use these methods, the assessment drives the curriculum as students perform tasks that have applications in real life (Williams, 2016). They get an opportunity to apply their knowledge and the teacher gets to know more about how much the student really understands. Students deepen their understanding and construct new meaning from what they already know (more analysis and synthesis of information) and apply that knowledge to new situations. Traditional assessment focuses more on checking the cognitive learning level 1-3 (remember, understand and apply), while the authentic assessment focuses more on the level 4-6 learning (analyze, create and evaluate) higher levels (Yang, 2015). They are student structured and give more direct evidence about a student's knowledge (or lack of it) than a standardized test can.

Students develop reflective techniques by realizing the connection between assigned task and their individual lives. Such practices help create options for divergent English learners and provide opportunities for applying practical, critical, original, and even encourage the usage of higher order thinking skills. Kilbane & Milman, (2014) state that students learn best in the context of an authentic problem – a problem encountered in real life so they learn through experience in fact, in such authentic learning environment, the role of the student changes as elaborate projects in authentic tasks push and encourage students to take an active role in their own learning (Fook, & Sidhu, 2013). With educational and accrediting institutions focusing more and more on measuring student competencies, authentic assessments provide the best information about what students can actually accomplish (Herrera & Murry (2006). According to Mueller in Donges (2016), authentic assessments, unlike traditional assessments, often ask

students to analyze, synthesize and apply what they have learned in a substantial manner, and students create new meaning in the process. They offer far more direct evidence of application and construction of knowledge as students show what they can do with this knowledge (Boyd, 2012) a focus on high-level thinking skills and proficiencies needed for success in the real world. Students are allowed to deepen their understanding and construct new meaning from what they already know through the analysis and synthesis of information (Williams, 2016).

According to Wiggins in Donges, (2016), a move toward more authentic tasks and outcomes improves teaching and learning. They help students see themselves as active participants, who are working on a task of relevance, rather than passive recipients of obscure facts. This shift in emphasis may result in reduced test anxiety and enhanced self-esteem. Teachers are encouraged to reflect on the relevance of what they teach and provide results that are useful for improving instruction. Herrera and Murry, (2006) stated that by assessing students in simulated and real-world contexts, teachers also build students' confidence in their ability to successfully accomplish those tasks on their own in subsequent, similar situations. Parents will more readily understand authentic assessments than the abstract percentiles, grade equivalents, and other measures of standardized tests.

Authentic assessment directly evaluate holistic projects, allows for the possibility of multiple human judgments, relates more closely to classroom learning, teaches students to evaluate their own work; Considers differences in learning styles, language proficiencies, cultural and educational backgrounds, and grade levels (O' Malley and Pierce, 2011). Students will not see a benefit to cheating because the assessment activities will be very specific to real world problems given very specific and local contexts in which the assessment functions (Boyd, 2012). To sum up, they offer students who have been exposed to them huge advantages over those who have not providing valuable information to the English teacher on student progress as well as the success of instruction.

Sustainable learning can be achieved through effective and sustainable teaching if the school curriculum and methods of instruction are compatible with, and relevant for, the culture and society in which the students grow as members (Graham, Berman & Bellert, 2015). It is essential for an individual's future life in an ever-changing world because students in our classrooms today will still be active and influential in the 2070s and sustainable learning is an essential attribute for adaptive living in the years ahead. Learning that lasts is meaningful, intentional and future directed; teachers are still challenged every day to decide how best to achieve sustainable and relevant learning for all students, regardless

of their ability or disability (Graham, Berman & Bellert, 2015). In this new era, teachers should be thoroughly entrenched in practices that promote authentic and sustainable learning and appropriate methods to assess that learning. Instead, according to Muganga (2015), there is only overall dissatisfaction with educational attainments. One way to address the quality of education is to propose new methods of curriculum-instruction-assessment that are authentic in nature and address the future needs of students. Glickman, Gordon, & Ross-Gordon, (2014) argue that sustainable curriculum-instruction-assessment learning draws attention to the knowledge, skills and predispositions that underpin lifelong learning activities. The idea of ACIALL is one that not only can meet the needs and skills required for success in the twenty-first century, but also has the ability to engage interest and enhance students learning.

### 3. Methodology

This study used descriptive correlational research design which involved the collection of data to determine whether and to what degree Integrated English curriculum presented to students in Rift Valley Counties' Secondary schools fulfil the content validity and therefore authentic (Gay 1996).

The study adopted a concurrent mixed method approach using both quantitative and qualitative approaches. Data collection was carried out in structured and unstructured processes where numerical information enabled objective reality that was there to be discovered and the open-ended questions enabled authentic responses and observations. This study used quantitative approach, which is descriptive, comparative and also correlational to examine the differences and relationships amongst the variables in question (Dornyei, 2007; Creswell, 2009).

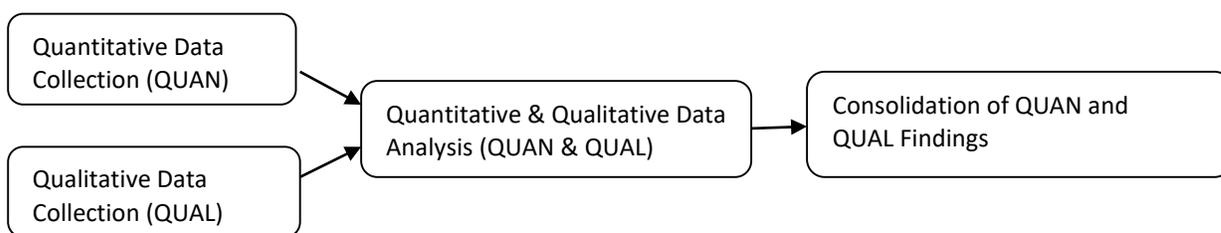
This study was designed to determine the relationship between the independent variable, ACIALL of English and the dependent variable, English academic achievement in form three students in Rift Valley County Secondary schools, Kenya. The correlational design examined the ACIALL practices that made predictions of students' academic achievements and the possibility of the ACIALL existence causing good performance, determining a causal relationship between the independent variable and the dependent variable. The study attempted to find a correlation between the two. Data was collected in form of surveys to measure and give a description of ACIALL of English and the schools' level of performance at KCSE and form three English end year exam to measure academic level. The comparative element was used to explore differences in ratings among teachers and students in the ACIALL practices and academic achievements.

The qualitative approach explained ACIALL phenomenon more deeply and exhaustively, attempting to make sense of

the meaning the students and their teachers brought to the study. Data was collected in form of interviews, focused group discussions, and other social media platforms such as pictures, audio and video recordings to get the general trends, perspectives, attitudes and practices (Dawson, 2009). This method provided a powerful tool for amelioration of the common criticism that Qualitative researchers work with very thin samples. Given the potential implications of the study, this method was necessary to make it possible to capture views in ACIALL of English in selected secondary schools in four Rift valley counties, Kenya from the diverse

contexts (Creswell, 2012; Yin, 2014) through interviews, documentary analysis and observations.

Concurrent mixed method approach (triangulation mixed methods design) was used. Quantitative and qualitative phases took place simultaneously and were weighted equally as illustrated in Figure 1 below. Creswell (2009) posits that it is more manageable to collect both quantitative and qualitative data at roughly the same time, rather than to revisit the field multiple times for data collection (p.206).



**Figure 1: Concurrent Mixed Approach Design**

### 3.1 Sampling

The stated research design was used to enable the researcher to collect data, describe, analyze, summarize and do the interpretation from multiple sources. Behavior was investigated as it occurs in non-contrived situations. Data was presented in verbal descriptions, enabling researcher to describe the phenomena and discover the effects of ACIALL of English in selected secondary schools in Rift valley counties, Kenya.

The target population was one thousand five hundred and fifty-three (1553) secondary schools in 16 counties in Rift valley region, Kenya. Rift valley region was identified based on the fact that it continued to experience a widening gap between best performing and worst performing schools. It also had a number of schools with diverse enrolment yet students' performance in English is low which affects overall performance in KCSE exams, therefore, ideal for comparative analysis of effect of authentic learning and its influence on students' English performance.

30% of the target population; 4 counties were randomly drawn from Rift valley counties. Form three students were used because they have been in school for long and are mature enough to understand the Curriculum-Instruction-Assessment modes. They understood different activities

employed in English lessons due to exposure to secondary school curriculum for two years hence, more stable than the rest of the students except the form fours who have to be given time to prepare for the national exams.

The target population size of secondary schools was computed at 1553 schools as stated above. In the Quantitative phase, the statistical procedure for sample size determination was applied and the researcher computed the sample size of the institutions (Survey System, 2012). The study employed a multi-stage sampling technique (Mugenda and Mugenda, 2009), which involved random selection of the quantitative respondents and purposive sampling of the qualitative respondents. Purposive, cluster and simple random sampling techniques were used in this study. The Sampling was done through the following stages:

- For both quantitative and qualitative phases, schools were randomly selected to make the desired numbers.
- Based on the total target population (14 counties, 1553 schools = 584,970 students) the researcher randomly selected a sample population of 4 counties, 465 schools = 175491 students in the sixteen schools.

- Sixteen (16) schools were randomly selected from the four Counties in Rift valley on the basis of both eight top boys' and girls' schools and eight lowest boys' and girls' schools based on the academic achievement of 2019 KCSE national examinations. Thirty (30) percent of all the form three boys and girls from the sixteen schools were randomly selected to participate in the study.

- All teachers of English, principals and form three students in selected secondary schools in Rift valley counties automatically participated in the study. The teachers were TSC employees and trained BOM employees who had handled the form three classes. Total of 988 participants took part in the study. The unit of

analysis was 16 secondary school principals, 74 teachers of English handling the form three class and 898 students.

Principals' manner of administration could influence authentic Curriculum-Instruction Assessment for lifelong learning of English, while teachers and students implement the policies which are responsible for ACIALL for English lifelong learning. Secondary schools were targeted because they struggle with enhancing performance of English. Teachers struggle with curriculum, instruction and assessment of English while students do not seem to know what curriculum of English entails, how to cover it and respond to questions asked in examinations (Kenya National Examinations Council, 2018).

**Table 2: Target Schools, their Mean Scores, Populations & Sample Sizes**

School	KCSE 2019 Sample	Population	Student	Principals	Teachers	Mean
<b>High performers</b>						
School B1	9.001	520	156	1		13
School B2	8.102	420	126	1		10
School B3	7.69	350	105	1		10
School B4	10.1	330	99	1		12
School G1	8.771	390	117	1		11
School G2	7.633	411	123	1		12
School G3	7.2	250	75	1		10
School G4	9.5	330	99	1		12
<b>Low performers</b>						
School B5	3.537	300	90	1		6
School B6	2.805	280	84	1		5
School B7	1.8	258	78	1		4
School B8	2.2	150	45	1		3
School G5	2.800	237	72	1		7
School G6	2.367	300	90	1		6
School G7	3.2	213	64	1		5
School G8	2.1	115	35	1		4
<hr/>						
TOTAL		3018	1458	16		129

### 3.2 Research Instruments

The quantitative and Qualitative data was generated using questionnaires, document analysis and

interviews. The questionnaires had structured items and semi structured items. The questionnaires were formed in two parts to capture the data on the research questions in the study. In the first part, demographic data was

collected. In the second part, Authentic Curriculum-Instruction-Assessment for English learning survey instrument including five components (curriculum, instruction, assessment, challenges of the notion of ACIALL and solutions) of authentic learning with 76 items for teachers and 63 for students was used to collect data. A four-point scale of agree (4), tend to agree (3), tend to disagree (2), disagree (1) was used.

Qualitative data was collected through the use of oral interviews and documentary analysis. Interview schedules were organized for principals, teachers as well as students for triangulation. This targeted the school infrastructure and generally all that went on in the school. The school learning facilities and the behaviors of students and teachers in school were also captured. Interview schedules was used to gather in-depth data about the effects of ACIALL in the lifelong learning of English. The items in the interview schedule covered all the research questions of the study. Moreover, qualitative data on the ACIALL was obtained from sampled secondary schools. The grades of the students in the third term was taken as the data for students' general academic success. The grades of the students were classified in three groups: Unsuccessful (E - D), average (D+ - C) and successful (C+ - A).

### 3.3 Validity of Research Instruments

The techniques to be used in validating this study included content validity; face validity and construct validity. The content validity is the degree to which a tool measures an intended content area.

Validity here depended primarily on the adequacy where the specified domain of content was to be sampled. The validity of the questionnaires was established to assess whether there was adequate representation of a construct of specified interest. It therefore compares content of the tools to the variables being measured. This was done through the conceptualization and operationalization from the review of literature. The same was done to maintain consistency and relevance of the problem under investigation. The interview schedules and the questionnaire items were formulated around the research questions. The researcher took them to the department of education to be subjected to panelists, comprising of supervisors and faculty members to validate their face and content validity as pointed out by Cohen, Manion & Morrison (2009). These experts in the area of curriculum and teaching and in research methodology judged the questionnaires to ascertain that they adequately sampled the domains. Other aspects

looked at were the format of the instrument which included clarity of printing, font size, appropriateness of language, clarity of direction, and so on. The researcher made recommended adjustments on items following the judgment of the experts in agreement with, Jacobs & Razavieh (2002) that someone looks at the content and format of the instrument and judges whether or not it is appropriate.

Construct validity was done by comparing the items in the tools with theoretical expectations and hypothesized behavior to see how well they fit. Clear definition of constructs was operationalized and provided so that the study centered on the correct interpretation of the concepts. Face validity was done by pretesting the questionnaires doing a few minor modifications in wording or the elimination of a repeated question then incorporated into the final questionnaire.

### 3.4 Reliability of the Instruments

Reliability of the instruments were done through a pilot study conducted in two secondary schools in Kisumu County bordering the study counties. The respondents who participated in the study were teachers and students. The questionnaires and interview guides were tested for appropriateness of question items in terms of language, content, clarity, time taken to administer as well as general administration logistics. In addition, the pilot study was used to determine whether:

- (i) the instruments would generate the type of data anticipated and;
- (ii) the type of data desired could be meaningfully analyzed in relation to the stated evaluation objectives.

After the analysis of data collected from the pilot study, ambiguities and unnecessary content in the questionnaires and interview guides were addressed (Gay, Mills & Airasian, 2018). Cronbach's alpha coefficient was computed to determine how items correlate among themselves (check internal consistency of the items) using statistical package for social sciences (SPSS) computer software program and a coefficient 0.6 and above was accepted as reliable. The internal consistency of the items was determined from scores obtained.

### 3.5 Data Gathering Procedures

After proposal defence and approval, the researcher obtained a clearance letter from the University of Eastern Africa Baraton (UEAB) Research and Ethics Committee then sought introductory letter from the

Director of Research and Graduate Studies at UEAB to obtain a research permit from National Commission of Science, Technology and innovation (NACOSTI). This enabled the researcher to apply for the license from the government before commencing the data collection exercise. Authority was also obtained from the County Director of Education. When the necessary permits had been obtained other relevant authorities were obtained from the school principals, who were contacted prior to the real day of data collection. Within the schools, the principals facilitated access to the teachers and students.

Once the organization of the selected respondents was complete, respective data collection instruments were administered. This happened when schools opened in term 1 (January) and the students had reported. The survey instruments were distributed to teachers through the HODs and then collected within one week. The student survey questionnaire with their codes was given to them by teachers of the school and asked to complete it immediately then return it to the class teacher to submit to the researcher for scoring. The survey contained questions with 4 choices as possible responses which were agree (4), tend to agree (3), tend to disagree (2), disagree (1) for a possible score of 70 from the student survey and another 70 from the teacher survey to be used to determine the effect of authentic Curriculum-Instruction-Assessment for life-long learning of English. The instruments used to measure each student's academic achievement was Form three English end year results for the year 2019.

The principals were subjected to interviews; one on-one for in-depth information. Their information was captured using digital voice recorders and note taking. All English teachers in the selected schools and students randomly chosen were interviewed for triangulation purposes. Using the observation schedule, available physical facilities were observed to establish their adequacy and appropriateness. Documentary analysis method was used to gather information on the effects of ACIALL of English, for teachers and students. Documentary analysis was also, used to get information on the schools KCSE curriculum and students' performance for the same period of study 5 years down the line.

### **3.6 Statistical Treatment of Data**

The data collected both quantitative and qualitative was analyzed statistically. Statistical package for the social sciences (SPSS) was used to analyze quantitative data while qualitative data was analyzed thematically, as explained below. Descriptive statistics such as frequencies, percentages, means and standard

deviations was used. In addition, independent sample t-test was used to test the null hypotheses.

This research question was a collection of analysis of Curriculum-Instruction Assessment in English for curriculum authenticity. The process of Qualitative data analysis involved transcribing all the interviews. Content analysis was done on responses from interviews and open-ended questions to identify the emerging themes. A summary of statistical treatment of the data was presented in table form.

### **3.7 Ethical Considerations**

The researcher requested for permission to carry out this study in the selected public schools. With the recommendation of the supervisors, chair of the department of Education (UEAB), approval to conduct the research was sought from the Director, Graduate Studies & Research at the University of Eastern Africa, Baraton (UEAB). The national authority to collect data was acquired from NACOSTI. At the county level, the consent was obtained from the county director of education office. Institutional consent was acquired from the schools sheltering the participants before distributing questionnaires and gathering information from them.

Individual consent was sought from principals, teachers and students, who were involved in the interviews and questionnaire filling. That notwithstanding, all the heads of the institutions where data was generated were consulted in advance and their permission sought. Once in the institutions, the objectives of the study were explained to the potential participants and their consent sought before they were engaged.

Participants were assured that the information obtained from them would be used for the study only. All the data obtained from individuals and organizations was treated with utmost confidentiality. Absolute care was taken not to reveal the identities of informants either as individuals and/or institutions. No names were used during reporting. Pseudonyms were used to identify the citations and any statements that could reveal their identities was changed. They were assured that there would be honesty in reporting the findings. All the established and accepted educational research ethical standards were adhered to during the administration of data collection tools.

## **4. Results and Discussion**

When examining the practices of authentic curriculum, instruction and assessment respondents were asked to

indicate their level of agreement on a scale of 1 to 4, with 1 disagree, 2 tend to disagree, 3 tend to agree and 4 agree. The mean scale was interpreted in a range of 1-4 where 1.00 – 1.49 represented disagree (poor practice), 1.50 – 2.49 represented tend to disagree (fair practice), 2.50 – 3.49 represented tend to agree (good practice) and 3.50 – 4.00 represented agree (excellent practice).

#### **4.1 Practices of Authentic Curriculum (Construction of English knowledge)**

The findings are in table 2 which generally indicates that all the statements had a mean ranging from 2.43 to 3.69. The findings yielded a mean of 3.141 on average and a standard deviation of 1.045 which is a low standard deviation indicating that the response tends to be very close to the mean. This means that the practices of authentic curriculum were good (2.50 – 3.49 Good practice). However, it also means that as much as it has been implemented, it is not yet perfect. Excellent practices were: *Teacher helps us to interpret, modify, prioritize and add meaning to the English syllabus to*

*understand the content of our form three English lessons with a mean of 3.69; we learn English language and literature aspects as one subject integrating skills and content, 3.59, 3.55. teachers use genres (set books/class readers, oral literature, poetry and emerging issues) to teach listening, speaking, reading, writing and grammar, 3.59, we use genres as literature for learning literary appreciation, 3.55 form three English curriculum is taught and tested according to the syllabus with a mean of 3.53. The key to developing an authentic curriculum that meets the needs of the local community and individual students, addressing higher-level learning not typically reflected in external mandates is; teachers conducting thorough investigation of the content and skills located in their district-or school- adopted standards and curriculum documents and a variety of topics online modifying them to fit particular circumstances and alignment with what students need to know, understand, and be able to do. The official curriculum is transacted and in the process gets transformed, as “teachers and students interpret, modify and add to the meaning’ embodied in the official specification (Westbrook, et al, 2013). Using these documents as the starting point for planning ensures that students have opportunities to learn the required knowledge.*

## Practices of Authentic Curriculum – Construction of English Knowledge

**Table 3: Practices of Authentic curriculum (Construction of English knowledge)**

Item No.	Statement	N	Mean	Std. Deviation
1	Teacher helps us to interpret, modify, prioritize and add meaning to the English syllabus to understand the content of our Form Three English lessons.	807	3.69	0.628
2	Form Three English curriculum is taught and tested according to the syllabus.	813	3.53	0.777
3	English teaching is framed around valued or essential questions and worthy performances.	785	3.32	0.890
4	There are aspects of the Form Three English syllabuses which should be taught the way they are and cannot be adapted to our individual needs.	796	3.08	1.122
5	We stick to Form Three English textbooks selected by the teacher.	802	2.43	1.287
6	We use other support materials e.g. the internet to supplement the textbooks.	799	2.53	1.344
7	We attend national and regional English contests with other schools.	801	2.76	1.369
8	Form Three English program fulfils the needs and beliefs of our culture and society connecting to real world issues, problems and applications.	801	3.08	1.108
9	We learn English language and literature aspects on subject integrating skills and content.	811	3.59	0.755
10	Teachers use the genres to teach listening, for learning literary appreciation.	814	3.59	0.933
11	We use genres as literature for learning literary appreciation.	806	3.55	0.905
12	Teacher shares specifications on topic for the item/year to ensure the test constructed covers what has been taught, thus responding to our individual needs.	803	3.02	1.176
13	For career guidance, teacher ensures curriculum combines content and task-based approaches for vocational courses.	784	2.79	1.213
14	For career guidance, teacher shares data-based professional profiles and long-term needs of students to give us our expected ends with English learning.	775	3.02	1.128
—	<b>Average</b>	<b>799.79</b>	<b>3.14</b>	<b>1.045</b>

The findings agree with Martin & Loomis (2014), that integrated skills design exposes learners to authentic language and challenges them to interact naturally with it as learners rapidly gain a picture of language as employed for communication. It promotes the learning of real content and is highly motivating to them because that is now language in real life. According to Stotsky (2013), a sound ELA curriculum integrates concepts and skills from four strands, listening and speaking, language study, reading and literature, and research and composition and all are interdependent. In Kenya,

undue emphasis has been laid in reading and writing at the expense of listening and speaking, an imbalance that must be corrected as every skill is important and emphasis should be on the acquisition of communicative competence (KIE, 2002), yet Vicky (2016) also found that integrated English classrooms (IEC) in Kenya are not allocated enough time for the learners and teachers to bond well so as to teach the students adequately.

Good practices were: *English teaching is framed around valued or essential questions and worthy performances*, 3.32; *there are aspects of the form three English syllabus (like grammar rules) which should be taught the way they are and cannot be (personalized) adopted to our individuals needs* 3.08. This was in line with Powell & Kusuma-Powell's (2011) opinion that since structure of the curriculum affects its outcome, and if one of the goals of the curriculum is to promote inquiry-based approach to learning, it would stand to reason that the curriculum would be designed around questions as opposed to knowledge statements. Further, knowing which aspects of the curriculum should or should not be personalized is important as some things in every curriculum are nonnegotiable for example, every student who leaves high school should be able to write a well-organized and coherent essay.

*Form three English program fulfills the needs and beliefs of our culture and society connecting to real world issues, problems and applications*, 3.08, *teacher shares specifications on topic for the term/year to ensure the test constructed covers what has been taught thus respond to our individual needs* 3.02, and *for career guidance, teacher shares data based professional profiles and long-term needs of students to give us our expected ends with English learning with a mean of 3.02*, *For career guidance, teacher ensures curriculum combines content and task-based approaches for vocational courses*, 2.79, *we attend national and regional English contests with other schools*, 2.76 and *we use other support materials e.g., the internet to supplement the textbooks*. 2.53. The findings agree with Graham, Berman & Bellert, (2015) who stated that sustainable learning can only be achieved if the school curriculum and methods of

instruction are compatible with, and relevant for, the culture and society in which the students grow as members. It is essential for an individuals' future life in an ever-changing world because students in our classrooms today will still be active and influential in the 2070s. They also, agree with Guskey (2005), who said TOS clarifies the learning goals of a course or unit so that students understand what they are expected to learn as teachers share their tables with students to reinforce understanding and learning progress. Bouziri (2016) noted that there is need to develop a knowledge base among students: combining content and task-based approaches for vocational courses.

Fair practice was: *We stick to form three English textbooks selected by the teacher* with a mean of 2.43. Mendler, 2012 argues that the essence of authentic curriculum is that teachers make it a goal to begin each class with a connection between what they are going to teach and something that their students can relate to. This helps them deal with curriculum problems in schools.

## 4.2 Practices of Authentic Instruction (Disciplined Inquiry)

The findings in table 3 generally, indicates that all the statements had a mean ranging from 2.10 to 3.58. The findings yielded a mean of 2.94 on average and a standard deviation of 1.14 which is a low standard deviation indicating that the response tends to be very close to the mean. This means that the practices of authentic instruction were good (2.50 – 3.49 Good practice).

**Table 4: Practices of Authentic Instruction (Disciplined Inquiry)**

Item No.	Statement	N	Mean	Std. Deviation
1	Teacher allows student suggestions/responses to drive lessons/shift instructional strategies for different knowledge approaches, methods and environments.	794	3.35	1.012
2	We learn in groups to enable us use and practice the language in social setting.	811	3.54	0.965
3	Group work is given equitably to each group member to maximize their own and each other's learning.	805	3.51	0.929
4	Teacher gives guides and pointers in face-to-face environment to encourage us tackle English language tasks.	805	3.32	0.975
5	Teacher gives guides and pointers in virtual environment to support authentic English instruction.	803	2.78	1.178

Item No.	Statement	N	Mean	Std. Deviation
6	We use popular games such as Monopoly, Scrabble, Sentence Trivia, Password and others to learn English.	810	2.10	1.271
7	We use created games including those involving physical movements of specific knowledge to generate a mental image of English content and skills.	809	2.27	1.261
8	We are given hints, questions, pictures and other introductory materials to help use our background knowledge to learn new contents of an English lesson.	810	2.70	1.247
9	Teachers use hints, stories, pictures and other introductory materials to continuously arouse our interest in the topic.	809	3.13	1.108
10	We learn words and phrases using symbols, arrows, and shapes to help create, store, and represent sentence relationships.	803	2.62	1.264
11	We create models, pictures, illustrations, pictographs to represent knowledge.	809	2.46	1.311
12	Linear (outlining) format is used to capture, organize, and reflect on important facts, concepts, ideas and processes by writing short notes for later access.	805	3.17	1.178
13	We use nonlinear (webbing or mapping) formats to capture ideas and processes in English learning through drawing, or audio recordings for future use.	804	2.46	1.312
14	Our assigned homework with feedback given includes making observations.	798	2.46	1.282
15	Our assigned homework with feedback given includes watching videos.	800	2.13	1.280
16	Our assigned homework with feedback given includes initiating conversation.	797	2.93	1.228
17	Our assigned homework with feedback given includes completing reading assignment.	802	3.51	0.951
18	We practice (through quizzes, rehearsal, or self-assessment e.g., using flash cards or labeling) frequently before the final assessment of English knowledge.	801	3.15	1.182
19	Through processes of comparing, classifying, creating analogies and metaphors, Question/Answer/Relationships we understand the English subject.	810	3.40	0.970
20	Time is provided for us to construct relationships and create metaphors that pertain to critical English content for deeper learning and higher achievement.	807	3.03	1.155
21	In learning experiences that might contradict initial guesses or hypothesis, the teacher discusses and guides us.	804	3.58	0.829

Overall Average

N = 804.7, Mean = 2.94, Std. Deviation = 1.14

3.50 – 4.00 represented agree (excellent practice). They were: *we learn in groups to enable us use and practice the language in social setting* with a mean of 3.54, *group work is given equitably to each group member to maximize their own and each other's learning* with a mean of 3.51, *our assigned homework with feedback*

*given includes completing reading assignment* with a mean of 3.51 and *in learning experiences that might contradict initial guesses or hypotheses, the teacher discusses and guides us* with a mean of 3.58.

Johnson, Johnson & Smith (2006) studies found that cooperative learning produced greater academic achievement than both competitive learning and individualistic learning across the studies. Furthermore, in the layers of a complex world, the students of today need to possess not only intellectual capabilities but also the ability to function effectively in an environment that requires working with others to accomplish a variety of tasks (Dean et al, 2012). Cooperative learning helps teachers lay the foundation for student success in a world that depends on collaboration and cooperation. A study by Rosario, Nunez, Vallejo, Cunha, Nenes, Suarez, Fuentes & Moreira (2015) analyzing the effects teachers' homework follow-up practices revealed that three types of homework follow-up practices (i.e., checking homework orally; checking homework on the board; and collecting and grading homework) had a positive impact on students' performance, thus highlighting the role of EFL teachers in the homework process. They must ensure that their assignments make the best use of students' out-of-school time.

Good practices were (2.50 – 3.49), *teacher allows student suggestions/responses to drive lessons/shift instructional strategies for different knowledge approaches, methods and environments* (3.35); *teacher gives guides and pointers in face-to-face environment to encourage us tackle English language tasks* (3.32), *teacher gives guides and pointers in virtual environment to support authentic English instruction* (2.78); *we are given hints, questions, pictures and other introductory materials to help use our background knowledge to learn new contents of an English lesson* (2.70); *teachers use hints, stories, pictures and other introductory materials to continuously arouse our interest in the topic*; (3.13); *we learn words and phrases using symbols, arrows, and shapes to help create, store, and represent sentence relationships* (2.62); *linear (outlining) format is used to capture, organize, and reflect on important facts, concepts, ideas and processes by writing short notes for later access* (3.17); *our assigned homework with feedback given includes initiating conversation* (2.93); *we practice (through quizzes, rehearsal, or self- assessment (e.g., using flash cards or labeling) frequently before the final assessment of English knowledge* (3.15); *through processes of comparing, classifying, creating analogies and metaphors, Question/Answer/Relationships we understand the English subject* (3.40); *time is provided for us to construct relationships and create metaphors that pertain to critical English content for deeper learning and higher achievement* (3.03); *before and after instruction, we are helped to draw test prediction, consider possible answers and arrive at conclusions* (3.15). Martin and Loomis (2014) noted that in constructivist-oriented lessons, students actively work

to discover concepts. They observe, infer, hypothesize, and conclude – all elements of problem solving and decision making. In the end, they learn the content and it belongs to them because they have worked to discover it and in the process, they have also learned and practice the higher – order thinking skills associated with the standards.

Further, Dean et al, (2012) add that cues questions and advance organizers are important tools in a teachers' tool belts that function as they focus learning on important content to come and can motivate students by tapping into their curiosity and interest in the topic hence, improve their performance. In addition, these writers reveal that students not only benefit from using a variety of formats for taking notes but also testing them at regular intervals throughout a learning period has a positive impact. Similarly, other strategies which students should do apart from non-linguistic and graphic representation are comparing, classifying, creating metaphors and creating analogies (Moyer, 2014).

1.50 – 2.49 represented tend to disagree (fair practice). They were: *we use popular games such as Monopoly, scrabble, sentence trivia, password and others to learn English* (2.10); *we use created games including those involving physical movements of specific knowledge to generate a mental image of English content and skills* (2.27); *we create models, pictures, illustrations, pictographs to represent knowledge* (2.46); *Our assigned homework with feedback given includes watching videos* (2.13). Use of games and advance organizers presented fair practice, yet a good way to provide authentic instruction is through games (Sasson, 2018). The nicest part of this type of authentic instruction is that learners tend to pick up the skills needed to play games rather quickly, simply because they are self-motivated. They also tend to help each other acquire the skills needed to play the games because they are anxious to have some fun together. Nonlinguistic representations help students construct meaning of relevant content and skills and have a better capacity to recall it (Medina, 2008). With these tools, students merge knowledge presented in the classroom with mechanisms for understanding and remembering that knowledge. This is in line with Westbrook et al., (2013) who posits the traditional approaches to cover the syllabi should be replaced with the 21st Century skills and the competence-based curriculum and the instructional methods must change to more learner centered approaches where the teacher seeks to bring about the change in behavior of learners by imparting knowledge and skills in an interactive way.

### 4.3 Practices of Authentic Assessment (Finding value in English beyond school)

Table 4 presents findings on practices of authentic assessment (Finding value in English beyond school).

Generally, it indicates that all statements had a mean ranging from 2.17 to 3.96. The findings yielded a mean of 3.236 on average and a standard deviation of 0.984 which is a low standard deviation indicating that the response tends to be very close to the mean. This means that the practices of authentic assessment were good (2.50 – 3.49 Good practice).

**Table 5: Practices of Authentic Assessment (Finding value in English beyond school)**

Practices of Authentic assessment (Finding value in English beyond school)	N	Mean	Std. Deviation
We are given opener exams to determine what we already know.	807	3.55	.909
We collaborate on decisions on English assessments and on scoring them through exchange of books.	803	3.18	1.158
We are assessed in functional writing	804	3.81	.660
We are assessed in oral skills.	809	3.96	.281
We are assessed in reading literacy skills and cloze test	807	3.94	.332
We are assessed in Grammar and cloze test	811	3.92	.371
We are assessed in Imaginative compositions	809	3.93	.362
We are assessed in essays based on set texts	802	3.77	.751
Performance assessments test our ability to use skills in writing, revising, interpreting literature, reporting to class, debates.	795	3.38	1.064
Through open-response questions, our teacher presents a stimulus we respond to in a brief written or oral answer, a drawing, a diagram, a chart or a graph.	801	2.83	1.250
We collect our best works in a portfolio which can include journal entries and reflective writing	803	2.33	1.285
We collect our best works in a portfolio which can include peer reviews or personal communication	799	2.23	1.244
We collect our best works in a portfolio which can include art work, diagrams, charts and graphs.	793	2.17	1.258
We collect our best works in a portfolio which can include group reports	805	2.85	1.280
We collect our best works in a portfolio which can include student notes and outlines	806	3.19	1.173
We collect our best works in a portfolio which can include rough drafts and polished writings	798	2.98	1.220
We engage in self-assessment giving written or oral responses following defined standards and expectations for authentic assessment.	797	3.22	1.045
There is opportunity to use and practice the language in a social setting as teacher engages us in: oral interviews, class discussions and story retelling.	803	3.26	1.098
We are provided with the resources, templates, rubrics, or established sets of criteria to use for reporting our work.	770	3.04	1.872
Summative assessments are processes and products reflecting the real world	779	3.18	1.074
<b>Average</b>	<b>800.05</b>	<b>3.236</b>	<b>0.984</b>

3.50 – 4.00 represented agree (excellent practice). They were: *we are given opener exams to determine what we already know* (3.55); *we are assessed in functional writing* (3.81); *we are assessed in oral skills* (3.96); *we*

*are assessed in reading literacy skills and cloze test* (3.94); *we are assessed in grammar and cloze test* (3.92); *imaginative compositions* (3.93) and *in essays based on set texts* (3.77). This is in line with Syomwene,

Nyandusi & Yungungu (2017) that in 2003, 8-4-4 syllabus was revised affecting English subject greatly in terms of content coverage and emphasis on complete integration of language and literature aspects. The teacher is expected to practice integration focusing on both skill and content though with variations in each case. In order to underscore the importance of the English skills, it is recommended that they be evaluated, which can be done through dictation, listening comprehension, role-play, making speeches, reciting poems or even interpretive reading of extracts from books (KIE, 2010b).

2.50 – 3.49 represented tend to agree (good practice). They were: *we collaborate on decisions on English assessments and on scoring them through exchange of books* (3.18); *performance assessments test our ability to use skills in writing, revising, interpreting literature, reporting to class, debates* (3.38); *through open-response questions, our teacher presents a stimulus we respond to in a brief written or oral answer, a drawing, a diagram, a chart or a graph* (2.83); *we collect our best works in a portfolio which can include group reports* (2.85); *we collect our best works in a portfolio which can include student notes and outlines* (3.19); *we collect our best works in a portfolio which can include rough drafts and polished writings* (2.98); *we engage in self-assessment giving written or oral responses following defined standards and expectations for authentic assessment* (3.22); *there is opportunity to use and practice the language in a social setting as teacher engages us in: oral interviews, class discussions and story retelling* (3.26); *we are provided with the resources, templates, rubrics, or established sets of criteria to use for reporting our work* (3.04); *summative assessments are processes and products reflecting the real world* (3.18). This is encouraging results as proponents argue for more of their use as a means of measuring learning outcomes not easily measured by standardized tests. When teachers use these methods,

the assessment drives the curriculum as students perform tasks that have applications in real life (Williams, 2016).

1.50– 2.49 represented tend to disagree (fair practice). They were: *we collect our best works in a portfolio which can include journal entries and reflective writing* (2.33); *we collect our best works in a portfolio which can include peer reviews or personal communication* (2.23); *We collect our best works in a portfolio which can include artwork, diagrams, charts and graphs* (2.17). These align with Abhakorns' (2014) study that student portfolios can be a valuable tool in English as a foreign language (EFL) education, particularly in developing students' metacognitive skills. They can be used to access students' metacognitive beliefs and strategies, although the evidence of change in these beliefs and strategies is limited. The study highlights the importance of metacognition and reflective skills training in EFL education, suggesting that teachers should incorporate these skills into their teaching practices to maximize the benefits of the portfolio approach. Similarly, Ulfa's (2019) findings, showed portfolios enable students to: recognize their own strengths and weaknesses through task completion, gain a unique perspective on their learning process, fostering critical self-analysis, and provide valuable insights into the language learning process, allowing both students and lecturers to better understand the teaching process. These outcomes support the idea that portfolios can be a powerful tool in language education, helping students develop a deeper understanding of their learning and enabling lecturers to refine their teaching practices.

#### 4.4 Practices of Traditional Curriculum, Instruction and Assessment

**Table 6: Traditional Practices in Curriculum, Instruction, and Assessment**

Practice	N	Mean	Std. Deviation
<b>Practices of Traditional Curriculum</b>			
We stick to the English textbooks selected by the teacher	802	2.43	1.287
We check for contents and skills from the topics covered by the textbook	799	2.91	1.160
Our teacher teaches us Form Three English content using notes and lesson plans that are old	796	2.74	1.242
Our lessons are planned with teachers' old favorite activities and chapters in the textbook	804	3.17	1.130
Our teachers handle language lessons separately, not integrating literature	788	2.91	1.173
Our teachers handle the genres (set books/readers, oral literature, poetry, and emerging issues), teaching literary appreciation only	790	2.65	1.260

Practice	N	Mean	Std. Deviation
<b>Average</b>	723	2.80	1.209
<b>Practices of Traditional Instruction</b>			
Our teacher uses direct lecturing and teacher-directed step-by-step activities	800	2.42	1.223
Our teacher uses memorization methods making us cram contents	807	2.21	1.257
We learn by completing worksheets	799	2.49	1.262
Our teacher uses rote learning while handling integrated English (language and literature)	796	2.37	1.253
We are provided with factual information and handouts are given to each learner	770	3.04	1.872
Our assigned homework includes reading assignments, defining bold print terms, and end-of-chapter questions	802	3.51	0.951
We use hints, questions, and pictures in the textbook only to spark curiosity and interest	810	2.70	1.247
We are given notes to copy before and after the English lesson	805	3.17	1.178
<b>Average</b>	723	2.739	1.280
<b>Practices of Traditional Assessment</b>			
We are not given opener exams to determine what we already know	807	3.55	0.909
Our English exams are sourced externally rather than being set by our teachers	796	2.74	1.242
Teacher gives one examination for factual information	802	2.91	1.185
Summative assessments with paper-pencil tests are given to us	779	3.18	1.074
<b>Average</b>	723	2.739	1.280

The findings in table 6 indicate that most of the mean scores range from 2.74 to 2.80, indicating a moderate to moderately high presence of traditional practices. In the curriculum domain, the average mean of 2.80 suggests that teachers moderately rely on textbooks and outdated lesson plans, with limited integration across language and literature components. For instruction, the average mean of 2.74 reflects teacher-centered methods such as lecturing, rote learning, and worksheet completion, showing a consistent use of conventional delivery with minimal learner autonomy. Assessment practices show the highest traditional tendency with a mean of 2.74, particularly due to the heavy use of summative assessments, externally sourced exams, and limited formative evaluation. These findings point to a continued dominance of traditional pedagogy, which may hinder deeper learner engagement, critical thinking, and skill transfer unless efforts are made to adopt more authentic and student-centered strategies aligned with modern educational goals.

The analysis of traditional practices in curriculum, instruction, and assessment in the teaching of English among Form Three students reveals a moderate to high reliance on conventional pedagogical approaches. These findings are based on mean scores and standard deviations that reflect the frequency and consistency of such practices across sampled schools.

Traditional curriculum practices recorded an overall mean of 2.80 with a standard deviation of 1.209, suggesting a moderate use of textbook-driven and teacher-centered methods in curriculum implementation. The most prevalent practice reported was the continued use of teachers' old favorite activities and chapters from textbooks (Mean = 3.17), indicating limited innovation or adaptation in lesson planning. Other practices, such as strict adherence to selected textbooks (Mean = 2.43) and reliance on old notes and lesson plans (Mean = 2.74), were also noted. The moderate standard deviations across items (ranging from 1.130 to 1.287) reflect some variation in the extent to which these practices are employed across different schools.

Traditional instructional practices had a slightly lower overall mean of 2.74 and a standard deviation of 1.280, pointing to a continued yet uneven application of teacher-centered approaches. Highly rated practices included assigning structured homework focused on reading, defining key terms, and answering textbook questions (Mean = 3.51), and the provision of lesson notes for later study (Mean = 3.17). Conversely, lower means were recorded for practices such as memorization (Mean = 2.21) and rote learning (Mean = 2.37), indicating a less frequent but still present use of these traditional methods. The item on providing factual handouts displayed the highest variability (Std. Dev. = 1.872), suggesting that this practice is inconsistently applied, possibly due to differences in resources or teacher preferences.

Traditional assessment practices emerged as the most dominant and consistent, with the highest overall mean of 3.10 and a lower standard deviation of 1.103. The most reported practice was the absence of diagnostic or opener assessments to gauge prior knowledge (Mean = 3.55), highlighting a reliance on summative evaluation methods. Other common practices included the use of paper-and-pencil tests (Mean = 3.18) and assessments focused on factual recall (Mean = 2.91). The relatively low variability in responses suggests that traditional assessment approaches are widely and consistently used across schools.

In summary, the data indicates that while traditional curriculum and instructional practices are still moderately prevalent, their application varies across contexts. In contrast, traditional assessment methods remain deeply entrenched and uniformly applied.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

Strategies that teachers in Rift valley counties use in teaching form three English subject results are presented as follows:

1. All the statements on practices of authentic curriculum had a mean ranging from 2.43 to 3.69 indicating good practice. The findings yielded a mean of 3.141 on average and a standard deviation of 1.045 which is a low standard deviation indicating that the response tends to be very close to the mean. However, it also means that as much as it has been implemented, it is not yet perfect.

2. All the statements practices of authentic instruction had a mean ranging from 2.10 to 3.58 indicating good practice. The findings yielded a mean of 2.94 on average and a standard deviation of 1.14 which is a low standard deviation indicating that the response tends to be very close to the mean. It is not yet excellent practice.

3. All the statements practices of authentic assessment had a mean ranging from 2.17 to 3.96 indicating good practice. The findings yielded a mean of 3.236 on average and a standard deviation of 0.984 which is a low standard deviation indicating that the response tends to be very close to the mean.

### 5.2 Recommendations

Teachers should be thoroughly entrenched in practices that promote authentic and sustainable learning and appropriate methods to assess that learning. The steps students can take to improve their English language skills include being extra careful to be sure to use correct materials recommended by a reliable teacher of

English, they must make a deliberate and conscious effort to learn with or without a class teacher, get audio materials so he/she can hear the correct pronunciation of sounds and words.

A good way to provide authentic instruction is through language games which create excitement in language lessons eliminates fear.

Language teacher educators should train teachers of English to use appropriate approaches in integrated English and in the instructional strategies to be used. Consequently, teachers can provide continuous timely support (referred to as “soft” scaffolds) based on their observations of students’ ongoing effort, technological scaffolds (as one type of “hard” scaffolds) can be built into many of the planned activities, based on teachers’ knowledge of where students are likely to struggle.

The respondents strongly agreed up on the use of authenticity during English lessons, and considerable attention should be given to it by concerned bodies, such as curriculum developers, syllabus designers, English departments and stake holders Teachers need in- service training on how to use other resources whenever the text book fails to meet the needs of their students.

1. To develop an authentic curriculum, teachers should conduct a thorough investigation of the content and skills located in their district-or school- adopted standards and curriculum documents and a variety of topics online and modify them to fit particular circumstances and alignment with what students need to know, understand, and be able to do. Traditional approaches to cover the syllabi should be replaced with the 21st Century skills and the competence-based curriculum and the instructional methods must change to more learner centered approaches where the teacher seeks to bring about the change in behavior of learners by imparting knowledge and skills in an interactive way. When teachers use authentic assessment methods, the assessment drives the curriculum as students perform tasks that have applications in real life

2. To deal with multiple challenges prior to preparing for authentic assessment, teachers should use variations of authentic assessment to help children in their learning besides accurate documentation and extensive reading from around the globe to equip themselves with the current knowledge.

3. Educators to implement suggested actions to enhance the authenticity of the English language curriculum and provide students with more meaningful and engaging learning experiences that better prepare them for real-world communication.

4. Educators and administrators to invest in training for teachers to effectively implement authentic curriculum methods, ensuring they have skills and knowledge to adapt these methods to their specific student populations. The findings reveal that policies need to be thought together with teachers and administration of higher education; creating data based professional profiles and long-term needs of students (Huhta, Vogt, Johnson & Tulki, 2013). There is need to develop a knowledge base among students: combining content and task-based approaches for vocational courses and coordination ACROSS the curriculum to make the English curriculum authentic helping learners to relate and fit in the real world.

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