

**INFLUENCE OF TASK-BASED APPROACH ON STUDENTS' ENGLISH LISTENING
AND SPEAKING SKILLS IN PUBLIC SECONDARY SCHOOLS IN BUSIA SUB-
COUNTY, KENYA**

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A Research Project Report Submitted in Partial Fulfillment of the Requirements for the Award of
the Degree of Master of Education in Curriculum Studies.

University of Nairobi

2022

DECLARATION

This research project report is my original work and has not been presented for a degree in any other university.



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DEDICATION

This study is dedicated to my late mother Roselyne Namaemba Wanyama Nyongesa who is my inspiration and source of strength. Special dedication to my dad and siblings Lydia, Oliver and Cornelius.

God bless you in all your endeavors.

ACKNOWLEDGEMENT

I wish to thank the Almighty Heavenly father for bringing me this far. I owe my life to Him for His everlasting mercies. I thank Him for His guidance and providence which enabled me to undertake this project.

Secondly, I wish to express my sincere appreciation to my supervisors Dr. Rosemary Imonje and Dr. Phylisters Daisy Matula for having agreed to supervise this research paper and for their utmost patience in reading the drafts and offering their guidance without which the research would not have been a success. I would also like to express my sincere thanks to my family for their love, understanding and support during the project.

I highly appreciate the respondents, both teachers and students, who were involved in this study. My gratitude also goes to my colleagues who encouraged me and shared their insights during this project work.

ABBREVIATIONS AND ACRONYMS

EFL	:	English Foreign Language
ESL	:	English Second Language
K.C.S.E	:	Kenya certificate of secondary education
KICD	:	Kenya Institute of Curriculum Development
KNEC	:	Kenya national examinations council
MoE	:	Ministry of Education
TBI	:	Task-Based Instruction
TBL	:	Task-Based Learning
TBLT	:	Task-Based Language Teaching

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ABSTRACT

The purpose of this study was to investigate the influence of task-based instruction on students' English listening and speaking skills among public secondary schools in Busia sub-county, Kenya. The fundamental objectives were to: analyze the influence of group discussions on students' English listening and speaking skills in public secondary schools in Busia sub-county, establish impact of role-play on students' English listening and speaking skills, establish impact of brainstorming on students' English listening and speaking skills, and to lay out the impact of problem solving on students' English listening and speaking abilities in public secondary schools in Busia sub-County. The review was directed by hypothesis of Second Language Learning-Language theory. A clear review configuration was utilized to convey the research since it empowered the scientist to choose gatherings who are unique yet explore them at one moment. A pilot study was led to approve the exploration instruments before the examination started. The review utilized two example t-test to lay out the unwavering quality of the exploration instruments, which had an importance level of 0.05. The review populace was 2,315 respondents out of which an example size of 175 respondents were gotten basing on Yamane (1967). Information was gathered by the utilization of surveys and interview. Information was dissected utilizing unmistakable insights like frequencies, rates and means. Quantitative information was summed up to evaluate the strength of the connection between the factors. The researcher led a various straight relapse examination to lay out the connection among free and subordinate factors. The outcomes were introduced in tables, diagrams and pie graphs. Findings of the study reveals that Group discussion was able to predict 0.632 (63.2%) of the variation in English listening and speaking skills, Role play was able to predict 0.550 (55%) of the variation in English listening and speaking skills. Brainstorming was able to predict 0.580 (58%) of the variation in English listening and speaking skills and Problem solving was able to predict 0.343 (34.3%) of the variation in English listening and speaking skills. Based on the study findings, this study concludes and recommends that the policy makers should ensure that the group discussion is included in English course books when reviewing the curriculum as they can enhance learners' speaking skills, the School administrators of English programs and subject teachers should suggest books that emphasize and stress on speaking through role play activities, the teachers of English should create a conducive environment for learners and encourage shy students to participate

in speaking by using task-based instruction activities through brainstorming and problem solving skills.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally, task-based approach forms a durable part in the English language educational plan. Muliani and Surmaso (2020) say that speaking is one of the sub skills taught with the expectation that the students will be able to communicate well in the language. Language capability is developed through support.

Task based approaches like group discussion, role-play, conceptualizing and critical thinking are what educationists ought to embrace. In group discussions, listening is as important as speaking. Unless one listens, they cannot contribute to a topic of discussion. In role play, students open mindedly learn the art of speaking and listening just like it is the case with sharing ideas through brainstorming and problem solving.

The current syllabus of teaching English in Kenya underscores the incorporation of integrated teaching. Integration, subsequently intends that, no listening in, talking, perusing and composing abilities ought to be shown in segregation. However, they ought to supplement each other. Task based approaches are appropriate for incorporated education. Consolidating language abilities in the perusing system makes a student focused class and would be useful for improving perception (Kulo, Kibui and Odundo, 2020).

Some of the factors that are likely to be attributed to Kenya National Examination's awful performance in English include teaching methods, instructional material among others. A study in Indonesia demonstrated that undertaking based language teaching(TBLT) worked on the students' talking execution as the technique zeroed in on giving the students errands to be examined during the educating and educational experience (Muliani et al,2020).

Speaking assumes a huge part in everyday correspondences. Talking empowers individuals to frame associations by permitting them to convey and pass on messages, impact others, and become flexible communicators. As an outcome of this fundamental job, talking has acquired prevalence in learning English language and is broadly viewed as one of the most fundamental abilities to master and dominate. In English language homerooms, the interest for students to be familiar and talented English speakers began to increment throughout the last many years. Many accept that English goes about as the main language generally spoken and perceived fundamentally by the overwhelming majority of conspicuous worldwide organizations and worldwide instructive establishments (Gem, 2013). Thus, being able to talk and impart in this language is considered appealing and significant by students from one side of the planet to the other (Pennycook, 2017). Be that as it may, in spite of its convincing characteristic and basic job in day to day existences, speaking is as yet viewed as one of the most moving abilities to dominate. Among many elements that add to students' trouble in gaining English talking ability, tension is professed to be perhaps of the most widely recognized reason students are hesitant to try their oral expertise both inside and outside study hall settings (Brown, 2001; Consumes and Slope, 2019). A few showing strategies have been grown from that point onward to defeat this tension issue, and among them is pretend. Many researchs in various instructive settings have been devoted to exploring the adequacy of pretend in beating nervousness among students while rehearsing their talking abilities (Shen & Suwanthep, 2017).

English language has an extraordinary significance in the existence of each and every person in human civilization and should be visible as: a vehicle of thought, a mechanism of articulation, mode of correspondence with different nations, mental turn of events, reason for schooling, mechanism of writing, appreciation and conservation of culture, development of progress, and

improvement of harmony. A few researches have figured out that English language use can't be undermined (Dash and Dash, 2018).

As a mechanism of guidance in Kenyan schools, English language is for sure a vital subject both in the development and improvement of the educational program and as a help subject to the school student who require great English language in a huge assortment of expert endeavor in business and everyday exchanges in the Kenyan communication climate (M.O.E, 2018 and Jeshire, 2018). Because of the duty English language plays in the educational plan, the Ministry of Education (M.O.E.S.T) has set a ton of accentuation in its turn of events. It has put on the shoulders of the educators of English language the undertaking of embellishment the students so they can articulate their thoughts really in both oral and composed work. In spite of the fact that Kiswahili and English dialects are the two Kenyan authority dialects, as a general rule, the educational system favors English language as the fundamental vehicle of guidance. Kiswahili language is confined to the initial three years of the grade school training in only a couple of locales in the country. In most of the areas English language stays the main vehicle of guidance right from the 1st grade (Jeshire, 2018).

In the wake of Corona virus for the year 2019, universal admittance to online resources, students won't be guaranteed to require educators to consistently and straightforwardly instruct them (Zhao, 2019). With approaches like group discussions, Zhao goes further to say that the job of the educator changes from a teacher or commandant to a coordinator of learning.

Table 1.1 Results of language subject in K.C.S.E

SUBJECT	MEAN MARK	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
ENGLISH	4.483	0	0	0	13	125	260	280	303	303	661	229	11
KISWAHILI	5.194	3	54	111	155	214	186	187	201	196	628	251	5
FRENCH	6.647	1	0	3	2	2	1	0	0	0	0	0	0

The results indicate a low performance in English with no quality grade (Grade B+ to grade A). Comparatively, the other two languages had better results in Busia Sub County. Kiswahili had 168 quality grades while French had 4 yet English had no quality grade.

1.2 Statement of the Problem

Teachers of English remain tasked with utilizing proper instructional strategies that advance the language abilities in English (Wandera, 2012). Considerable high percentages of teachers still use the lecture method for lesson delivery, however, task based approaches keep students motivated, aid cognition and enhance retention. Kenya National Examinations Council (KNEC), 2020 report posits that in-service training refreshes pedagogical skills among teachers. Students who memorize subject matter and recite the texts and material assigned are unable to produce very simple sentences outside the classroom (Bhandari, 2020). Metto & Ndiku (2014) posit that learner centered approaches are still far-fetched in Kenyan secondary schools.

Learner task-based instruction approaches are still far-fetched in Kenyan secondary schools (Metto & Ndiku, 2019) where traditional teacher centred methods have dominated, characterized by transmission of knowledge and students are motivated to participate but they answer ‘closed’ questions. This implies that there is very little correspondence among the learners and also between students and their teachers because lessons involve repetition of memorized work. Due to minimal interactions, school children experience an inadequate chance that enables them to train and develop spoken abilities. The students therefore, cannot express themselves as required or hold conversations even amongst themselves in the English language.

The use of task-based activities as extensively researched on by many researchers: (Phisuthangkoon, 2012; Sae-Ong; Thongpubai, 2010; Murad, 2009) can improve students’ speaking abilities. Well-designed tasks give chances to learners for more interactions which enable them to practice in speaking. However, very little studies have been conducted in this place with English speaking learners of Busia County, Kenya. Consequently, this review sought to assess factors influencing task based instruction on strengthening speaking and listening English skills.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of task-based instruction on students' listening and speaking English skills amongst public secondary schools in Busia sub-county, Kenya

1.4 Objectives of the Study

The review was directed by the following specific objectives:

- i. To examine the influence of group discussion on English students' speaking and listening skills in public secondary schools in Busia sub-county.
- ii. To determine the influence of role-play on English students' speaking and listening skills in public secondary schools in Busia sub-county.
- iii. To establish the influence of brainstorming on English students' speaking and listening skills in public secondary schools in Busia sub-county.
- iv. To establish the influence of problem solving on English students' speaking and listening skills in public secondary schools in Busia sub-county.

1.5 Research Questions

The review was directed by the following research questions:

- i. To what extent does group discussion influence English students' speaking and listening skills among public secondary schools in Busia sub-county?
- ii. How does role-play influence English students' speaking and listening skills among public secondary schools in Busia sub-county?
- iii. To what extent is the influence of brainstorming on English students' speaking and listening skills among public secondary schools in Busia sub-county?

- iv. How does the use of problem solving impact on English students' speaking and listening skills among public secondary schools in Busia sub-county?

1.6 Significance of the Study

Discoveries made would be helpful in policy making on Task-based to play a vital function in the achievement of English speaking skill among learners. The discoveries of this study would also provide a pool of literature to future academicians on the same subject area. The Kenya Institute of Curriculum Development (KICD) enumerates Reciting poems, telling stories, discussing issues, debating, dramatizing, role-playing and speech drills as the approaches to teaching listening and speaking skills in secondary school. These are approaches which teachers barely use. It is hoped that KICD and teachers may find this research useful as it tried to see if the utilization of task based approaches has a relation to English listening and speaking language. Moreover, discoveries would likewise give input to the education ministry on teaching approaches in public secondary schools as well as contribute knowledge to future researcher on the same topic.

1.7 Limitations of the Study

In this review, barriers included dependence on respondents' co-operation. The researcher would have to win the confidence of respondents and assure them confidentiality.

Secondly, other respondents may misinterpret the topic "influence of task based instruction on strengthening of language skills". This can come as a result of failure to understand the key words.

This would be moderated by the researcher writing an introductory letter to simplify on the terms and explain key words where possible.

1.8 Delimitations of the Study

The component of interest in this research was form 2 and 3 students, teachers of English, departmental heads English in public schools. The parameters studied include group discussions, role play, brainstorming and problem solving and their role in strengthening two skills: listening and speaking skills in English.

1.9 Assumptions of the Study

- i. Task based teaching approach is important for English students' speaking and listening skills.
- ii. It is assumed that the respondents are honest, truthful and cooperative.
- iii. It is assumed that teacher and student characteristics are not factors that influence the acquisition of listening and speaking skills in English.

1.10 Definition of Significant Terms

Brainstorming this stands for generating creative ideas as well as solutions to a given question using a target language where students give as many suggestions as they can no matter wrong or right provided they make use of the targeted language.

Group discussion refers to an interactive oral process whereby students in groups listen to one another and participate effectively using the target language to complete a task

Role play refers to the projection of real life situations where players go about as a piece of the common climate of the others and gives a framework in which they concentrate on the connecting conduct of the gathering utilizing the designated language

Listening skills refers to the skill or ability to hear, perceive and comprehend meaningful utterances or spoken language.

Speaking skills refers to the ability to produce oral utterances which are meaningful with the correct grammar, pronunciations and choice of vocabulary with no hesitations in the target language.

Task refers to a plan of work for the students to program a language practically with the end goal in mind being to accomplish an outcome that can be examined.

Task-Based instruction refers to a teaching approach which comprise of activities that seek to involve students in interactional genuine language use through performing task.

1.11 Organization of the Study

This thesis is organized as follows: chapter one: Introduction. This covers Background of 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, Assumptions of the study, Definition of significant terms, and Organization of the study. Chapter two: Literature Review. This covers Introduction, Teaching of listening and speaking skills in English, Task based language teaching as a teaching approach, influence of group discussion on strengthening listening and speaking skills, influence of role-play on strengthening listening and speaking skills, influence of brainstorming on strengthening listening and speaking skills, influence of problem-solving on strengthening listening and speaking, Summary, Theoretical framework and Conceptual framework. Chapter three: Research methodology covers Research design, Target Population, sample size and Sampling techniques, Research instruments, Pilot study, Validity of instruments, Reliability of instruments, Data collection procedures and Data analysis procedures. Chapter four presents the data analysis and findings of the study from the study while Chapter five presents the summary, Conclusion and recommendations of the study

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section talks about the empirical studies in light of the area under investigation, theoretical framework and the conceptual framework.

2.2 Listening and Speaking Skills in English

Speaking and listening is one of the crucial skills that is extremely essential to be understood by the students (Muliani and Surmaso, 2020). Listening is an input based skill. Bohari (2019) uses comprehension, vocabulary, fluency, grammar and pronunciation as the aspects that determine ones acquisition of listening and speaking skills based on (Brown, 2004:pg 172-173).

Comprehension in listening and speaking is where the speaker and listener understand each other. The conversation requires initiation and response to speech. Vocabulary as an indicator in listening and speaking indicates students should understand each sentence and know the relevance of each word, and distinguish between word classes. They should also know how components of a sentence like morphemes, phonemes among others are assembled and work.

Fluency enhances capacity to talk effectively, easily, and expressively. Bohari (2020) opines that students who have many vocabularies, know rules. Teachers to encourage students to speak English fluently and in a comprehensible way by paying more thought to the unique situation to achieve oral fluency.

Grammar is an essential strand of language study. Myhill, Jones and Watson (2012) demand that learning English should include language training as an indispensable critical component. Students must obey the rules of grammar to obtain results. Syntax is required for the students to orchestrate right sentences in discussion; written and oral structures.

Teaching strategies are mainly classified into expository and heuristic. Expository learning involves the transfer of knowledge and skills through teacher centered methods like lectures. On the other hand, the heuristic strategy expects the learner who is a dynamic participant in the process of learning, to discover new knowledge and skills.

2.3 Influence of Group Discussion on English Listening and Speaking Skills

Group discussion is a strategy which comprises of at least two people in a little group for exchange of thought orally to accomplish an outcome together (Bohari, 2020). From this explanation, it is clear that a class will have to be divided into groups of between three and six people to form the small groups. According to Bohari (2020), in quoting Hoover, 1964, each member in a group has different role. The roles include a group leader, a group recorder and group observers. Discussions has been viewed as one of the real impactful changes to the elements of the classroom communication.

In simulating some sort of competition, the teacher should identify the best group that guarded the thought in the most ideal way (Moorhouse, 2020). This action, as found in task-based instruction, stimulates students for speaking, arranging importance among them and cultivates their decisive reasoning and speedy independent direction. They figure out how to propose, to recommend, and to contrast their thoughts and to justify themselves.

2.4 Influence of Role-play on English Listening and Speaking Skills

In role-play, students play or act different social roles by imagining that they are in various group environments using the objective language in a fanciful setting like they were out of the class (reality). Derakhshan (2016) mentions the fact that role-play allows the students to increase understanding and think on themselves and have a direct picture in speaking. Afdillah (2015) says

that many students will be more imaginative and active to expect their part in light of the fact that the teacher offers opportunities to students to examine their activities.

Research indicates that role play in task-based instruction exercises engages students to build certainty, upgrade motivation and propel the speaking capacities of language students (Altun, 2015). Role play therefore improves students' self-confidence where demotivated students have an opportunity to communicate with their colleagues. The more active the students become, the more time they have in speaking hence, improvement in their speaking ability.

Directing role play tasks allows students to value utilizing language. Musama (2014) suggests that the role play is a heuristic showing strategy which includes indirect guidance where the instructor works by suggesting conversation starters, directing, demonstrating wellsprings of data, sharing of thoughts, issues and arrangements. Role-players have clear comprehension of responses, sentiments, qualities, and states of mind of the individual in real life.

Wandera (2012) suggests that role play is helpful when it comes to reducing the normal hesitance found among students of English on account of horror of committing mistakes in English. Educators ought to be cautious while applying this strategy and take inspiration and readiness of students to assume the part in their thought. It is nonetheless, fun and propelling. Difficult and calm students track down the chance to convey themselves in a blunter manner.

Role-play technique is an integral asset in educating and advancing as it offers comprehensive schooling in a staggered experiential excursion of revelation, articulation, and dominance where all students and educators learn and embrace togetherness. It has been seen that this strategy upgrades the instructing and growing experience at various degrees of training by expanding inspiration, maintenance and dynamic cooperation (Gathumbi and Masembe, 2018). It is additionally a powerful method for creating oral language abilities and can be utilized as an oral

assessment elective in unknown dialect classes to empower students become great communicators (Zheng, 2019). It can likewise be utilized by the educators to support language and linguistic designs that were shown before in past examples (Hong 2019).

In role-play, constructivist scholars lay emphasis of supervision by empowering the kids to learn (Gardner, 2019). Brunner (2018) sets that the student chooses and changes data, builds speculation and settles on choices depending on a mental design. He felt that information was best procured when students were permitted to find it all alone. Great techniques for organizing information ought to bring about disentangling; creating new suggestions and expanding the control of data which implies that students ought to be furnished with conditions that would permit them to develop their own understanding of key data and encounters. The liberal conversations are instrumental in assisting people with making individual perspectives. This demonstrates that when constructivism is applied, students secure new encounters with their colleagues which will prompt improvement of non-direct course of gathering data. As in the case referred to in Westwood (2004), who alludes to the way that legitimization for constructivism is frequently decreased to the mantra-like motto (students develop their own insight) and there is no hard proof to help the case that all students are successful in 'making meaning' for themselves. 'Learning by doing' doesn't upgrade advancing as they have contended that there is minimal observational proof existing to help the assertion given to beginner students. Additionally, Mayer, (2019) proposed that fifty years of exact review don't uphold unadulterated similar instructing strategies to unadulterated disclosure, in those circumstances requiring revelation, they contended for directed disclosure all things considered. They proposed that numerous instructors have twisted constructivism to utilize instructing methods that expect students to be typically dynamic. They likewise depict this as fitting utilization of the 'constructivist teaching fallacy' since it compares 'dynamic learning with

dynamic educating.' All things being equal, he recommends 'mental action' during learning and the educators to utilize 'directed practice.'

2.5 Influence of Brainstorming on Listening and Speaking Skills in English.

Brainstorming as a teaching strategy in task-based instruction is meant to encourage and upgrade communication skills, help to advance reasoning and basic leadership expertise and also cultivate distinctive perspectives and opinions. Al-maghrawy (2012) characterizes brainstorming as a group creativity discussion for general ideas.

Kamau and Hellen W (2020) says that brainstorming offers students an opportunity to work in groups where behaviour, collaboration and communication is nurtured. In this approach, a minimum of one statement is a vital step and hence students are encouraged to produce as many ideas as possible.

During the brainstorming session in task-based instruction, various rules ought to be considered including: No victimization on ideas, follow up on others' suggestions, unique and wild thoughts are accepted and respecting the huge amounts of ideas. This is because the main purpose here is to develop students' listening and speaking skills.

Rashtchi and Porkar (2020) in quoting Sayed (2009) enumerate the significance of brainstorming as follows: It helps students to tackle real issues, it encourages students to profit by the ideas of others, constructs connections among students and surveys the perspectives of others.

Brainstorming as a task-based instruction activity offers an open as well as free environment that inspires every learner to undertake the process. It brings group members' experience into place and increases richness of ideas explored hence promoting listening and speaking ability in students. All participants are encouraged to contribute fully.

Many assessments were done to explore the viability of utilizing conceptualizing technique on the students' accomplishment; the analyst looked into a piece of these researchs as herein under:

As per Kyado, (2018) directed review that put together Learning System with respect to Students' Scholarly Accomplishment, Mentality, Inspiration and Information Maintenance. This study pointed towards researching the impact of a mind put together learning procedure with respect to students' scholastic accomplishment, inspiration, demeanor and information maintenance.

The assessment by Ziadat and Adwan (2019) expected to know the effect of conceptualizing on the improvement of reasoning capacities of the tenth grade students in the field of public tutoring and civil preparation in Jordan. The researchers used the preliminary system, and the case of the audit involved an unpredictable model that included (158) students who were apportioned into two exploratory social affairs, test pack containing (81) students, and control bundle (77) students. The survey contraptions were a scale that conscious reasoning skill, and plans to encourage delineations in conceptualizing, and utilizing the going with genuine methodologies: arithmetical midpoints, standard deviations, T test, and the assessment of the twofold change, the audit showed up at the going with results: There are gigantic differences in the improvement of reasoning capacities for conceptualizing methodology, and the setback of quantifiable huge differentiations in the improvement of decisive abilities to reason are credited to direction, and there are no qualifications due to participation among procedure and direction. The audit proposed including the procedure for conceptualizing in showing different materials, and planning teachers to use conceptualizing strategy.

As per Agha (2019) survey highlighted sorting out the effect of including conceptualizing system in making mathematical abilities to think on the different sides of the frontal cortex in the eleventh grade students of the sensible branch, and the expert used exploratory strategy. The audit test

contained two social events, exploratory get-together (30 students), and control pack (30 students) of the eleventh grade from the coherent branch, and the model was picked purposely, and the uniformity between the two social occasions was seen likewise concerning requested age and past achievement in science. The survey instruments were: Psyche control test, and a preliminary of the expert's arrangement interfaces for certain mathematical abilities to think (Selection, demand, end, rationale, decisive reasoning, symbolization). Additionally, through the expert's use of verifiable procedures, which are redundancies and number shuffling midpoints for two independent models, test (man-sharp) for the two models t-test (and rate, test (Crosack-Wilson) test for three free models, the examiner found the going with results: The presence of differentiations between the exploratory and control bundles for the exploratory social occasion, which underlines the positive use of conceptualizing approach on the improvement of mathematical thinking in the side of frontal cortex in the eleventh students of the coherent branch, and the survey recommended using the conceptualizing framework in the instructing of number juggling, and thought in regards to the progression of the mental limits of students.

2.6 Influence of Problem-solving on English Listening and Speaking Skills

Problem-solving incorporates breaking down genuine circumstances, thinking, and basic leadership to arrive at answers for the problem. It is a modified inductive approach where one is exposed to language, then by inference and finally rules and practices.

Problem-based instruction was put forward in the mid-1960s as an optional approach to the customary methods. In Kenya, studies relate problem solving to Mathematics study. Kigamba, Njoroge and Miheso opine that problem-solving takes consideration of what the student at present accepts and encounters with right or wrong solutions and hence make independent decisions on learning. Students are therefore viewed as people who can get data via investigation as teachers

assume an aide's role by helping students to learn. The instructor ought not exchange own knowledge concerning the subject to the student with the goal that the learner may obtain instructional skills (listening and speaking skills) through self-management, yet the instructor should attempt to uncover their current information via empowering students in intellectual exercises.

Kanca, Ginaya and Ashtuti (2018) in a study conclude that students' perception of learning were positive where students were positive with problem solving method. These benefits include: exploitation of cognitive skills, critical thinking skills, and analytical learning skills, listening and speaking skills as well as self-awareness.

2.7 Theoretical Framework

This review was directed through Krashen's (1985) hypothesis of Second Language Learning-Language Procurement. Krashen (1985) further recommends that the ideal techniques for language procurement are those that stockpile "comprehensible input" in low nervousness circumstances and those that contain messages that students truly need to hear. Understandable input is the language input that can be perceived by audience members in any event, when they don't see every one of the words and designs in the language. It is portrayed as one level over that of the students on the off chance that it must be perceived (i+1).

This hypothesis further recommends that, these techniques shouldn't compel early creation in the L2, yet to permit students to deliver when they are 'prepared', perceiving that improvement comes from providing open and fathomable information, and not driving and adjusting creation. In this hypothesis, accentuation is laid on quiet period in the development of language. It additionally centers around openness to enter rather than language structure practice and on profound readiness

(nervousness) for procurement to happen. The creator in this approach sees 'correspondence' as the fundamental capability of language, accordingly the attention on educating "open capacities." In that regard, predominance of importance is given conspicuousness. As per Krashen (1985), 'procurement' can occur just when individuals grasp messages in the objective language (TL). Additionally the messages should be coordinated and deciphered accurately.

2.8 Conceptual Framework

The review was directed by a conceptual framework which shows the connection between the independent and dependent variable as displayed below.

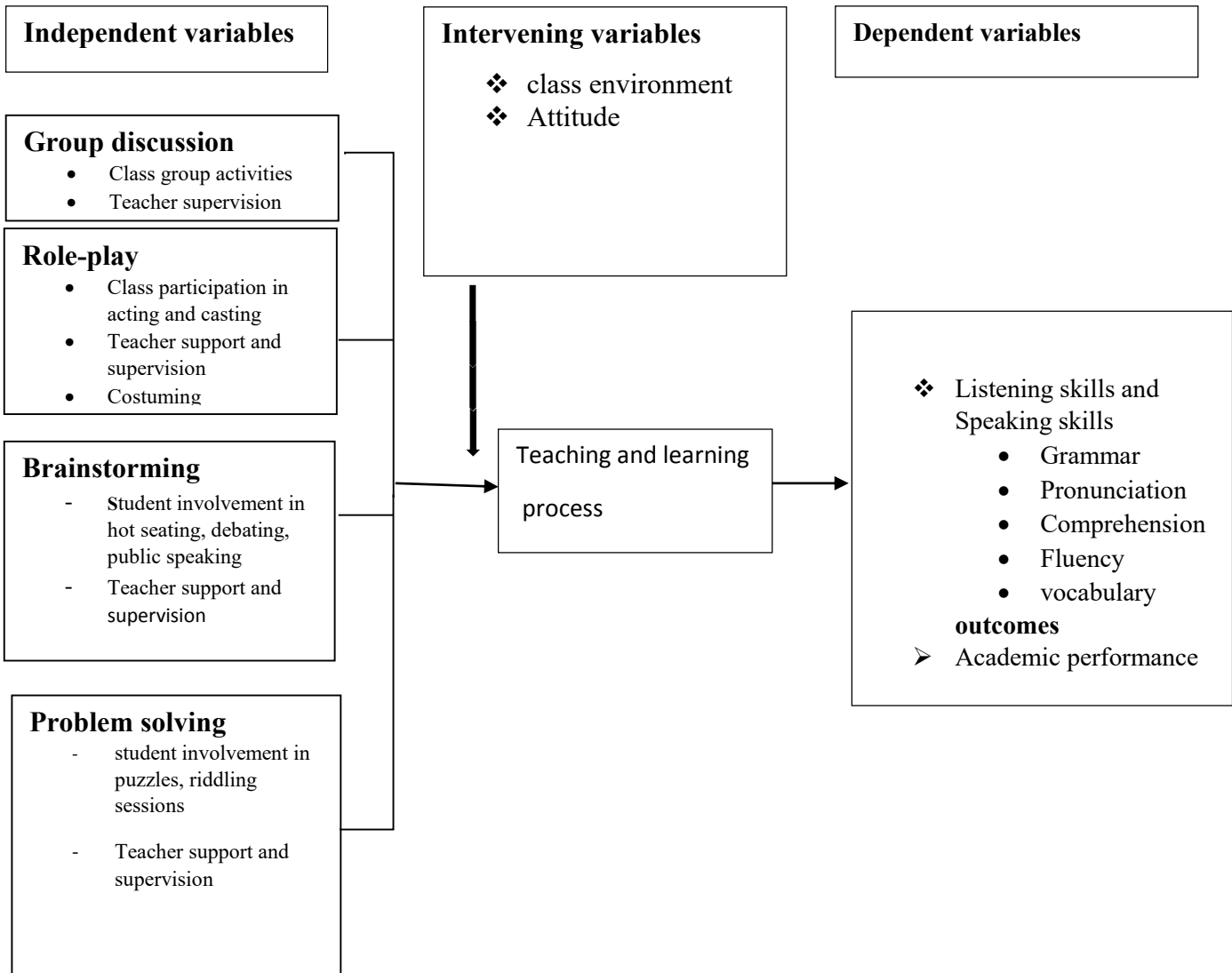


Figure 2.1: Conceptual framework

From above, task based approaches (group discussion, role play, brainstorming and problem solving) has an effect on the English listening and speaking skills. In normal circumstances,

students show improvement in grammar, pronunciation, comprehension, fluency and vocabulary and eventually realize better academic performance as an outcome of the process.

2.9 Summary

A lot of investigations have been done on the effects of task based approach in various subjects other than English. In Kenya, there isn't exactly any assessment done on effects or effect of task based approach on students' presentation on teaching and learning English. Task based approach is a changed inductive methodology where one is presented to language, then, at that point, by deduction lastly controls and practices. The task based way to deal with instructing and gaining English and listening abilities has taken over from past expository methodologies. Group discussions, brainstorming, problem solving and role play all include the understudy at the focal point of learning. As checked on in this section, choice of the ideal errand based strategies for English abilities educating and mastering is an achievement in further developing English language abilities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design: target population, sample size; sampling, Procedures; research instruments; validity and reliability of research instruments; data collection procedures and data analysis techniques.

3.2 Research design

Research design describes system utilized by specialists to investigate connections between factors, to shape subjects into groups, regulate measures, apply conditions and break down information. This study utilized a descriptive survey. The design decides and reports things as they are. The design in its engaging overview configuration, empowered the analyst to get data on the instructors', students' and head of departments' perspectives on task based approaches on English listening and speaking skills.

3.3 Target population

This research took place in Busia Sub-County. In the Sub-County, accessibility to education services, health and communication services are not good. The research population is 2,185 students, 106 teachers of English and 24 Heads of Departments of English who use various methods to teach English listening and speaking skills.

Table 3.1 Population

Respondents	Population(n)
Students	2185
Teachers	106
Heads of department	24
Total	2,315

SOURCE: SCDE OFFICE: sub-county statistics on from 2 and 3 enrolment and teacher population, 2021.

3.4 Sample size and sampling techniques

A sample size is a more modest population wisely chosen to address every one of the principal qualities of the entire population. In this study the researcher utilized a mixture of stratified sampling and simple random sampling. Stratified sampling was used to select the schools, Heads of Departments, teachers and students. The schools are stratified according to their category as follows: extra county, county and sub county schools

Table 3.2: sub county statistics on schools

School category	Number of schools(N)	Target number of schools
Extra county	2	1
county	2	1
Sub-county	171	5

SOURCE: SCDE OFFICE: sub-county statistics on from 2 and 3 enrolment and teacher population, 2021.

After the students being stratified into young men and young ladies, a simple random sampling approach used in selection of students from the respective schools. Yamane Taro's formula on calculation of samples is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where **n** is the sample size, **N** is the population and **e** the acceptable sampling errors

A 95% confidence level and P=0.5 are assumed

Source: Yamane (1967)

3.5 Research instruments

3.5.1 Questionnaires

Questionnaires are helpful especially where there are tremendous amounts of respondents and they work with simple and fast derivation of data. The researcher utilized surveys to be directed to educators of English and form two and three students. Questionnaires for students assembled significant data on the mistakes students make while speaking English and the variables that impact reinforcing listening and speaking abilities in English. Essentially, polls for educators assembled data on educational assets utilized, techniques utilized and the mistakes students make in listening and speaking abilities.

3.5.2 Interview schedule

The researcher likewise utilized an interview plan for heads of departments to get an inside and out view into the variable being scrutinized. Interviews are modest and simple to lead particularly for gathering information on the educational assets utilized in the instructing of listening and speaking abilities in English. They likewise helped in figuring out the elements that influence students' performance in listening and speaking abilities.

3.5.3 Observation

Observation empowered the researcher make determinations on the educational assets utilized in educating of listening and speaking skills in English. The researcher noticed real pedagogy in the

classes utilizing the lesson observation schedules for educators and students. Besides, the specialist researched the teaching strategies utilized and how these techniques rouse students to communicate in English in the right setting. Mistakes students make while communicating in English was one more issue to be investigated.

3.6 Validity of instruments

The research instruments was tried in two of the public secondary schools inside the area of review (one boys' school and one girls' school). The outcomes got from directing better the exploration instruments. The research likewise looked for counsel from managers at the College of Nairobi and different specialists and things viewed as lacking for estimating factors were altered to work on the nature of the exploration instruments.

3.7 Reliability of instruments

The research used the test-retest technique; this includes organization of the surveys two times to the members in the pilot review. A period pass of 1 to about fourteen days among first and second test wiped out possibility of blunder. In the event that the relationship between the two arrangements of test is critical, observations have not changed (Kubai, 2019)

Pearson item second is determined with the equation

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

where N is the number of pairs of products

$\sum x$ is the sum of x scores

$\sum y$ is the sum of y scores

$\sum xy$ is the sum of the products of paired scores

3.8 Data collection procedures

A research permit was gotten from the National Commission of Science and Technology and Innovation (NACOSTI) and the researcher reported to the sub county Commissioner's and the sub county Director of Education's Office in order to obtain the necessary authority to proceed with the study. Principals of the affected secondary schools were reached before the research. This assisted the researcher to agree on appropriate days and time to administer questionnaires and interviews. An estimated time of three weeks was used to administer questionnaires, interviews and conduct observations.

3.9 Data analysis

Information gathered was altered, ordered thereafter, the raw information was calculated. Descriptive and inferential statistics were utilized to investigate the information acquired. Likewise, to measure the strength and impact between the factors, the researcher directed a multiple regression. Then again, qualitative information was produced from open-ended inquiries and classified into subjects, classes, and examples appropriate to the review targets as verified by Mugenda and Mugenda (2015).

CHAPTER FOUR

DATA ANALYSIS PRESENTATION, DISCUSSION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation. The researcher analyzed and presented summarized data and logical manner as well as indicating the interpretations through deducing meanings out of the data patterns established.

4.2 Response rate

From the findings 175 questionnaires had been distributed. Out of 175 questionnaires administered , 175 questionnaires had been marked and returned back giving a response rate of 100% which is within what Thornhill (2012) The findings on the response rate were as illustrated in Table 4.1.

Table 4.1: Response Rate

	Returned questionnaires	Response rate
Population	175	
Response	175	100%
Non-Response	0	0%
Total	175	100%

4.3 Demographic Information

The section presented the profile of the respondents, with respect to their type of school, gender, language they do communicate in often, age distribution, education level, experience, years in operation, current position and type of school.

4.3.1 Type of school

In seeking to establish school type, the outcomes are as displayed below:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Girls	15	8.6	8.6	8.6
	Boys	28	16.0	16.0	24.6
	Mixed	132	75.4	75.4	100.0
	Total	175	100.0	100.0	

Source: Data (2022)

The results of study findings above, indicates that many respondents were from mixed school, this confirmed by 132(75.4%), 28(16%) of the students were from Boys school while 15(8.6%) were from Girls school. Therefore, findings were representative of members of all the schools.

4.3.2 Gender of the respondents

Researcher investigated gender since it is among the demographic information sought. This element was well thought-out to have an influence on the association between task-based approach and listening and speaking skills. The outcomes are as displayed in Table 4.3 below

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	105	60.0	60.0	60.0
	Female	70	40.0	40.0	100.0
	Total	175	100.0	100.0	

Source: Data (2022)

The outcomes as displayed on Table 4.3 above reveal, 105(60%) were male students while 70(40%) were female students. However, although male students outnumbered the female students, the difference in margin was small. Therefore, this indicated that the findings of this study were representative members of both gender and was gender sensitive.

4.3.3 Language of communication

The language of communication was among the demographic information sought. This element was well thought-out to have an influence on the association between task-based approaches and English listening and speaking skills.

Table 4.4 Which language do you often use for communication at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	19	10.9	10.9	10.9
	Kiswahili	23	13.1	13.1	24.0
	Both	133	76.0	76.0	100.0
	Total	175	100.0	100.0	

Source: Data (2022)

The outcomes displayed above indicate that, most students use both English and Kiswahili during their daily communication. This was confirmed through 133(76%) of the respondents who had indicated so, 23 (13.1%) indicated that they use Kiswahili while 19(10.9%) use English. Therefore, this study reveals that students employ different communication channels during their daily integration with other students. This study findings concurs with a study done by Myhill, Jones and Watson (2012) who notes that Grammar is an essential strand of language study and demand that learning English should include language training as an indispensable critical component.

4.3.4 Language used during English lesson

The respondents were asked to indicate their preferred language during English lesson as shown in figure 4.1 below.

LANGUAGE USED DURING ENGLISH LESSON

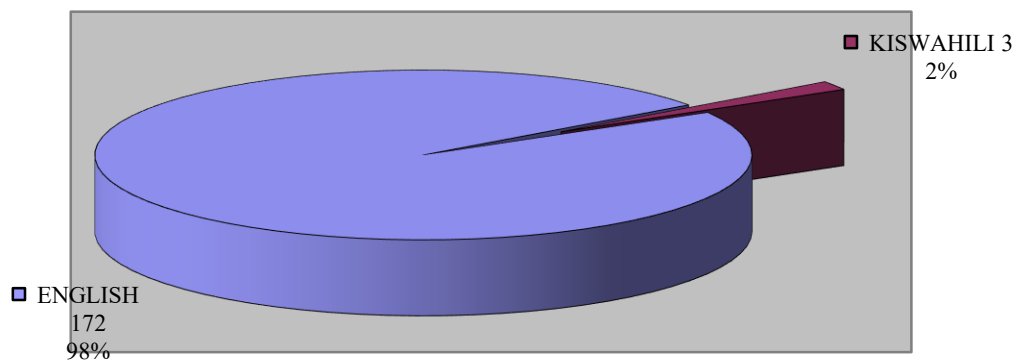


Figure 4.1 Language used during English lesson

Source: Data (2022)

The study discoveries in figure 4.1 above, indicates that 172(98.3) of the respondents use English language during English Lessons while 3(1.7%) indicated that they use Kiswahili. This study findings implies that English language is the most preferred language in the lesson, this study findings concurs with a study done by Bohari (2020) opines that students who have many vocabularies, know what they will say then and know the rule in the language.

4.4.5 Teaching of language skills

4.4.5.1 Listening and speaking

The respondents were approached to demonstrate how frequently they teach each of the following language skills as displayed below

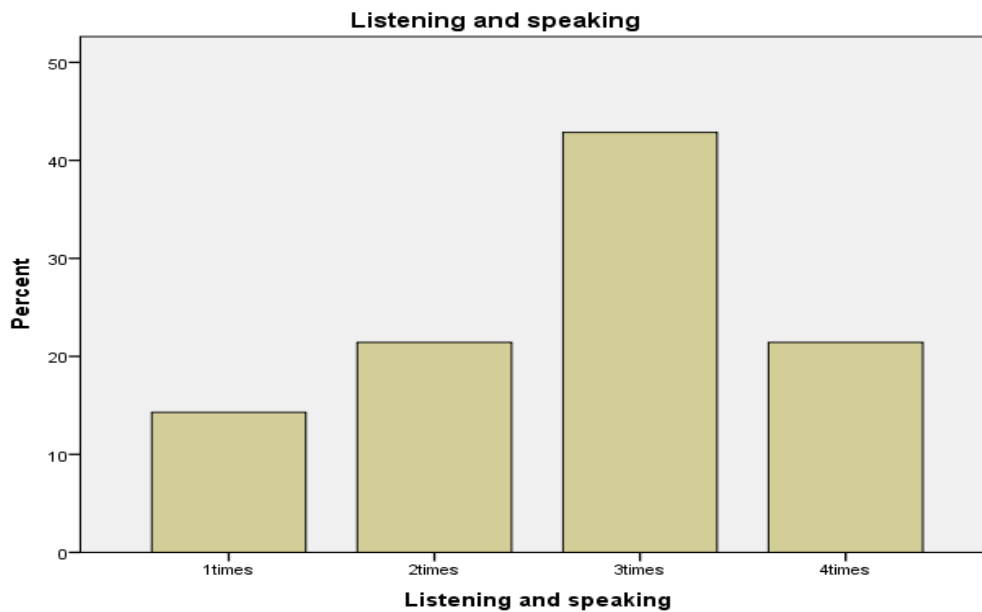


Figure 4.2 Listening and speaking

Source: Data (2022)

Figure 4.2 indicates that teachers employ listening and speaking skills to enhance students' English language. This finding reveals that listening and speaking is done more often where the highest is three times a session as was confirmed by 42.9% while the least is 14.3%.

4.4.5.2 Reading

The respondents were asked to indicate how often they read or study language skills.

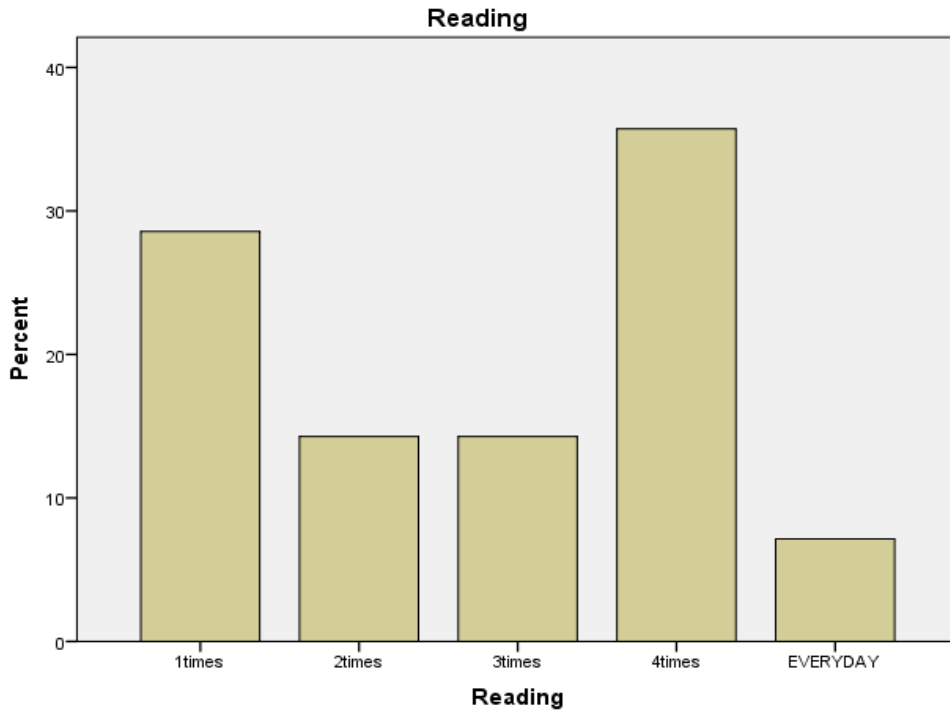


Figure 4.3 Reading
Source: Data (2022)

The findings above show that majority of the students, read to improve on English language 4 times a day. This was affirmed by 35.7% and therefore, this study implies that the more a student reads different books, his or her English improves. This study findings agree with Gathigia et al (2014) who posits that the use of reading in the teaching is effective as it subsequently influences performance and could increase students learning motivation by decreasing their anxiety.

4.4.5.3 Writing

The researcher sought to establish how writing influences task based leaning. The outcome is as displayed in figure 4.4

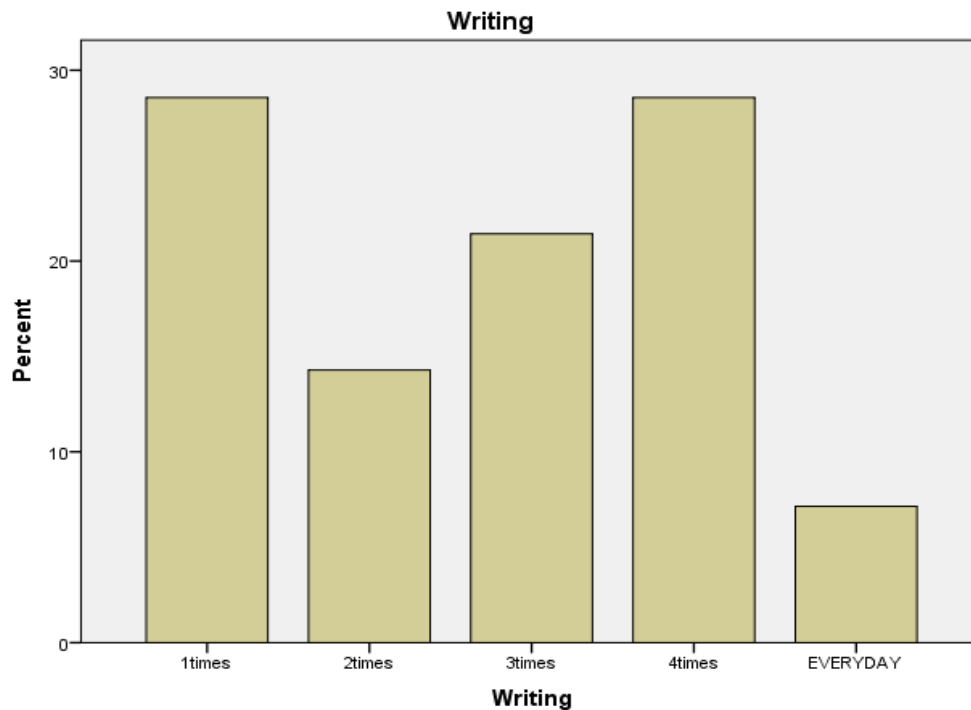


Figure 4.4 Writing

Source: Data (2022)

The study findings show that writing in English is done every minute and on a daily basis. This was through 28.6% of response. The study implies that writing in English enhances the student performance in English. These results buttress with a study done by Stickler and Shi, 2015 who notes that in this technology world, teachers need to supervise both interaction and learner attention in an electronic stage that disperses students' attention more effectively than traditional classrooms.

4.5 Influence of task-based approaches on strengthening speaking and English listening skills.

4.5.1 To examine the influence of group discussion on students' English listening and speaking skills

The study looked to analyze the impact of group discussions on English listening and speaking skills, as shown below, figure 4.5 below.

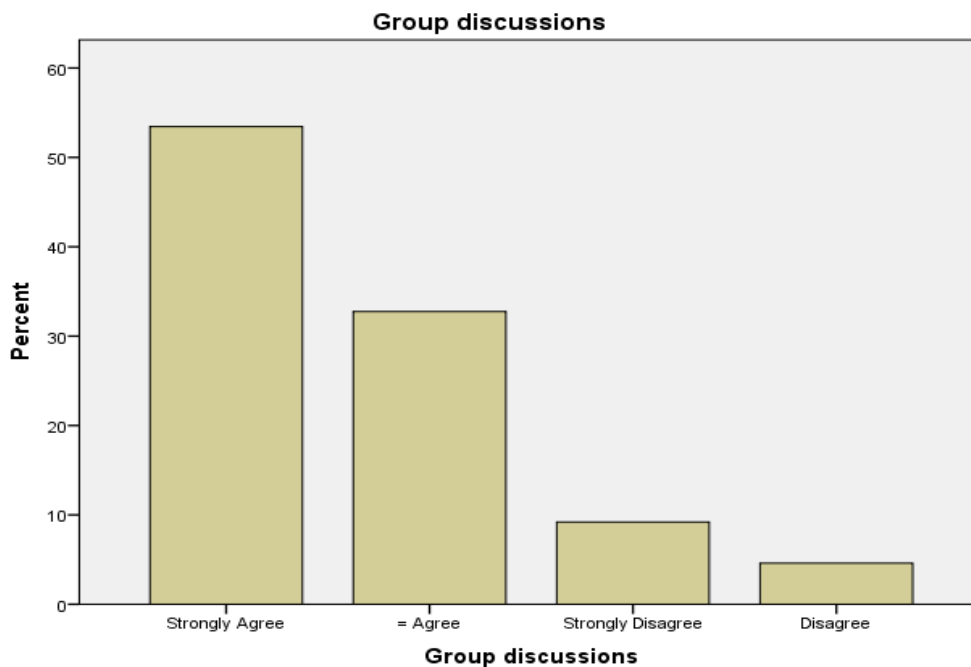


Figure 4.5 Group discussion
Source: Data (2022)

The results from Figure 4.5 above indicates that 54.4 percent strongly agreed that interactive group discussion influences students' English listening and speaking skills, 32.8 percent agreed that group discussion influences students' English listening and speaking while 9.2 percent strongly disagreed that group discussion does not influence students' English listening and speaking skills. 3.6 percent disagreed that group discussion does not influence students' English listening and speaking skills. This finding buttresses with a study done by Bohari (2020), in quoting Hoover,

1964, who asserts that each member in a group has a different role. The roles include a group leader, a group recorder and group observers. Discussions has been viewed as one of the real impactful changes to the elements of the classroom communication.

In simulating some sort of competition, the teacher should identify the best group that guarded the thought in the most ideal way (Moorhouse, 2020). As indicated by Chua 2020, TBLT could increment students learning inspiration by diminishing their learning tension. Mekonge (2017) in an investigation discovered that educators in Turkana, Kenya utilized group conversations and discussions to show which motivated the learning of speaking abilities in English. The students are as individuals, risk taking people, listeners, narrators, trailblazers and sequencers in exercises in line of the constructivist school of learning. In this innovation world, educators need to manage both connection and student consideration in an electronic stage that scatters students' consideration more really than conventional homerooms (Fanatic and Shi, 2015).

4.5.2 To determine influence of role-play on students' English listening and speaking skills in public secondary schools in Busia sub-county

The study tried to establish the impact of role-play on students' English listening and speaking skills. The outcome is as displayed below in figure 4.6 below.

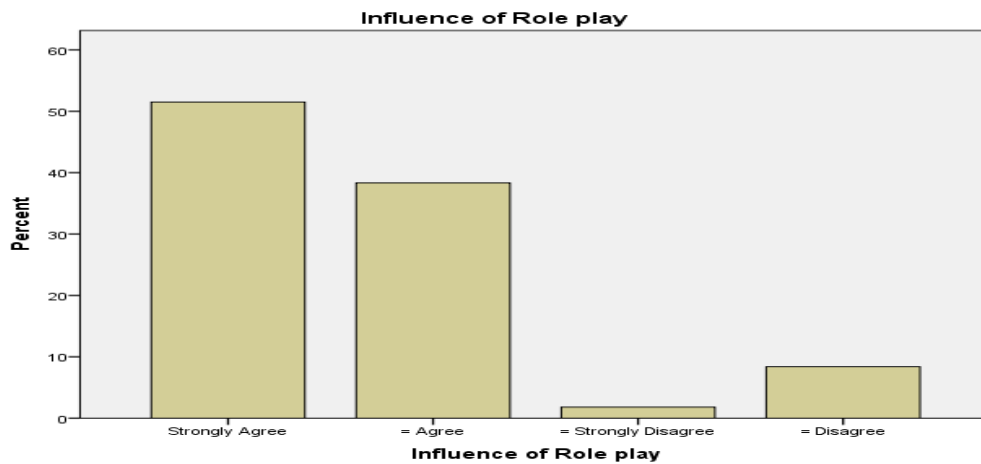


Figure 4.6 Role Play

Source: Data (2022)

Research indicates that role play in task-based instruction exercises engages students to build certainty, upgrade motivation and propel the speaking capacities of language students (Altun, 2015). Role play therefore improves students' self-confidence where demotivated students have an opportunity to communicate with their colleagues. The more active the students become, the more time they have in speaking hence, improvement in their speaking ability.

4.5.3 To establish the influence brainstorming has on students' listening and speaking skills in English

The study sought to establish the influence of brainstorming on students' English listening and speaking skills. The results is as shown below in figure 4.7 below.

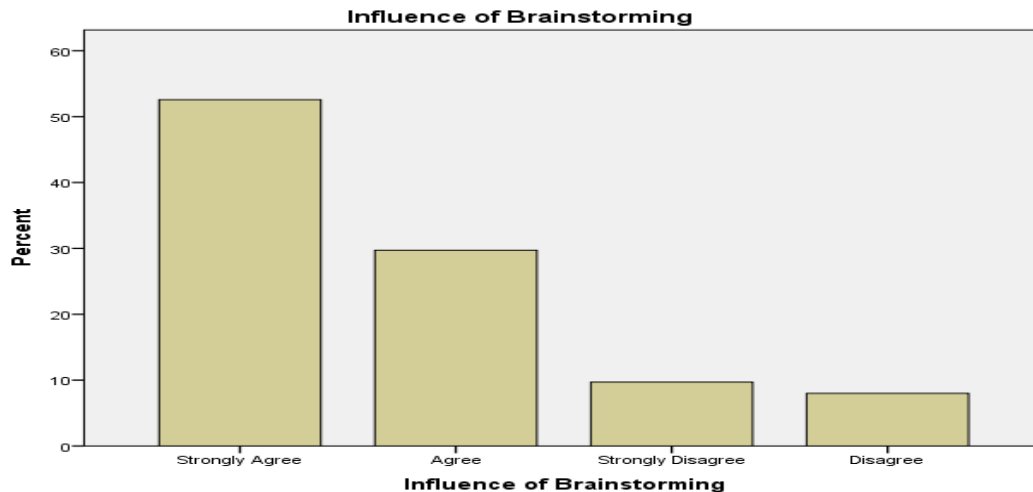


Figure 4.7 Brainstorming

Source: Data (2022)

Results from figure 4.7 above reveal that 52.6% of the respondents strongly agreed that brainstorming influences students' English listening and speaking skills, 29.7% of the respondents agreed that brainstorming influences students' English listening and speaking skills, 9.7% of the respondents strongly disagreed that brainstorming does not influence students' English listening and speaking skills while 8% of the respondents disagreed that brainstorming does not influence students' English listening and speaking skills. The discoveries of this review suggests that at whatever point there is meeting to generate new ideas, there is generally improvement in students' English listening in and talking abilities in open optional schools, this is in concurrence with a review done by Jack and Kyado (2018) led a review named "Viability of Cerebrum put together

Learning Methodology with respect to Students' Scholastic Accomplishment, Demeanor, Inspiration and Information Maintenance in Electrochemistry" this review pointed toward researching the impact of Mind Put together Learning system with respect to students' scholarly accomplishment, inspiration, mentality and information maintenance in Electrochemistry.

4.5.4 To establish the influence of problem solving on students' listening and speaking skills in English

The study sought to establish the influence of problem solving on students' English listening and speaking skills, results is as shown below in figure 4.8 below.

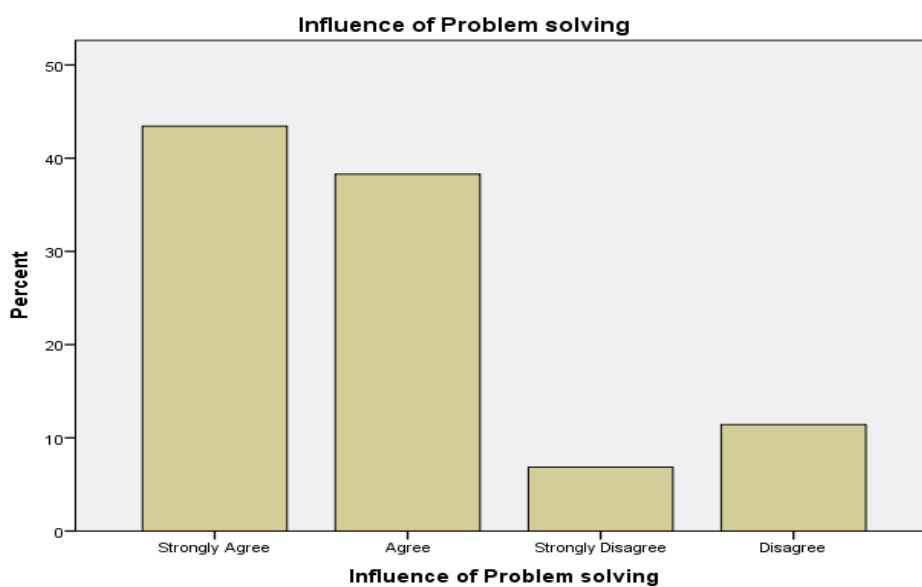


Figure 4.8 problem solving
Source: Data (2022)

Results introduced in figure 4.8 above uncovers that 43.4% of the respondents firmly consented to the thought that problem solving impacts on students' English listening and speaking skills, 38.3% concurred that problem solving effects on students' English listening and speaking abilities while

11.4% of the respondents differ with critical thinking's positive effects on students' English listening and speaking abilities. 6.9% of the respondents emphatically differ that problem solving doesn't impact on students' English listening and speaking abilities. This study infers that problem solving empowers students at Busia Sub-county in English listening and speaking abilities.

Richards and Rodgers (2014) express that in this methodology, students foster cycles connected with disclosure and research by noticing, closing, forming speculations, anticipating and conveying. Students are in this manner saw as individuals who can get information by means of research as educators expect a helper's job by assisting students with learning. The educator should not trade own insight concerning the subject to the understudy with the objective that the student might acquire educational abilities (listening in and talking abilities) through self-administration, yet the teacher ought to endeavor to reveal their ongoing data by means of enabling students in scholarly activities.

Kanca, Ginaya and Ashtuti (2018) in a study deduce that students' view of learning were positive where students were positive with critical thinking technique. Ginaya et al (2020) further expresses that critical thinking has mental, semantic and social advantages. These advantages include: abuse of mental abilities, decisive reasoning abilities, logical mastering abilities, listening in and talking abilities as well as mindfulness.

4.6 Linear Regression analysis

4.6.0 Examine the influence of group discussion on learners' English listening and speaking skills

4.6.1 Model Summary

The study sought to investigate the influence of group discussion on learners' English listening and speaking skills. The regression model is presented in Table 4.5 below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.632 ^a	.400	.133	3.208	.400	1.499	4	171	.281	1.875

a. Predictors:(Constant),Group discussion
b. Dependent Variable: English Listening and speaking

Source: Data (2022)

In the model, the worth of the coefficient demonstrates bunch conversation on students on English listening in and talking abilities. The positive and negative indications of the coefficient demonstrate expanded and diminished in English listening in and talking abilities separately.

The aftereffects of research in Table 4.5 is genuinely critical showing that the factors fit in the model had the option to foresee the English listening in and talking abilities. Bunch conversation had the option to foresee 0.632 (63.2%) of the variety in English listening in and talking abilities. This suggests that the more the students have bunch conversation, the more their English listening in and talking abilities further develops which concurs with a review discoveries done by Azis (2020) who noticed that educational errands in TBLT are objective situated homeroom exercises undertakings that permit students to grasp utilization of the learned language.

4.6.2 Analysis of variance (Anova)

The researcher sought to establish the Analysis of variance (ANOVA) on the influence of group discussion on learners' English listening and speaking skills. The outcomes is as displayed in Table 4.6 underneath.

Table 4.6 ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	61.721	4	15.430	1.499	.281 ^a
	Residual	92.636	171	10.293		
	Total	154.357	175			

a. Predictors: (Constant), Group discussion
b. Dependent Variable: English Listening and speaking

Source (Data 2022)

The discoveries on the research of difference (ANOVA) introduced in Table 4.6 shows that F-measurement worth of 1.499 and P-worth of 0.281. The P-esteem got was not exactly the customary P worth of 0.5. These discoveries suggest that the relapse model was huge in foreseeing the connection between bunch conversation on students' English listening in and talking abilities in open auxiliary schools in Busia sub-area. The ANOVA demonstrated that there was huge ($p < 0.05$) connection between the reliant variable and autonomous. This study concurs with a review done by Muliani and Surmaso (2020) say that talking is one of the sub abilities educated with the assumption that the students will actually want to impart well in the language. Language capability is developed through cooperation. Task based approaches like gathering conversation ought to be embraced.

4.6.3 Coefficient

Researcher established coefficient on group discussion as shown in table 4.7 below.

Table 4.7 Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	7.201	6.737		1.069	.313
	Group discussion	1.935	1.101	.817	1.759	.112

a. Dependent Variable: English Listening and speaking

Source (Data 2022)

As per this model, it was found that taking every one of the autonomous factors esteem at nothing, the English listening in and talking abilities in open auxiliary schools in Busia sub-province will be 7.201. The relapse coefficient for bunch conversation was measurably critical, which demonstrates that a unit expansion in bunch conversation will result to an increment of 1.935 of gathering conversation. This suggests that assuming the school presents new gathering conversation, English listening in and talking abilities in open optional schools in Busia sub-district will get to the next level. This finding agrees with concentrate on discoveries by steady with a review done by Mekonge (2017) in an investigation discovered that educators in Turkana, Kenya utilized bunch/match conversations and discussions to show which roused the procurement of talking abilities in English. The students are individuals, daring people, crowd individuals/speakers, narrators, trailblazers and sequencers in exercises in line of the constructivist school of learning.

4.7.0 Influence of role-play on learners’ English listening and speaking skills in public secondary schools in Busia sub-county.

4.7.1 Model Summary

The study sought to investigate influence of role-play on learners’ English listening and speaking skills.

Table 4.8 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Change	F Change	df1	df2	Sig. F Change	Durbin - Watson
1	.550 ^a	.030	-.083	3.586	.000	.000	1	17	.986	1.732

- a. Predictors:(Constant),Role play
- b. Dependent Variable: Listening and speaking

Source: Data (2022)

The positive and negative indications of the coefficient show expanded and diminished in English listening in and talking abilities separately.

The consequences of decline research in Table 4.8 is measurably huge showing that the factors fit in the model had the option to anticipate the English listening in and talking abilities. Pretend had the option to anticipate 0.550 (55%) of the variety in English listening in and talking abilities. This infers that the more the students play part play, the more their English listening in and talking abilities further develops which concurs with a review discoveries done by Derakhshan (2016) specifies that pretend is imperative to work on students' understanding and creation framework. Pretend permits the students to think on themselves and have an immediate picture in talking.

4.7.2 Analysis of variance (Anova)

The researcher sought to establish the Analysis of variance (ANOVA) as shown in table 4.9 below.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.004	1	.004	1.001	.286 ^a
	Residual	154.353	174	12.863		
	Total	154.357	175			

a. Predictors: (Constant), Role play
b. Dependent Variable: Listening and speaking

Source (Data 2022)

The findings on the analysis of variance (ANOVA) presented in Table 4.9 shows that F-statistic value of 1.001 and P-value of 0.286. The P-value obtained was less than the conventional P value of 0.5. These findings imply that the regression model was significant in predicting the relationship between role play on students' English listening and speaking skills in public secondary schools in Busia sub-county. This study agrees with a study done by Musama(2014) say that role play is a heuristic teaching technique which involves indirect instruction where the teacher facilitates learning by posing questions, guiding, indicating sources of information, sharing of ideas, problems and solutions.

4.7.3 Coefficient

The researcher sought to establish coefficient on the influence of role-play on learners' English listening and speaking skills. The results is as shown in table 4.10 below.

Table 4.10 Coefficients^a

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	11.274	3.416		3.301	.006
	.Roleplay	1.005	.300	-.005	-.018	.986

a. Dependent Variable: Listening and speaking

Source (Data 2022)

As per this model, it was found that taking every one of the autonomous factors esteem at nothing, the English listening in and talking abilities in open optional schools in Busia sub-district will be 11.274. The relapse coefficient for pretend was genuinely huge, which shows that a unit expansion in job paly will result to an increment of 1.005 of English listening in and talking abilities out in the open. This suggests that assuming the school presents new pretend, English listening in and talking abilities in open optional schools in Busia sub-area will get to the next level. This finding agrees with concentrate on discoveries by Wandera (2012) says pretends lessens the normal hesitance found among students at English on account of dread of committing mistakes in English. Educators ought to be cautious while applying this technique and take inspiration and eagerness of students to assume the part in their thought .It is nonetheless, tomfoolery and rousing.

4.8.0 Influence of brainstorming on learners’ English listening and speaking skills in public secondary schools in Busia sub-county.

4.8.1 Model Summary

The study sought to investigate the influence of brainstorming on learners’ English listening and speaking skills as displayed in Table 4.11 below.

Table 4.11 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin - Watson
1	.580 ^a	.033	-.080	3.580	.003	.041	1	174	.343	1.788

a. Predictors: (Constant), Brainstorming
 b. Dependent Variable: Listening and speaking

Source: Data (2022)

In the model, the worth of the coefficient demonstrates conceptualizing on students on English listening in and talking abilities in open optional schools in Busia sub-province. The positive and negative indications of the coefficient show expanded and diminished in English listening in and talking abilities separately.

The aftereffects of the relapse research in Table 4.11 is measurably critical demonstrating that the factors fit in the model had the option to foresee the English listening in and talking abilities. Conceptualizing had the option to foresee 0.580 (58%) of the variety in English listening in and talking abilities. This suggests that the more the students have conceptualizing, the more their English listening in and talking abilities further develops which concurs with a review discoveries done by Kamau and Hellen W (2020) says that conceptualizing offers students a valuable chance to work in bunches where conduct, cooperation and correspondence is sustained. In this

methodology, at least one proclamation is a crucial stage and thus students are urged to create however many thoughts as would be possible.

4.8.2 Analysis of variance (Anova)

The researcher sought to establish the Analysis of variance (ANOVA) as shown in table 4.12 below.

Table 4.12 ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.525	1	.525	.041	.343 ^a
	Residual	153.832	174	12.819		
	Total	154.357	175			

a. Predictors: (Constant), Brainstorming
b. Dependent Variable: Listening and speaking

Source (Data 2022)

The discoveries on the research of difference (ANOVA) introduced in Table 4.12 shows that F-measurement worth of 0.041 and P-worth of 0.343. The P-esteem got was not exactly the customary P worth of 0.5. These discoveries suggest that the relapse model was critical in anticipating the connection between conceptualizing on students' English listening in and talking abilities in open optional schools in Busia sub-district. The ANOVA showed that there was huge ($p < 0.05$) connection between the reliant variable and free. This study concurs with a review done by Rashtchi and Porkar (2020) in citing Sayed (2009) identify the meaning of conceptualizing as follows: It assists students with handling main problems, it urges students to benefit by the thoughts of others, develops associations among students and overviews the points of view of others.

Conceptualizing as an errand based guidance action offers an open as well as free climate that moves each student to embrace the interaction. It brings bunch individuals' insight into spot and expands wealth of thoughts investigated thus advancing listening in and talking skill in students. All members are urged to completely contribute.

4.8.3 Coefficient

The researcher sought to establish coefficient on the influence of brainstorming as shown in table 4.13 below.

Table 4.13 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.835	3.212		3.684	.003
	Brainstormin	1.074	.367	-.058	-.202	.843

a. Dependent Variable: Listening and speaking

Source (Data 2022)

As per this model, it was found that taking every one of the free factors esteem at nothing, the English listening in and talking abilities in open optional schools in Busia sub-region will be 11.835. The relapse coefficient for pretend was measurably huge, which demonstrates that a unit expansion in conceptualizing will result to an increment of 1.074 of English listening in and talking abilities out in the open. This suggests that assuming the school presents new conceptualizing techniques, English listening in and talking abilities in open auxiliary schools in Busia sub-area will get to the next level.

4.9.0 Influence of Problem-solving on English Listening and Speaking Skills

4.9.1 Model Summary

The study sought to investigate the influence of Problem-solving on English Listening and Speaking Skills. The regression model is presented in Table 4.14 below.

Table 4.14 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Change	F Change	df1	df2	Sig. F Change	Durbin - Watson
1	.343 ^a	.117	.044	3.369	.117	1.597	1	174	.230	1.681

a. Predictors: (Constant), Problemsolving
 b. Dependent Variable: .Listening and speaking

Source: Data (2022)

Coefficient demonstrates critical thinking on students on English listening in and talking abilities in open auxiliary schools in Busia sub-district. The positive and negative indications of the coefficient show expanded and diminished in English listening in and talking abilities separately. The consequences of the relapse research in Table 4.14 is genuinely huge demonstrating that the factors fit in the model had the option to anticipate the English listening in and talking abilities. Critical thinking had the option to anticipate 0.343 (34.3%) of the variety in English listening in and talking abilities. This suggests that the more the students have critical thinking abilities, the more their English listening in and talking abilities further develops which concurs with a review discoveries done by Kanca (2020) places that learning English with issue based approach can be

the right answer for apply. It is a changed inductive methodology where one is presented to language, then by derivation lastly rules and practices.

4.9.2 Analysis of variance (Anova)

The researcher sought to establish the Analysis of variance (ANOVA) on influence of Problem-solving on English Listening and Speaking Skills. The results is as shown in table 4.15 below.

Table 4.15 ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.130	1	18.130	1.597	.230 ^a
	Residual	136.227	174	11.352		
	Total	154.357	175			

a. Predictors: (Constant), Problem solving
b. Dependent Variable: .Listening and speaking

Source (Data 2022)

The findings on the analysis of variance (ANOVA) presented in Table 4.15 shows that F-statistic value of 1.597 and P-value of 0.230. The P-value obtained was less than the conventional P value of 0.5. These findings imply that the regression model was significant in predicting the relationship between problem solving on students' English listening and speaking skills in public secondary schools in Busia sub-county. The ANOVA indicated that there was significant ($p < 0.05$) relationship between the dependent variable and independent. This study agrees with a study done by . Richards and Rodgers (2014) say that in this approach, students develop processes related to discovery and investigation by observing, concluding, formulating hypotheses, predicting and communicating. Students are therefore viewed as people who can get data via investigation as teachers assume an aide's role by helping students to learn. The instructor ought not exchange own

knowledge concerning the subject to the student with the goal that the learner may obtain instructional skills (listening and speaking skills) through self-management, yet the instructor should attempt to uncover their current information via empowering students in intellectual exercises.

4.9.3 Coefficient

The researcher sought to establish coefficient on the influence of Problem-solving on English Listening and Speaking Skills. The results is as shown in table 4.16 below.

Table 4.16 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.141	2.593		3.140	.009
	Problem solving	.307	.243	.343	1.264	.230

a. Dependent Variable: Listening and speaking

Source (Data 2022)

As per this model, it was found that taking every one of the free factors esteem at nothing, the English listening in and talking abilities in open auxiliary schools in Busia sub-region will be 8.141. The relapse coefficient for critical thinking was genuinely huge, which demonstrates that a unit expansion in critical thinking will result to an increment of 0.307 of English listening in and talking abilities in broad daylight. This suggests that assuming the school presents new critical thinking procedures, English listening in and talking abilities in open optional schools in Busia sub-district will get to the next level. This finding agrees with concentrate on discoveries by Kanca, Ginaya and Ashtuti (2018) in a review presume that students' impression of learning were positive

where students were positive with critical thinking technique. Ginaya et al (2020) further expresses that critical thinking has mental, semantic and social advantages. These advantages include: double-dealing of mental abilities, decisive reasoning abilities, scientific acquiring abilities, listening in and talking abilities as well as mindfulness.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions, recommendations and suggestions for further studies drawn. The purpose of this research was to influence of task-based instruction on learners' English listening and speaking skills in public secondary schools in Busia sub-county, Kenya.

5.2 Summary of findings

5.2.1 Demographic information

A sum of 175 surveys were circulated to the respondents, out of which 175 polls were returned demonstrating a response rate of 100 percent. Revelations of the review discoveries shows that larger part of the students were from the mixed school, this was affirmed by with 132(75.4%), 28(16%) of the understudies were from Young men school while 15(8.6%) were from girls school. Therefore, were representative of members of all the schools.

From the discoveries, 105(60%) of the respondents were male understudies while 70(40%) were female understudies. In any case, although the male students outnumbered the female students, the distinction was little. Therefore, the study was a representative of members of both gender and was gender sensitive.

The outcomes showed that, large part of students utilize both English and Kiswahili during their daily communication. This was confirmed through 133(76%) of the respondents who had indicated so, 23 (13.1%) indicated that they use Kiswahili while 19(10.9%) use pure English. Therefore, this

study reveals that students employ different communication channels during their daily integration with other students. This study findings concurs with a study done by Myhill, Jones and Watson (2012) who notes that Grammar is an essential strand of language study and demand that learning English should include language training as an indispensable critical component.

The study findings, indicates that 172(98.3) employ the use English language during English Lessons while 3(1.7%) indicated that they use Kiswahili. This study findings implies that English language is the most preferred language in the school, this study findings concurs with a study done by Bohari (2020) opines that students who have many vocabularies, know what they will say then and know the rule in the language. Teachers should rehearse students to speak in a coherent manner by paying more consideration to the context, meaning and structure to achieve oral fluency. The study outcome reveals that a large part, read to improve on their English language at least 4 times a day. This was confirmed by 35.7%, therefore, this study implies that the more a student read different books, his or her English improves. This study findings is in line with Gathigia et al (2014) posits that the use of reading in the teaching of prepositions is effective and subsequently influences performance and could increase students learning motivation by decreasing their learning anxiety.

5.2.2 Influence of task-based instruction on strengthening English listening and speaking skills among public secondary school students in Busia sub-county, Kenya

As with regards to the influence of task-based instruction on strengthening English listening and speaking skills, the study reveals that the results of the regression analysis is statistically significant indicating that the variables fit in the model were able to predict the English listening and speaking skills. Task-based instruction were able to predict 0.632

(63.2%) of the variation in English listening and speaking skills. This implies that the more the students have task-based instruction the more their English listening and speaking skills improves. This study agrees with a study findings done by Azis (2020) noted that pedagogical tasks in TBLT are goal oriented classroom activities having a continuum of pre-, during and post tasks that allow students to comprehend, manipulate, produce and engage themselves in the use of the learned language.

5.3 Conclusions

The study therefore concludes that the teachers acknowledge the importance task-based approach on students' English listening and speaking skills hence use them while they teach. It also concludes that the reading of textbooks and other teaching-learning materials are critical components for learning.

5.4 Recommendations

From the discoveries, ends and the bearing from the writing survey, obviously task-based approach impacts English Speaking Abilities in Busia area. The study therefore recommends that:

- i. The policy makers ought to guarantee that the gathering conversation is remembered for English course books while exploring the educational program as they can improve students' talking abilities.
- ii. School heads of English projects and subject educators ought to recommend books that emphasize and stress on speaking through role play activities.
- iii. Teachers of English ought to establish a favorable climate for students and encourage shy students to partake in speaking by using task-based instruction activities through brainstorming and problem solving skills.

5.5 Suggestions for further studies

The scientist recommends that further exploration be completed on the class room ways to deal with the complaint of it being too wide and demanding a lot from both the teachers and the students is legitimate.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

DENNIS NYONGESA WAKASIKA,
UNIVERSITY OF NAIROBI,
P.O. BOX 92,
KIKUYU.

.....

TO,
THE PRINCIPAL,

**REF: RESEARCH PROJECT ON INFLUENCE OF TASK-BASED APPROACH ON
STUDENTS' ENGLISH LISTENING AND SPEAKING SKILLS**

I am a post graduate student of The University of Nairobi conducting a study on the **influence of task based instruction on students' English listening and speaking skills in public secondary schools in Busia Sub County**. The purpose of this letter is to request permission to administer the questionnaires to your teachers of English and some form two and three students.

The identity of the respondents will be highly confidential.

Thank you for your cooperation.

Yours faithfully,

Dennis Nyongesa Wakasiaka

APPENDIX II:

TEACHERS OF ENGLISH QUESTIONNAIRE

The purpose of this questionnaire is to gather information on the influence of task-based instruction on strengthening English listening and speaking skills among public secondary school students in Busia sub county, Kenya. You have been selected as a respondent and your responses are going to be of great contribution to this study. Please do not write your name and the information you give will be treated with confidentiality. Put a tick in the spaces provided.

1. How often do you teach each of the following language skills?

skills	NEVER	1	2	3	4	EVERYDAY
Listening and speaking						
Reading						
Writing						

2. Are group discussions used to teach listening and speaking skills in English in your class?If yes, comment on the suitability of using this device in the teaching of English.....

.....
.....

3. How adequate, available and accessible are the following complementary instructional resources for use in role play

Resources	Adequate	Inadequate	Available	Unavailable	Accessible	Inaccessible
video tapes						
costume						
television						

4. How often is brainstorming used to teach listening and speaking skills in English in your class?

Comment on the suitability of using this approach in the teaching of English.....

5. Is problem solving as a skill used to teach listening and speaking skills in English in your class?If yes, comment on the suitability of using this approach in the teaching of English.....

.....

6. How effective is the language policy in your school?

.....

7. Which of the following method(s) do you mostly use when teaching listening and speaking skills in English (tick as many responses as they apply).

Lecture method

Group/pair discussion

Role play

Brainstorming

Problem solving

Others

(specify).....

Briefly explain why you prefer the method(s) listed above.

.....

8. Rate on a scale of 1-5 (1 being the highest rated error), how the following teaching methods enhance your students' performance in English listening skills and speaking proficiency. Tick (✓) where appropriate:

Serial no.	Teaching approach	1	2	3	4	5
1	Lecture method					
2	Group/pair discussion					
3	Role play					
4	Brainstorming					
5	Problem solving					

APPENDIX III: QUESTIONNAIRE FOR STUDENTS

The purpose of this questionnaire is to gather information that will be used to assess influence of task-based instruction on strengthening English listening and speaking skills among public secondary school students in Busia sub-county, Kenya. You have been selected as one of respondents and your responses are going to be of great contribution to this study. The information that you are going to provide will be treated confidentially and for research purposes only. Please be sincere and honest in your responses. DO NOT WRITE YOUR NAME. Put a tick (✓) on the appropriate response or write your response in the space provided.

SECTION A. General Information

1. Indicate the type of your school: Mixed Girls' Boys'

2. Gender: Male Female

3. Which language do you often use for communication at school?

i) English ii) Kiswahili iii) Both

Others (specify)

4. Which language do you use while in an English lesson?

i) English ii) Kiswahili

Others (specify)

SECTION B. Influence of task-based instruction on strengthening English listening and speaking skills

5. Which skills in the English language syllabus do you find easier to understand?

SKILL	TICK(√)
Listening	
speaking	
reading	
writing	

Explain your answer above _____

6. In the statements given below, indicate your level of agreement using a tick (√) where appropriate.

Key: SA= Strongly Agree A= Agree SD= Strongly Disagree D= Disagree

STATEMENT	S.A	A	SD	D
Group discussions make the lesson interesting				
Role play casting is enjoyable and easy to remember				
Brainstorming lessons enhance listening and speaking in class				
Problem solving is an effective way to learn speaking				

7. From the options given, tick (where appropriate) the problem(s) you encounter when listening to or speaking in English?

- i. Mispronunciation of words ii. Repetition in a sentence
- iii. Wrong use of tenses iv. Mother tongue interference
- v. Lack of words (vocabulary) vi. Others _____

8. Below are approaches to learning English. As a student of English, tick (✓) the appropriate response(s) based on the degree of influence on strengthening of your listening and speaking skills using the scale given below:

Key: SA=strongly Agree A=Agree SD= Strongly Disagree D= Disagree

Serial no.	Teaching approach	S.A	A	S.D	D
1	Lecture method				
2	Group/pair discussion				
3	Role play				
4	Brainstorming				
5	Problem solving				

Below is a table requiring you to provide information on the availability, adequacy and accessibility of some of the teaching and learning resources used in the teaching of listening and speaking skills in English, **tick** (✓) the correct responses where possible.

9. Instructional resources used in teaching English listening and speaking skills

Type of teaching/ Learning resource	Availability		Adequate(quantity)		Accessibility	
	Yes	No	Yes	No	Yes	No
a) Radio						
b) Television						
c) Computer						
d) costumes						
e) Speaking model						
f) Cassette recorders						
g) Language laboratory						
h) Mobile phone						

APPENDIX IV: INTERVIEW SCHEDULE FOR HODS

Good morning or afternoon sir or madam. Thank you for allowing me to conduct this interview on the influence of task-based instruction on English listening and speaking skills among public secondary school students in Busia sub-county, Kenya. I would like to assure you that I will stick to all ethical codes of conduct. Please be honest and sincere in your responses.

The interview questions:

- a) what are some of the examples of errors students made when they speak English in your school
- b) what are some of the ways in which teachers of English teach English listening and speaking skills for students to overcome these errors in (a) above.
- c) Which factors influence the way teachers of English teach English listening and speaking skills in English?
- d) As a HoD, what measures have you put in place to ensure effective teaching of listening and speaking skills takes place?

Thanks

End

APPENDIX V: LESSON OBSERVATION SCHEDULE

OBSERVATION SCHEDULE

This is aimed at illuminating any issues connected with the actual teaching. The purpose is to form a realistic impression of what actually happens in the teaching session.

A. BACKGROUND INFORMATION

Number of students in class _____ Period of lesson: _____

Students working as:

- i. Individuals
- ii. Pairs
- iii. Groups

B. TOPIC:

- i. Grammar
- ii. Oral skills
- iii. Set text reading
- iv. writing

C. STUDENTS PARTICIPATION

- i. Passive
- ii. Active

D. LEARNING ACTIVITIES

- i. Discussions
- ii. Role play
- iii. Brainstorming
- iv. Problem solving

E. FOCUS SKILLS

What skills are acquired during the observed lesson?

Skill	Acquired	Not acquired	Comment
Listening			
Speaking			
Reading			
Writing			

F. INSTRUCTIONAL RESOURCES

Resources	Available	Not available	Comment
Course book			
Radio			
Computer			
Newspaper or magazine			
Brochure			

G. LANGUAGE USED

English

Kiswahili

Mother tongue

Remarks.....
.....
.....

APPENDIX VI: AUTHORIZATION LETTER



**UNIVERSITY OF NAIROBI
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY & CURRICULUM STUDIES**

P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

21/07/2022

dept-edpcs@uonbi.ac.ke

OUR REF: UON/FEDIEMPCS/1/8

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: DENNIS NYONGESA WAKASIKA – REG NO. E55/36054/2019

This is to confirm that Dennis Nyongesa Wakasiaka is Master of Education student in the Department of Educational Management Policy and Curriculum Studies of the University of Nairobi. He is currently working on his research proposal entitled "Influence of Task – Based Approach on Learner's English Listening and Speaking Skills in Public Secondary Schools in Busia Sub – County ". His area of Specialization: Curriculum Studies

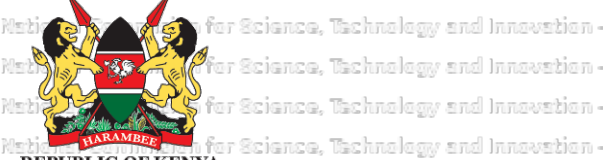
Any assistance accorded her will be highly appreciated

Chairman
21 JUL 2022
SUSAN CHERKONGA, PhD
CHAIRMAN
KIKUYU

DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND CURRICULUM STUDIES

APPENDIX VII: RESEARCH PERMIT

National Commission for Science, Technology and Innovation



REPUBLIC OF KENYA

Ref No: **503069**



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Date of Issue: **25/July/2022**

RESEARCH LICENSE



This is to Certify that Mr.. Dennis Nvongesa Wakasiaka of University of Nairobi, has been licensed to conduct research on the topic: **INFLUENCE OF TASK-BASED APPROACH ON LEARNER'S ENGLISH LISTENING AND SPEAKING SKILLS IN PUBLIC SECONDARY SCHOOLS IN BUSIA SUB-COUNTY, KENYA** for the period ending : **25/July/2023**.

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