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THE IMPACT OF THE INTEGRATED TEACHING APPROACH IN
COMPOSITION PERFORMANCE IN ENGLISH IN SELECTED
SECONDARY SCHOOLS IN KABONDO DIVISION,
RACHUONYO DISTRICT.

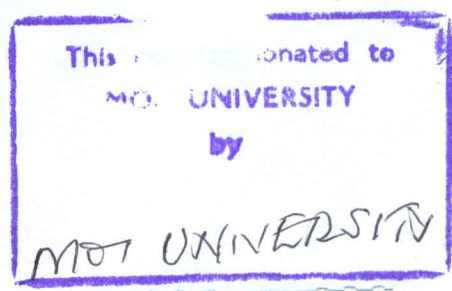


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ABSTRACT

The purpose of the study was to evaluate the impact of the integrated teaching approach on students' performance in English composition in secondary schools in Kabondo Division, Rachuonyo District. The variables of the study included; teachers' knowledge and use of integrated approach, the suitability of selected teaching methods, teaching writing process and time on task by teachers and students. The study adopted Carter and Longs' integrated approach which states that language and Literature are closely related such that they can enhance the teaching of each other. The study population was 24 teachers of English /Literature and 240 Form three students. Simple random sampling was used to select the participants. Data was collected using questionnaires for teachers and direct writing composition for students. Descriptive statistical techniques such as frequencies and percentages were used in data analysis. The study revealed that students still performed poorly in composition questions. The study findings recommended that teachers and students must strengthen time on task on composition work and teachers must also appreciate the fact that all writing components are equally important and should adequately be taught among other recommendations.