INFLUENCE OF TEACHING METHODS ON PUPILS' PERFORMANCE IN ENGLISH LANGUAGE SUBJECT AT KENYA CERTIFICATE OF PRIMARY EDUCATION IN NON-FORMAL SCHOOLS IN KOROGOCHO, NAIROBI CITY COUNTY, KENYA

Wabwoba N. Catherine

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DECLARATION

This thesis is my original work and has not been presented for an award in any university.

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Wabwoba N. Catherine

E96/84061/2012

This thesis is submitted for examination with our approval as the university supervisors

_____

Prof. Ursulla A. Okoth

Associate Profesor

Department of Educational Administration and Planning

University of Nairobi

_____

Dr Mercy Mugambi

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This thesis is in memory of my late father John Malewa Wabwoba, my mother Victoria Nekesa, my brothers Christopher Nyongesa, Isaac Juma, Mathias Sifuna and sisters; Claire Nasambu and Mary Offisi and finally the Sisters of Mercy especially Sr. Elizabeth Flecture, Sr. Louise Roche and Sr. Patricia Moran.

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ABBREVIATIONS AND ACRONYMS

BMCL   Below Minimum Competency Level

DCL   Desired Competency Level

EFA   Education for All

FDG   Focus Discussion Group

FPE   Free Primary Education

GOK   Government of Kenya

IBSE   Inquiry Based Science Education

KCPE   Kenya Certificate of Primary Education

KNEC   Kenya National Examinations Council

KICD   Kenya Institute of Curriculum Development

KIE   Kenya Institute of Education

LOI   Language of Instruction

MDG   Millennium Goals

MOEST   Ministry of Education Science and Technology

MCL   Minimum Competency Level

MT   Mother Tongue

NARST   National Association for Research in Science & Teaching

NFE   Non Formal Education

NFSs   Non formal Schools

NFPSs   Non Formal Primary Schools

NGOs   Non Governmental Organizations

NFPSs   Non Formal Primary Schools

SMASSE	Strengthening Mathematics and Science in Secondary Education
SAP	Structural Adjustment Programs
SPS	Science Progress Skills
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations of Educational, Science and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
QUASO	Quality Assurance & Standards Officers
WDEA	World Declaration on Education for All

ABSTRACT

The aim of the study was to investigate the influence of teaching methods on pupils' performance in English language subject at KCPE in NFPSs in Korogocho, Nairobi City County, Kenya. The objectives were to establish the influence of lecture method on pupils' performance in English language at KCPE, to determine the extent to which the use of collaborative teaching methods influence pupils' performance in English language subject at KCPE in NFPSs,to examine relationship between the use of lesson plans and pupils' performance in English subject in KCPE in NFPSs in and to establish the influence of the use of classroom translanguaging strategies on pupils performance in English language in NFPSs. The study was based on the Instructional theory by Reigeluth. and was cross-sectional survey design to collect data. The target population was 78 Non formal primary schools, 78 directors, 180 teachers of English and 780 pupils. The sample size comprised of 23 non formal schools, 23 directors, 54 teachers of English and 264 pupils totaling to 364. Data collection was by means of questionnaires, focus group discussions and lesson observation. Data were analyzed by descriptive statistical analysis such as frequencies, percentages, means and also pearsons' product moment correlation coefficient. The relationship between instructional methods and pupils performance in English language was positive. Data was presented in tables, bar charts and pie charts. The research established that performance in English was below average. Lecture method used had negative correlation hence made pupils perform poorly in English language. Teachers used lecture method which was inappropriate for teaching and most of them did not prepare lesson plans, and collaborative methods were used sparingly. The lecture method correlated negatively to performance at -0.2378. Collaborative method positively and significantly influenced performance in English subject, lesson planning, had positive relationship with performance at 0.927 and Translanguaging strategies had some significant relationship with performance in English language at 0.413 respectfully. The study concludes by saying that all teaching methods mentioned in the study contribute to performance for example Collaborative teaching methods should be enhanced and the use of lecture method should be discouraged. The study recommends that directors of non formal primary schools and teachers should be exposed to modern methods of teaching and pupil's characteristics should be addressed. This study is expected to provide useful information on instructional methods like collaborative methods to be used in schools, use of lesson plans and language of instruction. The study recommends KICD to organize frequent in-service training for tutors to enable them use new skills in teaching English. The research recommends further study to be conducted to establish how group discussion and dramatization methods influence performance in English language subject .A similar study should be conducted in a rural area to establish what factors affect performance in English subject.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tababel and Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate pedagogy or teaching methods that best suit specific objectives and level exit outcomes. Ayeni (2011) argues that teaching is a continuous process involves bringing out desirable changes in learners through use of appropriate teaching methods. Adunola (2011), asserts that in order to bring desirable changes in a learner, teaching methods used by instructors should be conversant with the subject matter. Zakaria, Chin and Daudi (2010), maintain that teaching methods are effective if they suit learners' needs since each learner understands and responds to questions in differently (Chang, 2010).

English as a language is the most preferred by many English speaking countries (James and Polland, 2009). It originated from Britain and was adapted by many countries of the world particularly America and some of the developing Nations. In South Africa, English is viewed as a tool for economic development and communication in Business, trade technology, education, Science among others (Enever, 2010). Mujumdar (2010), the mastery of English was paramount basic

levels of learning as pupils were required to acquire a strong foundation inorder to learn other subjects hence to further their education and communication (Hill and Flynn,2006). It is also a vehicle to help improve reading and writing which is essential for National building (Ministry of Education, 2001). The drop in achieving good results had been a cause of worry among the concerned individuals in English speaking countries which was blamed on methods of instructions used by teachers (Ayieko, 2007). Good performance is the point to which education could be measured as of high standard which can be used to satisfy basic learning needs and add value to learners experience of learning

Teaching methods can be defined as the art and science of teaching (Ministry of Education, 2005). Effective learning in cooperates many teaching strategies which aid intellectual activities in relation with the wider world (Thompson, 2001). Poor Performance in English subject in most countries that use the language as source of teaching has been a course of concern in India and other countries Ghafoor (1997), as cited in Hill and Hill (2012). The poor performance in English in India has been blamed on the use of lower levels of Bloom's Taxonomy by teachers Bloom (1956),which has been characterized by poor learning, memorization, knowledge transmission, and use of lecture method and pay more attention on examinations.Wanga (2010), discusses two reasons contributing to non performance in English language in India and singled out two categories: teachers' poor methods of instruction, planning, and the use of mixed languages and the category: as lack of classrooms, inadequate trained personnel, low socio-

economic backgrounds of children, Malnutrition and socio-cultural problems related to female education contribute a lot to low achievement in English.

When lecture method is used pupils attain information from the teacher without developing their engagement level with the subject (Khatete, 2010). However, the approach is less practical, more theoretical, and leads to memorization (Mc Dowell, 2011). It does not apply activity based learning to encourage pupils to learn real life problems based on applied knowledge, since the teacher controls the transmission and sharing of knowledge. The lecture method may attempt to maximize the delivery of information while minimizing time and effort of a learner. As a result, both interest and understanding of pupils may get lost. To address such short falls, Zakaria, Chin and Daud (2010), specified that teaching should not merely focus on dispensing rules, definitions, and procedures for pupils to memorize but should also actively engage learners as primary participants for better performance in English in KCPE.

Collaborative method of teaching, with advent of the concept of discovery learning, many scholars today widely adopt more supple collaborative methods to enhance active learning (Dawn 2000). Most teachers today apply the collaborative approach to promote interest, analytical research, critical thinking and enjoyment among learners (Hesson and Shack, 2007). Studies by piek (2011), in South Africa show that collaborative teaching method is more effective since it does not centralize the flow of behavior among learners hence the method is very effective

in improving pupils' performance especially in English. The shortage of teachers and large classes in Non formal primary schools results in heavy workloads and therefore teachers are not always able to use collaborative teaching methods Gathumbi, 2010). Under such circumstances, teachers result to the use of teacher centered instructional strategies such as lecture method, demonstration, dictation , chalk and talk' and writing notes on the board. The lecture method is not stimulating to the learners and often leads to poor performance in English (Gathumbi 2010; APHRC, 2012; Uwezo, 2012).

Quality education begins with lesson planning because planning enables the teacher to organize material in a way that interests the learners (Otunga, 2011). Lesson plan is a teacher's document that describes in detail, the course of instruction to be taken during single or double lessons. It is derived from schemes of work (SOW). Lesson plans contains objectives, method to be used and teaching / learning activities (Adunola, 2011). Lesson plan enables a teacher to familiarize himself with content of the lesson, enables the teacher to choose the methods and approaches to the teaching and learning process, specifies the duration a teacher has to cover the specified content in a given class. It also allows the teacher to select objectives that are specific measurable attainable relevant and timebound. Lessons plans enable the teacher to link the lesson with learners' previous knowledge and experiences (Hesson & Shack, 2007). Studies by Hill and Flynn (2006), in South Africa, indicate that lesson plans help teachers plan other activities such as homework and assignments. It also reinforces content taught and

allows teachers to present the lesson in logical and systematic manner and gives a teacher confidence. Factors that may interfere with successful use of lesson plans include poor lesson plan preparation, poor mastery of content to be taught, failure to vary the teaching methods and poor communication skills (Otunga, 2011). However, lesson plans set limits of content to be covered for the teacher to remain focused and enables the teacher to evaluate the lesson and self (Peters, 2011).

Classroom communication in non formal primary schools is translanguaging strategies. Instruction at primary school level in Kenya is characterized by code switching between mother tongue, Kiswahili and English. This competition leaves learners with little time to use English thus contributing to their poor proficiency in English (Muthiwil, 2012). Studies conducted by Petty (2009), on language policy in Kenya and Uganda had challenges and dilemmas for instructors due to inadequate training undertaken in instructing pupils in mother tongue or Kiswahili. Researchers further indicate inadequate textbooks written in mother tongue for teaching different subjects. Only limited materials for teaching Mother tongue were available (Reece & Walker, 2007). Hence, low achievement in English subject. Poor performance in English language in NFPSs had been underperforming for a long time due to poor, infrastructure, lack of instructional materials and poor teaching methods (Adunola, 2011). In many schools teaching of English was mainly dominated by use of text-books and handouts (Fuller, 2013). Similarly, the instructors have no access to usual teaching aids, and where they were easily available; the books were inadequate and sometimes outdated

(Kazeem, 2010). In addition to inadequate lesson planning, insufficient training of instructors and high teacher/pupil ratio together with the use of translanguaging strategies, have largely contributed to the poor performance of pupils in English language. However, lack of clear policy in NFPSs and lack of coordination resulting in duplication of efforts and desperation of scarce resources (UNESCO, 2008).

In Kenya, NFPS are institutions that resemble formal schools that aspire to offer a formalized curriculum culminating to formal school examinations. The NFPs are characterized by unlimited access as they are provided by communities, NGOs and Faith groups. Semi-professionals and social workers provide voluntary services to less fortunate and marginalized groups of learners (Thompson, 2001). Learning in NFPSs in nonformal settlements was of low quality because it lacks support from the Ministry of Education's quality assurance and standards supervision, they neither have official quality assurance mechanisms nor good instructional practices that lead to poor performance in English language subject. Moreover, NFPs are poorly equipped from lack of classrooms, teaching materials and inadequate teaching personnel hence inadequate performance in English language subject. Another key issue is that pupils are kept away from school as a result of poor socio economic challenges facing them (Piek, 2009).

Non formal primary schools came into play as an alternative that provides a flexible operational environment that takes into account the plight of many slum

dwellers. Non formal schools are basically formal schools in Kenya (Ekundayo, 2001). They are basically found in non formal settlements of the urban centers. For a long time, non formal schools had not been recognized by the government of Kenya, although they cater for the needs of more than 45% of children in urban informal settlements. According to Tooley (2007), non formal schools are part of global efforts to provide quality of education for all.

Non formal primary schools are vital in supporting the Government's efforts to provide Education For All (EFA) to enable all people to access basic knowledge and ensure equity and good performance across all levels of basic education (GoK, 2012). The NFPSs were essential in giving protection and realization of children's rights as stated in the Convention on Rights of the child Act 2001 (cap 586 of the Laws of Kenya). Consequently the high level of poverty experienced among slum dwellers is an impediment to achieving Universal Primary Education goals leading to unaddressed differential requirement that characterize the poor living conditions informal settlements as most slum dwellers subsist below poverty line, a major impediments on the performance of English language (Daraja, 2007). The Ministry of Education policy on NFPSs requires registration of schools in order to be supported to provide quality education with approved curriculum, receive new teachers and learning and teaching resources (GoK, 2012). Due to strict rules of registration, most NFPSs were left out of registration

and that is why non formal schools have problems with access and equity, as well as the quality of provision (Mugisha, 2008).

In Kenya however, there are few government schools in the nonformal settlements and most informal dwellers lack "legal property status" so they are excluded from Government sponsorship (Mugisha, 2008). However, household surveys on the quality of NFPSs, revealed that NFPSs offer substandard education, because they are of low quality, facing staff shortages, congested classrooms and lack of teaching and learning resources, which in turn have impacted negatively on performance in English language subject (Ekundayo, 2001). Also, the quality is low, because education in NFPSs is not adequately supported by the Ministry of Education's quality assurance and standards officers (QUASO) nor have quality assurance mechanisms. Non formal primary schools have other challenges including poor instructional methods which have heavily affected performance in English language subject (Mungai, 2013).

English language as subject in Kenya has two categories at KCPE. Category one comprise of grammer, vocabulary, reading comprehension while category two contain writing of composition. However, Kenya certificate of primary education is a standard examination written towards the end of the primary education cycle (Basic Act 2013). Performance in the subject has consistently been poor due to inadequate instructional resources used by teachers such as lecture method,

ineffective lesson planning and the use of mixed languages while teaching and communicating to learners in a classroom set up (Ruto, 2004).

Table 1.1 illustrates the mean scores in English language for the past seven years at KCPE in the informal settlements.

Table 1.1: Comparison of Mean Score in English at KCPE Nationally, Nairobi, Kibera and Korogocho from 2009 to 2017

KCPE Mean (%)/Year	2009	2010	2011	2012	2013	2014	2015	2016	2017
National's KCPE Mean	51.23	53.84	54.12	54.2	53.2	49.2	50.2	47.3	48.0
Nairobi County's KCPE	45.94	46.70	46.78	46.66	47.7	47.85	45.6	46.2	45.3
Kibera	40.5	32.4	42.7	43.5	42.5	43.6	45.3	44.4	45.1
Korogocho	36.5	32.4	39.7	43.5	42.5	42.8	43.1	40.2	43.3

Source: KCPE 2015 Examination Report (KNEC, 2016)

Table 1.1 shows the performance at KCPE in non formal primary schools. The mean grades were varied from year 2009 to 2017. This indicates that performance in English language has been declining since 2009 to date in different informal settlements. For instance, the mean percentage in English language at KCPE in Korogocho since 2009 was below average.

Table 1.2: KCPE Mean Scores in English from 2013-2017 at Korogocho

Year	Eng	Kisw	Maths	Sci	S/St
2013	49.40	53.32	65.45	61.44	60.34
2014	48.35	56.76	64.56	60.56	62.55
2015	47.89	51.5	68.88	60.72	61.47
2016	40.2	50.3	65.2	61.5	60.21
2017	43.3	52.4	66.5	60.2	62.12

Source: **Kasarani Education Office (2016)**

Table 1.2 shows that the performance in English language in Korogocho was still below average compared to other subjects. Previous research findings in both formal and non formal primary schools point out that inadequate teaching skill in English language contributed to poor performance in the subject (Daraja, 2011). However, English language in Kenya is the medium of communication and instruction in all levels of learning and is an examinable subject in primary and secondary schools (Rao, 2011). Performance can be affected by training of teachers, teaching methods, teaching resources, qualifications of teachers, good infrastructure. But this study focused on influence of teaching method on pupils' performance in English language subject at KCPE in NFPSs in Korogocho, Nairobi City County Kenya. Therefore, it is necessary that a research should be conducted to establish the suitable teaching methods for English language that may influence performance in English in Non Formal Primary Schools in Korogocho Nairobi County (Otunga 2011).

1.2 Statement of the Problem

The school curriculum in Kenya recognizes English language as key and vital subject as well as a medium of instruction and communication. Development in the country would occur when its youthful generation of learners perform well in English language at all levels. In Kenya, performance in English language is ascertained after learners sit for Kenya Certificate of Primary Education Examinations (KCPE) at standard eight. Due to poor performance in English language subject, the Government of Kenya has mounted in-service courses for Non formal primary school teachers and a curriculum to be used in NFPSs. Despite this effort, there has been no improvement in the performance in English language subject at KCPE. Despite the imperative role played by Government and instructors in NFPSs, the performance in English language subject remains below average, which has been a concern for parents pupils, stake holders, , academic staff and educational planners.

It is necessary to investigate the influence of teaching methods on pupils; performance in English language subject at Kenya Certificate of Primary Education in Non formal schools in Korogocho , Nairobi City Kenya.

1.3   Purpose of the study

The purpose of the study was to investigate the influence of teaching methods on pupils' performance in English language subject at Kenya Certificate of Primary Education in non formal primary schools, in Korogocho, Nairobi City County Kenya.

1.4   Objectives of the Study

The following objectives guided the study;

i)   To establish the extent to which the use of lecture method influence pupils' performance in English language subject in KCPE in NFPSs in Korogocho, Nairobi, Kenya.

ii)   To determine the extent to which the use of collaborative methods influence   pupils' performance in English language subject in KCPE in NFPSs in Korogocho, Nairobi, Kenya.

iii)   To examine the relationship between the use of lesson plan and pupils' performance in English language subject in KCPE in NFPSs primary in Korogocho, Nairobi, Kenya.

iv)   To establish the extent to which translanguaging strategies in classroom communication influence pupils' performance in English language subject in KCPE in NFPSs, in Korogocho, Nairobi, Kenya.

1.5 Research Questions

The following questions were derived from the objectives

i) To what extent do lecture method influence pupils' performance in English language subject in KCPE in NFPSs in Korogocho, Nairobi, Kenya?

ii) To what extent do collaborative teaching methods influence pupils' performance in English language subject in KCPE in NFPSs in Korogocho, Nairobi, Kenya?

iii) To what extent do the use of lesson plan influence pupils' performance in English in KCPE in Non Formal primary schools in Korogocho, Nairobi, Kenya?

iv) To what extent do translanguaging strategies influence pupils' performance in English at KCPE in Non Formal primary schools at Korogocho?

Ho1. Lecture method does not influence performance in English language subject NFPSs ?

Ho2 Collaborative teaching method does not influence performance in English Language subject?

1.6   Significance of the Study

The study might benefit Non formal education providers to sensitize teachers on the appropriate teaching method to use when teaching English language. The findings are valuable information highlighting various factors that are relevant to the performance in English in NFPSs. Also, the study findings are significance to government in its endeavors to provide necessary and quality education to the marginalized areas and vulnerable groups in the country. Policy makers will find the study findings essential in reviewing the policy on NFPSs and direct the government on budgetary allocation in regard to bridging inequality gap and exclusion in the provision of basic education. In addition, it is believed that the findings will be beneficial to the teaching fraternity as they strive to improve on pedagogical practices. For instance, economists and education planners at the MoE may use the findings to help teachers improve on the use of pedagogy to improve on the performance in English language in KCPE to curb challenges facing NFPSs. Finally, the findings will be vital to the Teachers Service Commission in the recruit and posting of teachers to Non formal primary schools.

1.7   Limitations of the Study

The efforts were made to ensure success of the study. However, several limitations were experienced in the field, these include; some teachers were uncomfortable with their lessons being observed by strangers, although through the intervention of the school management, teachers were assured that

the purpose of observation was purely academic and not for any other purpose.

In a few case, directors were demanding payment before their schools could participate in the research. This was overcome by the researcher explaining to them the purpose of the research as purely academic and not for any other purpose. Some directors were reluctant to participate in the study because of their busy schedules. This was overcome by allowing them more time so that they could fill the questionnaires at their convenient time and were guaranteed of the confidentiality in handling the information they provided.

Several English teachers expected to be trained by the researcher before their lessons were observed, this was overcome by a simple explanation about the purpose of the research and assurance of the confidentiality of information.

1.8 Delimitations of the Study

The study was conducted in NF primary schools in Korogocho only and Targeted non formal primary schools offering KCPE. The participants involved the directors of NFPSs, instructors in English subject and pupils from classes seven and eight because they comprehended the causes of inadequate performance more than the juniors in lower levels. Pupils who were not in school during the time of the study plus those who had completed education whether they had important information or not would not be included the in research. The focus of the study was on the influence of teaching methods on pupils' performance in English

language subject in KCPE in NFPSs in Korogocho and the concentration was on four major causes of influencing the performance in English subject in KCPE out of arrange of factors. The research targeted twenty-three primary schools that were offering KCPE out of seventy eight non formal primary schools in Nairobi's Korogocho informal settlement.

1.9 Basic Assumption of the Study

In the proposed study, the following assumptions were made;

i. Respondents would collaborate and provide honest and reliable information when answering the questionnaire tool.

ii. The information obtained on examination performance from Nairobi City council was reliable.

iii. The participants were well conversant and familiar with the different teaching methods applied while teaching the subject.

1.10 Definition of Significant Terms

The following are key definitions of important terms as used in the study:

Collaborative Teaching Methods: teaching approaches that avail the learners with a span of opportunities to engage and interact with teachers, fellow learners and instructional materials.

Kenya Certificate of Primary Education: Kenya's standardized examinations taken at the end of eight year primary cycle.

Language of instruction: official language used for teaching and learning in schools

Lecture method: an instructor delivering lessons' content verbally to the learners. The attributes of lecture method include note taking, demonstration among others.

Lesson planning: a detailed description of a teachers' course content and method of instructions for an individual lesson intended to enable learners achieve specified learning objectives.

Multilingual classroom communication: use of English language as the medium form of instruction in the classroom and/or other languages used such as Kiswahili, vernacular language, and Sheng'.

Non formal schools: institutions that resemble formal schools as they also use a curriculum from KICD with an aim at transmitting a formalized knowledge leading to national examinations (KCPE).

Teaching method distinct strategies used by teachers to impact knowledge to the pupils or students. They include an array of teaching strategies that teachers and other instructors use to support intellectual engagement.

Performance: the extent to which education is regarded of high standards, satisfying the basic learning needs, while enriching the overall lives of learners in their environment of learning.

Translanguaging: the use of different languages together. It is the process whereby multilingual speakers utilize their languages as an integrated communication system

1.11   Organization of the Study

The study is organized into five chapters. Chapter one covers introduction including the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definitions of the significant terms and the organization of the study. Chapter two highlights the review of relevant and related literature; it covers several subsections including introduction, objectives of primary school education in Kenya, global commitment to education, the non formal primary schools, overview of the English language, role of the teacher in the performance of English in KCPE, developing English skills lecture method, collaborative teaching methods, and use of lesson plan, multilingual classroom communication, and summary of the literature review, theoretical framework and conceptual framework. Chapter three underlines the research methodology used, which include introduction, research design, target population, sample and sampling procedures, research instruments, validity and reliability of instruments, data collection and data analysis technique and ethical considerations. Chapter four elaborates on data presentation, interpretation and discussion. Chapter five focuses on summary, conclusion, recommendations and suggestions for further research

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

Literature review has been undertaken basing on the following themes: objectives of primary school education in Kenya; global commitment to education; Non formal primary schools; overview of English language in Kenya; role of the teacher in the performance in English language at KCPE; Teaching methods, which comprise of lecture method, collaborative methods, use of lesson plan; and the Translanguaging strategies in communication. Its theoretical framework was based on instructional theory by Reigeluth (1999), and the conceptual framework on teaching methods in NF primary schools.

2.2   Objectives of Primary School Education in Kenya

The primary school education is important in every nation of the world because it imparts knowledge, skills, and right attitudes that enable the learner live healthy and productive lives and contribute to national development. Primary school education also provides the foundation for further education and training (UNESCO, 2010). In Kenya, primary school education should provide the learner with the opportunity to: master English language and communication skills and competencies and take pleasure in learning as well as developing desire for continuous learning and developing vital opportunities for critical thinking and

logical judgment. As a result, the learner gets to appreciate the dignity of diligent work, while developing desirable social standards, moral and religious values. Consequently, the other objectives of primary school education include; helping the learner to develop and grow into a self-disciplined, principled, and healthy person, with aesthetic values and individual and other people's cultures. The learner also develop awareness and appreciation of the environment as well as appreciation of both national and international community while instilling respect and love for own country. There is also the need for learners to develop harmonious co-existence with others, enhance their individual talents, and support social responsibility while utilizing their leisure time properly. Basic education should also enable learners to create awareness and appreciation of the role of technology in national development (GoK, 2005). For the education objectives to be realized, learners should be able to acquire the competencies in proficiency in English language the official language of instruction. Some of the accepted methods of improving learner performance in English at primary school level are through, collaborative methods, lesson planning, translanguaging strategies and lecture methods of instruction (Black & William 1998).

2.3   Global Commitment to Education

The Universal Declaration of Human Rights of the United Nations (WCEFA 1990), indicates that all people have rights to education and education shall be compulsory to all, therefore, access to basic education is each persons' right.

Education is also an important weapon for fighting ignorance and retardation. It is a necessary first step in improving socio-economic and political development. The Dakar Framework for Action (affirmed in the year, 2000) was one of the most important step taken by the international community make Universal Primary Education (UPE) free and compulsory. It emphasized the right of all children to have access to free, compulsory education of good quality. It also reaffirmed basic education, especially primary and other early learning subsectors, as vital right for all. Before proposing precise steps for expanding access to basic education, it advocated for gender and inclusion as key elements of education sector changes and programs.

The international peace, stability and sustainability depend on education for development, since education leads to effective participation in the development of the societies and economies of the 21st century. In other words education is vital for the achievement of all other human rights and exercises of human freedoms. The Education for All (EFA) strategy began at the world conference on Education for All held in Jomtien (Thailand) in 1990, that had representatives of the world to agreed to universalize primary education and reduce illiteracy by the end of the decade (WCEFA, 1990). A follow up was made during the Dakar conference in Senegal, 2000, and the unilateral commitment was made to attain several Educations for All (EFA) goals. These concluded that by 2015, all children from different socioeconomic backgrounds access and complete free and

compulsory primary education of high standard and ensure that the learning needs of all young people and adults are met. That equitable access to appropriate learning and life skill programs, are facilitated towards achieving a 50% levels of adult literacy especially among women by 2015. To ensure equitable access to basic and continuing education for all adults is achieved (WCEFA, 1990). The gains achieved since the Education for All and Millennium Development Goals adapted in 2000 are enormous. Great attempts have also been made towards universal primary education to increase participation in secondary and tertiary education. In many countries, gender equity have been improved in order to overcome hunger, poverty and child and maternal mortality (UNESCO,2010). Despite the effort, many children continue to remain out of school and those in school continue to perform poorly in National examinations why?

In sub-Saharan Africa and other developing countries, many children are worst hit; about 31 million children do not access education. In countries like Burkina Faso, Cameroon, Ethiopia Malawi, Niger, Senegal and Zambia, household survey data indicated that rural children were more likely to perform poorly in the English language subject in National examinations than their counterparts in developed world. The Kenya Government, in its commitment towards the achievement of EFA by 2015 it is implementing programs in line with the international community's commitments and obligations as agreed in Jometien in 1990 and reaffirmed in Dakar a decade later. In its commitment, Kenya has already implemented (FPE) program since January 2003. Overcoming

marginalization in education is an imperative for human rights and social justice (UNESCO, 2010). It is also the key to accelerated progress towards the Education for All goals set in Dakar. No government which is seriously committed to the goals can afford to ignore the deep social disparities that are stalling progress in education, nor can it ignore the wider consequences of marginalization in education for social cohesion and prosperity. That is why there is the urgent need for all countries to develop strategies for more inclusive education that is linked to wider programs for overcoming poverty, social discrimination and extreme inequality (UNESCO, 2010).

2.4   The Non Formal Primary Schools

According to UNESCO (2008), educational change was cutting across the developing world from NF settlements of Asia to Africa. These attributed to the development of non formal primary schools in the developing nations. However, the developments of NFSs was not appreciated world widely especially by the development agencies and Governments for example, Education for All (EFA), UNESCO, 2008 and Global Monitoring Report 2015. Despite attainments in education, many young people around the world especially from poor background families are leaving school unequipped with even the most fundamental skills they need for life. Non formal primary schools generally offer low quality of education UNESCO (2008),but they are seen as the panacea for the declining

standards of the affected societies and they are a strategy to bring education for all on board (Harma, 2008).

Owing to low economic potential, no NFPSs are found in affluent city centers at the sometime they charge some money from sponsors to meet the needs of many tutors who have no jobs in informal settlements. Studies by Mugisha (2008), established that Non formal primary schools in Kenya are do not, meet strict requirements for registration by the Ministry of Education. They are run by individuals, community based and church –based institutions. Therefore, these schools charge little amount of money for fees, at the same time an expense for uniform, learning and other ad hoc expenses are foot by households. These made some education sector stake holders to propose that NFSs, should be done away with to pave way for formal schools, and allow Nairobi city council schools to become the primary providers for primary education. Despite the unpopularity of NFPSs, parents, the researcher, tutors and learners alike attest to the important role NFPSs play in educating vulnerable children who live and learn in slums (Ekundayo, 2003).

Non Formal Primary Schools admit pupils from economically challenged background who does not afford to pay for their teachers to access in-service training (Ekundayo, 2001). Non formal primary schools can produce excellent candidates among the top performers in the country especially where they have

been professionally managed at the same time education standards have remained high. Education for All, (EFA) can be realized if the inequity of financing schools is addressed.

2.5   The Overview of English Language

The English language is spoken in Britain and also used for instruction (Goldenberg 2010). In other countries, it is used as official language and language of instruction. Such countries include former British colonies in Africa and Asia (Hennon, 2012).When Kenya attained independence in 1963, it recognized education as a tool for fighting poverty, ignorance and diseases. It also acknowledged the importance of primary education as the foundation of learning and the springboard for further learning. This was in conformity with the Universal Declaration of Human Rights (UDHR) in 1948, which proclaimed free and compulsory primary education as a basic human right (UNESCO, 2000).

To facilitate the achievement of Universal primary education (UPE), the government declared first free primary education in 1974, and in 1978, it abolished fees in all public schools in the country resulting to an increased enrollment (Republic of Kenya, 2003). However, this high enrollment rate was affected by the Structural Adjustment Programs (SAP) which introduced cost sharing policy in 1988.The policy required the parents to meet the costs of tuition, instructional materials, school activities and examination fees. Many parents

particularly those from low socio- economic backgrounds, marginalized groups who could not meet the cost of education sponsored their children in non formal primary schools which was cheaper at the time compared with the formal schools (Thompson, 2001). The policy also affected the standards of education and the performance hence the development of numerous non formal primary schools.

In teaching / learning process, there are two important things that play a role in learning English skills, one is the delivery capacity of the teacher and the second one is the receiving capacity of the learner (Murali, 2009). The teacher should try to understand the learners and that is the only way the teacher can enable learners to understand him or her teaching. James and Poland (2010), indicated that teaching and learning is what makes a difference in the mind of a pupil and thus affect the knowledge, skills, attitudes and the capacity of young people to contribute to contemporary societies. Teaching and learning should engage learners with the ideas, key processes, and modes of discourse and narratives of subjects so that they understand what constitutes quality and standard in particular domains (Thompson, 2001). To develop listening skills, pupils need to listen to stories or listen to conversations. To develop speaking skills, pupils should be given opportunity to talk freely, enjoy activities such as songs dramatization, rhythms and games and be allowed to work in pairs or groups (Thompson, 2001). Reading skills require that pupils are given different types of written materials such as books, notices, letters, instructions on packets and series of pictures and are asked to talk about them (MOEST, 2001). The English language contributes

to the general national goals of education in Kenya since it makes possible for international cooperation. The English language is a compulsory subject in Kenya at levels of education. English is the most preferred language since its makes it easy to access higher learning, modern technology and international communication (Hill & Hill, 2012).

2.6   Teacher Preparation and Performance in KCPE

The teaching of English language requires teachers who have under taken training for the purposes of exposure which could help teachers improve their performance in the subject. Okumbe (2001), asserts that training provides teachers and other employees with specific knowledge and skills in order to enable them to perform specific teaching tasks. Training increases productivity of teachers and increases both quantity and quality of its input and output.

However, non formal primary school teachers are recruited from the local areas and are more likely to have a higher level of commitment for a lower salary than those who come from different places (Thompson, 2001). The recruitment, training, and allocation of NFPS teachers and the performance in English language have necessitated emphasis on "partnership" to bridge the gap between the capacity of government to finance education and the needs of education sector (MoE, 2000). This implies that the performance in English language requires the participation of Government, NGOs, parents and community that are found in the localities (Thompson, 2001).   A survey of Non formal primary schools in Kenya

by the Government of Kenya (GoK) and UNICEF (2000), revealed that most teachers at the NFPSs had formal education of KCPE and above. Majority (63%), were of KCSE level and none of the teachers was trained. Untrained teachers were barriers to effective performance in English language. The survey further revealed that the NFPSs faced challenges in maintaining teachers thus affecting performance in English language. In the same study, they indicated that, teachers required training to improve on performance in English.

A teacher needs to have good mastery of content for enhanced classroom interaction. Moloi, Morobe, & Urwick (2008), in their study of Free Primary Education (FPE) in Lesotho, established that teachers' poor knowledge of content and pedagogy surfaced in the teaching of mathematics with the deficiencies attributed partly to their training and partly to the situation in the schools, as teachers did keep pupils occupied throughout their lessons (Moloi, Morobe & Urwick, 2008).

The paramount factor for getting teachers committed to an innovation is to enhance their knowledge of the program. This shows that teachers need training and workshops organized for professional development. Among the extrinsic factors identified and which may impede performance are use of lecture method, school ethos and professional support, professional knowledge, professional adequacy, and professional interest and motivation on the part of the teacher

(Moloi et al, 2008). Professional development of teachers is essential factor for good performance in English language.

Several empirical studies has been carried out to illustrate the importance of teachers' in-service training and professional development in assisting teachers in their performance in respectful subjects. Fullan & Pomfret (2007), contend that in-service training is a factor in performance. Further, a teacher who received intensive in-service training had a higher degree of good performance in English language than those who did not. Mohammed, Roman, Moniz, Begum and Tapan (2010), in their study on impact of basic education for hard to reach urban children (NFPSs project -3) in Bangladesh, observed that an adequate teacher education program should include pedagogical practices, if teaching was to be a profession and if educational opportunities for learners were really to be improved. The findings further suggested that teachers needed to have been trained so as to have good content knowledge, knowledge of assessment strategies, including the design of activities and test items relevant to objectives and marking for effective English teaching and learning. Classroom interaction can also be enhanced by individual attention of teachers to their pupils. Therefore it is paramount that teachers received in service training and provision of ongoing support and professional development (Mohammed et al 2010).

The teaching methods mentioned in this study include: lecture methods, collaborative teaching methods, use of lesson plan and multilingual classroom

communication. These practices are activities that the teacher implements in the process of instruction (Oluoch, 2011). Educational planners, policy makers, and educational administrators in every country acknowledge that provision of quality education relies on teachers (Gachathi, 2013). It can be asserted that any curriculum is as good as the quality of teachers, knowing that teachers are at the heart of curriculum implementation. The skills and attitudes of the teacher are critical for curriculum implementation because it is the teachers' creativity in the classroom which dictates the level of learners' performance (Ngware, 2015). A qualified and highly motivated teaching force is a prerequisite for the promotion, performance and achievement among the learners (Rao, 2011). Performance in English in primary schools depends on the teachers because teachers are role models for their pupils (Thompson, 2001).

The National Assessment of Progress in Education (NAPE) conducted by National Examinations board in Uganda in 2003, targeting all primary three and six pupils in both government and private schools established that in primary three only 34.3% of the pupils attained the desired level in English literacy and in primary six only 20% of the pupils attained the desired level for English literacy. Teacher factors such as qualification, experience and workload correlated positively with pupils' performance in English language (UNEB, 2003).The results of UNEB study were similar to the studies conducted by SACMEQ (2004), which attributed poor performance in English in Kenya and other African countries that use English as instructional language to poor instructional

strategies. These necessitates teachers to be exposed to proper preparation or training in order to realize good results English language subject (Kithuka, 2009).

The research carried out by Muitung'u & Njeng'ere 2010), established that to teach all subjects across the curriculum is an impediment to the implementation of curriculum. Research further established that teachers who had not specialized in English language at Teacher Training College (TTC) did not have the required competencies, skills and attitudes to teach it at primary level. The researcher further argued that a teacher who is not competent in English language should not teach English. Further, lack of skills to teach the language would not lead to good performance on the part of the pupils' hence poor performance at national examinations. For pupils to perform well in English and other subjects, requires teachers who have been trained to teach English than allowing any person to teach without thorough knowledge of the subject. The study by Kibui (2010), further recommended in-service training of primary school teachers to enable them implement the English curriculum in NFPSs. However, English lessons were allocated to teachers who were not competent in the subject in non formal primary schools leading to poor teaching and poor performance in the subject at KCPE.

Ngware (2015), carried out classroom observations in Nairobi's non formal primary schools and established that, some non formal primary teachers were struggling to teach subjects they were not competent to teach as they lacked mastery of content in these subjects. He recommended that academic

qualifications of individual should be examined to ensure that teachers specialize and teach the subjects that they have excelled in at KCSE level and at the teacher training college. When teachers teach what they are competent to teach, learners are likely to perform better at KCPE Examinations. The findings by Otunga (2011), concur with those of Ngware (2015). The latter conducted studies for African Population and Health Research Centre (APHRC) in rural as well as in urban primary schools in Kenya between 2010 and 2013 found out that teachers are assigned subjects regardless of their competence in those subjects and so they are not able to deliver quality teaching and thus performance is affected. The researcher recommends that primary school teachers should be assigned the subjects they are competent to teach. Further, pre- training qualifications for primary school teachers are at least three subjects with a grade C+ at KCSE level. Kenya should learn from Japan which is investing heavily in teacher quality by attracting only the best university graduates to the teaching profession and paying them well to ensure provision of quality primary school education.

Rao (2011), observed that there is urgent need for change in the curriculum and the use of methodology in the current teacher training institutions in India. The teacher training programs should be rigorously designed to impart skills, proficiencies and attitudes essential for the teaching profession. Although this observation was mainly about India, it could be true in places where the teaching profession has been discredited, many teachers are teaching as they look for greener pastures and so they do not take the profession seriously. Gathumbi

&Maserve (2012), decries the poor quality of primary school teachers of English. Pre-service teachers' performance scores were placed in three competency levels: Below Minimum Competency Level (BMCL), Minimum Competency Level (MCL), and Desired Competency Level (DCL). Most of pre-service teachers' scores fell in the (BMCL) Category. These results mean that poor mastery of English on the part of teacher trainees would inevitably translate to poor teaching and to poor learning achievement on the side of pupils.

The reviewed studies, firmly suggest that when teachers have good qualifications, the qualifications should translate into improved teaching and better performance by learners. Qualities of a good teacher include having good knowledge of the subject matter, patient with the pupils, intellectually curious that is driven by the interest in keeping abreast with changes in his/her field,being confident in his/her ability and achievement oriented(Aggarwal, 2010).

2.7   Developing English Skills

In the teaching –learning process two things play vital roles. One is the delivery capacity of the teacher, and other is the receiving capacity of the learner (Murali, 2009). In the process of teaching-learning, the teacher should try to understand the learners first. This is the only way the teacher can ensure the learners understand him or her teaching. James and Polland (2006) indicate that teaching and learning are what ultimately make a difference in the mind of the learner and thus affect knowledge, skills, attitudes, and the capacity of young people to

contribute to society. Equally important, teaching and learning should engage learners with big ideas, key processes, modes of discourse and narratives of the subjects so that they understand what constitutes quality and standard in particular domains especially in language skills: listening, speaking, reading and writing. Learners also have to learn the structures of the language and how to use them (Thompson, 2001). To develop listening skills, pupils need to listen to story or a program on radio, the TV or a film or listen to a conversation. For pupils to develop speaking skills, they should be given ample opportunities to talk freely, enjoy activities such as songs, rhymes and games, and be allowed to work in pairs or in groups. Language skills develop over time. These should be repeated exposure (Thompson, 2003).

Reading skills require pupils to be shown different types of written materials such as books, notices, letters, instructions on packets and a series of pictures and asked to talk about them. They can also sing rhymes and songs as they point to the words (MOEST, 2001). The development of writing skills in pupils' requires activities such as building blocks to improve pupils' manipulation skills. Clay can be used by children to model letters. learners can also be provided with pencils to draw and color any objects of their choice (MOSEST, 2001).

2.8   Instructional Methods

Education is a universal phenomenon and life long process. It is described as, Instrument for excellence for effecting National Development in the National

policy of Education (Akinsolu, 2010). This implies that it is indispensable tool with a goal to help an individual develop morally , intellectually and physically so that such a person can achieve his/her unique potential in life (Hunt & Marshall, 2010). Teachers must consider three important aspects before choosing methods. These are cognitive, affective and psychomotor domain of the learners. Therefore, methods must be chosen based on specific criteria. As such individual skills, learner capabilities and exceptional learning outcomes (Hunt & Marshall, 2010). The following methods are Key to good performance in English language subject.

Dramatization, the key word in dramatization is 'Drama' which is derived from the Greek word 'Dran' which means 'to do' it also connotes action or deed. Therefore drama is doing (Akinsolu, 2010). Dramatization method therefore is one that has to do with movement, actions. It draws fully upon the resource of language. It provides a medium through which individual can express their ideas and reaction to the impression he/she receive and by repressing them learn to evaluate them. It also helps examine what a learner thinks or feel. Through it imaginative observation is stimulated and deepened (Hunt & Marshall, 2010). This method is basically a non −verbal communication method that entails the following;

- Language of the face (facial expression
- Body language which includes gestures, space and motion language
- Language of time

It is also referred to as simulation, games and role playing method and takes the form of miming (acting without words) playlet(short pla performed to express an action which does not need elaborate preparations for a full play) the role play (the act of acting out of specific roles) as performed by a part of the society.

Dramatization method gives learners a clear picture of what is being taught , encourages them to develop skills of self –help, a rouse their Natural ability build positive relationship with their class-mate and most importantly the purpose of learning is well achieved (Akinsolu, 2010). The importance of dramatization is pupils find the activities enjoyable and fulfilling, there are no rights or wrong answers, learning new ideas can be likened to everyday experiences and the activities offer opportunities to develop social skills among others.

Dramatization is an activity that involves people in a specific social context and effective communication in such social situations involves other forms of communication that goes beyond language competence and involves the use of gestures, body posture, intonation and other prosodic features (Kimamo, 2012). Drama is an active approach to learning where participants identify with roles and situations to be able to engage with, an aim of exploring and understanding the world they live in. Learners would practice speaking English in a very low pressure environment, trying out vocabulary and sentence construction in a way the pushes them past the self- consciousness that could be an obstacle to success (Akinson, 2011). Essentially drama, librates the learners from the confines of the

conventional classroom environment and gives the pupil the opportunity to draw on their own experiences and imagination in creating the material on which part of language class is based. These activities draw on the natural ability of every person to imitate; mimic and express themselves physically. They dramatic because they arouse interests by drawing on the unpredictable emotional power generated when emotional memory in triggered by a stimulus and when a person is brought together with others (Petty, 2009).

Thousand & Villa (2006), found that using drama in a classroom as a means of teaching assists pupils learn academically, socially and developmentally. Teaching while using drama brings emotions and learning together. Most importantly, using drama to teach in non formal primary schools gets pupils involved and gives them the power to have a key role in their education (Kempe &Holroyd, 2004). Drama, which involves imaginative transformation and reflection on experiences assist pupils expand their ability to act out thoughts in their minds. Drama is a teaching method, which would allow pupils to explore the curriculum using multiple intelligence. Learners fully involved in learning with drama they become more immersed the subject.

The main objective of using drama in a language course is to promote active, stimulating fun and innovative environment that develops the learners' language, learning potential, since learners should be encouraged to use English through creativity and innovativeness through language, and other forms of

communications include, movement, action, dance and role play (Enever, 2011). These activities aim at developing confidence, motivation, trust and participation; oral and written communication skills; awareness of interpersonal and socio-cultural communication skills; accuracy and fluency of expression; linguistic intelligence and social interactive skills.

Group discussion   is a child centered strategy in which a learners are divided into groups and they are encouraged to discuss on the subject matter given (Tababal &Kahssay, 2011). Group discussion is dominated by the teacher, classroom climate is autocratic and most of the teacher is active and learners accept teacher's ideas and views (Ayieko, 2007). The teacher supervises the discussion groups and provides guidance to make the discussion fruitful. The teaching strategy is focused to achieve higher order of cognitive objectives and affective objectives (Tababal &Kahssay, 2011). The strategy is based on the following principles; group discussions are organized in two forms formal and informal. In formal discussion matter to be discussed is highly structured, proper schedule is prepared and certain rules are followed. A teacher acts as a leader of a group. Informal discussions the subject matter to be discussed is in unstructured: no fixed schedule is prepared; no rules are to be followed. An outstanding student is selected as the leader by the group of learners. He/she plans for the discussion and lead discussion. The teacher is passive and supervises the pupils involved in the discussion.

2.9   Lecture Method and Pupils' Performance in English language subject

According to Petty (2009), lecture method involves giving verbally a lesson's content to the learners. Lecture method involves various aspects explaining, developing and evaluating ideas and concepts, and then summarizing the main points (Olouch 2011). Studies by Polland (2006) show that the lecture method is essential since it is efficient, and be a cheap way a of conveying a topic to a large audience. Factual materials are conveyed in a direct logical manner. The teacher is looked upon as the key learning resource s/he is the main source of knowledge and main central organizer of learning for the learners.

Wasiche, (2010), observed that the best way of organizing teaching and learning was to use a variety of instructional methods of subject matter which could positively influence performance in English language. Teachers were expected to follow the prescribed syllabus and were to make sure they did not miss any topic or component. Performance in English largely relies on instructional strategies the teacher uses in a classroom. This may include specifying instructional or learning goals, selecting content or what to be taught, selecting learning experiences and choosing techniques or tasks to evaluate the instruction (Mutisya, 2013). Excessive use of lecture method makes learners dormant. Lecture method is a teacher centered strategy

Lecture method of teaching is common in classrooms because teachers lack confidence an mastery of subject matter, content and basic teaching skills, since

many teachers of English in non formal primary schools had not taken professional training (Odhiambo, 2012). Move away from traditional methods of teaching, towards more learner centered forms of teaching that focus on exploration and experimentation is very important to contemporary reforms in science and English language.

Gachahi (2014) established that teachers still view lecture method as the most efficient method for covering a large volume of material, therefore learners continue to listen, copy notes, and watch demonstrations while teachers lecture. Wasiche (2010) observed that much of what pupils are requited to do in classrooms can be tiring and is not intellectually demanding. Ajilbola (2008), when instruction is directed towards the needs of the child, there is accompanying tendency to make sure that the pupils understand the content. The focus is no longer on how much a learner can remember, but how they understand; what meaning they make of their understanding; and whether he can apply the knowledge and meaning in real world situations. According to Amuseghan (2007), in discussing English language at the senior secondary school level, in Nigeria, points out that most teachers are more concerned with disseminating facts , information and on how to do this or that than teaching language skills or competence.

Anyanwu (2010) conducted a research on instructional resources and performance in English and tested the hypothesis which stated that 'There is no

significant relationship between instructional methods and performance in English language. A hundred and fifty (150) participants were involved in the study and Pearson's product moment statistics used to check if there was a significant relationship between the instructional methods applied by teachers in class and the consequent performance in English language. The results showed that there was positive relationship between instructional methods and performance.

The critiques of lecture method assert that it is only suitable for adults but not appropriate for pupils in primary schools because learning is difficult to gauge (Akinson, 2011). Lecture method makes the learning process mostly effortless on the part of the learner who only pays attention during the lecture and takes notes where the learner sees fit hence low performance in English language in KCPE (Gaziel, 2007).

Demonstration involves the teacher showing and explaining a concept or a skill in a given topic. It may be used for the whole class or part of the class depending on the size of the class. It is teaching through examples or experiments, they are written storytelling and they allow pupils to personally relate to the presented information, memorizations which can help pupils raise interest and reinforce memory retention (Petty, 2009). It is a traditional classroom strategy that focuses on achieving psychomotor and cognitive objectives. Olouch (2011), states that demonstration method involves the teacher carrying out an activity on behalf of learners to teach them a certain skill. It may be used for the whole class or part of

the class depending on the size of class, available resources and space. The emphasis is on learning by observation followed by doing; hence drills and practice exercises are required, which may not be suitable for good performance. Rao (2011), established that demonstration has a high interest value when it involves the use of equipment and materials which may be new to the learners which may hinder good performance in English.

Muraya& Kimamo (2011), criticizes demonstration method by saying that demonstration method reduces active participation of learners and poses a problem of audibility and visibility when large groups are involved. Mc Dowell (2011), supports demonstration method by asserting that, it is effective for introducing skills and concepts. Thompson (2001), points out that most teachers are more concerned with disseminating facts, information and principles than allowing students to learn, practice and engage in language activities aimed at performance in English. According to the MoE (2007), Monitoring report on basic eduction sectior, many primary school teachers of English especially in NF primary schools have problems covering the syllabus, they adopt the pedagogy that is centered on delivery of content at the expense of employing interactive, collaborative, supportive and active learning techniques best suited for language teaching hence poor performance in English (Gathumbi & Masembe, 2007).

2.10   Collaborative Teaching Methods and Pupils Performance in English

Collaborative methods are strategies that enable learners learn with one another and with the teacher. It encompasses methods of teaching that shift the focus of instruction from the teacher to the learner. It aims to develop learner autonomy and independence by putting a responsibility for the learning path in the hands of learners (Asokhia 2010). It focuses on the skills and practices that enable facilitate lifelong and independent problem solving. Studies by Villa &Thousand (2005), indicate that collaborative teaching help teachers expand their instructional approaches and increase opportunities for learners success. It lowers the pupils'-teacher ratio, that means the teacher is not rquite all the time when learners are well guided on the method, which allows for greater learner participation, increase pupil's engagement and makes it easier for teachers to facilitate many of the instructional strategies. A part from providing more instructional options and increasing engagement for all pupils, collaborative teaching reduces the stigma for pupils with special needs (Villa & Thousand, 2005). In collaborative teaching, pupils learn mainly in groups and groups do not compete with each other which make learning friendly and more conducive for concentration and enjoyment (Kazeem, 2010). Lack of teaching materials, time and class sizes have made it hard to use collaborative methods of teaching especially in English language (Motswiri, 2004).

Wanga (2008), asserts that for any curriculum to be implemented effectively, alternative instructional methods should be adopted. In collaborative methods of

teaching, the learner is placed at the centre of the teaching and learning activities (MoE 2011). Collaborative teaching methods encourage co-operation, interaction and consultation among learners as they engage their activities to learn from different sources hence learn more and achieve more (Petty, 2009). Collaborative methods give pupils an opportunity to develop skills and the teacher an opportunity to get feedback about pupils learning (James & Polland, 2010).

Further, in collaborative teaching, pupils learn through participating in various activities, therefore, they should be adequately introduced to the activity so that they can understand what they are expected to do and how best to do it. Enever (2011), further posits that collaborative learning activities must be of the right level for the learners and learners to be given opportunities to ask questions and get clarifications and ideas from the teacher. In English language, for instance, pupils can be asked to do exercises in groups where they discuss quietly then write the correct answers in their individual exercise books. This would make class work more enjoyable as pupils do not feel as if they are competing. This would enable them to share the books more effectively (Chang, 2002).   The author further explains that during such activities, the teacher must check the learners work by moving systematically round the class, to correct and encourage them and maintain class control (Petty, 2009).

Peer tutoring is a strategy which involves higher performing pupils paired up with lower performing learners to review or teach academic material (Spencer, 2006).

Studies by Burish & Fuches, Fuchs (2008) established that this method had been proven to assist learners to both sides master content and gain self confidence in specific skills. Peer tutoring suits all levels of learners in all subjects. It is a flexible peer mediated strategy that encourages learners to serve as academic tutors and tutees. Studies again by Fuchs (2008), established positive outcomes of peer tutoring in reading in classes which included improvements in key reading skills as well as gains in self concept and competency in reading. Results from a study of peer tutoring in middle schools indicated that pupils' oral reading rate improved following peer tutoring.

Peer tutoring and peer checking is collaborative method that involves pupils helping each other. However teachers are encouraged to take it positively as it allows fast learners to teach slow learners who in turn have the opportunity to ask questions without embarrassment (Fullan, 2010). Using these methods pupils can write compositions and read them to each other, then tell stories, practice spelling, dramatize situations or engage in role play. The teacher should be alert to make corrections on any wrong ideas or concepts acquired during peer tutoring and ensure proper time management (Petty, 2009).

Learning through play is a collaborative method that contributes to cognitive, physical, social and emotional well-being of young learners (Kazeem, 2010). Play gives pupils an opportunity to experiment during learning which improves their creativity and ability to learn through discovery (Enever, 2011). The views

expressed by Enever, were supported by Sifuna and Otiende (2009), who observed that traditional educators applied play as one of the methods for attaining the various learning purposes that were desired. The same authors observed that in most communities, play was highly recognized as a learning mode and as an important aspect of children's' growth and development.

Today, play is a collaborative method used in language education in various ways such as dramatization, drawing, modeling, questioning and observing. Games can produce intense involvement and a quality of concentration which most teaching methods cannot match (Petty, 2009). Learning and enjoyment are not mutually exclusive and so pupils can play games for enjoyment and learning at the same time when they are provided with a variety of toys and other learning materials. Using cards learners can match questions and answers or words their meanings. Pupils can prepare questions and answers and get their fellow learners to match them. Cards can be used to teach vocabulary as learners are given words with target vocabulary on one side and meaning on the other side (Kazeem, 2010).

According to Hill &Flynn (2006), role- play is a collaborative method, which is very useful in developing language skills of pupils. Unlike drama, role-play is impromptu; as learners are not given time to rehearse but to think on their feet. It enables pupils to practice language skills in a friendly environment. Using role-play, pupils can practice scenarios such as a teacher and learner or a pupil and another pupil. Role –play gives learners an opportunity for critical thinking and it

is an excellent method for building confidence (Adunola 2011). For use in teaching English, Role-play is excellent method for practicing listening and speaking skills. After engaging in role- play learners can be asked to write dialogues based on their role play, thus they get an opportunity to practice their writing skills as well.

Learning through group discussion, brings out learners interests and motivates them. It gives learners an opportunity to talk about the things they really care about giving and justifying opinions in English and bring a sense of accomplishment as they use the language to express complex ideas (Carroll, 2006). Discussion activities encourage critical thinking and are therefore excellent preparation for speaking tests. However, learners would need help from teachers to structure their ideas. Discussion is often used as a tool in classrooms when designed properly and used thoughtfully discussion tasks can be effective learning tool that promotes creativity, as well as generate meaningful interaction and understanding for the learner. Studies by (Brown,2008), established that discussion methods are effective for stimulating thought , for personal social adjustment and for changing attitudes hence good performance

Tebabal & Kahssay (2011), assert that well designed discussion tasks would lead to progressive knowledge seeking inquiry on learning where learners are actively synthesizing new information with prior knowledge and experience in the process of creating not only new knowledge but also new understanding of the learning

process. Teachers use discussion tasks to achieve different goals for instance, critical inquiry, debates and reflections.

The goal of guided or directed discussion method is to give learners a chance to develop critical thinking, clear oral expression and experience in positing and responding to questions (Piek, 2009). Learning through discussion, brings about the concept of progressive discourse, where the goals are for learners to first develop their individual thinking than suspend these opinions to consider alternatives and later negotiate meaning with other discussants to reach at a shared understanding of the issue at hand with thoughtful and well designed discussion tasks. Discussion Method is a verbal interaction among learners, with the teacher as a facilitator. It involves exchange and sharing of ideas, experiences, facts and opinions on a given topic which is a requirement for good performance in English particularly in KCPE in NF primary schools (Ronoh, 2008). Discussion method is suitable for; clarifying concepts and ideas, building consensus, gathering opinions and ideas from others and clarifying attitudes and values (Odundo, 2003). Discussion method emphasis is on learning/ learner activity thus more effective in teaching English, because all learners participate hence a sure way of learning.

Mujundar (2010), found out that discussion method inculcates a spirit of tolerance in the learners, that is, they learn to discuss and differ, and tolerate the views of others, even if they are unpleasant or contradictory to each other and makes learning interesting leading to better performance in English. Summers (2010)

criticizes discussion method by asserting that the method cannot be used for teaching small children and the teacher, may not be able to guide and provide true leadership in the discussion. Oluoch (2011), supports the discussion method by asserting that the method trains learners in self –expression.

Problem solving as a method of teaching in Non formal primary schools are effective in the performance in English language. The essence of problem solving in education is a firsthand method of acquiring new knowledge independently, based on application of existing knowledge and skills (Komolafe, 2010). According to Ormond (2006), problem solving is the use of existing knowledge and skills to address unanswered question or troubling situation, in education, problem based learning is an approach to instruction in which students acquire new knowledge and skills while working on a complex problem similar to those in the outside world (Ormond,2006).The main practical-goal and the communicative approach towards teaching English language mean that learners need not only acquire a certain amount of linguistic material but also to be able to use these material in a permanently a rising new situations. There is direct and indirect evidence, both from learners and teachers, that problem based learning is more popular method of instruction than the traditional methods (Tababal & Kahssay 2011).

Problem based learning seems to be equivalent or slightly better than other modes of instruction for producing gains in general academic achievement and for

developing lower level of cognitive skills in traditional methods, has value for enhancing the quality of learners' learning in subject matter areas. Mujunder (2010), problem based learning system is a curriculum development and instructional system that simultaneously develops both problem solving strategies and disciplinary knowledge basis and skills by placing pupils in the active role of problem solvers confronted with an ill-structured problem that mirrors real world problems. Problem solving in teaching English language means avoidance of giving ready-made answers in process of presentation of new grammar and vocabulary; involvement of learners in formulation of grammatical values and elicitation of vocabulary meanings from the given examples; ability of pupils to overcome independently life problems arising in the process of communication; discussing and solving non- professional problems, everyday life problems through communication in English language, discussion of texts dealing with problems. Language problem solving is first done under teacher guidance, with explanations of each step (Tababal & Kahssay 2011).

Piek (2009), found that collaborative methods of teaching, makes learners active, responsible participants in their own learning and with their own pace of learning. Collaborative methods enhance effective learning in English language. In these methods, learners play the key role in learning while teachers only help them to develop the necessary knowledge and skills that enable them handle life issues and tasks independently (Hill & Hill, 2012). Such methods include group activities, discussions and problem solving. Wasiche (2006), observes that small

group instructions during the lesson, a teacher assists one student at a time especially weak or low achievers, encouraging them to carry out demonstrations to each other during the lesson, providing frequent feedback by giving assignments immediately and motivating learners by providing incentives for any small progress and encouraging pupils to interact freely in class are some of techniques that can enhance pupils' performance in English language.

Question and Answer Method or Socratic Method involves the teacher asking questions to elicit answers to determine what needs to be taught and determining the knowledge and perception of a learner on a given topic at the beginning, during and at the end of lesson (Ayieko,2007). It enables teachers to assess the learning process which is vital in the performance in English in national exams (Piek, 2009). This method helps the teacher to diagnose learners with difficulties in and outside the classroom hence the teacher is able to cater for slow learners (KNEC, 2010). The critiques of this method say that some teachers may not be skillful at probing questions to get desired responses and increase the possibility of poor class control due to chorus answers (Summers, 2010). The supporters of the method disagrees with Summers by ascertaining that the method develops learners' ability to think or explain causes, effects and purpose of things and promotes self- expression in the learners (Piek, 2000).

In Kenya, primary education continues to experience challenges, which include over stretched facilities, overcrowded schools, and high pupil to teacher ratios

especially for schools in urban low income and densely populated areas (NFPSs) (Republic of Kenya, 2005). The recommended school based establishment is 40 pupils per teacher, yet some primary schools in Nairobi have more than 100 pupils per teacher. Large classes make teaching inefficient as teachers resort to teacher- centered or lecture strategies where the teacher talks most of the time and pupils simply listen and take instructions with little interaction both among the learners and the teachers (Kazeem, 2010). This reduction of learners to passive listeners robs them of the opportunity to develop, practice and enhance their speaking skills. This goes against the collaborative approach to language teaching to communicate with others as opposed to the studying rules (Thompson, 2010).

Discussing English language instruction at the senior secondary school level in Nigeria, Amuseghan (2007), established that most teachers were concerned with disseminating facts, information and principles than allowing students to learn, practice, and engage in language activities aimed at acquiring communicative competence. Thompson (2010), twenty –three percent of the teachers reported that due to large classes many of them with more than 100 pupils' collaborative methods of teaching such as group work were not practical and therefore not used. When teachers teach large class of a diverse pupil population are likely to concentrate on a portion of the brighter learners in class and ignore the low cadre (Odhiambo, 2012). In such classrooms, collaborative methods are difficult to apply and perform by most learners who are inevitably poor.

The KICD 2007 monitoring report established that, many primary school teachers of English had a problem covering the syllabus in good time (KIE, 2007). In order to cover the syllabus, teachers adopted pedagogy that was centered on delivery of content at the expense of employing interactive, collaborative, supportive and active learning techniques best suited for language teaching (Gathumbi, Vikiru & Bweire, 2009). Teaching whose purpose is sorely to cover the syllabus deviates from the expected strategy of teaching English that focuses on the learners' achievement of required competencies and standards in listening, speaking reading writing vocabulary , and grammar (Gathumbi et al, 2009). The monitoring study by KICD targeted all class at primary school level.

KNEC monitoring learner performance study by KNEC (2010), teachers of English reported that inability to cover the syllabus within the school hours 72% teachers reported existence remedial teaching programs in their respectful schools which also applies to NFPSs. The Ministry of Education outlawed remedial programs, but still takes place even today. They are characterized by rote teaching, drilling and competition to prepare learners for KCPE. Hence, little room for collaborative learning. The teaching methods that teachers use are influenced by the kind of training they received. According to Mungai (2013), lecture methods are commonly used in class because teachers lack confidence, mastery of content and basic teaching skills as a result of inadequate teacher training. Mutisya (2013), established that Primary teacher education (PTE) training were exposed to expository teaching methods, after graduation these

teachers tend to use expository teaching methods because they were more familiar with them.

The primary school teachers should spend more time on collaborative activities that promote acquisition of skills and understanding subject matter. Mutisya (2013), concurs that the most prevalent methods used by primary school teachers were question/ answer, lecture, demonstrations, and explanation. Collaborative activities such as project, role- play, and outdoor activities were least used. The large classes and rigid teaching policies make it difficult for teachers in NFPSs use collaborative teaching methods, which could lead to better pupil performance in English language in KCPE.

2.11 Use of lesson plan and pupils' performance in English Language subject

Studies established that a lesson plan is a plan for action that outlines the aims to be realized by a lesson which is crucial to the performance in English language in KCPE in NFP schools (Aggarwal, (2007). In planning for instruction lesson plans are used. Lesson plans are outlines prepared in advance of teaching, so that time and teaching materials will be used effectively (Offerma, 2005). It is a detailed description of a teachers' course of instruction for an individual lesson intended to help learners achieve particular learning objectives. Ideally, different lessons require different lesson plans and different learners require different lesson plans. Planning ahead to identify a course of action that can effectively

reach goals and objectives as an important step in any process, and education is no exception will enhance performance in English language (Kazeem, 2010).

Lesson plans are used to guide the teacher on what learners will learn and how they will be assessed, and they help teachers organize content, materials, time, instructional strategies, and assistance in the classroom. Instructional approaches are important elements during performance in English language at KCPE. It is assumed that as curriculum change, so should the instructional methodology (MoE, 2011). Lesson planning helps teachers of English create a smooth instructional flow and scaffold instructions for learners which is paramount to performance in English language at KCPE (Rao, 2011).

A lesson plan includes the methods to be employed and activities in English language to be undertaken in the classroom so that learners are kept engaged throughout the lesson, hence good performance in English language in KCPE. Odundo (2003), found out that over 80% of the teachers were not using lesson plans, and indicated that, they had no time to prepare the required lesson plans as they had heavy teaching loads and other responsibilities. Piek (2009), showed that the lesson plan gives confidence to the teacher and makes a teacher an authority in the subject. Rao (2011) criticizes lesson planning by arguing that a lesson plan should be flexible and a teacher does not have to be a slave to it. A teacher should be able to change the lesson plan to address the emerging needs of the learners especially the slow learners, in order to enhance performance in national

examinations. Muraya & kimamo (2011), established that, quality teaching begins with planning for instruction because planning allows the teacher to organize material in a way that interests the learners by providing a variety of activities suitable for the range of abilities in class hence good performance in English

Kiruthi, Githua & Mboroki (2009), lesson planning, entails organizing and structuring learning experiences in a way that makes teaching more effective. It involves preparing an outline of a series of activities and strategies that should help the teacher achieve stated objectives. However, before a lesson plan is prepared, the teacher must understand the syllabus and make the scheme of work, which is used as the basis for daily lesson plans. Aggarwal (2010), has the same sentiments indicating that a lesson plan is a plan of action that outlines the aims applied by teaching a lesson. The lesson plan includes methods to be employed and the activities to be undertaken in the class so that learners are kept engaged throughout the lesson. Muitungu and Njeng'ere (2010), resonate with Aggarwal (2007) as they posit that lesson planning provides the teacher with the opportunity to outline the content to be covered so that it is systematic and realistic.

Otunga (2011), argues that quality teaching starts with planning for instruction, as planning allows the teacher to organize material in a way that interests the learners by providing a variety of activities and tasks suitable for the range of abilities in the class. Otunga (2011), further indicates that adequate planning and preparation leads to appropriate lesson presentation, efficient time management,

and mastery of content, ability to use a variety of teaching techniques. Good lesson planning leads to effective teaching, which creates a good relationship between the teacher and the learners and ensures that classroom discipline.

Aggarwal (2010), Asserts that a lesson plan carries the philosophy of the teacher, his knowledge of the subject matter, his understanding of his pupils, his comprehension of the general objectives of education and his ability to utilize effective methods of teaching. However, lesson planning involves living through the classroom experience in advance both mentally and emotionally. It is inevitable for a modern teacher to plan lessons skillfully and carefully. Mungai (2013), asserts that the major role of the teacher is to organize learning through careful lesson planning based on the understanding of the curriculum and the syllabus in use. A research by National Association for research in Science and Teaching (NARST) (2011) , pupils can acquire science process skills if they are planned as expected outcomes of learning science. The study recommended the planning of teaching, should state in specific terms the activities to be provided and skills targeted by the learning process. This study recognizes the importance of planning for teaching in English language in NFPSs where teachers are expected to ensure that these outcomes are achieved

Although the use of lesson plans is an important instructional practice, researchers have identified difficulties experienced by teachers in the process of lesson planning and lesson execution. Aggarwal (2010), argues that a lesson plan should

be flexible and a teacher does not have to be a slave to it as the teacher should be able to change the lesson plan to address emerging needs of the many weak learners who could not read and write. The teachers were therefore forced to adjust their teaching to cater for these slow learners. In a study to establish the impact of instructional methods on learners' performance in Business studies in Kenya secondary schools, the researcher established that 67% of the sampled teachers did not prepare lesson plans (Mwai, 2008). They therefore conducted lessons without prior preparation as required by the Ministry of Education. The study also established that in most cases the lesson had no set objectives (Mwai, 2008). However, the study was conducted in the area of Business studies at secondary school level while the current study is in the area of English at the primary school level

In a study carried out to establish the level of implementation of Strengthening Mathematics and Science in secondary Education (SMASSE) innovation in Nyeri County, Ndirangu (2013), established that over 80% of the teachers were not using lesson plans. The teachers indicated that heavy teaching they had no time to prepare the required lesson plans as they had heavy teaching loads and other responsibilities plus large classes. These findings were further supported by SAMSSE project Impact Assessment Survey (IAS) conducted in 2004, which established that although most teachers appreciated the value of lesson planning, they still went to without a lesson plan. The reasons given included lesson planning would delay lesson coverage. Ndirangu (2013), further established that

lesson most head teachers were not supervising the use of lesson plans as expected. The recommendation was that the Government should employ more teachers to improve the teacher/student ratio and to reduce the teaching load. These would give teaches ample time to prepare lesson plans notes and apply collaborative approaches to learning

Study by Ndirangu (2013), investigated the use of lesson plans in the teaching of science in secondary schools in Nyeri County. The current study looks at lesson plans in the teaching of English language in non formal primary schools in Korogocho. Although Ndirangu (2013), carried out in secondary schools and investigated the use of lesson plans in science subjects, its findings were relevant to this study because lesson planning is practiced across the subjects in the curriculum and across all levels of instruction. The study was also in the curriculum innovation.

In lesson planning, teachers and pupils' benefit from thoughtful lesson planning and it provides a framework for instruction and guides implementation of the English curriculum. Studies by Barroso & pons (2005),established that lesson plans provides a road map for teachers of what has been taught and what needs to be taught. It allows teachers to focus on one objective at a time and communicates to learners what they will learn in each lesson because lessons incorporate an ongoing assessment that determines how well learners understand concepts and skills. Teachers are able to make mid- course changes in instructional procedure

or provide additional support to pupils' hence good performance in English (Heinch & Mohender, 2001).

2.12   Use of Translanguaging Strategies and Pupils'Performance in English Language

Translanguaging is the process whereby multilingual speakers utilize their languages as an integrated communication system. It is a dynamic process in which multilingual language users mediate complex social and cognitive activities through strategic employment of multiple semiotic resources (Greese, Angela and Adrian2010).Communication and mulitilingual classroom equips the prospective teacher with necessary communication and classroom literacies to follow a policy of additive mulit-or bilingualism that encourages learners to value their own language as well as those of others (Hult,2017). Every teacher requires sound communication skills both in and outside classroom. Studies in Sweden show that English classrooms are by nature multilingual as learners speak at least one and other language (Hult,2017).

Translanguaging strategies are the use of English as the medium of instruction and any other languages which include Kiswahili, ' Sheng' and mother tongue (Kimamo, 2012). A teacher spends most of his or her time passing on messages and instructions in this way, a teaching and learning relationship is established whereby communication plays a crucial role. Communication in the classroom implies that knowledge is socially constructed and shared information or

knowledge enhances individual learning. In the classroom, communication takes place through a language referred to as the language of instruction   (LOI) (Kimamo, 2012).

In Kenya, the language policy states that the child's first language either Mother tongue (MT) or the language commonly spoken in the schools catchment (usually Kiswahili or English).Should be used as the language of instruction in the lower primary up to the end of standard three. The policy also states that English and Kiswahili should be taught as subject in lower primary and English should be used as the language of instruction, from standard four (Republic of Kenya, 1976). The policy in Kenya is similar to that of Uganda but the language of catchment in Uganda is Luganda and not Kisawahili (Muthiwil, 2012). In Kenya, various policy statements have supported this language policy over the years (Republic of Kenya, 1999). But the policy is not always adhered to.

A study carried out by Muthiwil (2012), in Kenya and Uganda established that teachers in both countries were unaware of the language policies in these countries and did their business according to the dictates of the prevailing pressure exerted on them from parents and the examination systems in the respectful countries. Having formulated the national language policies in education, the Governments of Kenya and Uganda seem to have made little effort to promote their implementation hence the current dilemma in primary schools of translating policy into action (MoE, 2010). In the two countries, teachers,

learners, parents and the public have not been sensitized on the importance and benefits of the language policy.

In Kenya, the most common practice in teaching primary schools is the use of different languages for example mother tongue, Kiswahili and English as languages of instruction. In the classroom, teachers are constantly faced with the dilemma regarding what language to use in the course of teaching English. The dilemma is due to a combination of factors, such as inability of pupils to understand and communicate in the first language of the catchment area (James & Polland, 2011).

Studies by (Muthiwil, 2012), established that in both Kenya and Uganda, there was no situation where English or mother tongue were solely used as a languages of instruction. Mixing of languages occurred in all schools from an early age in both rural and urban schools. Mother tongue languages were extensively used with English or Kiswahili in Kenya. This situation was necessitated by lack of materials to teach all subjects in Mother tongue and the children's inability to understand English or Kiswahili used in the school textbooks. Although the teacher switched codes to sort out the language problems in the class, pupils were not allowed to use the gymnastics in the examinations where they required using only English (Kazeem, 2010). They therefore, perform poorly in examinations because they are forced to write them in English, a language they are not proficient in (Kimosop, 2015).

In Kenya, the most common practice in NFPSs is the use of a mixture of languages like Kiswahili Sheng' and English as a languages of instruction (LOI). In the classroom, teachers are constantly faced with the dilemma regarding what language to use in the course of teaching English (Okombo, 2011). This dilemma is due to a combination of factors like inability of pupils to understand and communicate in the first language in the catchment area (Kimosop, 2015). Studies conducted in Kenya and Uganda on language policy and practices show that language policy poses challenges and dilemmas for the teachers and pupils because teaching in Sheng' or Kiswahili posed a challenge for teachers as most of them were not trained to teach in Sheng' (Muthiwil,2012). Researchers established that there was severe lack of books written in sheng' for teaching various curriculum subjects including English language hence leading to poor performance in English language (Muthiwil, 2012).

In inaugural lecture on language policy, Okombo (2011), asserted that the current development and governance needs of Africa require that international languages such as English and French be given a place in African countries. Further Okombo (2011), stated that Africans must not be denied chances to receive information and express themselves in languages in which they feel competent. International language such as English can co-exist with indigenous African languages in a non- antagonistic relationship where all the languages serve the development and governance needs of multilingual nation and where multilingualism becomes a resource rather than a problem. As Okombo (2011),

recognizes the importance of English as a National language he does not suggest a cure for antagonistic relationships among various languages in the education sector in Kenya today. The challenge of translanguaging strategies impedes discussions among learners and teachers and this affects performance in English language.

Mutisya (2013), poor communication curtails not only performance in English which is the official medium of instruction but also performance in all subjects across the curriculum. In the recent times, 'Sheng' (a mixture of Kiswahili and local languages) has also found its way into schools and classrooms thus complicating the language problem. Therefore there is need to conduct this research to establish the relationship between the use of translanguaging strategies and standard eight pupils' performance in English language in non formal primary schools in Korogocho, Nairobi County

The literature in this section has established the importance of pedagogical approaches used to enhance performance in English language at KCPE. For good performance to be realized in non formal primary schools, teachers need to use appropriate instructional methods. However, different factors will influence performance such as inadequate or lack of training among English teachers in NFPSs, translanguaging strategies among others. The current study will establish the influence of pedagogical practices on pupils' performance in English language in KCPE in Non formal schools in Korogocho

2.13   Summary of the Literature Review

The trends that emerge from the review of the related literature regarding the classroom pedagogy in teaching and performance in English in KCPE in NFPSs are divergent. But the critics of pedagogical practices all agree that pedagogy used in teaching English Language is desired in all schools, in terms of lecture methods, collaborative methods, use of lesson plans and translanguaging strategies towards teaching and performance in English. James & polland (2011), outlined ways of developing the four language skills in English; listening, speaking, reading and writing. Hill& Hill (2012), reveals that use of inappropriate teaching-learning strategy implies that the learner fails to internalize the course hence poor performance in final examinations.

So far there is little evidence of a research that has systematically examined teaching methods on pupils' performance in English in NFPSs. Studies by Mungai(2013), on curriculum implementation in Non formal Education centers did not address performance in English in KCPE, Mutea (2015), on achievement in class four addressed instructional resources but failed to assess the influence of lecture , collaborative methods use of lesson plans and translanguaging strategies on performance hence this study aims to fill this gap. Furthermore the above studies were conducted in public primary schools and non formal centers and not in non formal primary schools hence the need to investigate the influence of pedagogy in non formal primary schools

2.14   Theoretical Framework

The study was based on Instructional design theory. The proponent of the theory was (Reigeluth ,1999). The theory offers explicit guidance on how to better help people learn and develop. It offers guidance on the methods of instruction and situations in which learning can take place. The theory further states that people learn at different rates and have different learning needs. It further explains about methods like learner-centered vs teacher centered approaches. Under learner-centered, the focus is on individual learners; their heredity, experience, perspective, backgrounds, talents, interests, capacities and needs with a focus on learning. Instructional method was largely tailored to each learner and carried out by the learner rather than by the teacher, therefore learners also play a larger role in directing their own learning this is in relation to group discussion, dramatization, group assignments peer tutoring among other learning strategies. This theory is suitable for this study because the study is dealing with collaborative teaching methods and lecture method (teacher centered). The theory identifies what instructions or teaching should be like. It outlines strategies that an educator may adopt to achieve the learning objectives.

The theory was adapted based on the educational content and more importantly the learning style of the pupils. They were used as teaching guidelines/ tools by teachers/ trainers to facilitate learning. The theory encompasses different instructional methods, models and strategies it focuses on how to structure

material for promoting the education for human beings particularly the youth (Bowden, 2008). However, the theory was further influenced by three basic theories; Behaviorism, the theory that helps us understand how people conform to predetermined standards, cognitive the theory that learning occurs through mental associations and constructivism, the theory that explores the value of human activity as a critical function of gaining knowledge. It was also influenced by the work of Benjamin Bloom (1956), the results of his taxonomy of education objectives-one of the first modern codifications of the learning process. The theory carries out four tasks; selection of knowledge, knowledge sequence, interaction management and setting of interaction environment. Instruction can be of several types, which are generally presented as dichotomies, that is, collaborative vs lecture method, translanguaging strategies and use of lesson plans. Wabwoba (2011), argues that for any teacher to reach the needs of his/ her learners must use appropriate teaching method and be at the level of the learner and create rapport with learners inorder to realize good performance in English language.

However, the weakness of the Instructional theory, assumes that learners understand everything they are taught without putting into consideration that students learn at different rates especially when different pedagogy is used, the current individual age paradigm of education requires that all students learn the same thing at the same time and rate. This means that slow learners are forced on before mastering the content, and they accumulate learning deficits that make

future learning more difficult when the lecture method is used, while the fast learners are forced to wait and lose both motivation and opportunity to learn more.

The instructional theory was criticized by Paulo Freire's work, in his book the pedagogy of the oppressed, which says that adhering to the knowledge acquisition stance, Paulo explains that Narration (with the teacher or Narrator) leads students to memorize mechanically the narrated content worse yet it turns learners into "containers". But does not help them understand what has been taught. Despite the criticism, the theory was used by Robert (2000), on the study of instructional practices in Elementary schools in Florida successfully. The study was similar to the current study since it was on influence of pedagogical practices affecting performance in English.

The theory fits well in this study because the study discusses the influence of classroom pedagogy on pupils' performance in English in non formal primary schools. Teachers of English in Non formal primary schools to an extent use a variety of teaching methods to interact with pupils (Mayer, 2000). Collaborative methods include group discussions, role play, demonstration and project method. Sometimes teachers also use translanguaging strategies to enhance teacher pupil interaction and pupil-pupil interactions. Instructional theory places emphasis on interactions when learning English language. The major gap in the theory is that the knowledge dramatic improvements in learning is how to help schools

transform themselves from the standardized, instructional age paradigm to collaborative or learner centered approach, as each instructor or teacher apply the method that suits him or her. Despite the weakness of the theory, it offers guidance on how instructional methods should be carried out while teaching learners of different cadres

2.15   Conceptual Framework

The conceptual framework involves the instructional methods which forms the idependent variables, intervening variables and performance in English language as the dependent variables Figure 2.1

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┌─────────────────────────────┐
│ **Lecture method**          │
│   • demonstration           │
│   • Decisionmaking          │
│   • lecturing               │
│   • Note taking             │
│   • Class activities        │
│   • Discipline              │
└─────────────────────────────┘

┌─────────────────────────────┐
│ **Collaborative teaching**  │
│ **methods**                 │
│      Dramatization          │
│   • Group                   │
│     discussions             │
│   • Question/answer         │
│   • Dramatization           │
└─────────────────────────────┘

┌─────────────────────────────┐        ┌──────────────────────┐        ┌──────────────────────────┐
│ **Lesson plan**             │        │ **Teaching and**     │───────▶│ **Performance in**       │
│   • Topic highlights        │        │ **learning process** │        │ **English**              │
│   • Objectives              │        │                      │        │                          │
│   • Skills                  │        └──────────────────────┘        │   • high mean            │
│   • methods                 │                                        │     scores               │
│   • Assignments             │                                        │   • High                 │
└─────────────────────────────┘                                        │     transition           │
                                                                       │     rate                 │
┌─────────────────────────────┐                                        │   • Good                 │
│ **Multilingual**            │                                        │     performan            │
│ **classroom**               │                                        │     ce                   │
│ **communication**           │                                        └──────────────────────────┘
│   • Mother tongue           │
│   • Kiswahili               │
│   • Sheng'                  │
│   • English                 │
│   • Fluency                 │
└─────────────────────────────┘
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Figure 1.Teaching methods and pupils' Performance in English language

The interplay between the independent, dependent intervening variables is clearly linked to the use of pedagogy in non formal primary schools, whose focus is integrating teaching methodology and learners' performance. This implies that when the right instructional methods are applied, at classroom level the pupils' performance will improve a great deal and when poor instructional method is used, the pupils' performance will decline to below average. Because of the different learning styles of the pupils as reflected in theoretical framework whereby an instructor is expected to offer explicit guidance on how to better help pupils learn and develop. The theoretical framework offers guidance on the methods of instruction and situation in which learning can take place.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter outlines the procedure that was used to collect and analyze data. It covers introduction research design, target population, sample size and sampling procedure, research instruments, validity and reliability of instruments, data collection procedures, data analysis techniques, and ethical considerations made in the study..

3.2 Research Design

The research design is the blue print that guides the researcher to structure the collection, analysis, and interpretation of data for a study (Creswell, 2008; Kothari, 2008). This study adopted cross-sectional survey design. Cross sectional surveys collect data at one point in time from a sample selected to represent a larger population (Fuller, 2013). The design was adopted because the study is descriptive in nature and questionnaires, focus group discussion and lesson observations were used to collect data. The researcher did not try to quantify the relationship but gave a picture of what was happening in a population, cross-sectional studies measure the frequency of several factors and hence the magnitude of the problem. Bryman (2008), contends that cross – sectional design helps to deal with various categories or cases simultaneously. The design relies on

existing phenomenon at the time of data collection than change resulting from interventions.

Cross-sectional was preferred because of its ability to deal with various cases and variables (Bryman, 2008). This design was, deemed suitable for this study because the researcher collected data at a particular point in time, across the non formal primary schools when events had occurred with an intention of assessing how NFPSs performed in English language. Using the cross-sectional survey, the study assessed the use of lecture method, collaborative teaching methods, use of lesson plans and translanguaging strategies on pupils' performance in English language in NFPSs.

According to leedy & Ormrod (2005); De Vaus (2001), quantitative research is a study that involves measuring quantities of things usually numerical quantities. Quantitative data are obtained when the dependent variable being studied is measured along scale that indicates 'how much' of the variable is present and data are reported in terms of scores. The scores pupils obtained in the KCPE was the quantitative measure of their level of performance. The higher the score the learners obtained, the better their level of performance, and the less they scored, the lower their level of performance

Qualitative research uses techniques and measures that do not produce discreet numerical data. Qualitative data is mainly in the form of words rather than

numbers and is scored mainly in form of words rather than numbers and is collected mainly through observation and interviews or content analysis (Mugenda and Mugenda 2003). The basic purposes of qualitative research are to describe, interpret, verify and evaluate (Hiltlem and Simon, 2002).

3.3 Target Population

Nairobi County was selected as a suitable site because it was a cosmopolitan area with pupils and teachers drawn from all parts of the country and further more, Korogocho non formal settlements in particular is served by only two public or formal schools which made it possible for the development of non formal primary schools (Kiruthi, Githua and Mboroki 2009).The study targeted 78 non formal primary schools in Nairobi's Korogocho informal settlements 780 pupils in class7 and 8, 78 directors and 180 teachers totaling to 1038. Standard seven and eight classes were at a critical stage of seating the National examinations. For the past ten years, which is from 2007 to 2016, the performance in English language had been dismal as shown in Tables 1.1 and 1.2. The KCPE results over the same period showed pupils' performance in English by the non formal primary schools had not attained the desired results hence the need to investigate the causes of poor performance in English subject. The expectation was that at standard seven and eight learners were proficient enough in English.

3.4 Sample Size and Sampling Procedure

Since there were 78 non formal schools in Korogocho purposive sampling was used to sample 23 schools that were offering KCPE. On average there were 34

pupils per school totaling to 780 . The director and two teachers of English for standards seven and eight from each sampled school participated in the study. table 3.1 presents the sample obtained

Table 3.1 Target Population and the Sample size

Respondents	Population (N)	Sample Size
Directors	78	23
Teachers	180	54
Pupils	780	264
Total	1038	341

Source: **Nairobi City Council, 2014**

Sampling of schools was purposively done based on the examination centers since KCPE results were used as a measure of performance. Therefore 23 schools were selected for the study because they were offering KCPE examinations.

Sample size of schools

Sample size of schools was based on Slovins' formula. Based on this formula (Slovin 1960), the schools sample size was established as;

$$n = N/1 + Ne^2$$

where n is the sample size,

   N is the total population of pupils.

   e = margin of error (error tolerance)

The total number of schools in the study area was 78 and the researcher used a confidence level of 95% hence a margin of error e # 95 confidence level. Instewe e = .05. Based on the above formula, the sample size of schools was;

 n = 78/1+ 78(0.05) ^{2} = 23 schools.

Sample size of directors was done by census as every school had a director therefore 23 directors automatically qualified to participate in the study**.**

Sample size of Teachers;

English teachers in the 23 schools were purposively selected for the study. Consequently, 54 teachers were selected for the study because they taught English in classes 7 and 8.

Sample size of teachers was based on Slovins' formula. Based on this formula (Slovin 1960), the teachers sample size was established as;

n =   N/1 + Ne^2

where n is the sample size,

        N is the total population of pupils.

        e = margin of error (error tolerance)

The total number of teachers in the study area was 180 and the researcher used a confidence level of 95% hence a margin of error e # 95 confidence level. Instewe e = .05. Based on the above formula, the sample size for pupils was;

n = 180/1+ 180(0.05) ^{2} = 54 teachers. This resulted in 2 teachers per school

n = N/1+Ne

=54

Sample size of students was based on Slovins' formula. Based on this formula (Slovin 1960), the pupils' sample size was established as;

n = $N/1 + Ne^2$

where n is the sample size,

N is the total population of pupils.

e = margin of error (error tolerance)

The total number of pupils in the study area was 780 and the researcher used a confidence level of 95% hence a margin of error e # 95 confidence level. Instewe e = .05. Based on the above formula, the sample size for pupils was;

n = 780/1+ 780(0.05) ^{2} = 264 pupils. This resulted in 12 pupils per school Twelve pupils per school were selected from standards seven and eight, six from seven and six from standard eight for FGD using simple random sampling where the pupils' names were written and put in the container and one name was picked at a time and returned in the box, to give equal chance to all pupils being picked to participate in the study. The expectations were that at standard seven and eight learners were proficient enough in English to respond to items in the instrument

3.5   Research Instruments

Three instruments were developed to collect quantitative and qualitative data in line with the objectives of the study. These instruments were: questionnaires for directors (Appendix, III), a questionnaire for teachers of English (Appendix II), a lesson observation guide (Appendix, IV)and Focus group discussion guide (Appendix V)

Questionnaires for directors of Non formal primary schools

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. The preference for questionnaire for mangers and teachers was based on the fact that the teachers were literate, it was cheaper and quick (Bryman, 2008). Questionnaires are practical, and gather large amounts of information from a large number of people in a short time. They can be carried out by the researcher or by any other person with limited effect to its validity and reliability and the results of the questionnaires can quickly and easily be quantified by either researcher or through a software package.

The questionnaires for directors Appendix (iii) had five sections, the first section was on demographic data. The second section sought information about the lecture methods of teaching; these involved lecturing, demonstrations and note taking. The third section sought information on collaborative teaching methods.

It sought to find out whether teachers applied collaborative teaching approaches in English lessons, that is question/answer method, group discussions assignments, composition reading, storytelling dramatization and freedom of discussion, fourth section sought information on lesson planning of teachers of English this comprised whether lesson plans were necessary, whether there was a format of lesson planning, and whether they had standard lesson plans While fifth section sought information on translanguaging strategies. It sought to find out whether pupils were expected to speak English in school and whether they spoke other languages in school as well as in classroom. The section aimed to find out in the teachers' opinion, speaking other languages affected pupil's achievement in English and what steps the school took to promote the speaking of English.

Questionnaires for Teachers of English

The questionnaires for teachers of English (Appendix ii) had five sections. The first section collected information about the teachers' biodata.

The second section of the questionnaire sought information on lecture method, it sought find out whether teachers just gave a lectures to learners and gave notes or mixed the instructional methods. It also collected information on whether teachers used dramatization in their teaching strategies, whether learning activities took place when the teacher was absent. The section also sought to collect information on whether the teacher was the sole decision maker in an English lesson and whether the teacher gave orders in an English lesson.

The third section sought information on collaborative teaching methods. The section had seven strongly agree, agree, undecided, strongly disagree and disagree questions to gather information on the uses of collaborative teaching methods. the questions sought to establish whether during the English lesson; pupils often had group discussions, read their compositions to other pupils and dramatization

The fourth part sought information on lesson planning. It sought to establish whether the teacher always used a lesson plan for teaching and whether they had a specific format of making lesson plans and what challenges they experienced in their use of lesson plan. The section also sought to find out how the challenges the teachers experienced in lesson planning could be addressed.

The fifth section was on translanguaging strategies. It had five, strongly agree, agree, undecided strongly disagree and disagree to establish whether pupils used 'Sheng' in class, whether the teacher sometimes used Kiswahili during English lessons. Whether the teacher used Mother Tongue during English lessons, whether learners always spoke English in school and whether pupils were able to communicate fluently in English. It sought to establish whether their schools had language policies and if there was any punishment for language defaulters. The section also sought the opinions of the teachers of English on how to improve on language policy.

3.5.1   Lesson Observation Guide

Lesson observation is usually conducted by teachers, administrators or instructional specialists. Lesson observation is used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques (Howard, 2011). Lesson observation is either formal or informal observation of teaching while it is taking place in a classroom or another environment (Bryman, 2012). This tool was included in the research instrument to purposefully seek information on how the teachers conducted instruction. This was carried out after the realization that there was need for an instrument to evaluate the instructional methods used by the teachers. The lesson observation schedule was to find out how teachers prepared the lesson plans. It was also used to find out the teaching methods that teachers employed and how appropriate the instructional methods. This was used because it was the only way one could establish what the teachers do in an English class (Mungai, 2013).

The researcher applied a lesson observation guide (Appendix iv) while observing an English lesson as it was being delivered , to determine the use of

- Lesson plans

- Time

- Collaborative methods

- Classroom communication, techniques and

- Lecture method of teaching

The lesson was evaluated on these aspects and rated using a likert scale as either 1 Very low (VL) (25%): 2 low (L) 45%: 3 Satisfactory (S) 50%: 4 Good (G) 75%: 5- Excellent (E) above 75%   Lesson observation schedule was used to find out the teaching methods that teachers employed and how appropriate the instructional methods were (Aggarwal, 2007).

3.5.2   Focus group discussion guide for learners

The focus group discussion is a type of group interview where the participants interact, argue and make joint contribution on the topic of concern, rather than making individualized contributions (Bryman, 2008). The focus group discussion for this study comprised of 264 participants. As Bryman (2008), asserts that a FGD may involve more than 50 participants. The 264 learners were divided into 12 groups according to their classes under study. Each group had six girls and six boys totaling to 12 members per group. Each group had 14 discussion questions. This provided the advantage of exploring issues of interest in a broad, free and interacting style where participants shared and debated. Each group chose a chair person and a secretary to regulate the discussion. In the process all the out puts of the discussions were writern down by the researcher after the consensus on a given point was reached.

 The focus group discussion conducted with the learners, provided an interactive forum through which participants gave information which otherwise would not

have been obtained through individual interviews or individual questionnaire. The first section sought information about the name of the school, number of discussants and their gender compositions. The second section contained thirteen items for discussion that sought information based on the research objectives. These included, lecture method, collaborative method and translanguaging strategies. Focus group discussion was said to be a type of group interview where participants interact, argue and make joint contribution on the topic of concern (Nagle &Williams, 2008).

3.6   Pilot Study

According to Mugenda & Mugenda (2003), a pilot study refers to a mini version of the study. It involves testing of research instruments to enhance their validity and reliability. A pilot study also enables the researcher to assess the proposed data analysis techniques to uncover and address potential problems before the actual data collection takes place. The study was conducted, in two non formal primary schools in Kariobangi south which was not part of the main study. This was to determine the feasibility of the research, and to pretest questionnaire instruments. The pilot study involved four teachers of English, twenty four pupils from standards seven and eight based on 10% of the population. The aim was to establish the strengths and weakness of the study, pre-testing the instruments so as to eliminate inadequacies or ambiquity in questionnaires, determine whether the instruments could elicit the kind of data anticipated and determine whether the

questions adequately addressed the research objectives. The results assisted in giving insights into the duration and organization of the study (Mugenda & Mugenda, 2003). After the pilot study, the instruments were adjusted and fine-tuned before the main study for example what are the challenges faced when teaching English lessons in non formal primary schools which changed to state two challenges faced when teaching English language

3.6.1   Validity of the Instruments

Validity of instruments refers to the quality of the instrument to measure what it is supposed to measure (Sounders, Lewis & Thornhill, 2007). For a data collection instruments to have content validity, it must be relevant to the objectives (Kothari, 2008; Best & Kahn, 2007). In order to ensure validity of the questionnaires, questions were structured with each section addressing a different objective of the study. Further, the researcher conducted a pilot test of the instruments in two primary schools in Korogocho which were not part of the main study. In the pilot study, pupils selected their chair person and the secretary to the group who wrote down the answers from the discussion as each group had 14 questions to discuss.

 The results of the pilot study helped to evaluate the clarity of items, suitability of the language used in the instruments and feasibility of the study. Identified items that were inadequate and needed necessary corrections, examined the responses from respondents and any questions that were ambiguous to them, noted the

percentage of respondents and item by item and identify any blank spaces, inaccuracies or contradictions. The findings of the pilot study was used to improve the instruments by using the supervisors advice by making corrections, adjustments or additions to the questionnaires as Mugenda and Mugenda (2003), assert that expert advice is suitable for ascertaining content validity.

3.6.2   Reliability of the Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials Mugenda and Mugenda (2003). Test-retest method was used to estimate the degree to which the results could be obtained with the repeated measure of accuracy of the same concept in order to determine the reliability of the instrument. The test retest method was used to administer the tests twice at different times. The second test was administered after two weeks since conditions under which had not changed. The scores obtained by each respondent on the first and second test was correlated (Mugenda and Mugenda, 2003). The coefficient was computed using both Pearson's Product Moment and cronbach's alpha coefficient which yielded the same results. However, for brevity purposes, Pearson product was adopted for the current study as shown in the following formula;

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2]\left[n\sum y^2 - (\sum y)^2\right]}}$$

N=Number of scores

x= First set of scores

y= second set of scores

∑xy= Sum of the first product of the first and second scores

∑x= sum of first set of scores

∑y =Sum of second set of scores

∑x= Sum of square of the first set of scores

∑y=Sum of square second set of scores

Data collected was entered into SPSS computer software where quantitative correlational analysis was carried out to yield various reliability indexes depending on the tool of collection. The correlation coefficient of teachers' questionnaire was at 0.80 while that of the managers at 0.70 indicated that the instruments were reliable. Bland, (2000), asserts that a coefficient of 0.70 or more implies that there is high degree of reliability therefore the instruments were reliable and used for the study.

3.7   Data Collection Procedures

After clearance from the Department of Educational Administration and Planning to go the field a permit from the National Commission for Science Technology and Innovation (NACOSTI), was obtained which was used to get permission from the County Director of Education in consultation with the County Education Officer and the school managers. The data was collected between April and May 2017, the sampled schools were visited to inform them about the research and to

create rapport with them and enlist trustworthiness of the qualitative data to be collected from them and the FGD. The schools that were visited, introductory letters were delivered to the directors and standard seven and eight teachers of English were introduced to the researcher and the research assistants with whom they exchanged telephone contacts. Appointments were made for data collection, which was scheduled for May 2017. The purpose of the research was explained to them. For each school, the appointment dates were set at the convenience of the directors and the standard seven and eight teachers of English. It was agreed that the pupils FGD and lesson observation was to be collected on the same day in each school apart from the directors and teachers of English questionnaires that were collected after one week as they were given more time to fill their questionnaires. This made data collection efficient and allowed teachers' ample time for lesson observation.

The directors of non formal primary schools and teachers of English for standards seven and eight assisted the researcher to organize pupils for FGD at a scheduled time for English lessons to minimize loss of teaching time. The teachers and directors filled the questionnaires which were administered and collected after one week after pupils did their discussions. The researcher administered the directors' questionnaire in person and collected immediately they were filled in. The researcher then observed a lesson and held a debriefing meeting with the participating teachers and pupils before leaving the school.

3.8   Data Analysis Techniques

Data analysis is the process of reducing research data to manageable summaries (Orodho, 2005). Quantitative data from the questionnaires were checked for completeness, edited for accuracy, uniformity, consistency, coded and entered into statistical package for social sciences (SPSS). Descriptive statistical data analysis such as means, percentages and frequencies were used to present data inform of tables, pie charts and bar graphs. Responses from open ended questions and focus group discussions were transcribed and organized into themes and reported in narratives. In analyzing responses from directors' teachers and pupils, inferential statistics such as Pearson's correlation coefficient, and multiple regressions to test the relationships between the variables were used. For example to test the relationship between lecture method and performance in English, to determine the extent to which the use of collaborative methods influenced performance in English language, examine the relationship between the use of lesson plans and pupils' performance and establish the influence of the use of multilingual classroom communication and performance in English language. Inferential statistics used to analyze data included Pearson's correlation coefficient and multiple regressions. Coefficient of correlations range between 1 and -1. Correlation coefficient value of less than 0.5 would mean a less significant relationship between the two variables while ≥ 0.5 would mean very significant relationship is inverse; for example if performance is low then the levels of DSA

should decline and the value of correlation would be high but negative. When two variables are independent, it means there is no relationship between them

3.9 Ethical Considerations

According to Mugenda (2011), ethics in research focuses on the application of ethical standards in the planning of the study, data analysis, desimination and use of the results. This means that the study addresses logistical, ethical and human relations issues to ensure successful completion of research (Orodho, 2009). To ensure that there was informed consent and voluntary participation of the respondents. Permission from the Department of Educational Administration and Planning, a research permit from the National Commission for Science Technology and Innovation (NACOSTI). Permission to conduct the research from respondents was sought that is from the NFPSs directors and teachers of English. Prior to the administration of the instruments, letters were sent to the head teachers of the participating schools telling them that they had been selected to take part in the study and were free to withdraw from participating in the study at any time and the research was not for soliciting for money. Each respondent was served with a copy of the introduction letter informing them about the nature, purpose and importance of the research.

 The respondents were further assured of the treatment of their identities with utmost confidentiality and privacy. This was enhanced by asking them not to write their names on the data collection tool. All cited authors were referenced.

Before the pupils sat the tests, it was explained to them that the questions asked were for the purpose of research. All participating schools suggested a convenient time for their interaction with the researcher

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1   Introduction

This chapter comprises of data analysis, presentation, interpretation and discussion. The chapter is divided into several sections, which include the response rate of the directors' and teachers' questionnaires, and the demographic data, teachers' use of lecture method, collaborative methods, use of lesson plans and use of translanguaging strategies influencing the performance in English language subject in KCPE.

4.2   Research Instrument Return Rate

 Return rate is the proportion of the respondents that participated as intended in the study. This is shown in Table 4.1

Table 4.1 Research Instrument Return Rate

Respondents	Sample size	Returned (N)	Return rate
Directors Questionnaire	23	23	100%
Teachers	54	54	100%
Total	**77**	**77**	**100%**

Data shows that all twenty-three questionnaires (23) of directors and 54 teachers' questionnaires were returned giving 100 % return rate. Mulusa (1990), states that

50 percent return rate is adequate, 60 percent good and above 70 is very good. The return rate was high hence provided required information. This was because the respondents were co-operative and ready to participate in the study anticipating changes in their respective schools. The researcher also ensured the return by physically being present and picking at the end of the exercise.

4.3 Demographic Information of Directors and Teachers in NFPSs

Demographic data of the directors and teachers focused on their gender, age, length of service, level of education and training and duration they had been in the NFPSs

4.3.1 Gender of the Directors and Teachers

Gorhan (2010), explains that gender influences peoples' attitudes, social roles and responses to situations and adds that females are understanding kind, soft but firm in nature. Their male counterparts are more often aggressive, decisive and quick in decision making. The directors and teachers were asked to indicate their gender, because it was important to establish gender balance. This was to assist the researcher in making recommendations. The results are shown in Table 4.2

Table 4.2 Distribution of Directors and Teachers by Gender

Gender	Directors		Teachers	
	F	%	F	%
Male	15	65	4	7
Female	8	35	50	95
Total	**23**	**100**	**54**	**95**

The data presented in Table 4.2, indicates that most directors 65% were male, while 35% were female (N=23). The data implies that males were more dominant in the NFPSs. These results show the national recruitment policy, with respect to primary school head teachers or directors of non formal primary schools was biased, there were more males in leadership positions than females which is contra rally to the constitution of Kenya which stipulates that at least a third of any appointments should be taken by either gender (Republic of Kenya 2010). However, the difference was considered big hence had an impact leading to an assumption that the head teachers were unfairly distributed.

Data also shows that majority of teachers of English, 95% were male, while only 7% were female. The data implies that males were more in NFPSs. Although there is no specified number of how many males or females should be at the NFPSs. There would be a need to establish why fewer females than males are teaching at the NFPSs

4.3.2 Distribution of Directors and Teachers by age

Age determines wisdom and is also associated with experience. The information regarding the age of directors and teachers is presented in Table 4.3.

Table 4.3 Distribution of Directors and Teachers by Age

Age in years	Directors		Teachers	
	F	%	F	%
20-25	3	13	6	11
26-30	10	43	36	67
31-35	5	22	6	11
36-40	1	4.3	2	4
41-45	2	9	4	7
46-50	0	0	0	0
51-55	1	4.3	0	0
56-60	1	4.3	0	0
Total	23	100	54	100

Data indicates that most directors 43% in Non formal primary schools were in age bracket of 26-30(43%), as 22% were between 31-35, while 9 % were between 20-25, and 9 % were between 41-45. This implies that all principals were at their productive age and would be able to concentrate to assist the pupils well. It was also observed that most of the directors who were above 40 years of age were the initiators of the schools.

This applies to teachers as most of them 67% were in age bracket of 26-30, 11% were in age bracket 20-25 and 31-35 respectfully. The teachers were also at their prime age of between 20-35. These findings were in agreement with those of Gathumbi (2013), who stated that 43% of the directors in NFPSs were in the age bracket of 26-30 years and 9% in the age bracket of 20-25. These are relatively young teachers who may leave the NFPSs once they found better jobs.

4.3.3 Professional qualifications of directors and teachers

Professional qualifications are special skills or type of experience or knowledge that makes someone suitable to do a particular job or activity. The directors and teachers were further asked to indicate their professional qualifications. The findings are presented in Table 4.4

Table 4.4 Professional Qualifications of Directors and Teachers

Qualifications	Directors Freq	%	Teachers Freq	%
BEd	0	0	0	0
Diploma	7	30	0	0
P1	15	65	25	46.2
ECDE	0	0	24	44.4
Social Work	1	4	5	9.2
Total	**23**	**100**	**54**	**100**

Data on the professional qualifications of directors and teachers in non formal primary schools indicate that most directors and teachers in NFPSs were

professionally trained, most directors 65%, were trained as primary one (P1), 30% had Diploma Certificates and 4% of directors were social workers (untrained). The results further show that those appointed to the position of directors in NFPSs had primary one (P1) and diploma certificates. This means that the directors were well qualified to head the non formal primary schools.

Data also shows that most teachers 46% had primary one certificate (P1), 44% had ECDE certificate and 4% social workers (untrained) teachers. This implies that teachers had normal level of qualifications of teaching in NFPSs; this shows that teachers were knowledgeable enough to teach in the institutions. Although in some occasions, ECDE teachers were allowed to teach candidates. As opposed to formal schools. It can be concluded that majority of teachers had trained and had the skills to teach in NFPSs. Okumbe (2001), asserts that training provides teachers and other employees with specific knowledge and skills in order to enable them perform specific teaching tasks, increases productivity of teachers, both quantity and quality of its input/ output and improves the workers morale.

Teachers were asked to state whether they had received in-service training after initial training. A teacher requires training to improve on performance in English language and a good mastery of content for enhanced classroom interactions (Woloi, Morobe & Urick, 2008). Teachers' responses are shown in Figure 4.1

RESPONSES ON TEACHERS' IN-SERVICE TRAINING

Yes ■ No ■

33%

67%
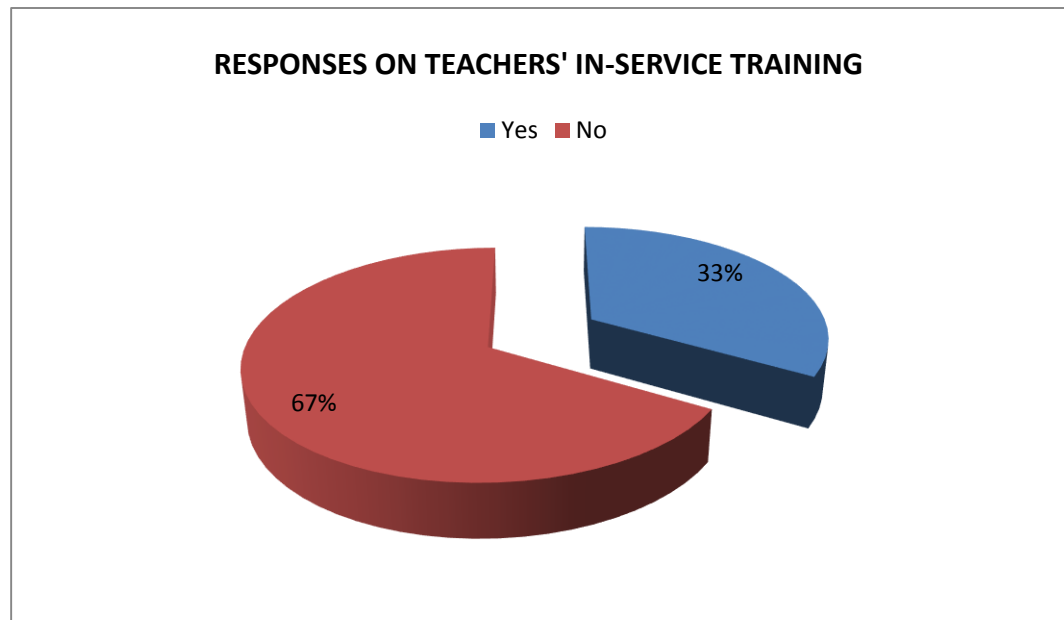
Figure 2. Teachers' Responses on In-service Training

Figure 2. indicate that most teachers of English 36 (67%), had not received in-service training since they began teaching in NFPSs and 18 (33%) had received in-service training in English language through seminars and workshops. As noted by Fullan and Pomfret (2009), in-service training is a factor in performance. Brandley and Hood (2010), stated that ongoing in-service training and professional development constitute important components of any projected performance. In-service training focuses on teachers' responsibilities and aimed toward short-term and immediate goals without teacher professional development there can be no good performance (Richards and Farrell, 2005).

Teachers of English were also asked to state who the organizers of the training they attended were. The responses from teachers are shown in Table 4.5

Table 4.5 Teachers Responses on Organizers of the In-service Training

Organizers	Freq	Percentage
Government	0	00
NGOS	19	35
Religious organization	35	65
Directors	0	00
Total	**54**	**100**

Table 4.5 reveals that most organizers 65 % were religious organizations that work in the slums and were the sponsors of some of Non formal primary schools, 35% were organized by NGOS who were also sponsors of some non formal primary schools.   The refresher courses, workshops, seminars help update teachers on the changes in the curriculum and the instructional techniques of teachers (Ministry of Education, 2010).

Teachers were asked to state the topics covered in the in-service training. The responses are shown on Table 4. 6

Table 4.6 Teachers' Responses on the Topics Covered during In-service Training

Topic	Frequency	Percentage
Skills in grammar	10	18.5
Skills in comprehension	12	22.2
Setting exams	15	27.7
Teaching methods	10	18.5
Writing composition	7	12.9
Total	54	99.8

Data shows that teachers were exposed to several skills as most teachers 27.7% acquired skills in setting standard exams, 22.2% acquired skills in teaching comprehension while 18.5% acquired skills in teaching grammar and teaching methods and only 12.9% acquired skills in writing standard composition. These are skills required in teaching English language subject. Teachers in NFPSs schools are knowledgeable enough to teach English subject despite poor performance recorded in KCPE exams results

In this connection teachers were asked to state the duration of the training offered. The findings are shown in Table 4.7

Table 4.7 Teachers Responses on Duration of In-service Training offered

Duration	Frequency	Percentage
Two weeks	10	19
One Month	5	9
One Week	21	39
Three months	0	00
Total	**36**	**67**

Data revealed that the training offered prepared teachers for the use of the curriculum as indicated by, most teachers 39% were exposed to one week's training, 19% two weeks course, 9% one months' training. This implies that teachers were knowledgeable enough to improve performance in NFPSs . Fullans & Pomfret (2009), agree that training is a factor in good performance. Training provides motivation and management hence good performance in English language at KCPE. Stenhouse (2007), asserts that without teacher professional development, there can be no good performance in English.

Teachers of English were asked whether the courses attended were relevant to their career. The findings are shown in Figure 3

Relevance of the in-service Training to Teachers' career

Yes ■ No

17%

83%
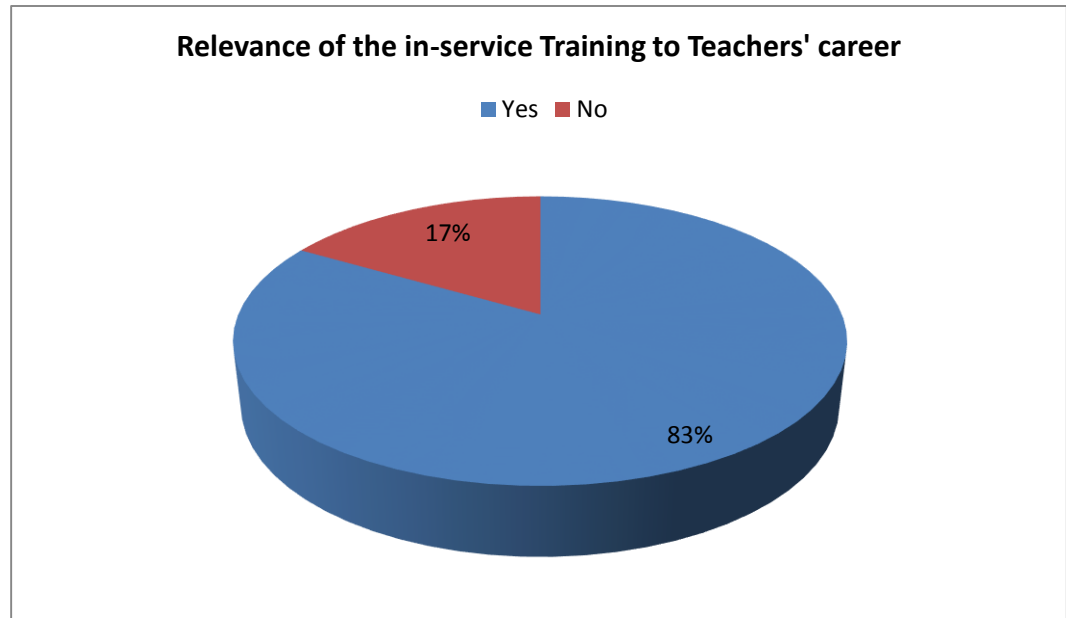
Figure 3. Teachers' Responses on Relevance of the In-service Training

Data revealed that the training offered, prepared teachers for the use of new technique in teaching English language as indicated by most teachers 45 (83 %) acknowledged relevance of the training to their teaching career, although 9 (17%) did not see the importance of the training to their career. This implies that training and workshops are relevant to teachers or another worker to be kept updated. Okumbe (2001), states that training reduces obsolescence among teachers and creates a sense of personal growth and reduces problems associated with supervisions of employees.

4.4 **Lecture Method and pupils' Performance in English language subject in NFPSs**

The first research objective was to determine the influence of lecture method on pupils' performance in English language at KCPE. Lecture method is a process of giving verbally a lesson's content to the learners. It is characterized by one way communication (Olouch, 2011). The study therefore examined aspects of lecture method among other factors, note taking, decision making, demonstration method, class activities, class discipline, and dictation of notes by the teachers that influenced performance in English language at KCPE.

Directors, teachers and pupils of NFPSs were asked state how the attributes of the lecture method influence performance. The findings from the data collected are shown in Table 4.8

Table 4.8 Directors and teachers' responses on use of lecture method

Responses	SA		A		U		D		SD	
	Freq	%	freq	%	freq	%	freq	%	freq	%
Lecture method by Trs.	12	22	14	26	7	13	12	22	9	17
Lecture Method by directors	3	13	4	17	0	00	5	22	11	48
Notes Writing by Trs.	6	11	12	22	4	7	14	26	18	33
Tr. talks &learners write notes	26	48	18	33	2	4	5	9	4	7
Decision making	28	52	16	30	1	2	5	9	4	7
Demostration by Directors	8	35	12	52	1	4	1	4	1	4
Demostration by Trs	30	56	12	22	4	7	4	7	4	7
Whether Learning takes place in the absence of Trs.	4	7	4	7	4	7	18	33	24	44

Data on Table 4.8 reveals that most teachers 26% use lecture method in teaching English lesson, this was supported by 22% although the other 22% were not of the opinion, as 17% were undecided on the method used . This means that teachers in NFPSs use lecture method while teaching English language in NFPSs. It can be concluded that lecture method was used widely by teachers of English in

NFPSs. These findings are in line with those of Gachahi (2014), who established that teachers view lecture method as the most efficient method for covering a large volume of content therefore learners continue to listen, copy notes and watch demonstrations while teachers lecture.

 Table 4.8 also indicates that most directors 48% strongly disagreed with the use of lecture method in their schools, did not support the method, as 22% also disagreed to the method, only 17% agreed with the use of lecture method, and 13% strongly agreed to the lecture method. It can be concluded that most directors strongly disagreed with the use of lecture method although it was being used by teachers. The researcher observed that, most teachers did not motivate their learners during English lesson. Most teachers wrote notes on the board and asked learners to copy and in other circumstances the teacher would give a talk in class and ask learners whether they understood what he/she was talking about and learners would respond positively and the teacher would be satisfied with the lesson. Odhiambo (2012), states that lecture method was common in classrooms because teachers lacked confidence, mastery of subject matter, content and basic teaching skills.

Notes writing was heavily used in NFPSs by the teachers, data in Table 4.8 also reveals that most teachers of English 33% wrote notes on the board as learners copied, this was supported by 22%, as 26% were of different opinion as they disagreed on notes being written on the board for learners. These imply that

teachers wrote notes on the board for learners to copy which is a characteristic of lecture method.

Most teachers   48% talked in class and learners wrote notes, this was supported by 33% of teachers, as 9% did not approve to the method, 7% did not support the idea that the teacher just talked in class and learners took notes, as 4% were undecided. These implied that most teachers spent more time on preparation of notes and transferring them to learners. This was a traditional way of teaching which had impacted negatively on pupils' performance in English language subject. Amuseghan (2007), pointed out that most teachers were more concerned with disseminating facts, information and on how to do this or that than teaching language skills or competence.

 The Table also reveals that majority of teachers of English 52% made decisions for their classes as they were supported by 30% ,only 9% had different opinion to the idea .These implied that decision making was entirely the responsibility of the teacher which is a characteristic of a lecture method therefore discipline is ranked high in those classes. For positive results to be achieved, learners should participate in decision making and in their own learning so that they could boost their understanding of what is taking place in order to improve on their development.

Data on the table also reveals that majority of directors 52 % preferred demonstration method in teaching as the method was effective in delivering

knowledge to the learners in non formal primary schools this was supported by 35%   of directors as they argued that demonstration method makes learning enjoyable and facts stick in pupil's mind hence good performance in English language, as 4% neither disagreed nor undecided, Demonstration is a teaching method that uses examples or experiments as learners observe; it is a traditional classroom strategy that focuses on achieving psychomotor and cognitive objectives (Oluoch, 2011).   A demonstration is an attribute of lecture method as it seeks to confirm what has been learnt.

The Table also confirms that majority of teachers 56% used demonstration method while teaching English language as 22% of teachers supported demonstration method as they argued that demonstration method stimulates learners and make them understand better. This implies that demonstration method was used in teaching English language in Non formal primary schools. These views were in agreement with those of Rao (2011), who established that demonstrations had a high interest value when it involves the use of equipment and materials which may be new to the learners but not possibly using the chalkboard.

 Data on Table 4.8 still confirms that most teachers of English 44.4% agreed that learning takes place when they are absent as pupils were occupied with some work while they were away and in most cases other teachers utilized the lessons to teach their own lessons, this was supported by 33.3 % of teachers This means

that learning takes place even if teachers of English were absent leading to continuity of learning in Non formal primary schools.

Pupils were asked about who makes decisions during English lesson. The responses are indicated in Table 4.9

Table 4.9 Pupils' responses on decision making in class

Decision making	Frequency	Percentage
English teacher	8	35
Class teacher	6	26
Class prefect	3	13
All Pupils	2	9
Pupils & Teachers	4	17
Total	23	100

Table 4.9 indicates that most pupils 35% responded by saying that teachers of English made decisions during English lesson and were also in charge of discipline, 26% of pupils revealed that they relied on class teachers to make decisions for them, 13% had different opinion by saying that they relied on class prefects to make decisions for them while 9% relied on both pupils and teachers to make decisions for them and 17% said all pupils made decisions for the class. The findings are varied but teachers of English made major decisions in English lesson. Teachers were recommended for making decisions for learners, keeping discipline and order in their respectful classes.

The pupils in their focus discussion were asked whether teachers wrote notes on the board for them to copy. Their responses are indicated in figure 4

pupils' responses on Notes being written on board

13%

87%

YES

NO
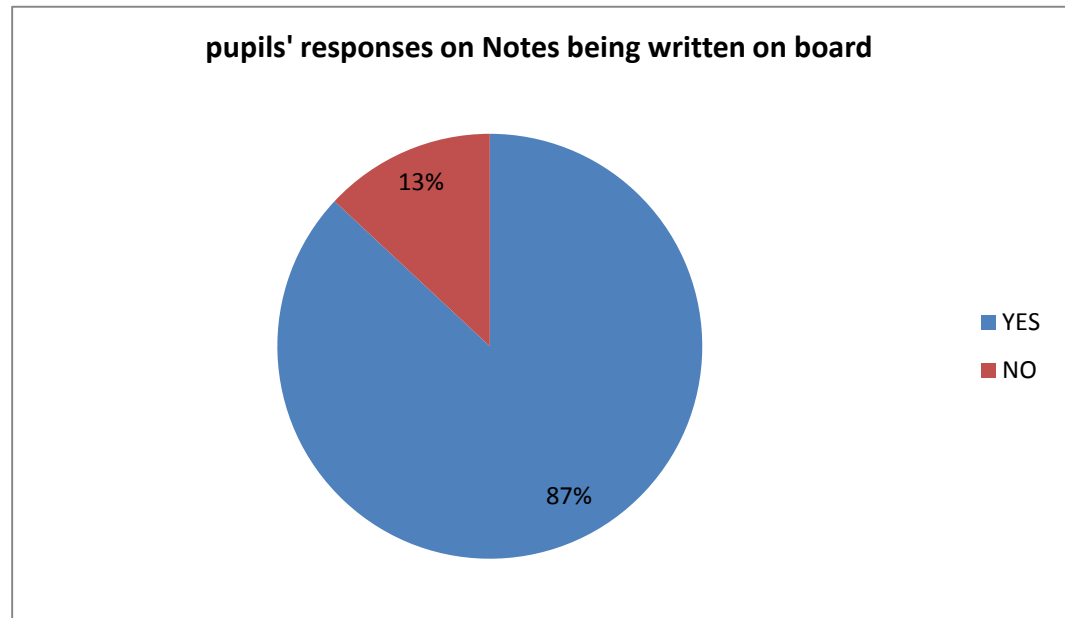
Figure 4 Pupils' responses on notes being written on the board

The pupils' responses revealed that, majority of pupils agreed that teachers of English wrote notes on the board as learners copied, while 13% of pupils disagreed with the method as they argued that they made notes themselves. This implies that most pupils' preferred copying notes from the board because they were not sure of spellings and actually enjoyed copying notes. This implies that pupils relied mostly on the teachers' work which is a characteristic of lecture method. Hence teacher centered approach. Writing notes on the board consumed a lot of teaching time leading to delays in syllabus coverage hence poor performance;

Pupils were asked whether they had class activities when their teachers of English were absent. The responses are indicated in Table 4,10

Table 4.10 Pupils' responses on class activities in the absence of teachers

Class activities	frequency	percentage
Assignments	3	13
Reading storybooks	2	9
Playing	7	30
Peer tutoring	4	17
Working in groups	2	13
Go home	5	28
Total	**23**	**100**

Data in Table 4.10 reveals that most pupils 30% played when the teacher was absent, 9% made use of their time constructively by reading books, 28% of pupils left school for home when the teacher was absent, while 13% worked in groups and did their assignments at school as 17% preferred peer tutoring. This implies that teachers in NFPSs occupied their learners with some work and learners worked independently. However, Hill & Hill (2012), assert that in learner centered approach, learners are active responsible participants in their own learning and with their own pace of learning. It can be concluded that most teachers in non formal schools apply lecture method while a small percentage used mixed methods of instruction.

It is in this regard that teachers of English were asked whether their classes were disciplined. Class discipline or order is an aspect of lecture method; it implies that the discipline of the class involves rules and expectations. Teachers of English were asked how they organized or disciplined their classes. In lecture method discipline is highly maintained and everything relies on the teacher which is reflected in terms of seating arrangements, use of books and silence was maintained and the overall discipline of the class was maintained. Figure 5. shows how teachers responded on discipline issues
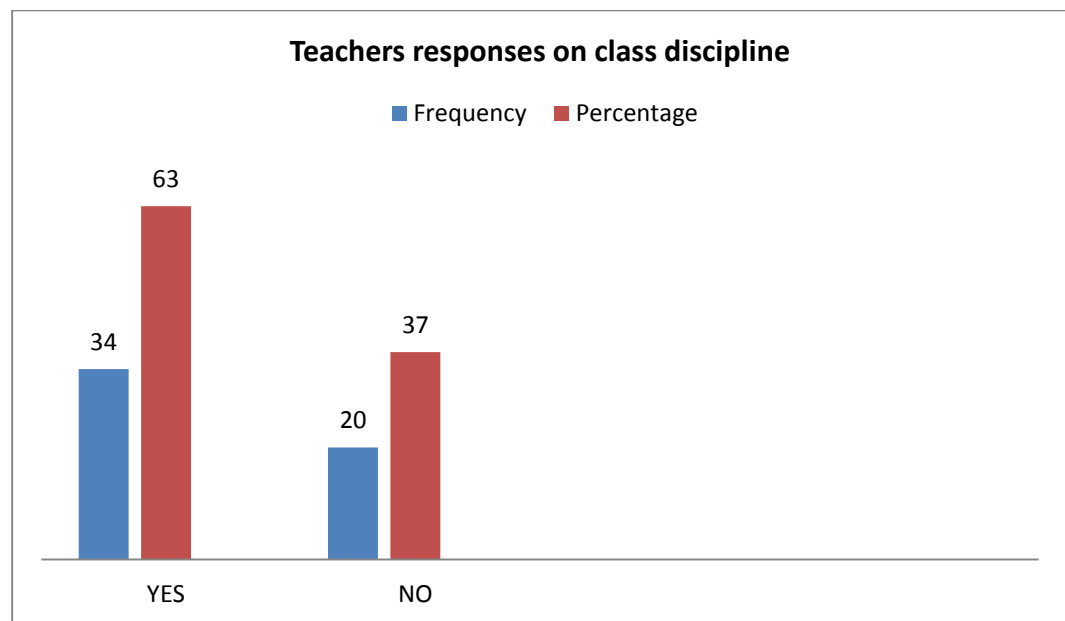
Figure 5 Teachers responses on class discipline in NFPSs

Figure 5. illustrates that majority of teachers 63% had order or discipline in their respectful classes, as 37% had different opinion. This implies that most classes in NFPSs were disciplined and this was a true characteristic of lecture method. For

good performance to be realized discipline was of paramount. These views were in line with those of Wasiche (2010), who observed that the teacher was looked upon as the key learning resource, source of order, discipline and knowledge as the main central organizer of learning for the learners.

These findings were confirmed by the focus discussion with learners who were asked whether there was discipline in their respectful classes. Discipline naturally leads to performance in any school. The findings are shown in Figure 6
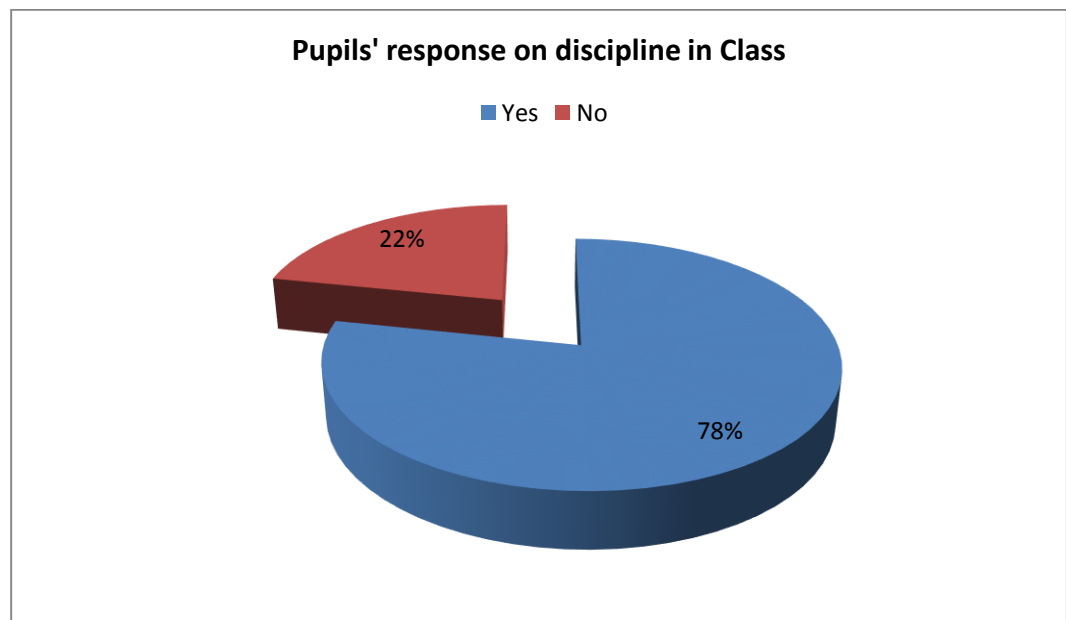
Figure 6. Pupils responses on discipline in class

Figure 6. shows majority of pupils 18 (78%) agreed that there was always discipline in their classes whereby pupils were always reminded about discipline

in terms of seating arrangements, reading, maintaining silence among other class activities 5 (22%) said there was no discipline as the classes remained noisy. This implies that there is high discipline NFPSs. However, discipline is a characteristic of lecture method which boosts performance in English language at KCPE.

4.4.1 Correlation analysis between the use of lecture method and performance in English language in KCPE in 2016

The first objective of this study was to establish the influence of lecture method on pupils' performance in English language at KCPE 2016 in NFPSs in Korogocho. Lecture method was the independent variable while performance was the dependent variable as illustrated in Table 4.11

Table 4.11 Correlation analysis on lecture method and performance in 2016

Lecture methods	Performance in English 2016 'r'	
Lecture method	Pearson Correlation	-0.2378
	Teachers (Sig)	-0.2378
	Directors (sig)	-01308
Demonstration	based on teachers (sig)	0.088
	N	54
	Based on directors(sig)	0.1603
	N	23
Class discipline	Pearson correlation	0.3463
	Sig	0.140
	N	54
Decision making	Pearson correlation(sig)	0.28
	Sig	0.01
Dictation of notes	Pearson Correlation	-0.2335
	Sig	- 0. 1420
	N	54

Table 4.11, reveals that the use of lecture method according to teachers correlated negatively to performance in 2016 at -0.2378.The directors' responses also correlated negatively to performance at -0.1308. This implies that the use of one method alone in teaching without using other methods correlated negatively to performance in 2016.

The use of demonstration method during English lesson positively correlated with performance in 2016 at 0.088 based on teachers of English responses. The directors' responses also correlated positively with performance in 2016 at 0.1603. This implies that the use demonstration method helped in posting good results in KCPE, therefore, teachers are encouraged to use demonstration method more often.

Class discipline positively correlated to performance in 2016 at 0.3465 and the significance level at 0.140, hence teachers should be encouraged to keep class discipline in order to realize good performance in English language. Notes writing based on teachers of English responses positively correlated to performance at 0.28 in 2016 KCPE results and dictation of notes negatively correlated to performance at -0.2335 at a significance level -01420. Dictation of notes should not be used at all in standard seven and eight. Decision making in class based on teachers responses correlated positively to performance at 0.28 at the significance level 0.01 this improved performance at KCPE 2016. It can be concluded that the combination of other methods within lecture improved performance at KCPE 2016.

4.4.2   Multiple Regression analysis

Multiple regression analysis was used to show the relationships between lecture method and performance in KCPE. Multiple regression analysis is used to predict performance in KCPE at any given level with the use of a particular teaching

method. The method was favored because it indicates the cause-effect relationship, that is, it can certainly tell the use of a given method will result into improved performance in KCPE or not. The formula used is as follows

$Y = a + bx + e$ where

Y = dependent variable (mean performance in KCPE,

 a = constant (performance when no method of teaching is applied)

b = coefficient representing the change in performance as a result of method used in teaching

x = the dependent variables (teaching methods)

e = error term, representing other factors influencing performance but not considered in this study. The results of regression analysis is shown in Table 4.12

Table 4.12 Multiple regression analysis on the use of Lecture Method

Variable	coefficient	STD Error	Significance
Lecture	-1.3188	2.3918	0.534
Dictation of notes	-2266	2.6766	0.411
Demonstration	1.2608	3.2454	0.761
Class discipline	1.5728	5.0793	0.761
Decision making	1.9711	4.3431	0.656
Constant	46.0291	31.1946	0.159
R^2	0.1683		
F	0.54		

Based on the regression model, all the six factors combined had influenced performance as indicated by a small p- value. This implies that there is very little significant influence of lecture variables on pupils' performance. Demonstration method had positively influenced pupils' performance at 0.761. This implies that if demonstration method was commonly used in teaching English, the performance would improve significantly. However, most variables employed under lecture method have very little influence on performance in English language.

4.5 Collaborative Methods and pupils' performance in English language subject in NFPSs

The second research objective was to determine the extent to which the use of collaborative methods influenced performance of English language at KCPE in NFPS. The study therefore examined aspects of collaborative method among other factors, group discussion, peer tutoring, dramatization, learning in groups, composition reading, group assignments, free interactions between learners and teachers .Collaborative methods are strategies that enable learners learn with one another and with teachers. It encompasses methods of teaching that shift the focus of instruction from the teacher to the learner. The dependent variable for this study was performance in English language.

Using a list of collaborative teaching methods, teachers of English were asked to tick the most common methods of teaching used in NFPSs. Using five point likert scale starting with ; Strongly agree SA (5pts), Agree A (4) undecided U (3pts) disagree D (2 pts) and strongly disagree (1pts).

Directors, teachers pupils' were asked whether collaborative methods were used in Teaching English language. The findings are shown in Table 4.13

Table 4.13 Directors' teachers' & pupils' responses on Collaborative methods

	SA		A		U		D		SD	
	freq.	%	freq.	%	freq.	%	freq.	%	freq.	%
Learning in groups	28	52	7	13	5	9	9	17	5	9
Dramatization by Trs	15	28	13	24	7	13	6	11	13	34
Dramatization by dir.	12	52	4	17	0	00	5	22	2	9
Reading comp.by Trs.	16	30	8	15	5	9	10	19	15	28
Group Assignment	34	63	10	19	2	4	4	7	4	7
Group discussion by Trs	24	44	16	30	0	00	6	11	4	7
Group discussion by dir.	12	52	5	22	0	00	3	13	3	13
Group discussion by pps.	0	00	5	22	3	13	9	39	6	26
Class interactions by Trs.	10	19	9	17	6	11	15	28	14	26

Table 4.13 presents responses on collaborative teaching methods. The responses from teachers on pupils learning in groups; confirmed that majority of teachers 52% used groups to teach their English lessons, 13% supported learning in groups as it empowered learners to express themselves in English, while 17% had different opinions on learning in groups as they argued that learning in groups consumed a lot of time and delayed syllabus coverage, this implies that learning in groups was common in NFPSs and most teachers used the method because

learners were free to share information with one another and enhanced the collaborative learning. Enever (2011), asserted that when the learning activities were of the right level for the learners and learners to be given opportunities to ask questions and get clarifications and ideas from the teacher, performance can be enhanced.

Dramatization is an activity that involves pupils in a specific social context and effective communication in such social situations it involves other forms of communication that goes beyond language competence and involves the use of gestures, body posture, intention and other prosodic features (Kimamo, 2012). Table 4.13 also reveals that most teachers of English 28% used drama in teaching English lesson and were supported by 11% , while 24% had different opinion on the use of dramatization, as 13% were not sure therefore were undecided. This implied that dramatization in non formal primary schools were used sparingly therefore there is need for exposure and motivation of learners.

However, dramatization was appreciated by teachers of English as it effected good communication among learners hence good performance in English. Fuller (2013), asserted that drama arouses the interests of a learner by drawing on the unpredictable emotional power generated when emotional memory is triggered by a stimulus. Hence influences performance positively this was in agreement with majority of directors 52%who strongly recommended the use of dramatization during English lessons as, 17% of directors supported the idea. However, 22%

had different opinion as they argued that dramatization required a lot of time, this implies that dramatization was desired but was not used on large scale in non formal primary schools.

Data on composition reading indicates that most teachers 30% allowed pupils to read composition in class for others to offer comments, this was supported by 15% of teachers who argued that reading composition encouraged learners to be accurate and allowed them freedom to express themselves in front of others and gain confidence, as 28% had different opinion to the method, and 19% were not in favor of the method. Reading composition in class is a collaborative method of helping the weak students, develop confidence and correct spelling mistakes in class. This implies that reading composition in class by pupils was common in NFPSs although not on high scale.

Group assignments are given to pupils' after the lesson, this is done to evaluate whether learners understood the lesson or not. It also motivates learners to develop interest and learn from each other as peers. Data on group assignment on the Table indicates that majority of teachers 63% gave assignments to pupils , this was supported by 19 % who acknowledged that assignments in English lesson was a must , while 7% did not give assignments to learners, and 4% were undecided on the method. This implies that teachers were keen in giving assignments to learners as they argued that in any lesson a teacher of English has a responsibility to give assignments to learners after or during the lesson therefore

assignments were given in English lessons despite lack of books in non formal primary schools. Assignments help train learners to be independent and encourage learners to develop critical thinking. The assignments motivated learners and helped teachers to cover the syllabus on time. Group discussion allows learners to be themselves and help them cultivate the spirit of togetherness.

The Table reveals that most teachers 44% acknowledged using group discussions in English lesson, as this was supported by 30%, while11% did not support the idea of group discussion and were supported by 7% as they argued that the method consumed a lot of time. This implies that the method relaxed learners' minds and many ideas were brought on board. These views were in line with those of Fuller (2013), asserted that group discussion encouraged critical thinking and were excellent preparation for speaking tests

Majority of directors 52% supported discussion method , 22% were of same idea and strongly supported discussion method because it was suitable for clarifying concepts, and ideas, building consensus, gathering opinions and ideas from others and clarifying attitudes and values (Odundo, 2003). As 13% had different opinion and disagreed with the method as they argued that the method was not suitable for pupils in primary schools as teachers may not be able to guide and provide true leadership in the discussion (Enever, 2011).

Table 4.13 still reveals that most pupils 39% did not acknowledge that teachers used discussion groups in teaching English language and were in agreement with

26% of other pupils, only 22% supported the idea of group discussions in their various schools. These imply that discussion method was practiced in NFPSs as it helped in boosting performance in English language. It can be concluded that discussion method was preferred by most directors, therefore teachers should be empowered and encouraged to apply different methods while teaching English language. This is in line with Odundo (2003), who asserted that in discussion method the emphasis is on learning, and learner activities. This method is more effective in teaching English if it was properly planned. However, group discussion methods were used in NFPSs despite challenges faced.

Class interactions are different ways of teachers and learners interact in class. Different patterns of interaction support different kinds of activities and build a rapport between learners and teachers. Data on class interactions between teachers and pupils indicate that most teachers 28% did not allow interactions with pupils this was supported by 26% as the argument for no interaction with students was lack of time, 19% were positive about class interactions with their pupils. This implies that interaction between teachers was minimal in NFPSs. Petty (2009), asserts that free interactions bring out learners interest and motivates them; it is a chance for learners to talk about the things they really cared about, giving justifying opinions in English which can bring a sense of accomplishment, as they use the English language to express complex ideas which can help in performance in English language

The focus discussion groups were asked   whether the learners learned in groups during English lesson. The findings are shown in Figure 7.

Pupils' responses on Learning in groups

Yes
23%

No
73%
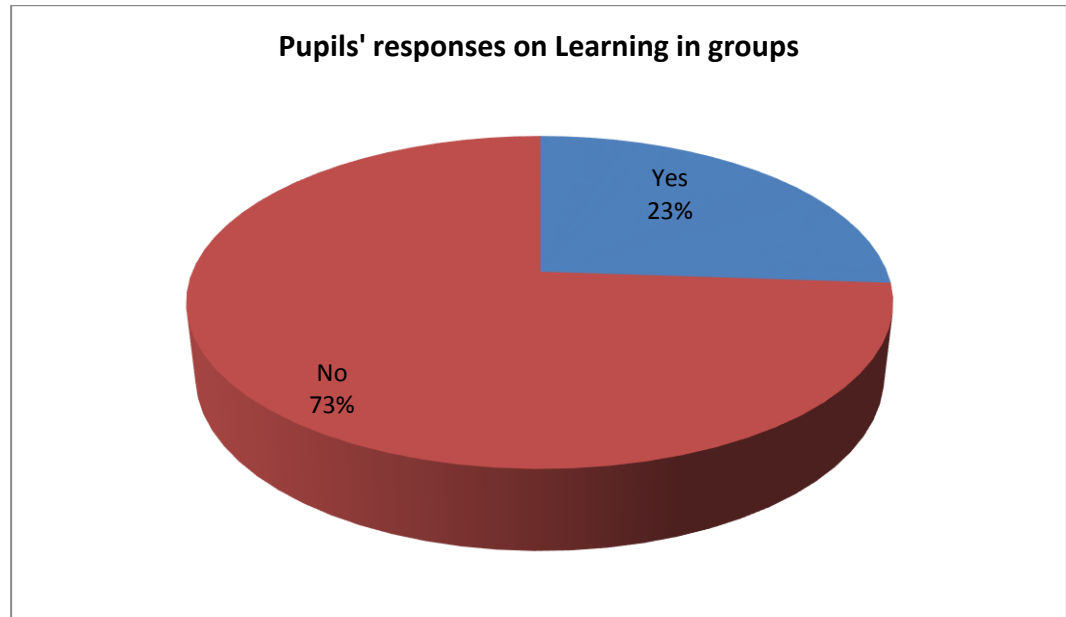
Figure 7. Pupils responses in learning in groups

Figure 7. reveals that majority of learners 17 (73%) acknowledged that they did not learn in groups because their classes were large and congested, while 6 (23%) supported the idea of learning in groups. This implies that learners in NFPSs did not learn in groups as it was expected; however, there was minimal use of learning in groups

Pupils from focus discussion were asked whether they dramatized during English lessons. Dramatization as a method of instruction interests the learners; it excites them and also motivates them. The findings are shown in Figure 8.
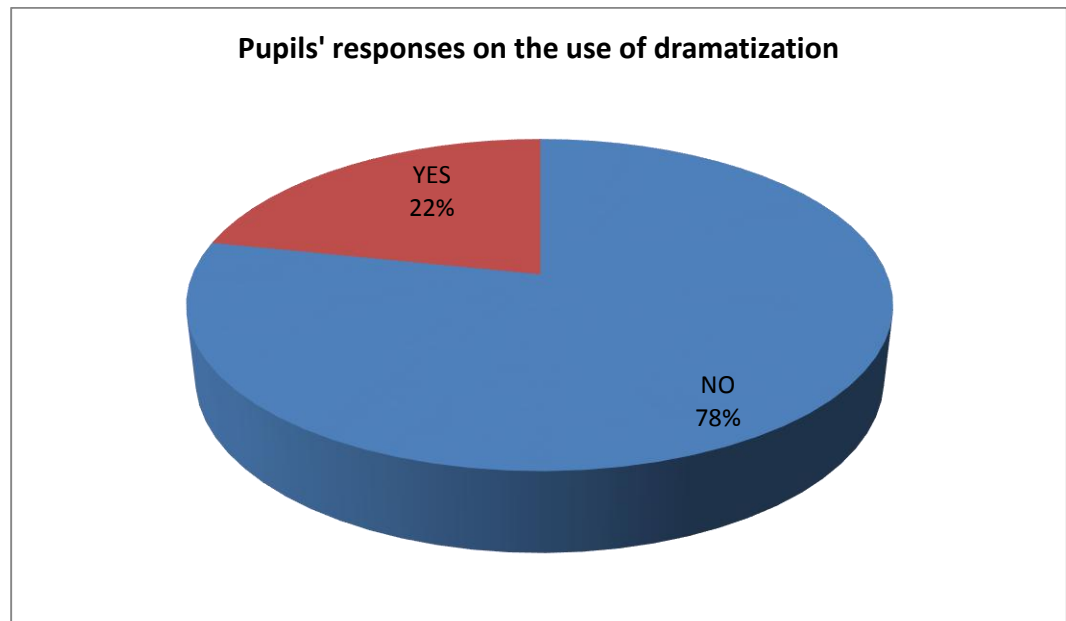
Figure 8. pupils responses on use of dramatization

Figure 8. shows that majority of learners 78% acknowledged that dramatization was not used during English language lessons while 22 % supported the use of dramatization especially when teachers used the chalk board to draw diagrams. This implies that dramatization was not popular among teachers in NFPSs, although learners liked the method.

Pupils were asked whether they had group assignment. The responses are shown on in Figure 9.
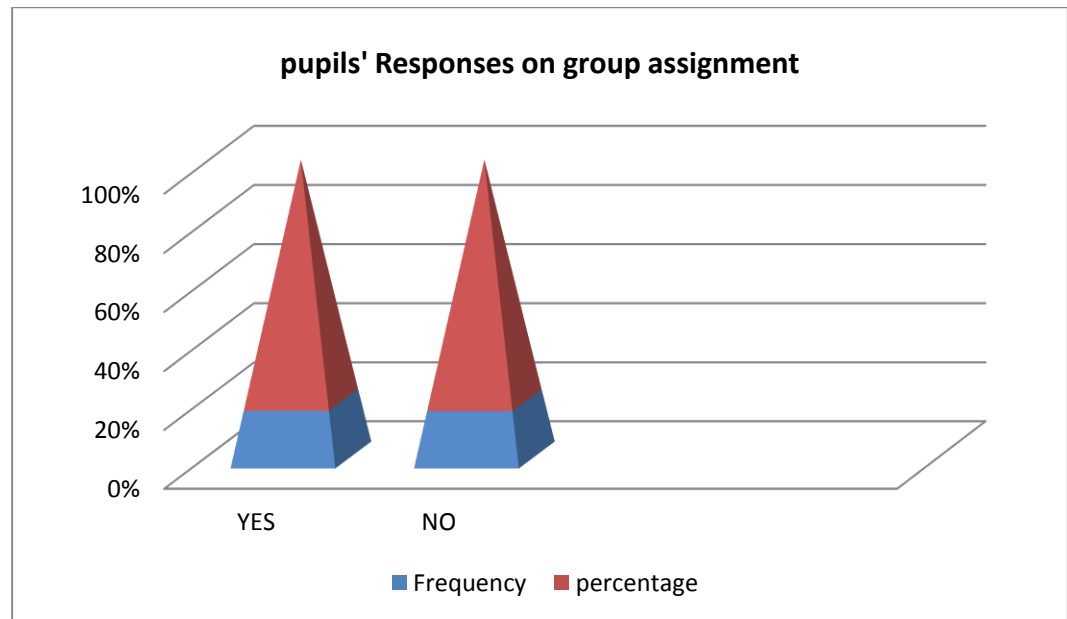
Figure 9. pupils' responses on group assignments

Figure 9. shows most pupils 65% received group assignments from their teachers, 35% did not acknowledge receiving group assignments but did their private work. Group assignment kept learners active and developed the skills of critical thinking and reminded them of what they had learnt in the lesson. Most teachers used this method to a certain whether the learners had understood the topic in question or not however, teachers were encouraged to give assignment questions to learners more often.

Pupils' were asked whether peer tutoring was used in their schools. Peer tutoring is a process of involving one learner who is conversant with the topic to teach other students. The method is suitable when the teacher was absent or during teachers' strikes. The findings are shown in Figure 10
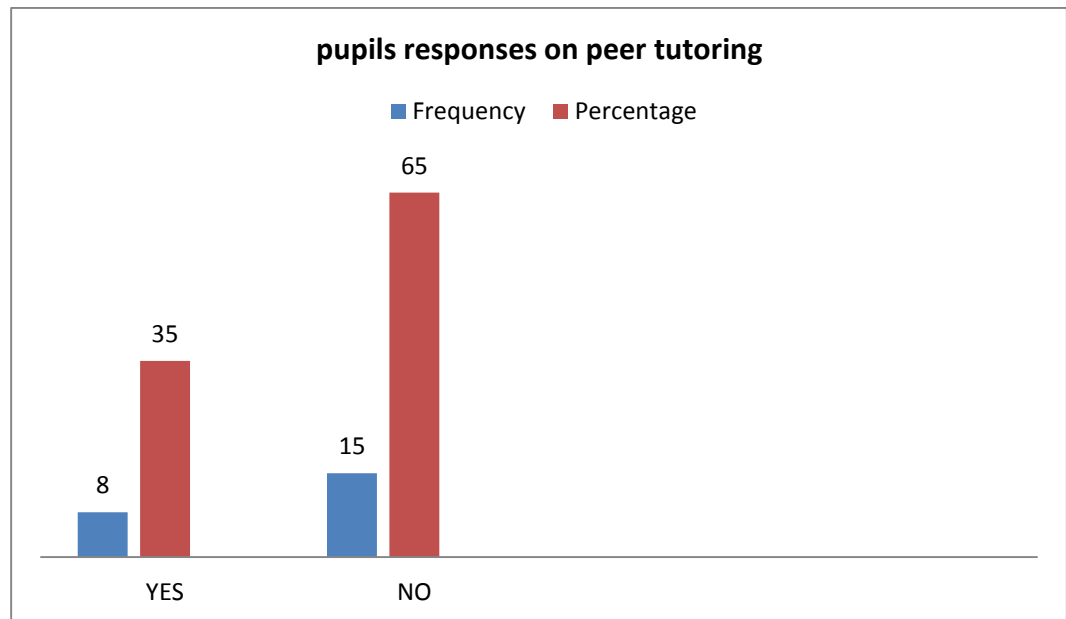
Figure 10. Pupils' responses on peer tutoring

Figure 10. reveals that most pupils' 65% did not appreciate peer tutoring while 35%, appreciated peer tutoring. Peer tutoring is one of the collaborative methods that can be used in schools when teachers were on strike or during holiday time. It is known to enhance confidence in learners and boosts performance (Mujundar,2010). This implies that peer tutoring is not popular in non formal primary schools.

4.5.1 Responses on lesson observation and use of collaborative methods

Lesson observations were done to establish whether collaborative methods were used during English lesson. The findings are shown in Table 4.14

Table 4.14 Responses on lesson observation and collaborative teaching methods

Responses	Frequency	Percentage
Low (<25%)	23	43
Satisfactory (>50%)	15	28
Good (<75%)	12	22
Excellent (> 75%)	4	7
Total	**54**	**100**

The responses in Table 4.1 reveals that most teachers 43 % were rated below 25% in the use of collaborative teaching method, 28 % were rated satisfactory (>50%), while 22 % were rated good (<75) and 7 % were rated excellent (over >75%). These results therefore imply that collaborative method was rarely used in teaching English language.

Some of the methods observed were: question/ answer method, working in groups and exchanging books for learners to read each other's composition, marking each others' work and reading aloud in turns, group discussions, group

assignments among others. In reading aloud, the teacher picked on the pupils who put up their hands, debates storytelling, role play, dramatization and other methods were not observed. Perhaps this was because in one lesson it was not possible to observe these methods. In addition they could have been not suitable for that particular lesson.

From the teachers use of question and answer method, it was observed that many pupils were timid and had difficulties in responding in complete sentences. They responded better when the answer required one word and in many cases, their pronunciation of English words was poor. The teacher spent some time correcting the pronunciation and often involved other learners to pronounce the words. In such cases, collaborative methods such as peer tutoring, dramatization and group discussions would be difficult to be used due to the learners' limited mastery of English language and were not competent speaking English. These implied that at standard seven and eight, most learners in NFPSs had not acquired the expected competencies spelt out in the syllabus (Uwezo 2012).

4.5.2 Methods observed during English lessons

The lesson observation sought to establish whether the teachers' used specific collaborative teaching methods during English lesson. Data for this research objective was gathered by filling in the lesson observation schedule as shown in Table 4.15

Table 4.15 Methods observed in English lessons

Methods	Frequency	Percentage
Group discussion	4	17
Dramatization	0	00
Question//Answer	15	65
Composition reading	0	00
Group assignment	4	17
Peer tutoring	0	00
Total	**23**	**100**

Table 4.15 shows majority of teachers 65%   taught their classes using question

answer methods, 17% gave group discussions and 17% gave group assignments at

the end of the lesson while composition reading, dramatization and peer tutoring

by teachers or pupils were not used. Teachers concentrated on teaching using

question answer methods. This implies that some collaborative teaching methods

were used to some extent during English lesson as other methods were neglected

4.5.3   Correlation Analysis on the use of Collaborative Teaching Methods and performance

The objective of this enquiry was to determine the extent to which the use of

collaborative methods influenced pupils' performance in English language at

KCPE 2016 in NFPSs. Six questions on use of collaborative methods were asked and results of Pearson 'r' correlation are presented in Table 4.16

Table 4.16 Correlation Analysis between use of collaborative teaching methods and performance

Collaborative teaching practice		Performance in English 'r'
Pupils engage group discussion	Pearson Correlation	0.124
	Sig(2-tailed)	0.4229
	N	23
Discussion method	Pearson Correlation	0.14
	Sig(2-tailed)	03463
Peer tutoring during English lesson	Pearson correlation	-0.395
	Sig	0.429
	N	23
Composition reading		
	Pearson Correlation	.147
	Sig	.492
Dramatization	Pearson Correlation	-.030
	Sig	.889
	N	23
Group assignment	Pearson Correlation	.082
	Sig	.705
	N	23

Engagement of pupils in group discussion had a positive correlation coefficient of 0.124 at significance level of 0.4229. This means that there was positive

relationship between performance and engagement of pupils in group discussion. This implies that an increase in the use of group discussion resulted in increased performance in English.

Peer tutoring during English lesson had a correlation coefficient of -0.395 and the significance level of 0.492. The relationship between performance and peer tutoring during English lesson was negative implying that an increase in the use of peer tutoring resulted in a decrease in performance in English language.

Pupils reading composition during English lesson had correlation coefficient of 0.147 on performance in English language at the significance level 0.429. The relationship between performance and pupils reading composition during English lesson was positive implying that an increase in the use of pupils reading composition resulted to an increase in performance in English language.

Dramatization is often used during English lessons had a correlation of -.030 on performance in English language and significant level of .889. The relationship between performance and dramatization during English lesson was negative, implying that an increase in the use of dramatization would result in the decrease in performance. The small correlation 'r' value however, not significant due to large value .889 which is higher than the minimum value of 0.05.

Teachers always give group assignments had a positive correlation of .082 on performance in English language at the significance level of .705. The relationship between performance and group assignment during English lesson

was positive, implying that an increase in the use of group assignments resulted in increased performance in English language. Group assignments should be encouraged.

Table 4.17 Results of regression analysis between pupils' performance and collaborative teaching methods.

Variable	Coefficient	Std error	Significance
Constant	74.165	18.593	0.001
Group assignment	-2.652	2.992	0.389
Learning in groups	-1.757	3.177	0.588
Dramatization	0.104	5.909	0.986
Q/A method	6.204	7.067	0.394
Peer tutoring	2.172	3.009	0.482
Discussion	14.503	7.837	0.084
Teacher interaction	-7.354	9.226	0.438
R^2	0.292		

In regression analysis, the effect of categorical independent variables on the quantitative dependent variable (mean student performance), is interpreted as a percentage change. The coefficients in the table above are then interpreted as percentage changes on the dependent variable.

An R^2 of 0.292 implies that collaborative method will influence 29% of variation in pupils' performance. The influence of teaching methods on performance was significant at 10% as illustrated by p-value. Out of the seven independent variables, only one significantly influenced performance while the other six variables did not have a big significant influence on student's performance in 2016. Use of discussion influenced pupils' performance in English. The performance of pupils' increased by 14% when discussion method was applied. The use of dramatization had positive influence on students' performance in English but it was not significant even at 10%. Therefore, it can be concluded that the use of discussion method positively and significantly influenced pupils' performance in English.

4.6   Lesson Plans and Pupils' performance in English Language subject

The third research objective was to examine the relationship between the use of lesson plan and pupils performance in English language at KCPE in NFPSs at korogocho. The study therefore examined the aspects in lesson plan among other factors specific format of lesson plans, importance of lesson plans, effective use of lesson plans, time allocation and skills to be achieved. Lesson plan is a teacher's document that describes in detail, the course of action to be taken during single or double lessons. It's a plan for action that outlines the aims to be achieved by a lesson which is crucial to the performance in English. This could be achieved if the schools had specific formats of lesson plans.

It is in this connection that teachers of English were asked whether the schools had a specific format for lesson plans. The findings are shown in Figure 11

Table 4.10 Teachers' responses on the format of lesson plans
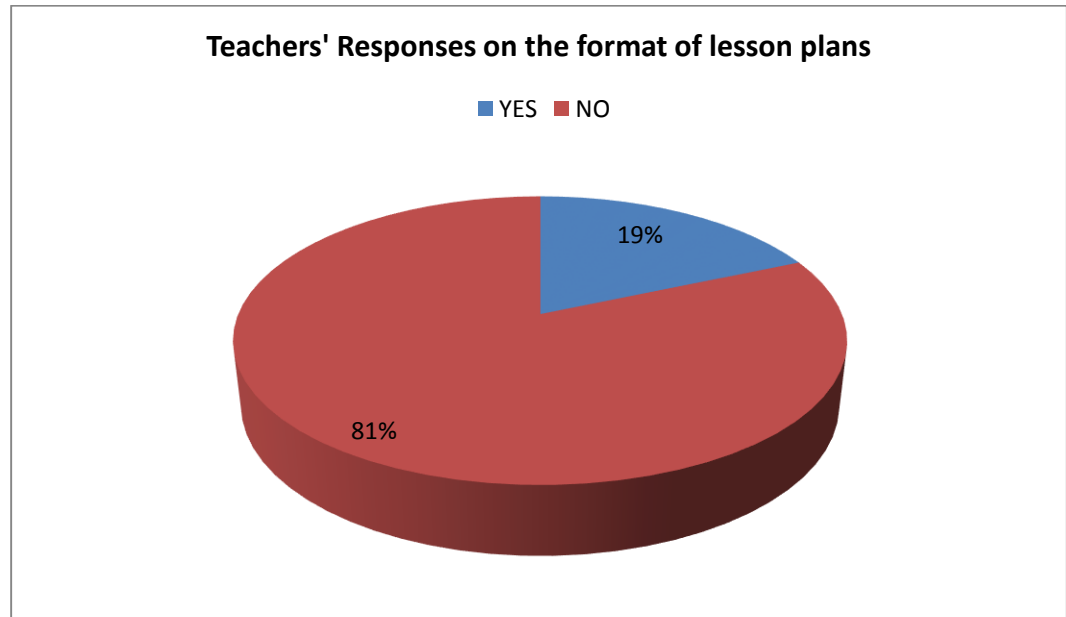
Figure 11 Teachers responses the format of lesson plans

Data on specific format of lesson plans revealed that 44, 81% of teaches in Non formal primary schools did not have lesson plan formats in their schools, 10,19% had lesson plan format so they lesson planned for their lessons. These implied that most teachers in non formal primary schools did not have specific lesson plan formats for their English lessons and only few teachers had planned for their classes. These views were in line with those of Odundo (2005), who carried out a study on instructional methods on learners' achievement in business studies in Kenya secondary schools, and established that 67% of the sampled teachers did

not prepare nor had lesson plans, though lesson plans were very important in the teaching profession. Lesson plans identified the course of action that can effectively achieve goals and objectives of the day (Kazeem,2010). Teachers of English should be encouraged to make lesson plans and school directors should help in providing formats for lesson plans.

It is in this regard that teachers were asked to state whether lesson plans were important. Lesson plans are detailed description of a teacher's course of instruction for an individual lesson intended to help learners achieve particular learning objectives. Usually lesson plans include methods to be used and activities in a lesson and teaching aids. The findings are shown in Figure 12.
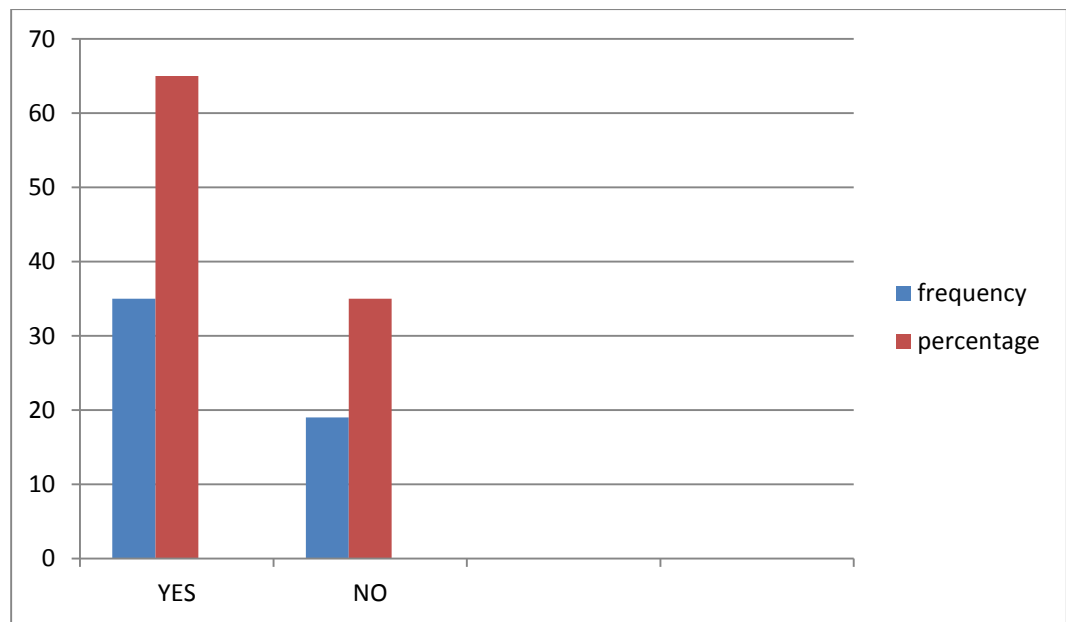
Figure 12. Teachers' responses on importance of lesson plans

Figure 12. shows that most teachers 65% acknowledged the importance of lesson planning as they believed that lesson plans were important on performance and their views were shared with Otunga (2011), who stated that quality teaching begins with planning for instruction because planning allows the teachers to organize material in a way that interests the learners by providing a variety of activities and tasks suitable for the range of abilities in the class. However only 35% did not see the need or importance of lesson planning. This implies that teachers in NFPSs lessoned planned for their lessons. Therefore, teachers should be encouraged to lesson plan for the instructions particularly if they wanted to succeed in their career.

However, this led to teachers being asked whether lesson plans were effective and whether they influenced performance in English language. The findings are shown in Table 4.18

Table 4.18 Teachers responses on effectiveness of the use of lesson plans

Effective use of L.P	Frequency	Percentage
Help them plan	4	7
Methods of teaching	6	11
Give confidence to the teacher	5	9
Waste of time	10	19
Too much work	11	20
No need of lesson plan	18	33
Total	**54**	**100**

Table 4.18 shows most teachers 33% did not see the need of lesson plans, 20% saw lesson plans as an added work load, while 19% felt that lesson plans were a waste of time, only 11% asserted that lesson plans helped teachers identify the type of methodology to use in English lesson, and were supported by 9% who stated that lesson plans gave confidence to teachers and 7 % of teachers acknowledged the effectiveness of lesson plans on performance as they prepared the teachers in advance. This implies that lesson plans were important for any professional teachers. This in line with Aggarwal (2007) and Mungai (2013), who stated that the major role of the teacher was to organize learning through careful lesson planning based on their understanding and the syllabus in use.

It is in this connection that teachers were asked whether time allocated to English lessons was enough to cover the syllabus on time. The findings are shown in

Figure13

Teachers responses on allocation of time to english lessons
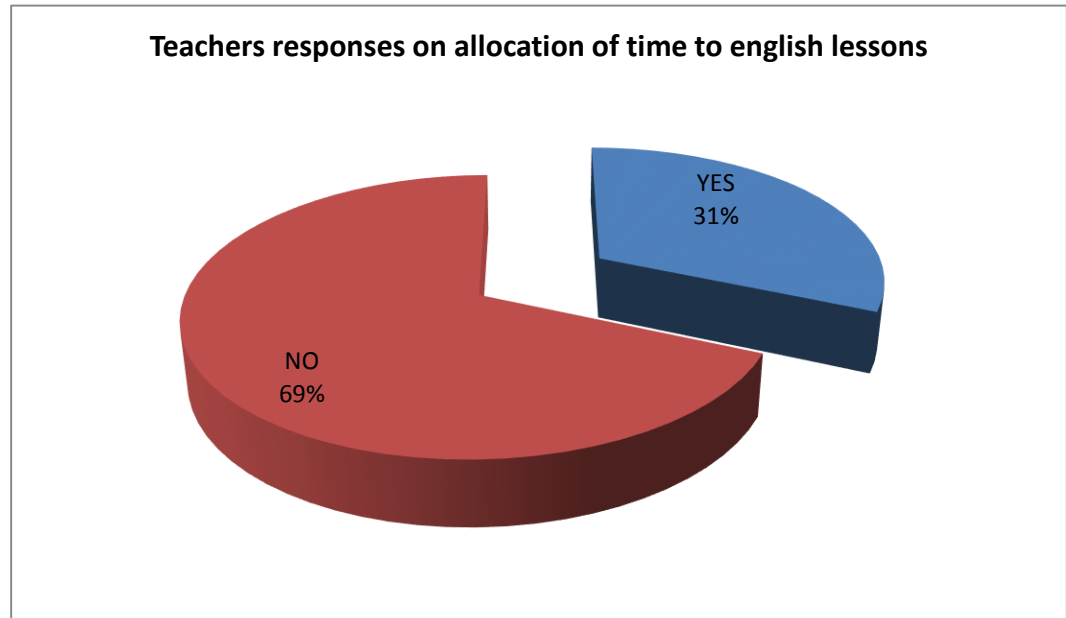
Figure 13. Teachers' responses on the allocation of time to English lessons

Figure 13. reveals that majority of teachers 69% acknowledged that time allocated for English lessons was not enough to cover the syllabus on time; while 31% agreed that time allocated to English lessons was enough to cover syllabus before KCPE. This implies that English language was poorly performed because time allocated for the subject was not enough. For any good performance to be realized there must be enough time for revision and syllabus coverage. Otherwise it can be a challenge to improves performance since English syllabus is wide in primary schools.

It is in this connection that teachers of English were asked to state whether desired skills in English language were achieved. Skills to be achieved in English

lesson include Reading, writing, competence and memorization. The findings are shown in table 4.19

Table 4.19 Teachers' responses on achievement of skills in lesson plans

Skills in the lesson plan	Frequency	Percentage
Reading	10	18.5
Writing composition	7	12.9
Competence	15	27.7
Memorization	9	16.6
Comprehension	6	11.1
Grammar	5	9.2
Vocabulary	2	3.7
Total	**54**	**100**

Table 4.19 reveals that most teachers 27'7% achieved competence in English language, 18.5% achieved reading skills, 16.6% achieved memorization 12.9% writing composition skills and 11.1% achieved comprehension skills as 9.2% achieved grammar and 3.7 achieved vocabulary. All these skills are paramount to performance in English. This implies that skills in English language were achieved by teachers. A research by National Association for Research in Science and Teaching (MoE 2010), asserted that planning of teaching should state specific terms the activities to be provided and skills targeted by the learning process.

4.6.1 Lesson observation assessment on achievement of lesson plan objectives

Lesson observation is a formal or informal observation of teaching while a lesson is taking place in a classroom. Using the score sheet marked; Not applicable, did not have, 0-25 poor, 26≤ 50 good, 51 ≤70 satisfactory and 71≥100 excellent was used in classroom observation. The results are shown in Table 4.20

Table 4.20 Lesson observation and use of lesson plans

	N/A %		Poor %(<25)		Good(<50) %		Satisfactory <70%		Excellent>70%	
lesson plan used	15	28	12	22	17	31	6	11	4	7
Lesson objectives	2	4	18	33	19	35	7	13	8	15
Introduction	0	0	11	20	19	35	18	33	6	11
Lesson develop	0	0	8	15	23	43	18	33	5	9
Learners participation	0	0	13	24	26	48	9	17	6	11
Classroom commun.	0	0	8	15	23	43	20	37	2	4

Table 4.20 illustrates the contents of lesson plan that the teachers had during lesson observation schedule the Table reveals that 28% had no lesson plans, 22% had poor lesson plans, 31% had good lesson plans, 7% had excellent lesson plans. In lesson objectives, majority of teachers 33% had poor lesson objectives, 35% had good lesson objectives and 15% had excellent lesson plans. The introduction was generally good as 35% scored good, 33% satisfactory and 11% excellent. In lesson development, 43% had good, 33% had satisfactory and 9% had excellent

introduction as they previewed the previous lesson. Learners were good in class participation 48% were good,11 % were excellent as they were well motivated by teachers and the kind of questions they received from their teachers. Classroom communication was generally good as teachers tried their best to be good, most teachers 43% were good,37% were satisfactory, they were up to the level of their learners and 4% were excellent in communication skills. Lesson plans were rarely made by teachers, however, it should be noted that lesson plans carry the philosophy of the teacher, his knowledge of the subject matter, his understanding of his pupils, his comprehension of the general objectives of education and his ability to utilize effective methods of teaching (Aggarwal, 2007). Therefore teachers should be encouraged to make lesson plans.

 It is in this regard that directors were asked whether their teachers used lesson plans when teaching English lesson**.** The findings are shown in Figure 14
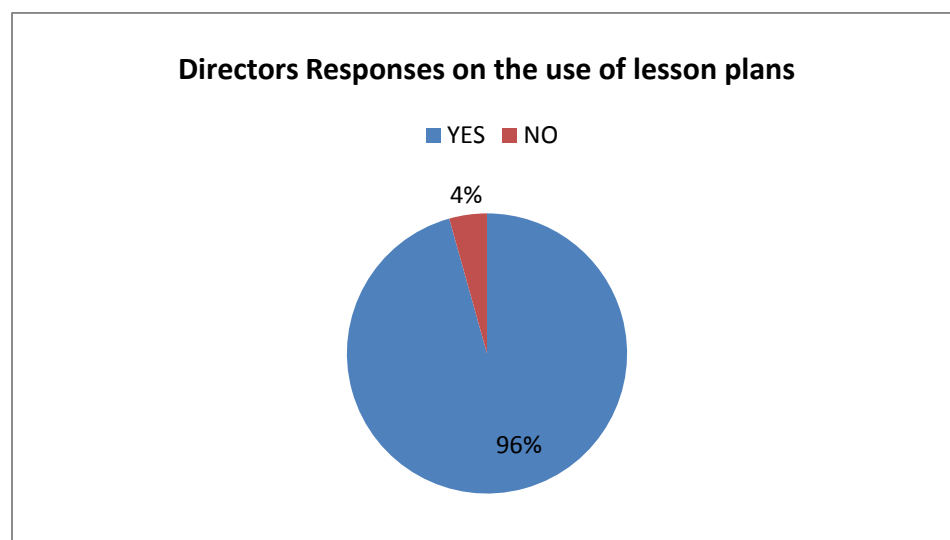
Figure 14. Directors' responses on the use of lesson plans

It can be observed from Figure 14 that majority of directors, 96% agreed and supported the idea of teachers making lesson plans 4% disagreed that, lesson plans were made as they argued that they consumed a lot of time. This implies that lesson plans in NFPSs were made by teachers of English. The use of lesson plans was encouraged by the directors in Non formal primary schools. The directors' views concurs with Offerma (2005), that lesson plans were detailed description of a teacher's course of instruction, for an individual lesson intended to help learners achieve particular learning objectives.

Directors of NFPSs were asked how they reinforced the use of lesson plans in non formal primary schools. The findings are shown in Table 4.21

Table 4.21 Directors' responses on reinforcement of the use of lesson plans

Reinforcement	Frequency	Percentage
Monitoring	14	61
Books for lesson planning	5	22
Technical support	2	9
Sensitization	2	9
Total	**23**	**100**

Table 4.21 illustrates that most directors 61% monitored and checked their lesson plans through head of departments, 22% provided the lesson plan books as a way of reinforcing the use of lesson plans, as 9% sensitized and gave technical support to the teachers.

4.6.2 The outcome of Lesson observation on the use of lesson plans

The lesson observations established that most teachers did not have lesson plans and those who attempted to have had incomplete lesson plans. Some teachers had written down notes or points to which they seemed to refer to occasionally. They also referred to the textbooks and wrote a large portion of notes on the board. This was mainly because the pupils did not have text books to refer to therefore they did not access the contents of the lesson from the textbooks

Strictly speaking the teachers did not have what could be termed as lesson plans. The findings of this study were in agreement with those of Gathumbi (2013) who, in his study conducted in three big slums in the major towns ; Kisumu, Nairobi and Mombasa non formal schools and established that 78% of teachers of English were not using lesson plans and the rest had incomplete lesson plans. Although the lesson plans were not elaborately written and in many cases almost non- existent, it was evident that the teachers had read and understood the content of the lesson and they had thought out the method and procedure for delivering the lesson.

4.6.3 Evaluation of the Use of lesson plans and lesson delivery

To capture how the lessons were planned and taught, the lessons were evaluated and graded using a four –point scale of low, satisfactory, good and excellent where low was <25%, satisfactory >50% good <75% and excellent above 75%. Results of this evaluation are presented in Table 4.22

Table 4.22 Responses on the evaluation of lesson observation

	L. plans		L. method		use of collab m		Classroom com	
	freq	%	Feq	%	Freq	%	Freq	%
Excellent>75)	0	0	0	0	0	0	0	0
Good(<75%)	5	9	16	30	10	19	6	11
Satisfactory(≤50)	30	56	24	44	15	28	24	44
Low (25%)	19	35	14	26	29	34	24	44
Total	**54**	**100**	**54**	**100**	**54**	**100**	**54**	**100**

 Table 4.22 shows that only 9% of lessons observed were rated 'good' while 56% were rated satisfactory, 44% were rated low. Excellent remained at 0% . The results show that teachers did their work and delivered the lessons quite well (>75). This could be due to the commitment of teachers of English to do their best because they had signed performance contracting forms and committed to helping the disadvantaged pupils in their Endeavour to earn a living

4.6.4   Lesson observation and lesson plan contents

The researcher used the check list to establish the contents in lesson plans used by the teachers in NFPSs to certain the use of quality lesson plans. The findings are shown in Table 4.23

Table 4.23 Responses on class observation and lesson plan contents

Content	Achieved		Not achieved	
	Frequency	**%**	**Frequency**	**%**
Availability of lesson plans	4	17	10	43
Lesson plan checked	0	00	00	00
Objectives	4	17	2	17
Skills to be learnt	0	00	00	00
Use of learning aids	2	9	1	4
Pupils participation	4	17	2	17
Achievement of skills	2	9	2	17
No of questions asked	2	9	1	4
Objectives achieved	2	9	2	17
Assignments	3	13	3	13
Total	**23**	**100**	**23**	**100**

Data on the availability of lesson plan contents indicate that most of the lessons observed 17%, teachers had lesson plans but were not   checked by the directors because there were no directors' signatures nor school rubber stamp 17% had

objectives in their lesson plans clearly stated and had good learner participation. The skills highlighted in the plan were achieved as learners were able to read some passages in the grammar book and tried to answer questions using English language. This was an indication of 9% achieved the objectives of the day and 13% of teachers gave assignments at the end of the lessons and had established good rapport between teachers and the motivated learners. On the other, 43% of English teachers did not have lesson plans but had notes they kept on referring to however, 17% achieved the objectives of the day as they had mastered the content they delivered without lesson plans. At the same time 4% used to write on the board which acted as a teaching aid and the teachers notes, while 17% percent motivated learners positively and to some extent 17% achieved speaking skills as learners tried to speak in English and 17% gave assignments to learners. From the observation check list, it can be concluded that teachers tried their best to deliver to their pupils although not to the required standards

It is in this regard that directors, teachers and pupils were asked to identify some of the challenges encountered in non formal primary schools. The finding from teachers are shown in Table 4.24

Table 4.24 Teachers' responses on challenges in making lesson plans

Responses	Frequency	Percentage
Lack of time to prepare	15	28
Heavy teaching loads	17	31
Other responsibilities	8	15
Class size	9	17
Slow Learners	5	9
Total	54	100

Table 4.24 reveals that majority of teachers 31% had heavy workloads, 28% lacked time for preparation, 17% had big class size and 9% had many slow learners who made them not to lesson plan because they would repeat what they had planned. This implies that some teachers had difficulties preparing for lesson plans due to heavy workload, having to teach other subjects, big classes that made lesson plans un effective because of marking books while others needed to be motivated enough to lesson plan as they argued that Learners did not always understand the content easily forcing the teachers to repeat the lesson or part of the lesson for them to understand and the objectives to be achieved. Rao (2011), criticizes lesson planning by arguing that a lesson plan should be flexible and the teacher should not have to be a slave to it. The instructor should be able to change the lesson plans to address the emerging needs of the learners especially the slow learners, in order to enhance performance in national Examinations.

4.6.5   The sequence of the lessons in NFPSs

The researcher further observed the sequence of the lessons and recorded the following ; it was observed that in 23 lessons observed, the sequence of the lesson was generally good that is scored (50%), the range of teaching and learning activities was good (50%) in 15 schools of the lessons observed with 5 being unsatisfactory. The researcher also observed that in all the 23 schools, very few teachers had lesson plans. Although some teachers requested time to make lesson plans before going to teach. This implies that lesson plans are not a priority in NFPSs teachers. This observations concur with those of Ndirangu (2013), who established that over 80% of teachers in Nyeri were not using lesson plans, they indicated that they had heavy teaching loads and other teaching responsibilities plus large classes. The situation that requires directors to sensitize their teachers about the importance of lesson plans

4.6.6   Assessment of the learning outcomes

The learning outcomes of the lessons observed are shown in figure 4.10 Most lessons observed were below 50% and very few were below 75% and there were no lessons that scored above 75% . These was due to a number of factors, teachers did not have lesson plans to guide them, there were no schemes, teachers did not vary methodology as much and had no teaching learning aids. The finding are shown in Figure 15.
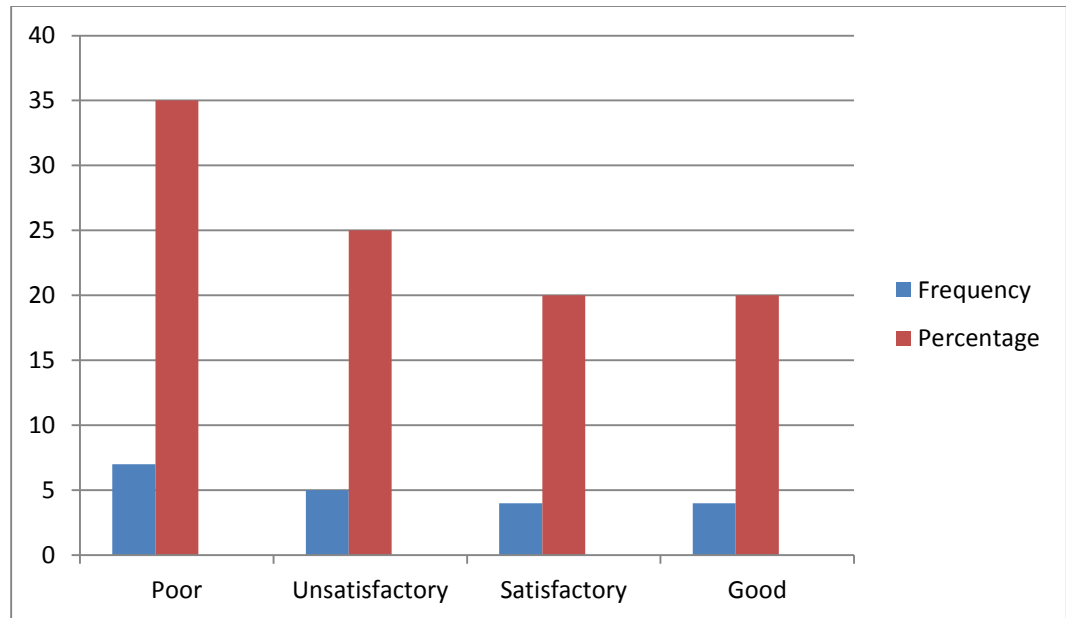
Figure 15. Learning outcomes

In terms of assessment of the learning outcomes, out of 100%, 7 schools had poor assessment 35% , 5 (25%) were unsatisfactory and 4 (20%) were satisfactory and 4 (20%) were good as shown in figure 4.12. This implies that the directors of those schools urged to improve their administrative roles in supervision so that good performance can be realized; they should involve the Government for financial support and staffing.

4.6.7 Correlation Analysis on the use of lesson plan and performance

The third objective of the study was to examine the relationship between lesson plans and pupils' performance in English in Non formal primary schools in Korogocho. For this objective, lesson plan was independent variable while

performance in English was the dependent variable. The findings are shown in Table 4.25

Table 4.25 Correlation analysis between the use of lesson plan and performance in KCPE 2016

Lesson plan	Performance in English 'r'	
Lesson plan used	Pearson Correlation	0.314
during English lessons	Sig(2-tailed)	0.145
	N	23
Lesson objective	Pearson correlation	0.019
	Sig	0.933
	N	23
Introduction	Pearson Correlation	0.322
	Sig	.134
	N	23
Lesson dev	Pearson Correlation	-0.260
	Sig	-0.243
	N	23
Class communication	Pearson Correlation	-0.1439
	Sig	.498
	N	23
Learner participation	sig	0.1037

Data on correlation analysis indicates that the use of lesson plans during English lessons correlated positively with performance at 0.314 at a significant level of 0.05. Lesson objective positively correlated with performance in 2016 at 0.019 and significant level of 0. 933 meaning the more teachers used lesson plans, the

more pupils performed well in English language at KCPE. Introduction of the lesson positively correlated with performance at 0.322 with the significant level of .134

Lesson development or content recorded a negative correlation between lesson plan and performance which was at -0.260 and significant level of.-0.243.

On the side of classroom communication, there was a positive correlation between classroom communication and performance at 0.1439 at the significant level of .498. However, all these correlations in lesson planning were not very significant to performance.

Table 4.26 Regression analysis between pupils' performance and use of lesson plans

Variable	Coefficient	STD Error	Significance
Lp. Availability	-10.3752	16.6459	0.547
L. objective	-9.2292	8.3596	0.547
Introduction	5.0509	9.2890	0.599
Lesson dev.	-1.9937	7.5877	0.599
Classroom comm.	-0.9814	5.9573	0.872
Teaching/resources	-10.5157	7.7537	0.205
Teaching method	-0.8371	4.8451	0.0866
Lesson activities	-8.1557	4.3049	0.087
Learner particip	-1.9100	6.3750	0.771
Constant	131.0052	55.2929	0.039
R^2	0.1683		
F	0.54		

Lesson plan variables cumulatively did not significantly influence performance in English as depicted by a small F-value. However, on the other hand, lesson

activities as a single variable significantly negatively influenced performance in English language. Performance in English decreased as the use of lesson activities was set or adopted. The correlation which stated that there is no significant influence of the use of lesson plan variables on performance was adopted for this objective

4.7 Use of Translanguaging strategies in classroom communication and pupils' performance in English language subject

The fourth research objective of the study was to establish the influence of the use of translanguaging strategies on pupils' performance in English language at KCPE in NFPSs in Korogocho. The study therefore examined aspects of translanguaging strategies among other factors Sheng' mother tongue, Kiswahili, speaking English at school, fluency, language of communication, and language policy. Translanguaging strategies are the use of different languages together that is , English as the medium of instruction and any other languages.

It is in this regard that teachers were asked whether Sheng', Kiswahili and mother tongue were used in English lesson. The findings are shown in Table 4.27

Table 4.27 Directors' Teachers' and Pupils' responses on use of translanguaging strategies during English lesson

Responses	SA		A		U		D		SD	
Use of Sheng'	freq	%	freq	%	freq	%	freq	%	freq	%
Teachers responses	9	17	9	17	8	15	10	19	17	31
Use of Kiswahili	2	4	13	24	6	11	13	24	19	35
Mother Tongue	5	9	7	13	5	9	16	30	19	35
Speaking in English										
by teachers	2	9	7	30	4	17	2	9	7	30
Fluency in speaking										
Eng byTrs.	6	11	12	22	3	6	17	31	15	28
Whether Pupils Ejoyed										
learning in English	0	00	5	22	10	43	6	26	2	9

The research established that most teachers 31% did not acknowledge that pupil's used Sheng' in English lesson and were supported by 19%, as 17% acknowledged that sheng' was used during English lesson and 15% of teachers were undecided. These implied that Sheng' was used during English lesson. It seemed as if teachers of English did not discourage the use of Sheng because learners understood Sheng' better than other languages. This was supported by the use of Kiswahili as most teachers of English 35% acknowledged the use of Kiswahili in an English lesson in order to reinforce pupils' understanding of what

is taught, this was also supported by 24% of teachers, although 24% strictly said Kiswahili was not used during English lessons. Studies by Kimosop (2015), stated that although Kenya has two national languages that is Kiswahili and English, Sheng' was more popular among the youth than the two official languages. This was the same with data on use of mother tongue in English lesson. The Table revealed that most teachers 35% disagreed with the use of mother tongue in an English lesson, as 13% supported the use of mother tongue in an English lesson, as 30% of teachers totally disagreed with the use of mother tongue in an English lesson. This implies that a combination of languages was used during English lessons to reinforce learning.

 Data also reveals that most teachers 30% did not acknowledge that pupils speak in English while at school and were supported   by 9% although   30% acknowledged that pupils speak in English while at school and were supported by 17% and 9% , as 9% were undecided. This implies that pupils were not trained to speak English while at school hence low performance in English language. It can be concluded that schools that had strict directors had pupils speak English in schools while other directors allowed pupils to use multilingual languages

 The Table also shows that most teachers 31% did not acknowledge that pupils in non formal schools were fluent in speaking English language,   as 22% acknowledged that pupils were fluent in speaking English language, 6% were undecided. This implies that pupils in NFPSs were able to speak English even

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though they were not fluent. It can therefore, be concluded that pupils in non formals schools were able to speak English despite being poor.

English is one of the instructional languages in Kenyan curriculum owing to its importance as a language of communication in business, technology, education and science as well as a tool to economic advancement (Enever ,2010). The

Table confirms that most pupils 43% did not enjoy nor liked learning in English as 22% enjoyed learning in English, while 26% did not acknowledge enjoying learning in English as the same with 9%. This implies that pupils enjoyed learning in English despite the obstacles encountered. It can be concluded that most learners found Learning in English enjoyable as they learnt new words. Therefore learners needed to be motivated more by providing them with reading materials.

These findings were confirmed by the focus discussion with the pupils who were asked about the language of communication by teachers while teaching. The findings are shown in Figure 16
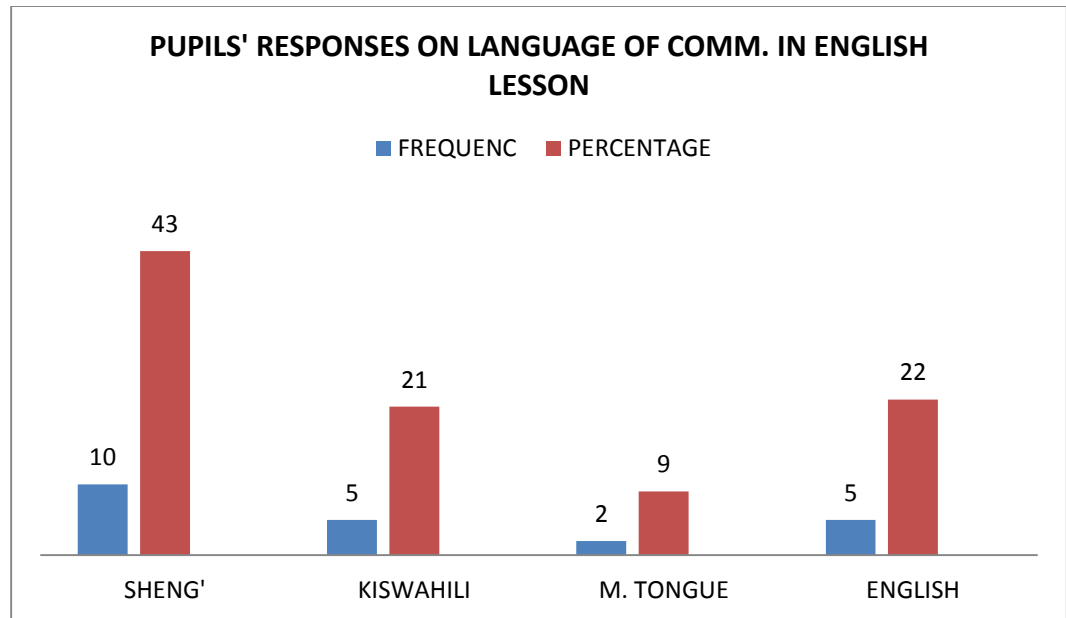
Figure 16 Pupils' responses on language of communication in English class

Data on the language of communication by teachers show that 43% of teachers used Sheng' in teaching English, 9% mother tongue 21% Kiswahili, as 22% used English. This implies that there is stiff competition in the language use in NFPSs. The common language used by pupils was 'Sheng. This was proved through lesson observation where by both Sheng and English were applied for the greater part of the lesson it can be concluded that there was no strict language use applied in Non formal schools, several languages were used to enhance communication and concepts. Teachers had to lower themselves to the level of learners in-order to help them.

Directors were asked to state whether they had some policy governing the use of English in non formal primary schools. The findings are shown in Figure 17
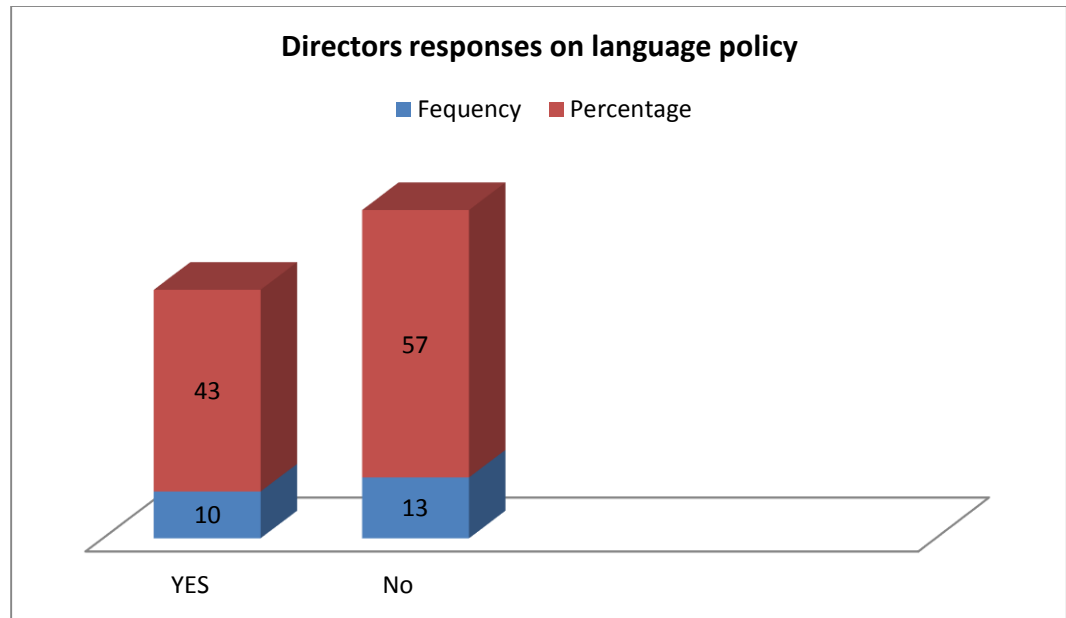
Figure 17 Directors' responses on Language Policy in NFPSs

Data shows that most directors57% did not have governing policy in English in their schools, as 43 % of their counterparts had policies in place. The 57% further, asserted that they reserved four days per week for speaking English and one day per week reserved for Kiswahili. Monday to Thursday was reserved for English and defaulters were punished while Fridays were reserved for Kiswahili language and defaulters were also punished. But 'Sheng' was commonly used in school illegally. This implies that directors needed to enforce the policy in schools to make the education viable. It can be concluded that directors need to reinforce the use of National languages and make it compulsory so that it could contain the use of Sheng' in schools. In any case sheng' should be outlawed in schools in order to realize good performance in English language.

4.7.1 Correlation analysis on use of translanguaging strategies in Classroom Communication and performance in English language subject in KCPE 2016

This objective was to establish the relationship between the use of multilingual classroom communication and pupils' performance in KCPE in non formal primary schools. Questions on classroom communication practice included the use of 'Sheng', use of Kiswahili, pupils' speaking English in School all the time and whether many pupils were fluent in English .

Data obtained was correlated with performance in English language at KCPE 2016 and the Pearson correlation results are presented in Table 4.28

Table4.31 Correlation analysis between Translanguaging strategies and performance in English language in KCPE 2016

Classroom communication practices		performance in English 'r'
Pupils Use Sheng in class	Pearson Correlation	-.182
	Sig (2tailed)	.395
	N	23
Teacher uses Kiswahili		
During English lesson	Pearson Correlation	0 .037
	Sig(2tailed)	0.864
	N	23
Pupils use Mother tongue		
During English lesson	Pearson Correlation	.432
	Sig (2tailed)	.035
	N	23
Teacher uses mother tongue		
During English lesson	Pearson Correlation	-212
	Sig (2 tailed)	.319
	N	23
Pupils always speak English		
In School	Pearson Correlation	-.175
	Sig(2tailed)	.413
	N	23
Many pupils are not fluent		
In English	Pearson correlation	.192
	Sig(2 tailed)	.368
	N	23

*.Correlation is significant at 0.05 level (2tailed)

The use of sheng' in class had a correlation coefficient of -0.182. The relationship was negative implying that the use of shieng' language decreased performance in English. The small correlation coefficient 'r' value was however not significant. The use of Kiswahili in class had a correlation coefficient of 0.037. The relationship is positive implying that the use of Kiswahili language increases performance in English. The use of Mother tongue had a correlation coefficient of 0.43. The relationship was positive implying that the use of mother tongue increases performance in English. The relationship was significant at 95% confidence level. The study concluded that the use of Mother tongue increases performance in English language in NFPSs.The speaking of English by pupils at school had a correlation of -175. The small correlation coefficient 'r' value of .413 implies that the relationship is positive hence when pupils speak in English in school performance in English language improves.

Many pupils are not fluent in English returned a small insignificant positive 'r' value of 0.192 meaning that it does not affect their performance in English language. It can be concluded that multilingual classroom communication did not influence performance in English language.

4.7.2 Mean score achievement in KCPE in Non formal primary schools

Using the mean score in KCPE 2016 for non formal primary schools, the directors of non formal primary schools were asked whether they were satisfied with the

mean score that was raised in English language in KCPE for the last five years.
The findings are shown in Table 4.29

Table 4.29 Mean score achievement in KCPE for the last five years

Variable	Schools	Mean	Std. dev	Min	Max
Year					
2016	23	49.31	14.46	20	74.08
2015	23	50.83	10.76	30	67
2014	23	51.29	8.56	30	70
2013	23	53.54	10.32	30.3	82
2012	23	56.38	12.68	35	90

Source: **Kasarani County Director of Education**

Data on mean score achievement at KCPE in 2016 was 49.31, the lowest school had a min performance of 20 in English while the highest school had maximum of 74.08 score in English. This shows that some individual schools did extraordinary well as shown by the min and max scores. Low or high could have been attributed to pedagogical practices applied in teaching, due to new term courses, consistent staff turnover, poor environment, poor instructional resources and lack of close supervision by the directors, could have affected some schools to posit poor results.

It is in this regard that directors were asked to state whether they were satisfied with the mean scores that NFPSs raised in the past five years. The findings are shown in Figure 18

Directors response on performance

9%

91%
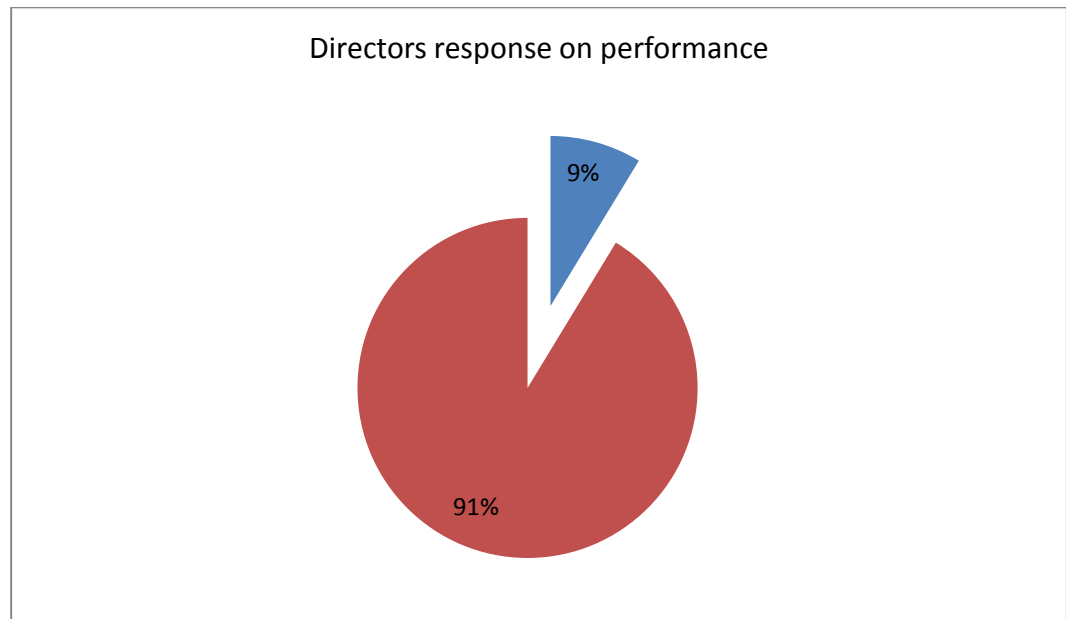
Figure 18. Directors' reactions with the mean score in English

The Figure 18. indicates that majority of directors 91% acknowledged that they were not satisfied with the mean scores in English achieved in 2016 and other years, because the results were diming .Poor performance spells doom to the candidates' future life. This implies that learners leave primary school without the required skills in English language. while only 9% were happy with the performance because candidates acquired National schools. Wanga (2010), identified two factors for low performance in English as the pedagogical practices applied by teachers of English and Socioeconomic background of learners which

comprises nutrition, finance and social cultural problems related to female education affected performance.

It is in this connection that pupils were asked about the challenges experienced when learning English language. The findings are shown in Table 4.30

Table 4.30 Responses on problems pupils face in learning English

Challenges in learning Eng.	Frequency	Percentage
Lack of books	8	34
Mother tongue	1	4
Peer influence	3	13
Lack of dictionaries	5	22
Lack of understanding	6	26
Total	**23**	**100**

Table 4.30 indicates that most pupils 34% lacked books like, story books, reference materials, revision materials, and positive attitudes towards the subject, 4% indicated that mother tongue speaking was a problem to performance. Twenty six (26%) had difficulties in understanding English language and 22% required dictionaries to interpret some terminologies in English language as 13% were influenced by their peers. This implies that without text books, exercise books, and reference books. Pupils concurred with teachers in citing lack of books and teaching aids hence passing in English language is an uphill task. Comparative studies in different countries on the use of text books by Tanner & Tanner (2007)

as cited in Mungai (2013), established that a school with adequate supply of textbooks exposed learners to a wide range of reading and diverse ideas capable of influencing pupils' performance in National examinations

Pupils from focus discussion were also asked for suggestions for proper learning in English language subject. The responses are shown on Figure 19
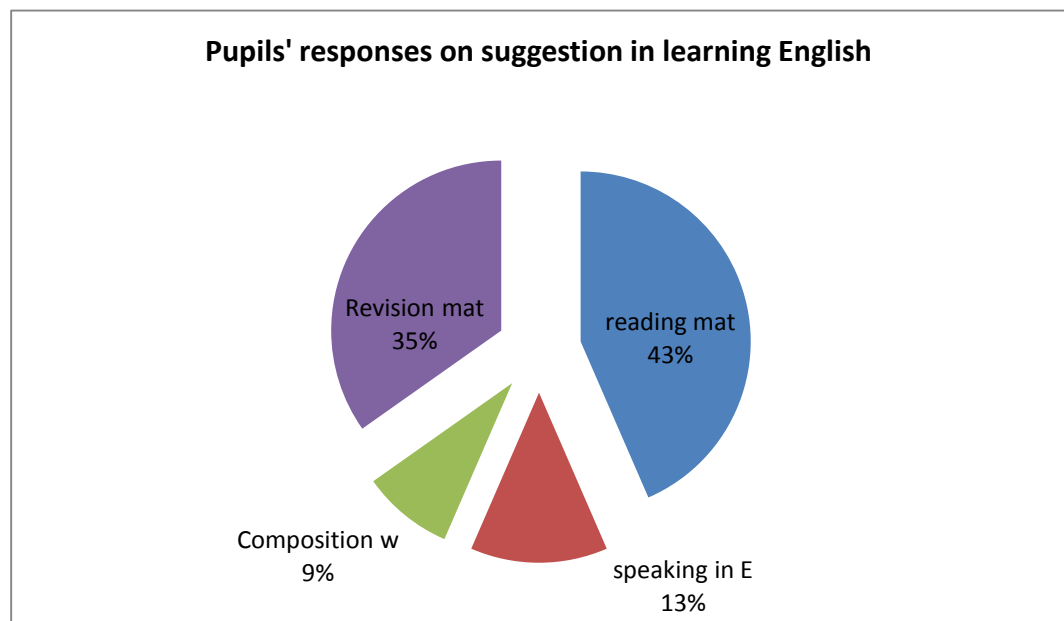
Figure 19 Pupils' suggestions on proper learning in English Language

Figure 19 shows that most pupils 43% would improve in English language subject if reading materials were available at a proper time. As 8 35% suggested revision materials , 3, 13% suggested the reinforcement of speaking in English would help them improve as 2, 9% performance if composition writing was enhanced. This implies that Non formal primary schools heavily lack teaching and learning

resources. Good text books and learning materials are associated with better student outcomes (MoEST, 2004).

It is in this regard that teachers of English were asked the challenges faced while teaching English. The findings from teachers are shown in Table 4.31

Table 4.31Teachers' responses on challenges faced in teaching English

Challenges	Frequency	percentage
Inability to read	4	7
Inadequate coverage of the syllabus	12	22
Insufficient teaching aids/materials	15	28
Interference with slung language	12	22
Low understanding	8	15
Poor language ability	3	6
Total	**54**	**100**

Data on challenges indicate most teachers 28% faced the challenge of insufficient teaching aids and materials, 22% faced the challenge of pupils using mother tongue , 22% faced the challenge of syllabus coverage, 15 % were faced with the challenge slow of learners , as 6% were faced with poor language use. This implies that the Government should help address these problems. It can be concluded that despite these challenges teachers tried to post good results in English language.

It is in this regard that Pupils' were asked about strategies to the problems facing non formal schools when learning English. The findings are shown in Table 4.32

Table 4.32 Pupils' suggestions on strategies to improve learning in English

Suggestions	Frequency	percentage
Learning materials	8	35
Debates	2	9
Group discussions	5	21
Library	3	13
Avoid absenteeism	2	9
Positive attitudes	3	13
Total	**23**	**100**

Table 4.32, indicates most pupils 35% desired to have learning materials, this include revision materials, books, reference materials among others, 21% suggested having group discussions and 13% suggested positive attitude and library facilities could help boost performance in English language. This implies that if the schools provided the teaching learning materials, the performance in English would improve.

Strategies to reinforce the speaking in English at school involved. The following responses ; schools had set rules such as compulsory use of English from Monday to Thursday, as Fridays were meant for Kiswahili language. However, this was to give equal weight to both languages owing to their importance. Also learners

were encouraged to communicate in English at school as the language was the medium of instruction and these was reinforced by awards. Introducing discs, monitors and light punishments like rebuking those found speaking vernacular languages and writing compositions; schools hoped to encourage the need to speak English among learners. Pupils are encouraged to speak English more than Kiswahili since examinations are set in English. Learners were however, encouraged to speak English without being coerced to do so. The directors set examples by making announcements in English at morning assembly, in social meetings and using it to teach and encouraged every teacher in the school to talk about the importance of using English always to change the attitude of learners. To promote the standards of English, pupils who performed well in English were awarded gifts and teachers were also encouraged to reward pupils who had performed well in CATs and examinations with story books and exercise books.

Schools also were making efforts to encourage the pupils to speak in English at all times by hanging posters written in English, although it is also true that English was facing stiff competition from Kiswahili, which is also an official language and examinable subject. The fact that teachers were allocating more time to the speaking of English more than Kiswahili shows that teachers had realized the importance of English as the medium of instruction and the language used to examine learners in National examinations. It was also clear that teachers discouraged the speaking of vernacular languages by administering punishment to the defaulters. It is interesting to note that, despite 88% of the teachers in this

study said that pupils spoke Sheng during English lessons and all directors acknowledged that speaking other languages affected learner performance in English, the directors did not report making any attempts to stop the speaking of 'Sheng' in Non formal primary schools in Korogocho because it was inevitable.

These findings were confirmed by the directors who were asked to state the strategies for improving the mean grade in English language as shown in Table 4.33

Table 4.33 Directors responses on strategies to improve Mean grade in English language

Responses	Frequency	Percentage
Syllabus Coverage	4	17.3
Teaching/Learning resources	4	17.3
Instructional methods	7	30.4
Financial support	6	26
Workshops for Teachers	2	9
Total	**23**	**100**

Table 4.33 shows how the mean grade in English can be improved, most directors 30.4% suggested the impediment as lack of instructional methods,26% were for financial support,17.3% were for syllabus coverage and teaching /learning resources and 9% recommended workshops. This implies that the non formal primary schools were dire in need of teaching materials if supported by the

government the schools would do well. These views agree with those of Enever (2010), who asserts that the mastery of English language is critical at primary school level where learners are expected to build a strong foundation for learning all subjects, for furthering their education to higher levels and communication. Enever (2010), further argues that, English is a vehicle for improving literacy which is fundamental for National development. It is in this regard that teachers of English were asked about other strategies to be used to improve performance in English. The findings are shown in Table 4.34

Table 4.34 Other strategies by teachers for improving the mean score in English

How to improve score	Frequency	percentage
Syllabus completion	7	13
Extensive revision	6	11
Compulsory prep	5	9.2
Teaching/Learning resources	7	13
Consultation panels	5	9.2
Conducive enviro.	4	7.4
Language policy	4	7.4
Frequent workshops	4	7.4
Lesson trips	5	9.2
More English lesson	3	6
Team teaching	4	7.4
Total	**54**	**100**

Data on Table 4.36 indicates that syllabus coverage is important to performance in NFPSs with as most teachers 13% , 6% advocated for more English lessons, 11% suggested extensive revision, 9.2% suggested compulsory prep, consultation panels, and lesson trips, 7.4% suggested conducive environment, 7.4% language policy, 7.4% frequent workshops and 7.4% team teaching. These implies that teachers in non formal primary schools lacked enough time during ordinary

teaching time in the school calendar therefore to complete the syllabus and have time for revision required extra time to improve on the performance. In the KNEC monitoring learner achievement, teachers of English reported inability to complete the syllabus within the school hours and 71% of the teachers reported existence of remedial teaching in their respectful schools. Observation established that these remedial programs although outlawed by the government, still take place during the holidays and weekends. Holiday teaching is characterized by rote teaching, drilling and competition to prepare learners to pass KCPE. The Ministry of education should enhance the law prohibiting holiday tuition all together. It can be concluded that teachers should be encouraged to complete the syllabus on time and enhance team teaching

The directors were also asked to talk about other strategies that affected the mean grades in English language. The findings are shown in Table 4.35

Table 4.35 Director's and other strategies to improve the mean score in

English language

How to improve	Frequency	Percentage
Reference books	2	9
Consultation panels	2	9
Co-operation &feeding program	3	13
Workshops for teachers	2	9
Language policy	4	17
Resource persons	3	13
Instructional methods	7	30
Total	**23**	**100**

Data on Table 4.35 established that for the mean grade to improve, instructional methods must be improved as 30% of directors responded by saying that the main hindrance to performance in NFPSs. Followed with language policy with 17%, resource books and consultation 9 %. These views are in line with Chang (2010), who established that teaching methods work effectively if they suited learners' needs since every learner interprets and responds to questions in a unique way.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter presents the summary of the study, conclusions, recommendations and suggestions for further research

5.2   Summary of the Study

The purpose of the study was to investigate the influence of pedagogical practices on pupils' performance in English language in Kenya Certificate of Primary Education in Non formal schools in Korogocho, Nairobi, Kenya. The study used descriptive design and purposive sampling to select the Non formal primary schools and simple random sampling were used to select the schools. A total of 23 non formal schools were selected to participate in the study, 23 directors, 54 teachers of English and 264 pupils participated in the study. Focus group discussions used by pupils from the 23 NFPSs. The research instruments used in the study were Questionnaires, focus discussion groups a lesson observations.

The study was anchored on Instructional theory by Reigeluth (1999). Literature was reviewed in line with each objective of the study and the findings of the study were discussed and linked with literature review. The study employed descriptive survey research design with a mixed method approach where both quantitative and qualitative approaches were used to collect and analyze data. The study

targeted 23 Non formal primary schools, 23 directors 54 teachers of English and 264 pupils from standards seven and eight. Purposive sampling was used to select Non formal primary schools that offer KCPE in Korogocho non formal settlements. Data was obtained through questionnaires for directors and teachers of English for standards seven and eight, Lesson observations guide and focus discussion groups for pupils were also used. By use of the test-retest method instruments reliability was established. Data was analyzed using SPSS and Excel software and presented in text, and through tables, bar graphs and pie charts. Pearson's product moment correlation coefficient ('r') was used to test the validated. The findings are as summarized in the subsequent sections

5.2.1   Lecture method on pupils' performance in NFPSs

The findings of the study revealed that the use of lecture method leads to poor performance. However, Lecture method alone correlated negatively to performance at -0.2378, note taking positively correlated to performance at 0.78. It can be concluded that there is a positive correlation between performance and the use of other methods such as demonstration and note taking than pure lecture method.

5.2.2   Collaborative methods and performance

Findings on the second objective of the study showed that the use of collaborative teaching methods was satisfactory. Some of the methods such as storytelling, debates, discussion in groups, role play and dramatization were not easy to use

due to learners' poor speaking skills**.** A combination of collaborative methods enhances performance in school and in national examinations. Therefore teachers should be encouraged to apply the methods in their teaching approach.

An R^2 of 0.292 implies that collaborative method will influence 29% of variation in pupils' performance. The use of discussion method increased performance of pupils by 14%. Therefore, in conclusion the use of collaborative method positively and significantly influenced pupils' performance. Teachers should be encouraged to use collaborative teaching methods to enhance performance

5.2.3   Lesson plan and pupils performance

The Results on the third objective showed that teachers did not always use lesson plans due to many challenges which included large classes, heavy teaching loads and many slow learners in the class. Observations however, showed that despite these challenges, teachers delivered the lessons well. However, learner participation in class was positively correlated with performance at 0.1037, classroom communication had positive correlation at 0.1439, lesson development had positive correlation at 0.0927. This can be concluded that the use of lessons should be enhanced in Non formal primary schools.

5.2.4 Use of Translanguaging strategies in classroom communication and pupils' performance

Findings on the fourth objective showed that English, Kiswahili, 'Sheng' and mother tongue were all used during English lessons. All directors agreed that speaking of other languages had a negative effect on performance in English. However, the use of Sheng' had a correlation coefficient of -0.182, the use of Kiswahili had a correlation of 0.037 which was positive. The use of mother tongue increased performance, speaking in English had a correlation of 0.413 implying that the relationship is positive. Therefore, it can be concluded that the use of other languages boosted performance in English despite the discouragement of other languages by the directors of schools.

5.3 Conclusion

The findings from the research objective one, showed that all teachers applied lecture method while teaching English lesson. Lecture method decreases performance, variables under lecture method did not influence performance as indicated by a small f- value, which implied that there is no significant influence of lecture variables in pupils' performance in English language. The study concluded that inability to get trained teachers was a hindrance to performance in English language at KCPE.

Analysis of research objective two, revealed that teachers used different methods of teaching which were not appropriate for example, most teachers used

question/answer method which were deemed in appropriate for the lessons that were observed. The study concluded that inability for teachers to use the appropriate methods of teaching was as a result of lack of in-servicing. The study therefore concluded that inappropriate pedagogy were a hindrance to good performance in English language at KCPE.

Use of lesson plans variables cumulatively did not significantly influence performance in English language as depicted by a small F- value. However on the other hand lesson activities as a single variable significantly negatively influenced performance in English language. Performance in English decreased as the use of lesson activities were set or adopted. According to data collected, use of lesson plan by teachers had a positive influence on performance in English language. The study therefore concluded that this could be as a result of inadequate professional training making teachers unable to prepare and use lesson plans, hence affecting performance in English language at KCPE.

The analysis of the fourth objective on multilingual classroom communication indicated that the use of sheng' in class had a correlation coefficient of -0.182. The relationship was negative implying that the use of sheng' language decreased performance in English language. Many pupils are not fluent in English returned a small significant positive 'r' value of 0.192 meaning that it does affect performance in English language. The findings from the fourth research objective indicated that the use of different languages at school and in class affected

performance in English. It can be concluded that the use of different languages by pupils affect performance in English language at KCPE.

5.4   Recommendations

1. The study recommends that the Quality Assurance and Standards officers and directors of NFPSs should discourage the use of lecture method in both primary and secondary schools in Kenya, as it is not suitable for young people. These can be done through workshops for teachers and in- service training.

2. KEMI should encourage the use of collaborative methods in primary schools as it is known through empirical evidence for enhancing performance in National examinations. Teachers teaching Candidates should be empowered by the Ministry of Education to use collaborative teaching through exposure to books and other instructional resources.

3. The study recommends that directors of non-formal schools should encourage teachers to use lesson plans. Based on the findings, directors should provide formats for their schools through provision of lesson plan books and have close supervision as lesson plans cannot be divorced from teaching. Each teacher should have detailed lesson plans for each subject they teach whether in upper primary or lower. Lesson plans guide teachers on the methodology to use, teaching aid required and make teachers confident in their work.

More trained teachers should be employed to alleviate shortage of teachers in non formal primary schools so that the work load for teachers could be manageable

4. The MoEST and directors of Non formal schools should enhance the language policy so that in the upper primary only two languages should be used that is English and Kiswahili, so that Sheng' should not be used in schools.

5.5   Suggestions for further Research

1. Considering that this study was conducted in urban areas, a similar study should   be conducted in rural areas where Non formal primary schools are established to determine what factors influence performance in English language

2. Study on how NFPSs directors' characteristics affect performance in English language should be conducted to provide models which would predict what the directors ought to do to effectively influence performance in English language at KCPE in NFPSs

3. Studies can be conducted in other subjects across the primary school classes in NFPSs.

4. A study can be conducted in public primary schools because all of them are managed differently.

5. Study could be carried out in policy management of education particularly in Non formal primary schools inorder to improve performance

6. A study could be carried out on the strategies applied in Education in

   Kenyan especially in NFPSs to improve performance

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

<div align="right">

Department of Educational

Administration and Planning,

University of Nairobi

P.O Box 30197-00100

Nairobi

</div>

The Director   26/5/17

Dear Sir/ Madam,

RE: PERMISSION TO COLLECT DATA FROM YOUR SCHOOL.

I am a postgraduate student undertaking Doctor of Philosophy in Education, in the Department of Educational Administration and Planning at the University of Nairobi, I am conducting a research on **Influence of teaching methods on pupils' performance in English language at KCPE in Non formal primary schools in Korogocho, Nairobi City County, Kenya.** Kindly, allow me to collect data through lesson observation, Focus discussion group and questionnaires. The data collected will be used strictly for academic purposes and the identity of respondents will remain confidential. Thank you for your cooperation.

Yours faithfully,

Catherine N. wabwoba

APPENDIX II: QUESTIONNAIRE FOR TEACHERS OF ENGLISH

Please indicate the correct option as correctly as possible by putting a tick ( )

where necessary or fill in blanks.

Section A: Demographic Data

1. Please indicate your gender ………………………………………..

2. What is your age in years?........... …………………………………

3. For how many years have you been a teacher of English?...................

4. Have you received additional training in teaching English in the last two

    years? Yes [ ]   No [ ]

5. Who organized the training for teachers? a) NGOS, b) Religious

    organizations (c) Government(d) Director (tick the appropriate answer)

6. The training was on what topic?...

7. How long did it take? a) One week (b) One month (c) Two weeks (d) Three

    months

8.   Was it relevant to your career? Yes   No

Section B: Lecture method and Performance in English in NFPSs

The following are factors that contribute to Lecture method and the

performance in English in NF primary schools. Tick where appropriate

whether you strongly agree (SA) Agree (A) Undecided (U) Disagree (DA)

and strongly disagree (SD)

5.Lecture method	SA	A	U	D	SD
I. Lecture method is used in teaching English					
Ii. The teacher talks and learners take notes					
iii.The teacher writes notes on the chalkboard					
Iv. Teacher dictates notes to learners					
v.Uses demonstration method during English					
vi.No learning when when the teacher is absent					
vii.Teacher makes all decisions for learners					
viii.Teacher gives orders in an English lesson					

Section C: Collaborative teaching methods and Performance in English in NFPSs

6   The following are ways in which pupils are taught English in NFPSs

   Put a tick ( ) where appropriate to indicate whether you strongly agree

   (SA), Agree (A) Undecided (U) Disagree and strongly agree (SA)

s/n	Collaborative methods	SA	A	U	D	S D
I	Pupils have discussion groups during English lesson					
Ii	Pupils sometimes dramatize during English lesson					
Iii	Pupils read their composition to others during English lesson					
Iv	Pupils often give group assignment during Eng. Less					
V	Pupil's always discuss in English Lesson					
Vi	There is always free interactions between teachers & pupils during English lessons					

Section D : Use of Lesson Plans and Performance in English in NFPSs

7   Do you have a specific format for making lesson plans in your school?

Yes [ ]   No [ ]

8   Do you find lesson plans important in teaching English in NF primary

schools? Yes   [ ]   No   [ ]

9   Are lesson plans effective in teaching English language ?..............................

10   Do you find time allocated for English language enough for you to cover the

syllabus on time? Yes [ ]   No [ ]

11 In your lesson plan do you include specific skills to be achieved in English

lesson? Yes [ ]   No[ ]

12 If yes which skills……………………………………….

13 Do you always achieve the objectives of the day in your plan?

Yes [ ]   No [ ]

14What challenges do you face when making lesson plans?................

15In your opinion what can directors do to make you improve the performance in

English at KCPE in your school? ………………….

Section E: Use of translanguaging strategies in classroom communication

and Performance in English language subject in NFPSs

16 Below are a series of statements concerning multilingual classroom
communication in teaching English. For each statement, there are five
possible answers from the likert scale as follows ;Strongly Agree (SA),
Agree (A)   Undecided) Disagree (D) Strongly Disagree (SD)

Choose the responses that are appropriate to your opinion and mark with tick ( )

on the corresponding space provided

17	Attributes(Translanguaging communication)	SA	A	U	D	SD	
I	Sometimes Pupils use sheng' in their English lesson						
Ii	The teacher sometimes uses Kiswahili during English lessons						
Iii	Pupils use mother tongue during English lesson						
Iv	Pupils always speak English in School						
Vi	Many pupils are not fluent in English language						

18   What challenges do you face when teaching English language?

19   Do you have any comment to make regarding teaching methods in

English language and performance in English in KCPE?

20 In your opinion, what can be done to improve performance in English in

your school?...

21   What challenges do you face when teaching English lessons in NF

primary   school

…………………………………………………………………………

Thank you very much for your co-operation

APPENDIX III: QUESTIONNAIRE FOR DIRECTORS

SECTION A: Demographic information

1. Please indicate your gender   Male ( )   Female ( )

2. What is your age in years………………………………

3. What is your highest professional qualification P1 ( ) Diploma ( ) Ed ( ) Med ( )

4. How long have you been heading the school?

Performance in English

5. How has English subject been performing in your school for the last five years?

Year	2016	2015	2014	2013	2012
Mean Performance in English					

6. Are you happy with the results your school has been posting in English language for the last five years………and why…………………

7.   Below are some of the methods used by teachers of English that influence performance in English in NFPSs. Tick where appropriate to indicate whether you strongly agree (SA) Agree (A) Undecided (U) Strongly Disagree (SD)

Instructional methods	SA	A	U	D	SD
Lecture Method					
Demonstration method					
Dramatization					
Question/Answer method					
Peer tutoring method					
Discussion method					

8. What methods of instruction in English language would you prefer most and why…………..

9. Do the teachers always use lesson plans while teaching? Yes ( ) No ( )

10. What does the administration do to facilitate the use of lesson plans by teachers?

11. What Kind of a school policy on the language of communication do you have in your school?

12. Do you think the policy is strictly followed? Yes ()   No ( )

13. Do you punish those pupils who speak different languages apart from English? Yes ( ) No ( )

14. If   Yes, what kind of punishment do you administer?.........................

15. Do you allow teachers of English to reinforce the school policy by punishing culprits? Yes( )   No   (   )

16. What mechanisms as a Manger have you put in place to improve the mean grade of English language in your school?..

17. In your opinion, what would you suggest to be done to improve the performance in English language in your school…………………………………………………

APPENDIX IV: **LESSON OBSERVATION GUIDE**

Section A: Background Information

Date…………………. Time……….

School………………

Class…..

PART B: GUIDE FOR OBSERVATION OF LESSION

1. Lesson plan is available in the classroom! Yes [ ] No [ ]

Using the provided key, enter the score for each criterion of the lesson plan in the table below. For each statement there are five possible answers from the likert scale tick appropriately as follows

Key; 1 Very Good (VG)   2-Good (G) ; 3- Satisfactory (S) 4- Poor (p) 5- Excellent (E)

		Excellent	V. G	Good	Satisfact	Poor
I	Lesson objectives					
Ii	Introduction (set induction)					
iii	Lesson development					
iv	Classroom communication					
v	Discussion, question//answer, drama					
vi	Use of lecture method					
vii	Lesson Activities(group discussions, Assignments)					

Thank you for your co-operation

APPENDIX V: **FOCUS GROUP DISCUSSION GUIDE FOR PUPILS**

The following semi structured questions constitute the items in the focus group discussion for pupils' in NFE.

Name of the school……………………………………………………………..

Town…………………………………………………………………………….

Number of discussants……………………..Male……Female…………..

1 Who decides what is to be learnt in your English lesson(probe for lecture method)

2 No learning takes place when the teacher is absent(probe for decision making)

3 The teacher usually writes notes on the board for pupils to copy(probe for lecture method)

4 Pupils are put in groups while learning English lesson (probe for independence)

5 Do you like peer tutoring during English lesson (collaborative method)

6 Do you get discussion questions from your teachers of English (probe for assignment tests)

7 Do you sometimes dramatize in class? (Probe for active participation in class through drama)

8 Do you read composition during English lesson (probe for active participation)

9   What language does the teacher use while teaching English (Probe for multilingual classroom communication)

10 Do you have a language policy in your school?.(probe for enforcement of the policy).

11 What common language do pupils use when in school; Kiswahili, Sheng', Mother tongue, English (probe for multilingual comm.)

12 Do you enjoy learning in English language(probe for the interest in the subject)

13 What problems do you experience when learning in English (probe suggestions on the improvement of classroom learning pedagogy)

14 What suggestions do you want to make for proper learning of English

Thank you for your co-operation

APPENDIX VI: NACOSTI RESEARCH AUTHORIZATION

**NATIONAL COMMISSION FOR SCIENCE
TECHNOLOGY ANDINNOVATION**

**Telephone—254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249**

Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9°'Floor, Utalii House Uhuru Highway P.O. Box 30623-00100 NAIROBI-KENYA

Ref: No NACOSTI/P/17/63993/17256

Date: 24th May, 2017

Catherine Nafula Wabwoba University of Nairobi P.O. Box 30197-00100 **NAIROBI.**

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **"Influence of methods on pupils performance in English language subject in Kenya Certificate of Primary Education in non formal schools in Korogocho, Nairobi, Kenya,** " I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **23rd May, 2018.**

You are advised to report to the County Commissioner and the County Director of Education, Nairobi County **before embarking on the research project.**

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

GODFREY P. KALERWA MSc., MBA, MKIM FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner Nairobi County.

APPENDIX VII: NACOSTI RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. CATHERINE NAFULA WABWOBA
of UNIVERSITY OF NAIROBI, 2007-50200
Bungoma,has been permitted to
conduct research in *Nairobi County*

on the topic: *INFLUENCE OF
PEDAGOGICAL PRACTICES ON PUPILS
PERFORMANCE IN ENGLISH LANGUAGE
IN KENYA CERTIFICATE OF PRIMARY
EDUCATION IN NON FORMAL SCHOOLS
IN KOROGOCHO, NAIROBI, KENYA.*

for the period ending:
23rd May,2018

Permit No : NACOSTI/P/17/63993/17256
Date Of Issue : 24th May,2017
Fee Recieved :Ksh 2000

....
Applicant's
Signature

....
Director General
National Commission for Science,
Technology & Innovation