

Abstract

The teaching of English using the integrated approach at secondary school has been an issue of concern to both linguists and literary scholars as well as educators for quite some time now due to poor performance of students in KCSE coupled with their inability to communicate effectively in English. This research study investigated factors that influence the implementation of integrated English curriculum in public secondary schools in Kanduyi Division of Bungoma District. Using a descriptive survey research design, the study had two objectives and two corresponding research questions. This paper discusses the said research study and its findings key of which was that the training that English teachers received at pre-service level does not much the requirements of teaching integrated English in public secondary schools. Thus, the need for the Kenya Institute of Education (KIE) to liaise with teacher training colleges and Schools of Education in the universities to ensure there is harmony between pre-service teacher training programmes for teachers of integrated English and the implementation of the curriculum in secondary schools. This will empower them to be better placed in implementing the curriculum with competence and confidence