

EFFECTIVENESS OF TEACHING METHODS IN ENGLISH LANGUAGE
ON ACQUISITION OF ENGLISH LANGUAGE SKILLS IN PUBLIC
SECONDARY SCHOOLS IN NAIROBI COUNTY, KENYA

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

University of Nairobi

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DECLARATION

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



Susan Nduta Wandera

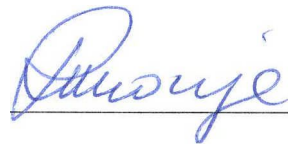
This research project report has been submitted for examination with our approval as University Supervisors.

--D--~

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DEDICATION

This study is dedicated to my loving son Papa Wandera and daughters Wacuka Wandera and Mercy Wandera who are my strength and reason for living. Special dedication to my loving husband Chrispus Wandera who gave me all his support and blessings during the difficult moment of reading. God bless you in all your endeavors.

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I wish to thank the Almighty Heavenly father for bringing me this far. I owe my life to Him for His everlasting mercies as I went through this project. 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. Grace Nyagah 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 reality. I would also like to express my sincere thanks to my family especially my son and daughters and husband 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

ESL	English as a Second Language
KCSE	Kenya Certificate of Secondary Education
KIE	Kenya Institute of Education
KNEC	Kenya National Examination Council
LOI	Language of Instruction
MED	Masters of Education
MOE	Ministry of Education
Mal	Medium of Instruction Semi-Autonomous
SAGA	Government Agency

TABLE OF CONTENTS

Content	Page
Title page	i
Declaration	i
Dedication	iii
Acknowledgement	i
Abbreviations And Acronym.....	v
Table of contents	vi
List of figures	xi
Abstract	xii

CHAPTER ONE

INTRODUCTION

1.1 Background of the study	1
1.2 Statement of the problem	5
1.3 Purpose of the study	6
1.4 Objectives of the study	6
1.5 Research questions	7
1.6 Significance of the study	7
1.7 Limitations of the study	8
1.8 Delimitations of the study	8
1.9 Assumptions of the study	9
1.10 Definition of significant terms	9
1.11 Organization of the study	10

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	11
2.2. Meaning of language acquisition competence	11
2.3 Teaching methods used in schools by teachers of English	12
2.4. English Language teaching methods	13
2.5. Lecture method by teachers of English in acquisition of English language skills	14
2.6. Challenge of lecture method in teaching English as a subject... ..	14
2.7 Role plays a teaching method in English in acquisition of English language skills	15
2.8. Question and answer dialogue as a teaching method in English	16
2.9. Reading as a teaching method in English in acquisition of English language skills	16
2.10 Writing as a key issue in performance in English subject.. ..	18
2.11. Teaching Listening and Speaking Skills	21
2.12. Summary	22
2.13. Theoretical framework	23
2.14. Conceptual framework	25

CHAPTER THREE RESEARCH

METHODOLOGY

3.1 Introduction	27
3.2 Research design	27
3.3 Target population	27
3.4 Sample size and sampling techniques	28
3.5 Research instruments	29
3.6 Validity of instruments	30
3.7 Reliability of instruments	30
3.8 Data collection procedures	32

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction 34

4.2 Response Rate 34

4.3 General Information on Respondents Bio-data35

4.3.1 Gender Characterization of Respondents36

4.3.2 Age of Respondents37

4.3.3 Academic Qualifications of Respondents38

4.3.4 Teaching Experience of Teacher of English39

4.3.5 Type of School40

4.4 Liking/disliking of English Language40

4.4.1 Students Liking for English41

4.5 Teaching Method Adopted by Teachers for English Language44

4.6 Teaching Method and Acquisition of English Language Skills46

4.6.1 Lecture Method and English Language Skill Acquisition46

4.6.2 Role Play and English Language Skill Acquisition48

4.6.3 Question and Answer and English Language Skill Acquisition49

4.6.4 Reading and English Language Skill Acquisition51

4.7 Effectiveness of the Teaching Method in Acquisition of English Language Skills 52

4.8 Regression Analysis 56

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0. Introduction	64
5.1. Summary of the study	64
5.2. Summary of key findings	66
5.3 Conclusion	67
5.4 Recommendations	69
5.5. Suggestion for Further Research	70
REFERENCES	71
Appendix I Letter of Introduction	74
Appendix II Teacher's Questionnaire	75
Appendix III Students Questionnaire	78
Appendix IV Observation Schedule	81
Appendix V Permit	84

LIST OF TABLES

Table 4.1 Response Return Rate	35
Table 4.2 Gender of Respondents - Student	36
Table 4.3 Age of Respondents - Teacher.	37
Table 4.4 Academic Qualifications of Respondents	38
Table 4.5 Reasons for Liking/Disliking English	42
Table 4.6 Gender versus Student Like of English Cross-Tabulation	43
Table 4.7 Chi-Square: Gender and Liking for English	43
Table 4.8 Students Responses on Teaching Methods Frequently Used	44
Table 4.9 Frequency of Teaching Method Used by Teachers	45
Table 4.10 Skills Acquired - Lecture Method	47
Table 4.11 Skills Acquired - Role Play	48
Table 4.12 Skills Acquired - Question and Answer.	50
Table 4.13 Skills Acquired - Reading	51
Table 4.14 Effectiveness of the Teaching Methods Used- Students	53
Table 4.15 Effectiveness of the Teaching Methods Used - Teachers	54
Table 4.16 Preferred English Teaching Method	56
Table 4.17 Model Goodness of Fit.	57
Table 4.18 Analysis of Variance (ANOVA)	58
Table 4.19 Teaching methods in English	60
Table 4.20 Language skills practiced during the observed lesson	61
Table 4.21 Type of Supplementary Materials used	62
Table 4.22 Observed Topics	62

LIST OF FIGURES

Figure 2.1 Dynamic model of multilingualism	24
Figure 2.2. Teaching method used in English language on acquisition of English language skills	25
Figure 4.1 Gender of Respondents - Student..	36
Figure 4.2 Age of Respondent	37
Figure 4.3 Teaching Experience of Teacher of English	39
Figure 4.4 Type of School	40
Figure 4.5 Extent to which the Student likes English	41
Figure 4.6 Skills Acquired - Lecture Method	47
Figure 4.7 Skills Acquired - Role Play	48
Figure 4.8 Skills Acquired - Question and Answer.	49
Figure 4.9 Skills Acquired - Reading	51
Figure 4.10 Effectiveness of the Teaching Methods Used - Teacher	52
Figure 4.11 Teaching methods in English	60
Figure 4.12 Language skills practiced during the observed lesson	61

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ABSTRACT

The study sought to establish the effectiveness of the various teaching methods on the acquisition of the English language skills. The study was carried out in public secondary schools in Nairobi County. The objectives sought to find out the various teaching methods used in English language, the effectiveness of the lecture methods on acquisition of English language skills; the role of role plays as a teaching method in promoting acquisition of English language skills and the effectiveness of questions and answer methods on acquisitions of English language skills. Four research questions were formulated to guide the study. The questions sought to identify the various method used in English language in Nairobi County, and their effectiveness.

The data was collected using three instruments. The student's questionnaire sought to find out whether the like or dislike English, the methods that are mostly used by their teachers during the English lessons and the skills acquired using those methods. The teacher's questionnaire sought to find out the methods that they used mostly the reasons that they used them and the skills that are acquires when the methods are used. The observation schedule sought to get the real classroom experience in terms of the teaching methods used during the English lessons, the skills acquired and the supplementary materials used by the teachers during the English lesson.

After an analysis of how the method promotes the acquisition of the English language skills, it was established that each of the methods enhances acquisition of the English language skills. The four skills in English namely: writing, listening, reading and speaking form the core of the English language. The effectiveness of the each method in promoting the acquisition of one or all of the skills was evaluated. It was evident that each of the method imparted on students some skill. Lecture method was found effective in promoting listening and writing skills. Role play highly imparted on students speaking skills, while questions and answer instilled on students a mix of listening and speaking skills. It was evident that writing and speaking skills were effectively acquired during the questions and answer method.

The study established that integration of all methods is effective on acquisition of the various language skills. Each of the methods complements the other in the acquisition of the various skills. The various methods used during the English lessons are highly effective in promoting acquisition of English language skills. The methods encourage group participation in class and thus enhance active participation of the students.

Based on the research findings the researcher made the following recommendations were made; that the methods used in teaching English be more reinforced to promote the four skills of the English language, that the Ministry of Education provides more supplementary materials in teaching of the English language. That the training of teachers incorporates other teaching techniques such the use of projectors and computers be used to boost on the other teaching methods, that schools train students and teacher with the online pronunciations of English to boost their speaking and writing skills and that the KNEC incorporates all the four skills of English in examinations from primary to university levels. The researcher suggested that in view of delimitation of the study further research in a wider and different area preferably the rural areas. That further research be conducted to investigate other factors that contribute to acquisition of English

language skills.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

English as an international language is spoken in many countries both as native language and as a second or a foreign language. It is taught in schools in almost every country on earth. It is a living and vibrant language spoken by over three hundred million people as a native language. Millions more speak it as an additional language. (Bowen J. 1979)

Secondary schools in Kenya enroll students of varying Nationalities and social backgrounds (Okwara et al, 2009). Okwara et al further says that besides adding to the diversity of learners population, their social cultural settings expose them to varied experiences and values that positively or negatively impact on learning.

Teaching methods refer to a broad set of teaching styles, approaches, strategies or procedures used by teachers to facilitate learning (Curzon, 1990). Teaching methods that enable learners to actively participate in their learning should be adopted instead of those that reduce them to passive recipients of knowledge (Okwara et ai, 2009). In cases where the teaching methods adopted are not consistent with learners preferred learning styles, discomfort sets in and interferes with the learning process hence acquisition of the desired English knowledge is impaired. Use of teaching methods should take cognizance of the learner's preferred learning styles and balance them with the less effective but popular methods of learning (Okwara et ai, 2009). The selection and arrangement of elements of the curriculum and the various ways in which they are introduced to the studies is the more specialized meaning of teaching method (Hoyle, 1969).

Teachers of English can use various teaching methods depending on preference or type of skill the learner is expected to acquire after instruction. According to (Micheal, 1987), the lecture method is probably the most popular and widely used teaching method. However lecture method limits the chances of asking questions (Castello, 1991). Other teaching methods in English include demonstration; which stimulates students thinking, small group discussion, this gives learners opportunities to express their opinions, role play, reading, research and writing are also used to provide a nourishing learning environment. Discovery methods are known to keep students motivated and aroused, aid cognition and enhance retention. These methods are not to be used in every lesson but, rather, the teacher should choose the most appropriate methods in line with the topic and the pupils. The choice of teaching methods depends on the strategy used, whereas the strategy depends on the content and objectives of the lesson (Bowen J, 1985). Ineffective teaching occurs when one uses inappropriate method that results to reduced motivation, increased negative attitudes to learning and yields lower achievement (Doff, 1988). Methods enhance acquisition of the various skills in English.

English is the associate official language of India which has over 1000 million (over billion) people. Pakistan, Bangladesh, and many other nations which were ruled by Britain continue to use English both as an optional medium of instruction in their schools and as one of their official languages. The islands of the Philippines continue to use English as an important tool for education, administration, and for mass media purposes. English is the chief foreign language taught in the schools of Europe, South America,

Asia and Africa (Day, 1993).

Even though some nations which were ruled by the French continue to teach French as their most preferred second language. English is gaining ground even in these countries. In the former Soviet Union, Russian was the dominant language. Since the break of the Soviet Union, the Central Asian Republics have been rapidly introducing English in their school system as a second or foreign language. In Russia itself, English is gaining ground as the most popular second language. In Japan too, English is the most favored second or foreign language (Bowen et al, 1985)

English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is also learned for the literature it possesses, and for the variety and rich experience it provides. English has replaced French as the language of diplomacy. In this computer age, English is bound to expand its domains of use everywhere. Everyone wants to appropriate English as their own. In the Indian subcontinent, English became the dominant language of communication among the educated classes after the famous Minute of Lord Macaulay in 1833.

In Hong Kong, English is used in government, the media, employment, education, and is seen as a key to economic advantage. Given the superior status of the English language in the former British colony, it is unsurprising that issues relating to the use of English in education or government have always had serious repercussions for the local community. A recent government move to impose Chinese medium of instruction on the majority of Hong Kong's secondary schools was met with strong resistance from parents (Hardner & Jesner, 2002). Task-based approach forms a permanent component of the English

language curriculum and its teaching is process-oriented. During tasks, learners are engaged with an interactive meaning. Thus language proficiency is built up through their participation in communicative tasks/ speaking skills. Being able to communicate well in English is a priority on Hong Kong's education agenda. Over two decades, the Hong Kong government criticized the traditional practice of English language teaching as teacher-centred which concentrated on "the formal features of the language at the expense of encouraging students to use the language" (Education Commission, 1994).

English is the language of communication as well as the medium of communication in schools, colleges and universities. It is also the pre eminent language of International communication (KIE, 2002).The teaching of English language in Kenya dates back to pre colonial period when Kenya was a British colony. The Kenyan linguistic situation is not clear-cut and well-defined. This is because the Kenyan society is shaped by about 40 to 60 African ethnic languages and the lingua franca among these ethnic groups is Kiswahili. In addition, several languages were left behind during the colonial era by European colonialists, Arab and Asian merchants. The internal linguistic competition brings out the issue of relative power and status of the languages. Larger speech communities have more advantages over the smaller ones. Languages spoken in Kenya include English, Kiswahili, Arabic, French, Sheng and Mother tongues. Most Kenyans speak three languages: Mother tongue, Kiswahili and English (KIE, 2007).

An Education conference in language policy held in Nairobi in May 2008 observed that most Kenyan school leavers are not articulate in English, and cannot speak Standard English. It was felt that teachers of English were not doing enough to reinforce the English policy in Kenyan secondary schools. Nairobi County has its share in English language interference among the young. Language, being very dynamic has penetrated the schools and the teaching methods have also been affected. Teachers of English choose methods that are in conformity with times of the students thus compromising the quality and corrupting the content. The emergence of Sheng and the acceptance of the same even in school system is a sign that teaching methods of English varies among teachers.

1.2 Statement of the problem

English has become an essential entity in our daily life though not a mother tongue. In Nairobi County, where there is infusion of many languages various trends have come up in the use of English as a language. Being a culturally and linguistically a pluralistic society, the many languages spoken in Nairobi has led to a interesting feature of Kenya's multilingualism. Being a metropolitan city the linguistic features of English language have been corrupted by development of sheng and this has penetrated the school system. This corrupted structure has exposed students to corrupted language structure thus hampers the acquisition of the skills in skills. Teachers of English therefore have the task of using appropriate teaching methods that promote the four skills in English: writing, speaking, listening and reading. The researcher seeks to establish the effectiveness of

teaching methods of English on acquisition of English language skills in Nairobi County, Kenya.

The feeling is that the most effective methods are those which give students the greatest opportunity for participation and allow them to relate their experiences. The teaching methods that allow students to be more involved in the classroom process, the more likely they are to master the various language structures

1.3 Purpose of the study

The purpose of this study was to investigate the effectiveness of teaching methods on English acquisition of English language skills in public secondary schools in Nairobi County, Kenya.

1.4 Objectives of the study

The objectives of the study were;

- a) Identify various teaching methods used by teachers of English in Nairobi County.
- b) Determine the effectiveness of lecture method on acquisition English language skills.
- c) To establish how role play promotes acquisition English language skills in Nairobi County.
- d) Establish the effectiveness of questions and answer method on teaching of English on acquisition of English language skills.

1.5 Research questions

The following research questions guided this study;

- i) What are the various teaching methods used by the teachers of English in Nairobi County?
- ii) To what extent does the lecture method contribute on acquisition of English language skills?
- iii) How does role play as a teaching method promote acquisition of English language skills?
- iv) How effective is the question and answer method in teaching of English in acquisition of English language skills?

1.6 Significance of the study

The study focused on the teaching methods used by secondary school teachers of English. Its aim was to collect data on the methods used and their relation, if any, on the acquisition of English language skills. The effectiveness of each method was analyzed and the most effective method in the acquisition in the English language skill highlighted. The findings of the study are meant to give feedback to curriculum developers at the KIE on the appropriateness of the present teaching methods; their effectiveness on the four skills in English namely; listening, speaking, reading and writing. The study would also give feedback to the Ministry of Education for the enforcement of teaching methodologies in public secondary schools in Kenya. This study would go a long way in the diagnosis of the problem of acquisition of the English language skills among students

and the youth. It recommended appropriate mitigation for improved acquisition of English language skills in Nairobi County.

1.7 Limitations of the study

Limitations of the study are constraints that a researcher has no control over during the research and which can prevent or hinder him/her from achieving the objectives of the study. They are conditions beyond the control of the researcher that could restrict the conclusion of the study. The researcher has no control of the attitudes of the respondents which can affect validity of responses. At times the respondents gave acceptable but not honest answers, wrong interpretation by respondents can also affect the responses. (Mugenda & Mugenda, 2003).

The limitations of study include dependence on respondents' co-operation. Another limitation is the dependence on the teaching methods as a measure of appropriate acquisition of English language skills. Implicit in the study is the premise that success of any learning is in the use of the appropriate teaching methods.

1.8 Delimitations of the study

Delimitation is a process of reducing the sample population and areas to be surveyed to a manageable size (Mulusa, 1988). Delimitation of the study is the scope of the study in terms of geographical location of the area covered by the study. This research was conducted in public secondary schools in Nairobi County. The study was to find out the effectiveness of teaching methods in English on acquisition of English language skills. However, it did not consider aspects that impact on acquisition of language such as the

learners' level of motivation and the learning environment. The methods discussed are not exhaustive. There are several other methods that are used in the teaching of English subject.

1.9 Assumptions of the study

An assumption is "any important fact presumed to be true but not actually verified" (Mugenda & Mugenda, 2003). Assumptions of this study are stated hereafter, and justify the study and its findings.

- I. That the respondents (teachers and students) were honest, truthful and willing to cooperate.
- II. That appropriate teaching methods were necessary for learners' acquisition of English language skills.

1.10 Definition of significant terms

Language competence It refers to having sufficient skills and knowledge in a language.

Acquisition is the ability attain some language skill after a learning process.

Role play refers to a learning derived from personal or group experiences.

Sheng refers to a corrupted language coined from English, Kiswahili and local dialects spoken mainly by the young generation in urban areas (commonly known as "Iugha ya mtaa").

Student refers to a person who gains knowledge or skills In a secondary school environment.

Teacher refers to a person who impacts or disseminates knowledge.

d)

Teaching methods refers to a broad set of teaching styles, approaches, strategies or procedures used by teachers to facilitate learning.

1.11 Organization of the study

The study is organized in five chapters as follows: Chapter 1 - Introduction. The chapter 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 2 - Literature Review. The chapter covers Introduction, Teaching methods used by teachers of English, English Language teaching methods, Lecture method by teachers of English, Challenges of lecture method in teaching English as a subject, Role play as a teaching method in English, Question and answer dialogue as a teaching method in English, Reading as a teaching methods in English, Writing as a key issue in performance in English subject, Summary, Theoretical framework and Conceptual framework. Chapter 3 - Research methodology. The chapter 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. And Chapter 4 covers data analysis and findings from the study. Chapter 5 covers Conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the review of available literature on teaching methods used by the Teachers of English in secondary education. The chapter starts with the various teaching methods used by teachers of English. The chapter covered Introduction, Teaching methods used by teachers of English, English Language teaching methods, Lecture method by teachers of English, Challenges of lecture method in teaching English as a subject, Role plays as a teaching method in English, Question and answer dialogue as a teaching method in English, Reading as a teaching methods in English, Writing as a key issue in performance in English subject, Summary, Theoretical framework and Conceptual framework. The effectiveness of the various teaching methods on the acquisition of English language skills was explored.

2.2. Meaning of language acquisition competence

The present language competences are summarized as containing linguistic competence, creative competence and strategic competence. Linguistic or grammatic competence is the basic component of language acquisition and entails the ability to attain a Language (Bowen et ai, 1985). This includes the ability to use forms of a language: sounds, words, and sentence structure. Therefore, to know a language means the mastery of the forms of a language which include size of vocabulary and correctness of a language. Creative competence is the actual acquisition. It is the capacity to use a language in a way that it is

a appropriate to the situational and verbal constraints operating at a given time (Broomfit, 1995).

A normal child acquires knowledge of sentences not only as grammatical but as appropriate. She acquires the competence as to when to speak, when not to, when to talk, where and in what manner. Creative competence is the ability to reorganize a language system with the existing new rules. Language competence in the first and the second language include creativity of language use. It covers automatic knowledge and unconscious acquisition of language (Brown, 2002). Language acquisition includes the verbal and non verbal communication strategies that may be used to compensate communication breakdown.

Good language users use contextual cues, certain tricks and manners to communicate especially when they want to fill in their own acquisition. In the learning and teaching activity, language acquisition forms the foundation of any language. There are other important issues in assessing language acquisition that is teaching methods, difference in teaching goals, individual differences among teachers and students and teachers mastery of subject content.

2.3 Teaching methods used in schools by teachers of English

Hoyle (1969) observed key points which a teacher should consider before selecting a teaching method.

The teaching methods should suit the teacher's abilities, knowledge of subject content and interests, suit learner's abilities - verbal, psychomotor, suit the type

of teaching carried out, that is, skill, knowledge or value situation and suit the subject content at hand. The methods should also suit the numbers of students being taught, their interests and experiences, the learner's relationship with the content as well as suit the teacher's relationship with the students. The most used teaching methods in English include: lecture methods, role play, reading, homework assignment, small group discussions, and writing. There are other extraneous factors that dictate which teaching methods Teachers use. These include: time allocation, teaching experiences, professional qualifications and teacher's attitude and beliefs.

2.4. English Language teaching methods

The teaching methods in English should emphasize the four skills in English subject. That is reading, writing, listening and speaking. The main goal is to develop literary mastering of the language. Teachers of English around the world prefer some form of communication, teaching and learning method, Hayman (1970). However, a successful teacher is not biased in favour of one method or another. He should be competent and comfortable with the methods she wants to use. Different teaching strategies will be selected from different methods and blend them to suit the needs of the materials and students. A diligent teacher continuously learns new techniques and knows the new directions in teaching of English (Farrant, 1988). The four language skills are interdependent in many ways although sometimes they can be taught independently to some extent.

2.5. Lecture method by teachers of English in acquisition of English language skills This method is used mostly to develop the listening skill and speaking skill. This is attending and interpreting oral English. The student listens to oral speech in English, then separates into segments the stretch of utterances he hears, groups them into words, phrases and sentences and finally, understands the message these carry.

Through it is one-way communication it is an important method because internal thinking and reasoning is carried out. Students listen in order to repeat and understand. In listening to the lecture, students imitate and memorize linguistic items such as words, idioms and sentences. Students listen to understand as part of using English for communicative purpose. In listening to understand, students may be involved in question- oriented response model of learning or in the task- oriented model of learning. In the question- oriented response, students may be asked to listen to a sentence, a dialogue, a conversation or lecture and asked to answer question presented.

2.6. Challenge of lecture method in teaching English as a subject

Research indicates that most students have difficulty with listening (Tyler, 1949). Even when listening to their native language. Because of the phenomena of stress, most learners of English have difficulty in listening the correct placement of the stresses in English. This could lead to misunderstanding the meaning of a word, phrase or sentence. As a consequence lecture method in English is to be used with great care www.englishclub.com.

2.7 Role plays as a teaching method in English in acquisition of English language skills

Role play brings situations from real life into the classroom. Students imagine and assume roles. They create a pretend situation and pretend to be some different persons

(Tyler, 1949).

As Doff (1988) points out, role play increase motivation. In addition it gives a chance to use language in new contexts and for new topics. Once they assume a role, students improvise and produce words and sentences appropriate to the situation as well as the roles they assume (Moseti, P. 2007) says that, students may have difficulty composing their thoughts in English or expressing them coherently, using appropriate grammatical structures and words. Teachers should give prompts wherever necessary which would encourage students to guess and produce utterance appropriately. Role plays helps reduce the common reluctance found among learners at English because of fear of committing errors in English. Role play involves several students at once and holds attention of the class Doff (1988).

It enables students to be original and produce utterances often on their own. Since role play gives practice in using English in situation similar to those outside classroom, it's appropriate for every lesson of English (Bowen et al., 1985).

The student should acquire adequate vocabulary, relevant structure, and socially appropriate usage for community institutions for example, a bank, doctor's office, movie theatre, and post office.

2.8. Question and answer dialogue as a teaching method in English.

Question and answer dialogue around a given context is a teaching method that develops speaking skills among students. Bowen, et al (1985).

There are three types of questions in English' Yes/No questions are easy to assume while the 'Or' questions need more practice to answer. Long answers are elicited using several strategies.

Castello (1991) puts it that eliciting long answer helps the student compose his thoughts in English, search for appropriate words and structures and use them in the appropriate order. This brings out explicitly his grammatical knowledge. Buckler (2003), states that presentation of a lesson with questions helps students remember words, structure, and gives them practices when a vocabulary is introduced. Questions should not be ambiguous and the students should be able to answer without much difficulty. Presentation of assignments or oral reports should always be followed by a question-answer session in which the class raises questions and the presenter answers.

2.9. Reading as a teaching method in English in acquisition of English language skills

Day, (1993) classified reading into three kinds: Extensive reading, intensive reading and oral reading. Extensive reading is used "to refer to the teaching of reading through reading."

It is assumed that the best way for students to learn to read is by reading a great deal of comprehensible materials. Intensive reading is used to refer to the actual teaching of reading skills in an teaching setting. Students are exposed to a variety of materials and

asked to perform activities such as answering comprehension questions Perkins (D, W. 1991).

Intensive reading is instruction- based and forms the core of teaching reading in

English subject.

There are various stages in the teaching of reading among learners;

There is the elementary reading where students are exposed to the association of the letters of the English alphabet with their relevant sounds. Students develop an ability to predict the sound values represented by their letters (Carter, R (1996).

The second stage is the intermediate reading stage that fosters interest in reading and develops actual reading skills practiced throughout one's life beyond mastering the association between letters and sounds. Students predict the sound values and reading with purpose as the focus. Brumfit, C.J (1985).

Emphasize is on developing additional reading skills.

Perkins, (1991) identifies key issues when teaching reading;

Background of the learner, the reading task involves decoding the system of abstract symbols to discover its relations to the spoken language system. The time taken to master this relationship varies with age, motivation, previous experience and other social factors. Some recognition problems in English include capital, small, italics, handwriting, left to right, distinction between letters and mirror image problems. Do not choose words which have same spellings in English as well as learners language but are read differently. Do not ignore the stress, for individualized self -learning. There is no better method than

encouraging students to read on their own whatever interests them and through reading students develop empathy not only for the language but also the content at the text they read.

Once the reading mechanics relating to the decoding of the alphabet is well established, once the mastery of adequate sight vocabulary is also accomplished, the reading texts may focus on familiarizing the students with the phrase and sentence structure in the reading materials. Students need to learn the differences between a phrase and a sentence in the texts to read. While the sentence is the required minimal unit in written English, phrases function as breath groups. "Phrase reading exercises can be useful in weaning the reader from word-for-word reading, and can help increase speed." Some of the exercises which can be used to develop phrase reading are: "repeat-and-copy exercises, the use of flash cards, lists on the blackboard, matching phrases, etc." Focusing on phrases and sentences for reading will help students not only to foster better speed in reading, but it will aid them in learning more English structures for practical purposes (Crystal, 2003).

2.10 Writing as a key issue in performance in English subject

Writing is an individual effort. Individuals compose their thoughts in privacy and learn to reduce their thoughts to writing. Writing is an individual effort or work, but it must follow the rules laid down. Bowen et al (1985). In writing, the discrete nature of linguistic signs should be appreciated consciously. The student must recognize the sound structure of each word, dissect it and reproduce it in alphabetical symbols. Switching from the spoken to writing poses greater difficulty.

"Writing is more an individual effort than speaking, while at the same time rulesbound and therefore more error- prone..... The speaker does not have to pronounce each word exactly according to one standard of pronunciation or one model of structure. While the writer is expected to produce according to one model of speaking and usually a reduced range of structures with 100% accuracy." Bowen et al (1985).

Writing classes consolidate and improve students speaking and reading skills.

Writings can be taught as an end in itself, although none of the language skills is far removed from other language skills. Writing helps identify specific needs of the students, while reading involves seeing and pronouncing writings involves association of sounds with mental composition of thoughts and their orderly presentation and hand movement. (Hardiner and Jessener, 2002). Writings is taught as a developmental process, starting from beginner stages, writing with purpose and full expository prose emphasized in the terminal (advanced) stage. (Bowen 1985). All successful texts and teachers have always tried to take the best and relevant aspects of every teaching method to suit the learner's level of need.

As Bowen et al (1985) suggest, look for problems such as reversed letters, transposed letters or words, incorrect uppercase or lower case letters, lack of paragraph indentation, lack of familiarity with the basic spelling patterns and illegible handwriting. Raimes (1983) recommends that, "students can be given tasks that encourage them to speculate about the text, its content, context, organization and the writer's choice of word and syntax."

Note-taking and story telling are ways in which students are encouraged to do some free but controlled writing. Most students are reluctant to write. A part from the fact that writing needs more deliberate involvement than reading students are afraid that what they write be full of errors in a language that is foreign to them. As standards of writing are more stringent than in other skills, students need to be trained to proceed from writing short passages to longer essays. Exposure to good writing is very necessary Carter R. (1996).

Writing can be viewed and taught as a developmental process just as reading. And we can view writing from four perspectives: Mechanics, emphasized in the low beginner stages (beginning); Extended Use of Language, emphasized in the high beginner and low intermediate stages (elementary)- Writing with Purpose, emphasized in the high intermediate and low advanced stages (intermediate): and Full Expository Prose, emphasized in the terminal stage (advanced) (Bowen, 1985).

Raimes classifies approaches to teaching writing into five types: controlled to free, free writing, paragraph pattern, grammar-syntax-organization, communicative, and process approaches. In the controlled to free approach, "students are first given sentence exercise, then paragraphs to copy or manipulate grammatically by, for instance, changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences" (Raimes,] 983:6).

2.11. Teaching Listening and Speaking Skills

When talking about language skills, the four basic ones are: listening, speaking, reading and writing. However, other, more socially-based skills have been identified more recently such as summarizing, describing, narrating etc. In addition, more general learning skills such as study skills and knowing how one learns have been applied to language classrooms (Bowen et al 1985).

In the 1970s and 1980s, the four basic skills were generally taught in isolation in a very rigid order, such as listening before speaking. However, since then, it has been recognized that we generally use more than one skill at a time, leading to more integrated exercises. Speaking is a skill that often is underrepresented in the traditional classroom. This could be due to the fact that it is considered a less-academic skill than writing, is transient and improvised (thus harder to assess and teach through rote imitation) (Castelo, 1991).

There are three approaches to listening: interactive (listening to a message and doing something as a consequence; and one-way communication or non-interactive (just listening and retaining the message, in activities such as conversations overheard, public address announcements, recorded messages) and self-talk. Listening to radio and watching TV and films, public performances, lectures, religious services, etc., generally reflect non-interactive listening. Responding to the commands given reflects interactive listening, which, in fact, is equally widespread in communicative situations. Self talk is also an important process by which internal thinking and reasoning is carried out. All

these three modes or approaches to listening may be included in our teaching (Castelo, 1991). We practice listening comprehension in all places and in all lessons and in all language skills (although at advanced levels of other language skills the role of listening could be minimal). There may be listening comprehension exercises on the phonological elements when pronunciation is taught. There may be exercises for listening comprehension when exercises on grammar are done, as well as in vocabulary teaching. When varieties of speech in various communicative contexts are introduced, there will be ample scope listening comprehension exercises (Carter R. 1996).

Listening is an important skill which facilitates the mastery of other language skills. Continued exposure to native English speakers both in face to face communication and audiovisual means will help foster the listening skill. The unstressed vowels and the process of vowel reduction make listening a difficult process to master. If students have a better listening skill they are more likely to have a better pronunciation.

2.12. Summary

The teaching of English subject has been subjected to tremendous change. The various adaptations in language classrooms the social dynamics of language affects the teaching methods in English. Whereas the teaching of maths or physics has to a greater or lesser extent remained the same, this is hardly the case with English or language teaching in general. The core; however to the teaching at English are the four domains in English subject that is listening speaking, reading and writing. As reviewed in this chapter, selection of the optimal methods and techniques for English subject teaching and learning is a milestone in improving in acquisition of English language skills.

2.13. Theoretical framework

Promoting proficiency in any language in the school curriculum in any country with diversified linguistic identities is influenced by political, socio-cultural, economical, environmental, situational, pedagogical considerations, and colonial carryovers, among others. Therefore, the study was guided by the "Dynamic Model of Multilingualism" developed by Herdiner and Jessner [2002]. In the dynamic model, language is viewed to be in a constant flow; and so are the language systems in a multilingual depending on the various factors in the language acquisitions process.

The Model illustrates that one thing affects everything else; and has two key factors, namely:

- I. Gradual language loss which can take place among speakers in form of intrapersonal systematic variation; and
- ii. Language maintenance which is required to guarantee homeostasis within a linguistic system which increased the accumulation of linguistic knowledge.

Factors that slow down language growth are language interference and language maintenance. Interference factors include politics, societal issues, previous language background and resources. Maintenance factors include teaching methods, teaching materials and testing methods.

Aspects of this theory guided the researcher identify factors that influence choice of teaching methods among teachers of English. Language loss and language maintenance aspects are not directly linked to each other in the model. Language maintenance is

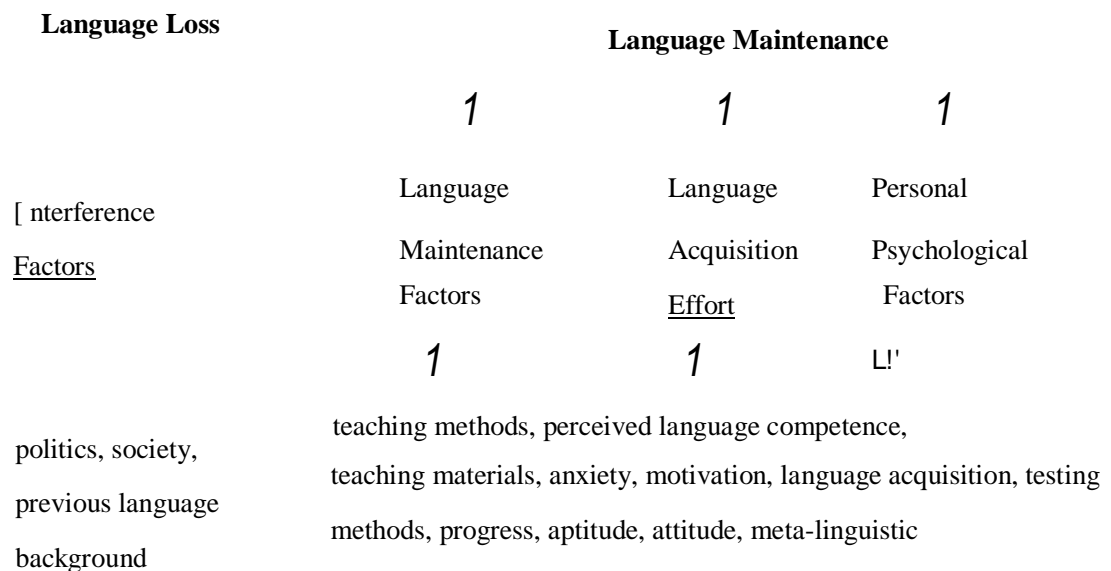
however the key factor in the dynamic model and enabled the researcher to study maintenance skills e.g. presentation skills used and their effectiveness.

Here-below is a flowchart of the Dynamic Model of Multilingualism showing the factors that influence Language proficiency [Source: Herdiner and Jessner, 2002]:

FIGURE 2.1 Dynamic model of multilingualism

Flowchart: Factors influencing Language proficiency

[Dynamic model of multilingualism]

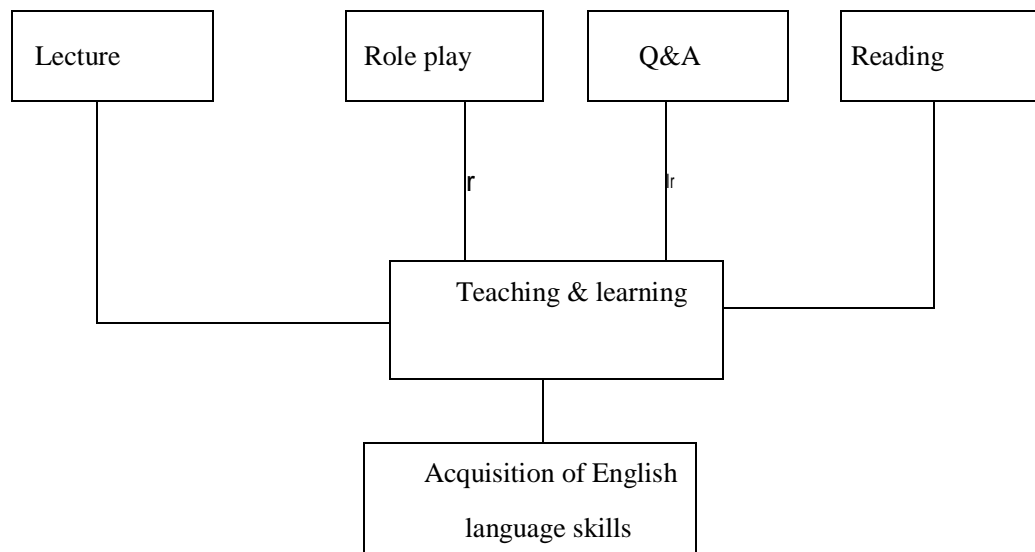


This study sought to establish the extent to which language acquisition effort as influenced by the teaching method of English. This theoretical framework model provides the independent and intervening variables (i.e. teaching methods and teaching & learning process respectively) which guided the conceptual framework of the study.

2.14. Conceptual framework

A conceptual framework is a mental reflection of the relationship between two or more variables which are under study and creates credibility for the study by analytically showing possible linkages and coherence between research components. It showed how the variables were related. The study was based on the independent variables which emanated from the various teaching methods, effectiveness of the methods in acquisition of English language skills. Students' acquisition of English language skills could be as a result of the method that teacher's used. In the study, the components of Independent Variable (Teaching methods) were conceptually mapped onto the component of Dependent Variable (acquisition of English language skills).

Figure 2.2: Teaching method used in English language on acquisition of English language skills in Nairobi County.



The conceptual framework shows that each of the listed teaching methods promotes acquisition of the English language skills. The dependent variable (acquisition of English language skills) is influenced by the independent variable (the teaching methods) through the teaching and learning process.

CHAPTER THREE RESEARCH

METHODOLOGY

3.1 Introduction

This chapter describes the design of the study: 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 is the procedure used by researchers to explore relationships between variables, to form subjects into groups, administer measures, apply treatment conditions and analyze data. The study was conducted using descriptive survey design. Descriptive survey research is a process of collecting data in order to test hypothesis or answer questions concerning current status of the subject in the study. It determines and report the way things are. In this proposal data was collected using questionnaires and observation schedule. The questionnaires were both open ended and close ended items. This gathered information that described the effectiveness of the teaching methods in English subject at acquisition of English language skills in Nairobi County.

3.3 Target population

Target population refers to a set of people that a researcher will focus on and to which the results obtained are generalized as representing the geographical area of the study (Orodho, 2004).

Study targeted 71 public secondary with a total student population of 39,370 (thirty nine thousand three hundred and seventy). (Ministry of Education PDEs Office Nyayo House, 2012). The schools were classified as national, provincial (County) and District (CDF). The study focused on teachers of English in public secondary schools in Nairobi County which is 270 (two hundred and seventy). The first target group was teachers of English in public secondary schools that use the various methods to promote acquisition of English language skills. The teachers were believed to be in a position to indicate the teaching methods each of them uses, the reasons for using the methods and evaluating the effectiveness of the method in acquisition of English language skills. The second target group was students in form two and three. The group was chosen because it is assumed that form two students have been exposed to the preliminary English language at secondary school and they could assess the different methods used in learning and their effectiveness in acquisition of English language skills. The form three students were believed to have been exposed to the various methods and were able to assess the effectiveness of the methods in acquisition of English language skills.

3.4 Sample size and sampling techniques

A sample is a representative part of a population. According to Mulusa (1990), a sample size is a smaller population carefully selected to represent all the main traits of the whole population. **In** this study the researcher used stratified purposeful sampling to select the schools. The schools were classified according to their category that is (i) National (ii) Provincial (County) (iii) District (CDF). The researcher sampled the schools and selected 20% from each category.

For example from the six national schools in Nairobi county 2 were selected which was 33% of the total national schools from 40 provincial schools 8 were selected which was 20% and from the 31 district schools 6 were selected which was 25%. This is guided by Mugenda & Mugenda (2003) that the larger the population the smaller the sample size and the smaller the population the larger the sample size. Students in form two and three class were selected through simple random sampling and this gave each student equal chance of being selected. The teachers in the selected schools were given the teachers questionnaires. The researcher observed seven of the selected teachers in class.

3.5 Research instruments

The study used two categories of questionnaires. These were students' questionnaires and the teachers' of English questionnaires, and each consisted both structured and unstructured questions. Questionnaires were more efficient in that they required less time and were cheap. Section A in both questionnaires had questions on respondent's personal information. Section B had structured questions where respondents were expected to tick their suitable responses, and open ended questions where respondents used their own words to answer. The focus in Section A was about the teachers' and students' perception of the teaching and learning process, interest and motivation; whereas the focus in Section B was on the teaching methods and the effectiveness in acquisition of English language skills. Various teaching methods were listed and interviewees views captured on the appropriate approaches and how they promote acquisition of English language skills. There was also an observation schedule used on the teacher of English during the actual teaching.

3.6 Validity of instruments

Validity is the extent to which an instrument measures what it is supposed to measure. It refers to the appropriateness of the interpretation of the results of a test or inventory, and it is specific to the intended use. Validity, according to Mugenda and Mugenda (2003), is the accuracy and meaningfulness of inferences which are based on the research results. Results from the study enabled the researcher to measure what was supposed to be measured in finding out the effectiveness of teaching methods on acquisition of English language skills. To determine validity a pilot study was conducted. This ensured that the instruments measured what they were intended to measure and any ambiguities removed. In this study content validity was measured. The instruments captured the content of the various teaching methods and their effectiveness on the acquisition of English language skills. The teaching methods were explored and the most appropriate for effective acquisition of skills recommended.

3.7 Reliability of instruments

Reliability is defined as the consistency of the instrument in measuring what it is intended to measure. It is further defined as the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). The research used the test-retest technique; this was administer the questionnaires twice to the participants in the pilot study. The researcher assessed the consistency of the responses on each pair of the pilot questionnaires to make judgment on their reliability. A time lapse of 2 to 3 weeks between first and second test eliminated chance error which could arise by testing once. A correlation coefficient was calculated to indicate the

relationship between the 2 sets of scores. Correlation coefficient which indicates the relationship between the first and second test was calculated using the Pearson Product co- relation formula. The value of the formula varies between -1.00 and + 1.00 which is acceptable to any test. Pearson product moment correlation establishes the extent to which the instruments were consistent in eliciting the same responses every time the instrument was administered.

Pearson product moment is calculated with the formula

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

it correlates the scores from both tests

Where x = First test

y = Second test

r = Degree of reliability

\sum = summation sign

N = is the number of scores within each distribution

The pilot test was done on two secondary schools: one boy and girl schools were selected. From each school, to test for reliability, 30 students were served with questionnaires. The pilot study enabled the researcher to be familiar with research instrumentation and its administration procedure as well as identifying items that require modification. The result helped the researcher to correct inconsistencies arising from the instruments; thus, ensured that they measure what is intended. Thereafter, the data was collected using questionnaires that were hand delivered to the respondents.

3.8 Data collection procedures

This is the process that is followed to ensure data collection tools are applied correctly and efficiently. A research permit was obtained from National Council for Science and Technology (NCST). The researcher reported to District Commissioners Office and the District Education Office **in** order to obtain the necessary authority to proceed with the study. Principals of secondary schools were contacted prior to the actual research. This helped the principals understand the nature and purpose of the visit and agree appropriate day and time to administer questionnaires. Thereafter, the researcher administered the instruments to the respondent **in** person on dates agreed upon **in** the respective schools. After data collection the researcher analyzed the data and got the findings from the various stakeholders.

3.9 Data analysis techniques

Analysis of data started with editing to identify errors made by the respondents for example spellings, expressions. Quantitative data derived from the demographic sections of the questionnaire and other closed questions was analyzed using descriptive statistics that is percentages and frequencies. Qualitative data generated from the open ended questions in the research instruments was organized into themes and themes categorized through content analysis and then tabulated data computed using Statistical Package for Social Sciences (SPSS). The themes and sub themes were arrived at through content analysis presented in tables and then analyzed using descriptive statistics.

The study also used inferential statistics such as chi-square and regression analysis to determine the association between variables of interest. Chi-square was used to establish

the association between gender and English acquisition in Nairobi. Regression analysis was used to determine the effect of the teaching methods (lecture, writing, role play, reading, question and answer methods) on English Language Acquisition:

$$\text{English Acq} = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + E$$

Whereby β_0 is the regression constant, β_1 - β_5 are regression coefficients, X_1 = writing method, X_2 = lecture method, X_3 = role play method, X_4 = reading method and X_5 = question and answer method.

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents analysis of data findings and analysis of the effectiveness of teaching methods on acquisition of English language skills in public secondary schools. The data collection was done in Nairobi County whereby students and teachers in the public secondary schools irrespective of the type were targeted by the study. At the time of the study there were 71 public secondary schools within the County. However, the study sampled 2 national schools; 8 provincial schools; and, 6 district public secondary schools. From each school, a total of 30 students were chosen making a total of 480 students. One English teacher was also selected per school.

4.2 Response Rate

From a sample of 480, 355 students filled-in and returned the questionnaires. However, 11 questionnaires were unusable as they were inadequately filled-in reducing the response to 344. This, thus, made a response rate of 71.7%. Besides, out of the 16 teachers sampled, 13 responded by filling-in the questionnaire making a response rate of 81.3%.

This response rate was excellent for statistical inference as it conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting, a rate of 60% is good and a response rate of 70% and over is excellent. The commendable response rate was only feasible after the researcher distributed the

questionnaires and gave the respondents 30 minutes to answer the questions, besides explaining the importance of the study.

Table 4.1 Response Return Rate

	Student		Teacher	
	Number	Response Rate	Number	Response Rate
Questionnaires Unfilled	125	26.0	3	18.8
Questionnaires Rejected	11	2.3	0	0
Questionnaires Duly Filled	344	71.7	13	81.2
Total Questionnaires	480	100.0	16	100.0

4.3 General Information on Respondents Bio-data

The study sought to establish the general information of the respondents so as to establish the representation of the study's findings and suitability of the same. This section is grouped into the gender characterization, age of respondents, type of school, like or dislike for English as a language and subject among others.

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4.3.1 Gender Characterization of Respondents

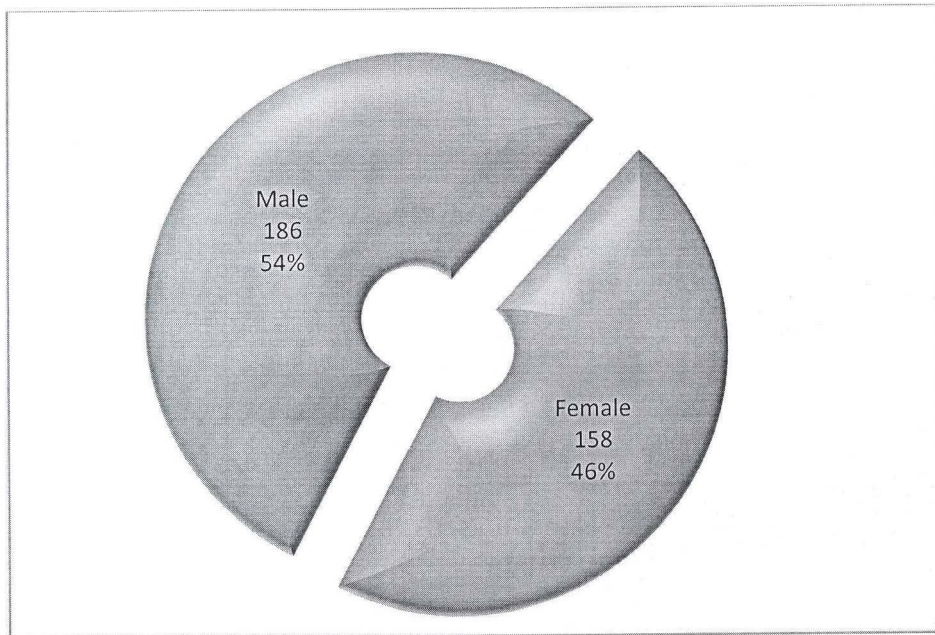


Figure 4.1 Gender of Respondents - Student

Table 4.2 Gender of Respondents - Student

	Frequency	Percentage
Male	5	38.5
Female	8	61.5
Total	1	100.0
	3	

In Figure 4.2, the study sought to group the respondents by the gender characterization. The findings indicate that the 54% of the respondents were male while 46% were female. This depicts that majority of the respondents, students, were male though the gender disparity was not much. Thus, the data was representative of gender.

On teachers as respondents, Table 4.2 shows that 61.5% were female while 38.5% were male. This underscores the fact that majority of the respondents and English teachers are female.

4.3.2 Age of Respondents

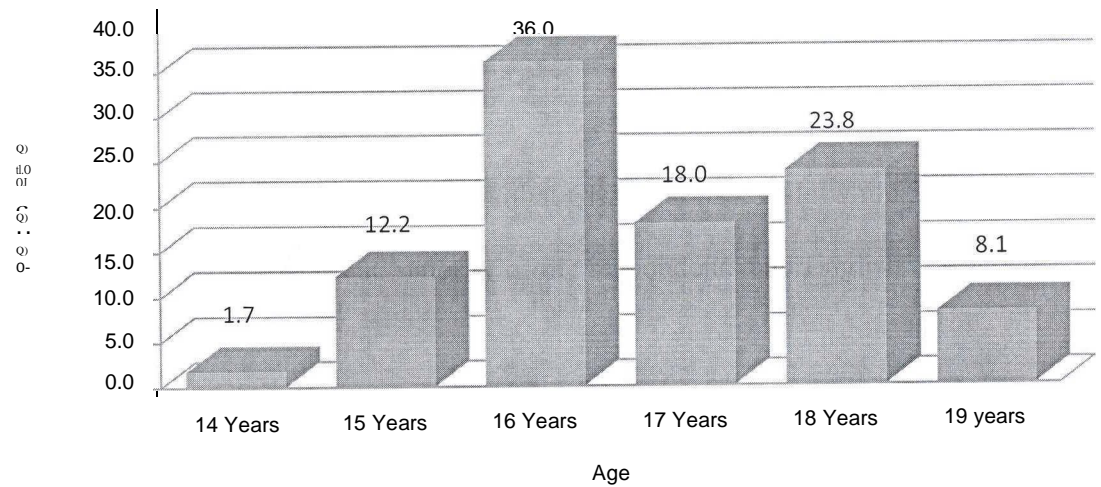


Figure 4.2 Age of Respondent

Table 4.3 Age of Respondents - Teacher

	Frequency	Percentage
Less than 30 year	4	30.8
41-50 yrs	2	15.4
31-40yrs	3	23.1
Over 50 yrs	4	30.8
Total	13	100.0

The study sought to establish the age of the respondents so as to establish the general age of the students sampled. According to the Figure 4.3, 36.0% of the respondents were 16 years old; 23.8% of the respondents were 18 years old; 18% were 17 years old; while, 8.1 % were 19 years old and 1.7% were 14 years old. This depicts that most majority of the students/respondents were 16-] 7 years old.

On teacher respondents, Table 4.3 shows that 30.8% of the respondents were less than 30 year and over 50 yrs; 23.1 % were 31-40 years old; and, 15.4% were 41-50 years old. This depicts that majority (53.9%) of the English teachers were at least 31 years. This owes to the experience need in teaching languages.

4.3.3 Academic Qualifications of Respondents

The study sought to establish the academic qualification of the teachers. Table 4.4 shows that 53.8% of the respondents were teachers had graduate degrees while 46.2% had Masters degree. This illustrates that most of the English language teachers were graduates.

Table 4.4 Academic Qualifications of Respondents

Qualification	Frequency	Percentage
Masters degree	6	46.2
Bachelors degree	7	53.8
Total	1	100.0
	3	

4.3.4 Teaching Experience of Teacher of English

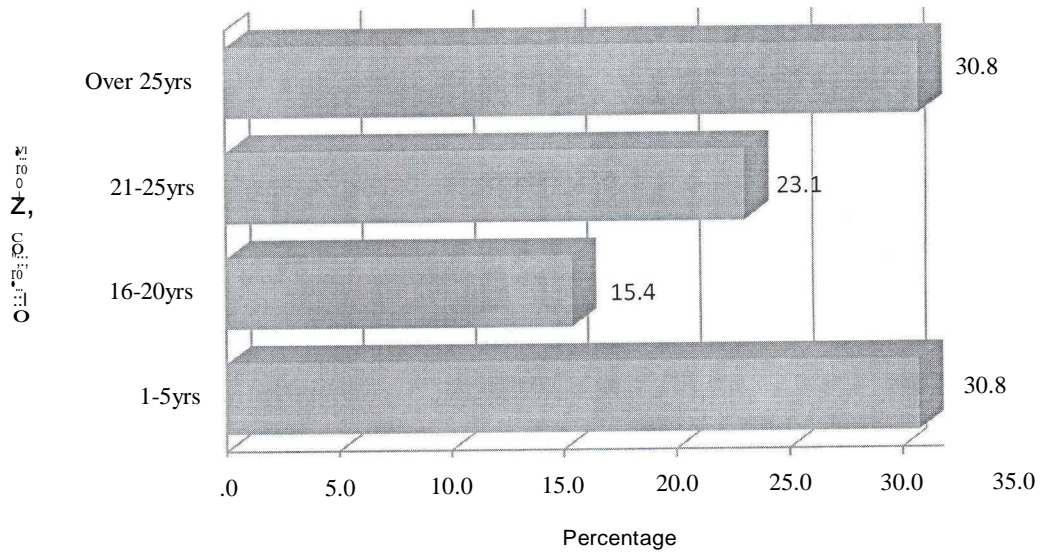


Figure 4.3 Teaching Experience of Teacher of English

The teacher respondents were required to state the number of years they had been teaching. The findings shows that 30.8% of the respondents had taught for over 25 years and 5 years or less; 23.1% had taught for 21 - 25 years; and, 15.4% had taught for 16 to 20 years. This depicts that majority of the English teachers had taught for 21 years or more. Similarly, this points to the experience that teaching English language requires.

4.3.5 Type of School

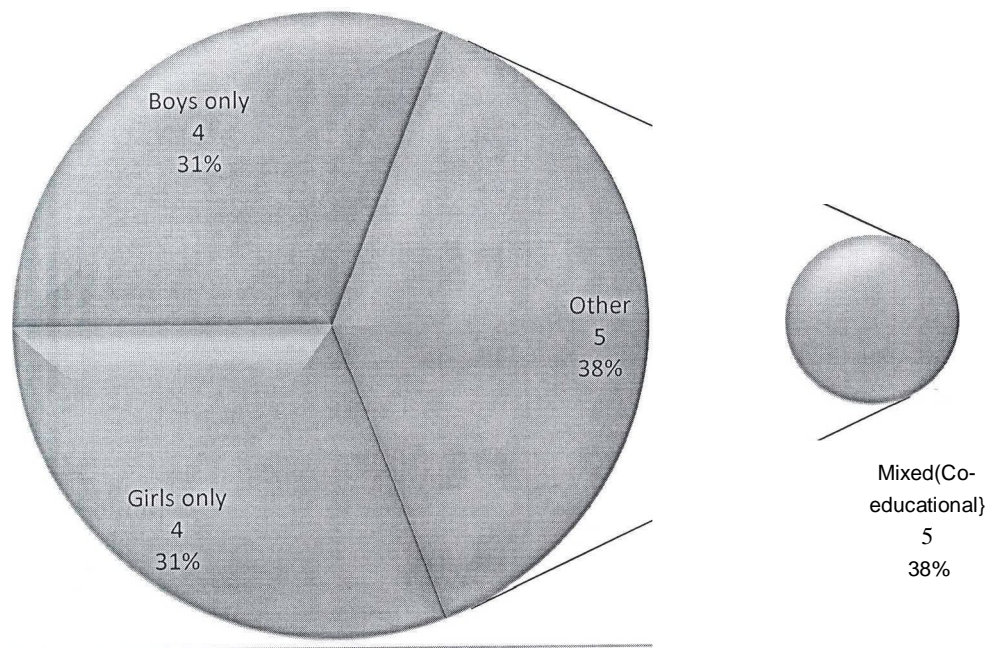


Figure 4.4 Type of School

The study sought to establish the type of school: whether boys, girls or mixed school. The findings presented in Figure 4.5 shows that 38% of the schools were mixed or co-educational schools; 31 % were boys and girls schools.

4.4 Liking/disliking of English Language

The study sought to establish whether the students liked English subject and language and to what extent they did liked the language.

4.4.1 Students Liking for English

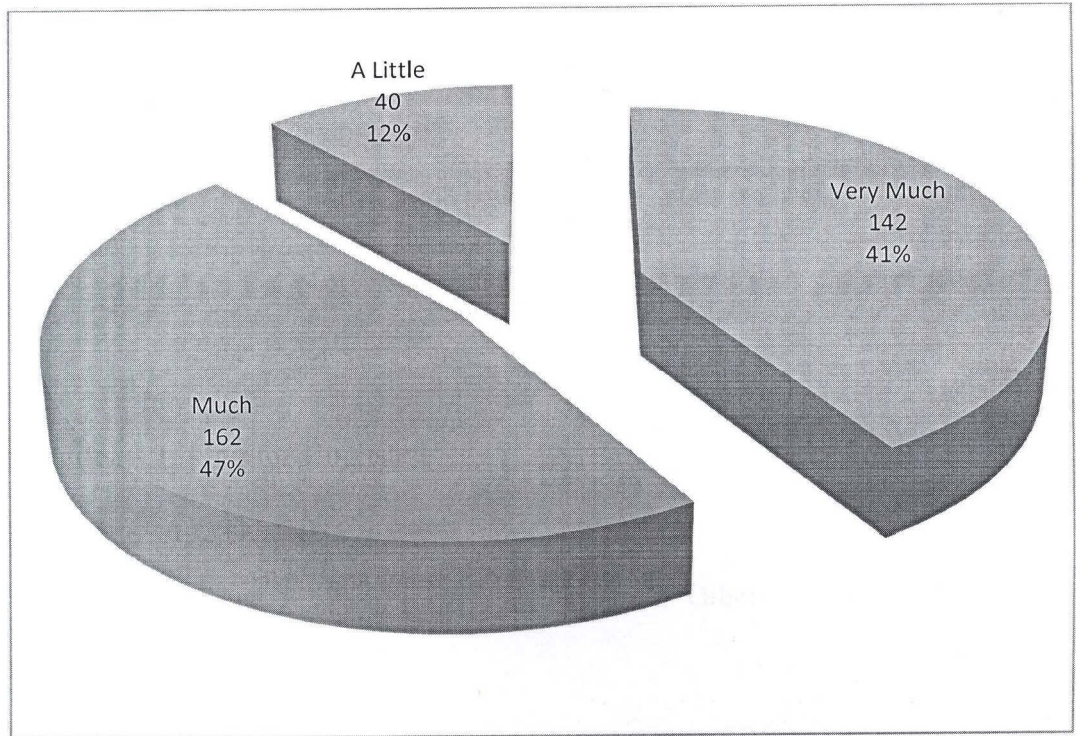


Figure 4.5 Extent to which the Student likes English

The study sought to establish whether the students liked English as a language and subject or not. The responses obtained established that all the students sampled liked English as a subject and Language.

The study further sought to establish the extent to which the students liked or disliked English. Figure 4.4 shows that 47% of the respondents liked English much; 41 % of the respondents stated that they liked English very much; and, 12% of the respondents liked English a little. This depicts that of the students that liked English, majority had at least much liking for the subject.

Table 4.5 Reasons for Liking/Disliking English

Reason Yes

Enjoyable 27.3

Easy to Learn 26.2 English is Universal Language 19.2 No Particular Reason 11.6 Careers

Development as Many Require Mastery in English 11.0 Is Official Language 8.1

Educative 5.2 Applicable in Real Life 4.7 Enhances Students' Interaction with People from

Other Ethnical 4.1 Groups

Important in Building National Cohesion and Integration Enhances	2.9
Ones Expression in Front of People or Public Speech Interest in Oral	2.9
Literature	2.9
Almost All Subjects are Taught in English	1.2
Performs in the Subject Better	1.2
Pride of Speaking Fluent English	0.6

The students were asked to indicate the reasons for their liking of English subject. The findings, indicated that 26.2% liked English because it is easy to learn; enjoyable subject (27.3%); English is universal language (19.2%); careers development as many require

mastery in English (11.0%); is official language (5.1 %); and, important in building National Cohesion and Integration (2.9%).

Table 4.6 Gender versus Student Like of English Cross-Tabulation

Gender	Very Much	Much	A Little	Total
Female	41.8%	45.6%	12.7%	100.0%
Male	40.9%	45.4%	10.5%	100.0%
Total	41.3%	47.1%	11.6%	100.0%

The study sought to establish the relationship between gender of the student and the liking for English language. Cross tabulation in Table 4.6 shows that 41.8% of the female students liked English language very much as compared to 40.9% of the male students; 45.6% of female students liked English much compared to 45.4% of male students; 12.7% of the female students liked English just a little compared to 11.6% of the male students. This shows that gender differences does not influence liking for English language.

Table 4.7 Chi-Square: Gender and Liking for English

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.428a	2	.807
Likelihood Ratio	.427	2	.805
Linear-by-Linear Association	.019		.990
N of Valid Cases	344		

(a) 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.37.

Table 4.7 presents the chi-square results on the association between gender of the student and liking for English Language. A chi-square value of 0.428 is obtained at $p = .807$ depicting no relationship between gender of the student and liking for English Language. Thus, gender of the student does not influence their acquisition of English language.

4.5 Teaching Method Adopted by Teachers for English Language

The study sought to establish the frequency with which the students were taught English using various teaching methods (lecture method, role play, question and answer and reading). The study applied the use of a 5-point Likert scale in collecting data and analyzing the same by determining the weighted mean in the responses from the factors (teaching methods) analyzed. From the scale, 5 points was allocated to always; very often = 4 points; often = 3 points; rarely = 2 points; and, never = 1 point.

Table 4.8 Students Responses on Teaching Methods Frequently Used

Method	Always	Very Often	Often	Rarely	Never	Mean	STDEV
Lecture Method	20	28	34	84	6	2.84	1.109
Role play	9	20	63	60	20	2.64	1.005
Question and answer	20	84	43	18	7	3.53	0.967
Reading	57	51	47	17	0.00	3.86	0.990
Writing	87	34	39	5	7	4.10	1.098

Table 4.8 indicates that writing had a weighted mean of 4.10; reading had a mean of 3.86; question and answer had a mean of 3.53; lecture method had a mean of 2.84; and, role play had a mean of 2.64. Distributing the means across the responses, these results show that writing teaching method was always used in teaching English; reading and questions and answer teaching method were used very often; while, lecture method and role play were used often.

Table 4.9 Frequency of Teaching Method Used by Teachers

	Always	Very Often	Often	Rarely	Never	Mean	STDEV
Lecture method	0	0	6	7	0	2.46	0.499
Role Play	0	0	8	5	0	2.62	0.487
Question and answer	5	8	0	0	0	4.38	0.487
Reading	2	7	4	0	0	3.85	0.662
Writing	9	4	0	0	0	4.69	0.462

From teachers' responses, Table 4.9, shows that writing teaching method had a mean of 4.69; question and answer had a mean of 4.38; reading had a mean of 3.85; role play had mean of 2.62; and, lecture method had a mean of 2.46. These results indicate that writing and question and answer as teaching methods were always adopted by teachers in teaching English Language; reading as teaching method was used very often; role play which was used often; while, lecture method was rarely used.

Teachers were asked to explain why they used the various teaching method. The table indicates that the main method is question and answer method. It enables teachers to get immediate feedback (is evaluative and interactive) and reviewing a lesson to find out if students understand the concept. Reading teaching method was adopted by teachers owing to its effective in studying set-books. Reading was also adopted as it avails a wide range of knowledge to the learner and vocabulary acquisition (comprehension). Writing teaching method was used to enhance writing skills and for future reference and for the teacher to get feedback from students. Lecture teaching method was used when explaining concept such as grammar.

4.6 Teaching Method and Acquisition of English Language Skills

The study sought to establish the skills acquired from the teaching methods used. The results are presented in Table 4.11 to 4.14 below.

4.6.1 Lecture Method and English Language Skill Acquisition

The study also sought to establish the skills acquired from English methods used with regards to lecture method which is presented in Table 4.5. According to the data findings, 94.8% of the respondents had acquired listening skills, 3.5% had acquired writing skills while 1.8% had acquired commenting skills.

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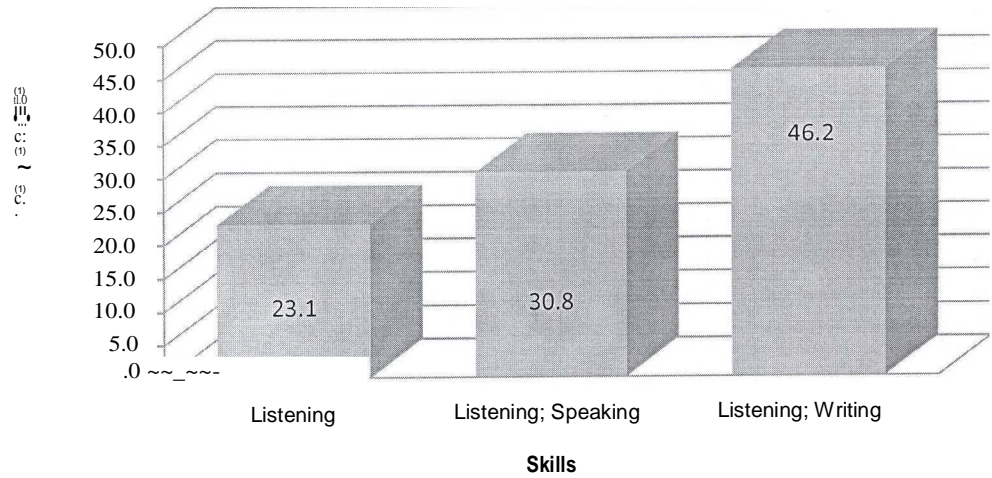


Figure 4.6 Skills Acquired - Lecture Method

Table 4.10 Skills Acquired - Lecture Method

	Frequency	Percentage
Listening	326	94.8
Writing	12	3.5
Comment	6	1.8
Total	344	100.0

On responses from teachers, Figure 4.6 indicates that lecture method imparts on students listening skills (23.1 %) while other felt that the method imparts both listening and speaking (30.8%) or listening and writing skills (46.2%). This illustrates that lecture method is good for both listening and writing skills.

4.6.2 Role Play and English Language Skill Acquisition

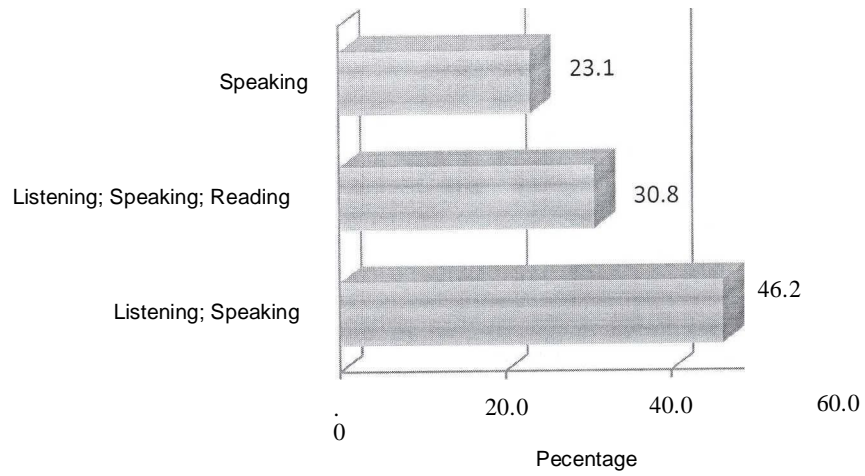


Figure 4.7 Skills Acquired - Role Play

Table 4.11 Skills Acquired - Role Play

	Frequency	Percentage
Listening	2	0.6
Speaking	272	79.1
Writing	30	8.7
Reading	26	7.6
Comment	14	4.1
Total	344	100.0

The study also sought to establish the skills acquired from English teaching methods used with regards to role play which is presented in Table 4.11. According to the data findings, 79.1 % of the respondents had acquired speaking skills, 8.7% had acquired writing skills

while 7.6% had acquired reading skills. This shows that role plays as a teaching method imparts on students speaking skills.

Teachers were asked to indicate that English Language skills that role plays teaching method effects. Figure 4.7 indicates that role play would instills on students speaking skills (23.1 %); listening and speaking skills (46.2%); and, listening, speaking and reading skills (30.8%). This illustrates that role plays teaching method is effective for listening, speaking and reading skills.

4.6.3 Question and Answer and English Language Skill Acquisition

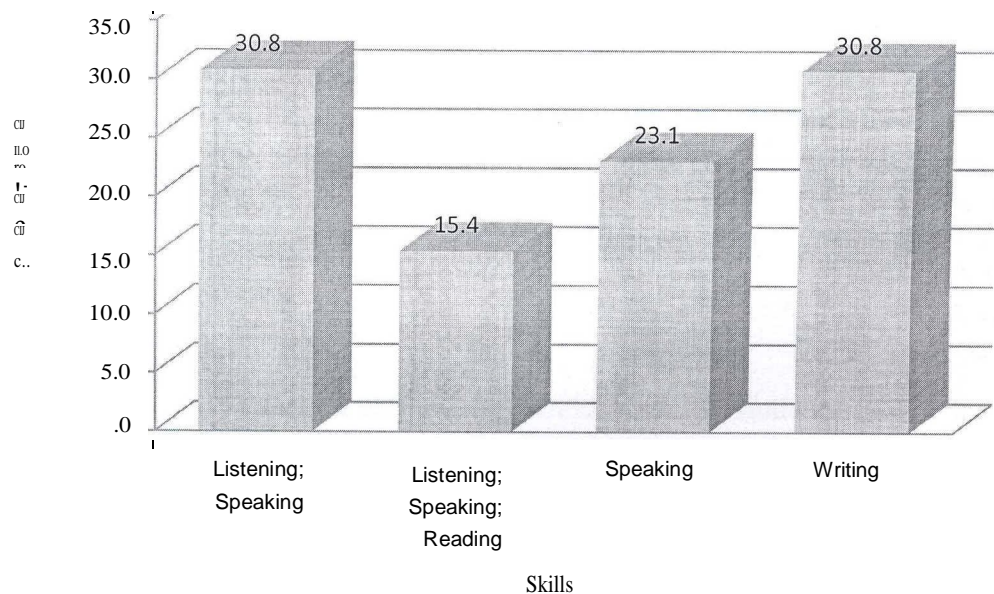


Figure 4.8 Skills Acquired - Question and Answer

Table 4.12 Skills Acquired - Question and Answer

	Frequency	Percentage
Listening	17	9.9
Speaking	45	26.2
Writing	76	44.2
Reading	19	11.0
Comment	15	8.8
Total	172	100.0

The study further asked the respondents to indicate what skills they had acquired from the use of question and answer as teaching method. The findings of are presented in Table 4.12. The findings show that 44.2% of the respondents had acquired writing skills; 26.2% had acquired speaking skills; while, 11.0% had acquired reading skills and 9.9% had acquired listening skills. This indicates that writing and speaking skills are acquired from question and answer teaching method.

Teachers indicated that question and answer would instill on students mix of listening and speaking (30.8%); listening, speaking and reading skills (15.4%). Others felt that question and answer imparts speaking (23.1 %) and writing (30.8%). This indicates that question and answer is effective for listening and speaking skills.

4.6.4 Reading and English Language Skill Acquisition

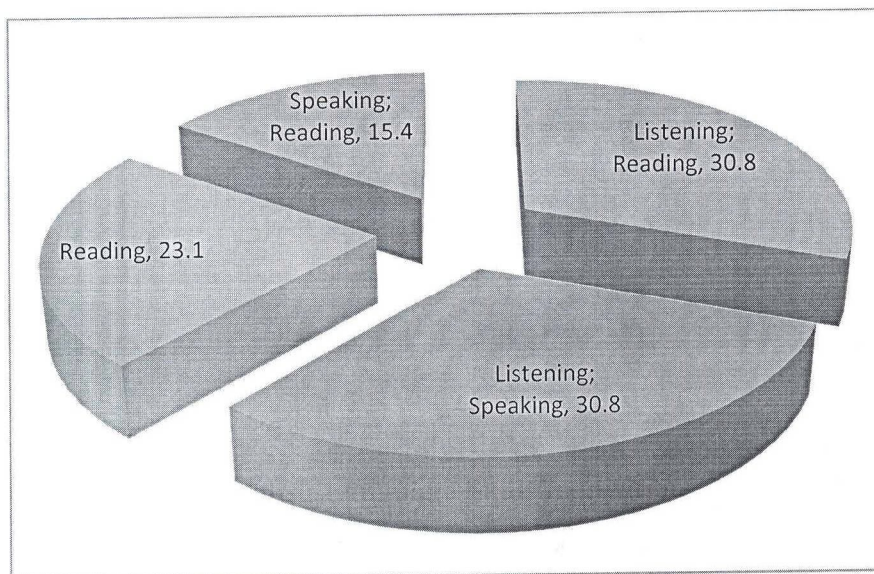


Figure 4.9 Skills Acquired - Reading

Table 4.13 Skills Acquired - Reading

	Frequency	Percentage
Listening	28	16.3
Speaking	9	5.3
Writing	15	8.7
Reading	120	69.8
Total	172	100.0

The respondents were asked to indicate what skills they had acquired from the use of Reading as teaching method. Table 4.13 indicates that 69.8% of the respondents had acquired reading skills; 16.3% had acquired listening skills; 8.7% had acquired writing

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skills; and, 5.3% had acquired speaking skills. This indicates that reading skills are acquired from reading teaching method.

Teacher responses indicated that listening and reading skills (30.8%); listening and speaking skills (30.8%); speaking and reading skills (15.3%); and, reading (23.1 %). The results, thus, indicate that reading teaching method is effective for listening and reading or listening and speaking skills.

4.7 Effectiveness of the Teaching Method in Acquisition of English Language Skills

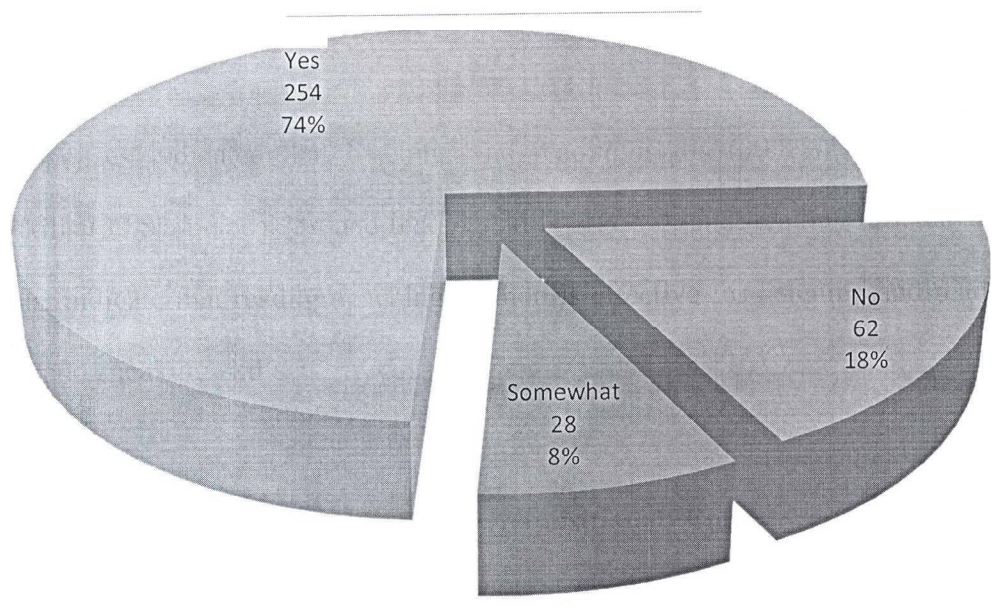


Figure 4.10 Effectiveness of the Teaching Methods Used - Teacher

The study sought to establish whether the teaching methods that the teachers used improved the acquisition of the English language skills. Figure 4.10 indicates that 74% of the respondents' responses were affirmative; 18% of the respondents felt that the methods were in effective; while, 8% stated that it was somehow effective. This underscores the

teaching methods used having had improved the acquisition of the English language ski lis.

Table 4.14 Effectiveness of the Teaching Methods Used- Students

Method	Most Effective	Fairly Effective	Effective	Least Effective	Mean	STDEV
Lecture Method	17	43	64	48	2.17	0.947
Role play	57	81	17	17	3.03	0.908
Question and answer	82	50	28	12	3.17	0.942
Reading	53	52	51	16	2.83	0.973

The study sought to establish the effectiveness of the various teaching methods (lecture method, role play, question and answer and reading) used. The study applied the use of a 4-point Likert scale in collecting data and analyzing the same by determining the weighted mean in the responses from the factors (teaching methods) analyzed. Four points were most effective; 3 = fairly effective; 2 = effective; and, 1 = least effective. From Table 4.14, question and answer had a mean of 3.17; role play had mean of 3.03; reading had a mean of 2.83; and, lecture method had a mean of 2.17. This depicts that, according to students, questions and answer teaching method was the most effective followed by role play.

Table 4.15 Effectiveness of the Teaching Methods Used - Teachers

Method	Most Effective	Fairly Effective	Effective	Least Effective	Mean	STDEV
Lecture method	0	10	0	0	2.54	0.843
Role Play	4	2	7	0	2.77	0.890
Question and answer	6	0	7	0	2.92	0.997
Reading	0	8	5	0	2.62	0.487

Table 4.14 shows that question and answer had a mean of 2.92; role play had mean of 2.77; reading had a mean of 2.62; and, lecture method had a mean of 2.54. Like responses from students, teacher regarded question and answer and role play as the most effective teaching method for English Language.

The students indicated that talking/speaking English in class has improved their English speech while reading has improved their writing skills. Some students felt that their teachers use a mix of methods which has enhanced their listening, reading, writing and speaking skills. Others felt that question and answer and role play method enables the involvement of all students as it makes students alert in class and promotes critical thinking with the latter enhancing comprehension of the language. Besides, role play helps one to gain self confidence; one can stand and address others. Promotes listening and articulation. Question and answer teaching method also gives one the opportunity to express themselves and gives one the ability to answer questions in exams through question and answer method. It also enables one to learn new things. Reading teaching

method promotes reading fluency and understanding through teachers' explanations of new words in their context. However, some stated that some of the teaching method can get monotonous besides being irrelevant and boring.

On what skill is acquired mostly in teaching of English, the students indicated that they acquired listening, speaking, reading or writing skills. Others felt they mostly acquired a combination of two skills: listening and speaking; listening and writing; reading and listening; reading and speaking; reading and writing; speaking and writing while others acquired three skills such as speaking, reading and writing. Asked the methods promotes acquisition of such skills, the students indicated that enables one know how to be fluent in speech and know spellings which helps in examination answering; one gets to understand new vocabulary which helps in speaking as most part of English teaching involves speaking and writing. Some students stated that lecture method makes students attentive while reading promotes fluency. They also stated that students are allowed to read passages in class and writing composition often which promotes reading and writing skills. The students were further asked to recommend on the teaching method they find effective in improving the acquisition of English language skills. Table 4.10, shows that 32.0% preferred role play teaching method; 19.2% of the respondents preferred question and answer teaching method; and, 15.7% of respondents preferred reading method.

Table 4.16 Preferred English Teaching Method

Teaching Method	Frequency	Percentage
Balance on methods of teaching	4	1.2
Direct contact or relationship between teacher and student Lecture and Reading Method	16	4.7
Lecture method	14	4.1
Lecture, Role Playing and Reading	16	4.7
Lecture, Role Playing and Reading	2	0.6
Listening and Lecture Method Question and Answer	10	2.9
Reading method	66	19.2
Reading method	54	15.7
Role Play Method	110	32.0
Role play; Q&A; and, lecture method	10	2.9
Speaking Method	6	1.7
Use of Projector; Videos, Documentaries or Audios Writing Method	20	5.8
Method	4	1.2
All	12	3.5
Total	344	100.0

4.8 Regression Analysis

The study conducted regression analysis to determine the impact of the various teaching (lecture, writing, role play, reading, question and answer methods) on English Language Acquisition. The regression equation was:

$$\text{Growth} = P_0 + P_1X_1 + P_2X_2 + P_3X_3 + P_4X_4 + P_5X_5 + \epsilon$$

Whereby P_0 is the regression constant, P_1 - P_5 are regression coefficients, X_1 = writing method, X_2 = lecture method, X_3 = role play method, X_4 = reading method and X_5 = question and answer method. The study used Table 4.16 to establish whether English Language acquisition has a linear dependence on the independent variables (teaching methods). The study established a correlation value of 0.889. This depicts a very good linear dependence between dependence on the independent variables.

Table 4.17 Model Goodness of Fit

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
0.889 ^a	0.790	0.769	0.639	2.022

a) Predictors: (Constant), Writing, Lecture Method, Role play, Reading, Question and answer

b) Dependent Variable: English Language Acquisition

An R-square value of 0.790 was established and adjusted to 0.769. The coefficient of determination depicts that lecture, writing, role play, reading, question and answer methods brings about 79.0% variations in English Language acquisition; 21.0% of variations are brought about by factors not captured in the objectives. Durbin Watson value of 2.022 was established illustrating lack of autocorrelation in the model residuals.

Analysis of Variance was used to test the significance of the regression model as pertains to significance in the differences in means of the dependent and independent variables. The ANOVA test produced an f-value of 5.829 which was significant at $p < 0.001$. This depicts that the regression model is significant at 95% confidence level. That is, has less than 1 % probability of misrepresentation.

Table 4.18 Analysis of Variance (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	11.884	5	2.377	5.829	0.000a
Residual	130.472	320	0.408		
Total	142.356	325			

a) Predictors: (Constant), Writing, Lecture Method, Role play, Reading, Question and answer

b) Dependent Variable: English Language Acquisition The regression equation becomes:

$$\text{English} = 3.137 + 0.033X_1 - 0.121 X_2 + 0.204X_3 + 0.168X_4 + 0.104X_5, p < 0.001$$

From the above regression model, when lecture, writing, role play, reading, question and answer methods have null value; English Language acquisition would be 3.137.

Holding other factors (writing, role play, reading, question and answer methods) constant, a unit increase in lecture teaching method would yield a 0.033 increase in English Language acquisition. A unit increase in question and answer teaching method

would lead to a 0.204 increase in English Language acquisition; reading yields 0.168 in English Language acquisition while writing teaching method yields 0.104 increase in English Language acquisition. However, Role play would have a negative impact on English Language acquisition given a coefficient of 0.121. This clearly shows that lecture, writing, reading, question and answer teaching methods fosters English Language acquisition. Role play, on the hand, negates English Language acquisition.

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.137	.265		11.857	.000
Lecture Method	.033	.039	.056	.855	.393
Role play	-.121	.039	-.187	-3.124	.002
Question and answer	.204	.057	-.305	-3.569	.000
Reading	.168	.054	.249	3.093	.002
Writing	.104	.044	.175	2.381	.018

a) Dependent Variable: English Language Acquisition

The classroom observation schedule gathered the following data;

The number of students in the class, whether they were working as individuals pairs or groups. The researcher observed that five out of the seven observed sessions were in pairs or groups. Only one out of seven was purely individual. This shows that there was good

interaction between students and the teacher and full participation in the acquisition of the skills.

Observed Method

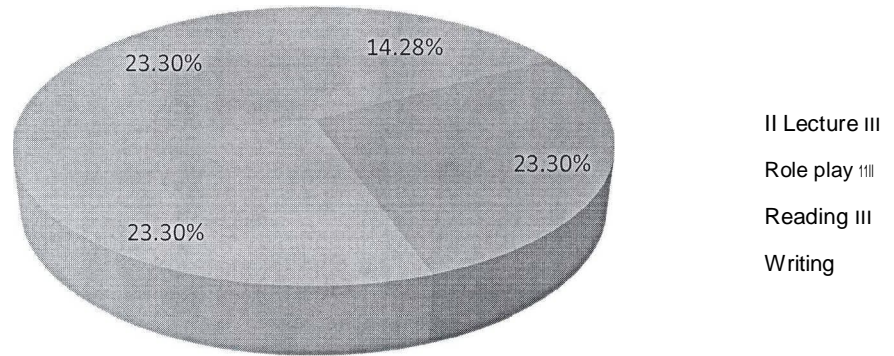


Figure 4.11 Teaching methods in English

Table 4.19 Teaching methods in English

Method	Frequency	Percentage (%)
Lecture		14.28
Role play	2	23.3
Reading		23.3
Writing	2	23.3

During the observed lesson there was detailed interaction between the teacher and students. The atmosphere in the classroom was motivating as most students were very active.

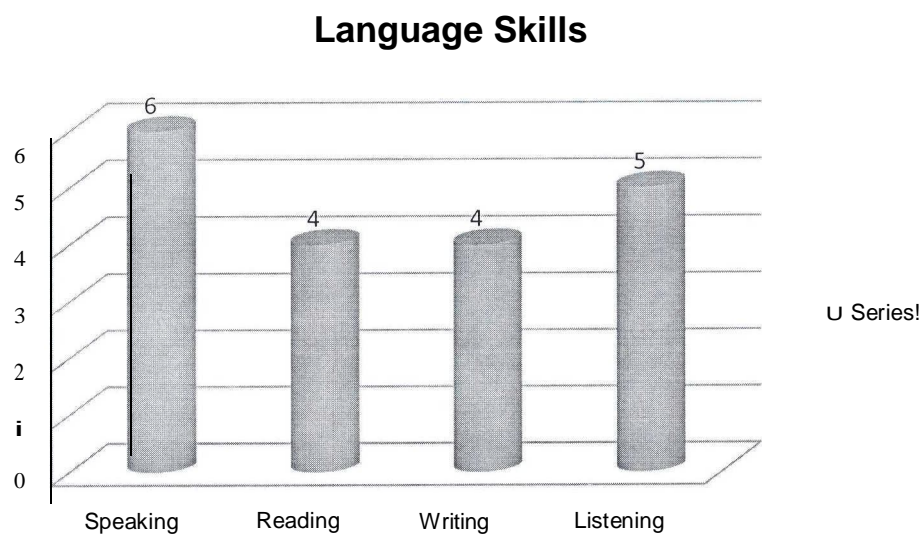


Figure 4.12 Language skills practiced during the observed lesson

Table 4.20 Language skills practiced during the observed lesson

Skills acquired	No.
Speaking	6
Reading	4
Writing	4
Listening	5

It was observed that the listening and speaking skills were practiced more than the other skills. Listening was practiced as part of speaking for example speaking following reading passage, writing following speaking. The data shows that speaking was the commonest skills practiced in the classes by the teachers followed by the listening then finally reading and writing.

It was felt that the teacher's strongest point was to encourage speaking skills as this is more interesting and beneficial for the students.

Table 4.21 Type of Supplementary Materials used

Type	No.
Newspaper	2
Textbooks	
Computers	7
Adverts	Nil
Brochures	Nil
Photographs	Nil

It was observed that the text book was the most used material during the lesson. Other supplementary materials were rarely used if at all. There were few where newspaper were used along side the text books. Only one school use computer during the lesson. Out of the seven observed schools, seven of them used a text book which was being shared between two and three students per one text book. Two schools used newspapers while only one used a computer during the lesson.

Table 4.22 Observed Topics

Topics	No.
Grammar	4
Oral skills	2
Set text reading	2
Writing	2
	6

A variety of different topics were covered in classes. Out of the seven cases four were grammar which shows that grammar was the domain of the teachers. During the grammar lessons, two integrated oral skills (pronunciations). This enhanced the speaking skills of the students during the lesson. There was writing during the lesson which was used as an evaluation of what the teacher had covered during the grammar lesson. Two of the lessons were set text reading, where the teacher incorporated aspect of culture and current events. Writing was also incorporated during reading lesson. It is evident that writing was integrated in **all** the observed lessons.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION


5.0. Introduction

This chapter presents the summary of the findings obtained from responses of teachers of English and students through questionnaires. The chapter also highlights the conclusion of the study, recommendations derived from the findings and suggestions for further research.

5.1. Summary of the study

The purpose of this study was to establish the effectiveness of the teaching methods used in English subject on the acquisition of the English language skills in Nairobi, Kenya. Four research questions were formulated to guide the study. Research question one sought to identify the various methods used in English language. Question two determined the effectiveness of lecture method in acquiring the English language skills. Question three established the effectiveness of questions and answer methods in promoting acquisition of English language skills. Question four examined the role of role plays as a teaching method in enhancing acquisition of English language skills.

The study adopted a descriptive survey design and targeted 16 public secondary schools in Nairobi County out of 71 public schools. It sampled 15 teachers of English and 480 students.



The findings indicated that all the students liked English subject and language; 47% of the respondents liked English much while 41 % of the respondents liked English very much. Justifying their liking for English, it was established that most of them liked English because it is easy to learn (26.2%); enjoyable subject (27.3%); universality of language (19.2%); careers development as many require mastery in English (11.0%) and being the official language in Kenya (8.1%). Other also liked English since it promoted National Cohesion and integration. However, distributing the students' liking for English along gender, it was established that gender differences does not influence liking for English language ($p = .807$).

On the teaching method adopted for English language, the findings shows that writing and question and answer methods were always used (mean of 4.69 and 4.38); reading method was adopted very often (3.85); role play which was used often (2.62); while, lecture method was rarely used (2.46). Reasons for using the various methods were that question and answer teaching method enabled teachers get immediate feedback owing to its evaluative and interactive nature and for reviewing a lesson to find out if students understand the concept.

Teaching reading method was adopted by teachers owing to its effective in studying setbooks and as it avails a wide range of knowledge to the learner and vocabulary acquisition (comprehension). Teaching writing method was used to enhance writing skills and for future reference. On the other hand, lecture teaching method was used when

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explaining concept such as grammar. Most of the English lessons were found to be interactive.

On the effectiveness of teaching method on acquisition of English language skills, it was established that they were all effective (74%). Question and answer (mean of 2.92) and role play (2.77) were the most effective teaching method followed by reading (2.62) then lecture method (2.54). The study established that question and answer ($p < 0.001$), reading ($p = 0.002$), writing ($p = 0.018$) and lecture method ($p < 0.001$) were positively related with acquisition of English language skills. However, role play was found to be negatively related with English language acquisition ($p = 0.002$).

5.2. Summary of key findings

It was established that the acquisition of English language skills using the lecture method very effective in promoting listening skills and writing skills. Therefore, it is good in promoting both listening and writing skills. However it is least effective in reading and speaking skills.

Role play as a teaching method was found to impart on student speaking skills. There was very little acquisition of writing and reading skills when role play was used as a method. It is evident that role play highly promotes speaking skills. There is least acquisition of writing skills during role play. Although it highly promoted speaking skills, it fairly promotes listening and reading skills.

It was established that various skills were acquired during the questions and answer teaching methods. Writing skill was highly promoted followed by speaking skills, reading skill and listening skill least acquired. It was evident from students that writing and speaking skills are effectively acquired during the questions and answer method.

The teachers also indicated that questions and answer instilled on students a mix of listening and speaking skills. This is evident that writing and speaking skills were effectively acquired during the questions and answer method. It was established that teaching reading method is effective for listening and reading skills. Reading promotes acquisition of internal listening very effectively.

5.3 Conclusion

The study concludes that English teachers in Nairobi frequently use question and answer; reading teaching methods to pass English skills to learners or students. Question and answer teaching method was used for its effectiveness in getting immediate feedback from students which is useful in gauging whether the students have understood a concept or not and in wrapping up a chapter or reviewing a lesson. Question and answer was also adopted for its interactive nature; a teacher is able to correct a student in case he/she misunderstands a concept. Teaching reading method is adopted by English teacher as it fosters comprehensiveness, thus teachers are able to cover a wide range of texts or chapter. The Nairobi schools found it effective for passage reading or during set-books.

Role play and lecture teaching method, on the other hand, were sparingly used. Role plays were used to enhance students understanding of a passage or literature where by students perform various roles. This is mostly, used in English literature such as plays and poetry besides the reading teaching method that is adversely used in the same. Lecture teaching methods were used by English teachers to explain or introduce a concept such as grammar, or cascade through large amount of ideas generated from text.

The study also concludes that these four teaching methods were effective for English language acquisition. Lecture method was effective for listening skills though it also promoted speaking skills. Role playing highly developed speaking skills on students. Question and answer teaching method promoted speaking and writing skills though it also developed listening skills. Reading as a teaching method was mostly used to develop reading skills. Reading also enables to be fluent in speech and know spellings which help in examination answering; one also gets to understand new vocabulary which helps in speaking as most part of English teaching involves speaking and writing. Read passages in class and writing composition promotes reading culture. Question and answer method makes students attentive and also enhances the students, examination tackling skills.

The study establishes that an integration of all methods is effective on acquisition of the various language skills. Each of the methods complements the other in the acquisition of the various skills. The teachers felt that a smaller work load would effectively promote their promotion of the various language skills. The content was viewed as too broad to promote effectively the acquisition of the four skills. Students felt that more participatory

methods would effectively promote the various skills in English. The various methods used during the English lessons were important in promoting English language skills. The methods encourage group's participation in the class and therefore enhances active participations of the students.

5.4 Recommendations

Based on the research findings the researcher made the following recommendations:-

- I. That the methods used in teaching English be more reinforced to promote the four skills of the English language.
- ii. That the Ministry of Education provides more supplementary materials for teaching of the English language.
- iii. That the training of teachers incorporates other teaching techniques such the use of projectors and computers be used to boost on the other teaching methods.
- iv. That schools train students and teacher with the online pronunciations of English to boost their speaking and writing skills.
- v. That the KNEE incorporates all the four skills of English in examinations from primary to university levels.

5.5. Suggestion for Further Research

Based on the findings of the study the researcher makes the following suggestions for further research;

- (i) In view of delimitation of the study the researcher suggest further research in a wider and different area preferably the rural areas.
- (ii) That further research be conducted to investigate other factors that contribute to acquisition of English language skills.

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Educational Research Service

APPENDIX I

LETTER OF INTRODUCTION

SUSAN W ANDERA
UNIVERSITY OF
NAIROBI
P.O. BOX 92
KIKUYU

22ND MARCH 2012

TO

THE PRINCIPAL

**REF: RESEARCH PROJECT ON TEACHING METHODS USED BY
TEACHERS OF ENGLISH**

I am a post graduate student of university of Nairobi. I am conducting a study on Effectiveness of teaching methods in English language on acquisition of English language skills in Nairobi County, Kenya. 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 respondent will be highly confidential.

Thank you for your cooperation.

Yours faithfully,

Susan Wandera

APPENDIX II TEACHER'S

QUESTIONNAIRE

This questionnaire is for teacher of English on the various teaching methods that they use. It will assist in assessing the most appropriate teaching methods used in secondary schools on acquisition of English language skills. Please indicate the correct option by ticking one of the options and where explanations are required, use the space provided.

SECTION A: Demographic Information 1.

Gender

Male ()

Female ()

2. Which age category do you fall?

I. Less than thirty years () II.

31-40yrs ()

III 41-50 yrs () IV. Over

50 yrs ()

3. What is your level of academic qualification?

I. Master's degree II. Bachelor's

degree

III Diploma

IV. Form 6/Form 4

4. How long have you been teaching?

I. 1-5yrs

II. 6-10yrs

III. 11-15yrs

IV. 16-20yrs

V. 21-25yrs

VI. Over 25yrs

5. What type is your school?

I. National

II. Provincial (County)

III. District (CD F)

SECTION B Teaching methods.

6. The following are some methods used by teachers during the English lesson.

(a) Indicate how frequent you use each

	o: ~ <1 ~ ~ ~	~ <1 ~ ~ o	c: ~ ~ o	~ ~ ~ ~ ~	~ ~ ~ ~ ~
Lecture method					
Role Play					
Question and answer					
Reading					
Writing					

7. Give reasons for using the method you use always or very often.

	Method	Reasons for using it
1.		
2.		
3.		

8. What skills is acquired when the methods are used

Method	Skills acquired				
	Listening	Speaking	Writing	Reading	Comments
Lecture method					
Role play					
Question and answer					
Reading					

9. How effective are the methods in acquisition of the skills?

	Listening	Speaking	Writing	Reading
Lecture method				
Role Play				
Question and answer				
Reading				

10. Which teaching methods would you recommend for better acquisition of the English language skills?

Explain

11. Do you think the teaching load affects the method used frequently?

Yes () No ()

Explain

12. Do the teaching methods influence acquisition of English language skills?

Yes () No ()

APPENDIX III STUDENTS

QUESTIONNAIRE

SECTION A

Demographic data

Please indicate the correct option by ticking on the given options

Respond to all the questions.

1. Your gender

Female

Male [

2. Age

years old 3.

Do you like English

No[

Yes

4. To what extent do you like English?

Every much

Much [] A little

] Don't like it

5. What are your reasons for liking or disliking English?

SECTION B: Teaching methods

6. The following are some of the methods used by teachers of English.

Of the methods listed indicate how often your teacher uses each

	''' /	f- dl >	dl ... o	o dl ... O	> o	dl dl Z
Lecture method						
Role Play						
Question and answer						
Reading						
Writing						

7. What skills are acquired when the methods are used in teaching?

Method	Skills acquired				
	Listening	Speaking	Writing	Reading	Comments
Lecture method					
Role play					
Question and answer					
Reading					

8. How effective are the methods in teaching English in acquisition of skills?

	Very Effective	Effective	Not Effective	Very Not Effective
Lecture method				
Role Play				
Question and answer				
Reading				

9. Do the methods that your teacher uses improve in the acquisition of the English language skills?

Give reasons

10. What skill is acquired mostly in the teaching of English?

Explain

II. What methods would you recommend to improve in the acquisition of English language skills?

Explain

Thank you for your contribution

APPENDIX IV

OBSERVATION SCHEDULE

STRUCTURES OBSERVATIONS

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

(i) Number of students **in** class _____

(ii) Working as;

(i) Individuals (ii)

Pairs

(iii) Groups

(iii) Type of school

- National
- Provincial
- District

B. CLASSROOM EXPERIENCE

(i) Teaching methods in English

Lecture

Role play

Reading

Writing

Type of teaching used identified

C. STUDENTS PARTICIPATION

(i)

Passive

Active

(ii) What skills is acquired during the observed lesson?

Method	Skills acquired				Comment
Lecture method					
Role play					
Question and answer					
Reading					

(iii) Type of supplementary materials used by teachers during the lesson

Type	Available	Not available	Comment
Newspaper			
Textbooks			
Computers			
Adverts			
Brochures			
Photographs			

(iv) What topics are observed during the teaching

Grammar

Poetry

Oral skills

Set text reading

Writing

PERMIT

PAGE 2

PAGE 3 Permit

No. NCST/IRCDH/012J757

Date of issue
Fee received

22nd June, 2012
KSH.1,000

THIS IS TO CERTIFY THAT:

Prof. I. Dr. I. Mrs. J. Miss I. Institution
Susan Nduta Wandera

of (Address) University P. of Nairobi
30 Hi 7-001 Nairobi.

has been permitted to conduct research in

Location
District
County

(Nairobi)



on the topic: Effectiveness of teaching methods
in English language skills in
public secondary schools
Nairobi County.

Applicant's
Signature

Secretary
National Council for
Science & Technology

for a period ending: 31st 2012:

j)

CONDITIONS

1. You the District and tile District Education Omcer of area before emharking on your research. Failure to do that lead to the canceltation
2. Government of Kenya will not be of your permit with-out prior appointment.
2. No be used it has been
4. Ex, javalion, filming and eo!!el; iio!! (If !il)logi<-al specimens subject to from relevant C'W(.rIHHi..nT M"'.f.::..e
5. You arc .p(mi..r)l to submit at least tw bound of your finul Kenyans, report for nun-Kenyans resncrively.
6. The GoY(.rnmcllt of Kenya, to reserves t modify the conditios its of this permit includit cancellation without notice

