

**TEACHING METHODS AND THE PERFORMANCE OF ENGLISH IN AN
INCLUSIVE SETTING: A CASE STUDY OF PRIMARY SCHOOLS IN
MUNICIPALITY
ZONE MURANG'A NORTH DISTRICT, KENYA.**

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DECLARATION

I Mary N. Njogu, declare that this is a result of my own original research and it has never been submitted to any other higher learning institution for any academic award where the works of others have been cited, acknowledgement has been made.

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APPROVAL

I certify that the work submitted by this candidate was under my supervision. Her work is ready for submission to be evaluated for the award of a Bachelor of Education degree at Kampala International University.

Supervisor



.....
Nankya Oliver

Date

13th / April / 2009

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DEDICATION

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OPERATIONAL DEFINITION OF TERMS

Inclusive setting	A class where all learners are attending lessons regardless of their diverse needs in education
Method	The procedure the teacher will use to deliver a skill to the pupils.
Performance	The outcome measured by examiners after pupils have been subjected to examinations.
TALULAR	Teaching and learning using locally available resources

ACRONYMS

F.P.E	Free Primary Education
K.C.P.E	Kenya Certificate of Primary Education
K.I.E	Kenya Institute of Education.
K.N.E.C	Kenya National Examination Council

ABSTRACT

Considering the fact that English is one of the cores subjects in the primary school curriculum, one would have expected learners to perform in it but the reverse, dismal performance in the subject seems to be the case. Indeed, there is declining performance in English which largely contributes to overall poor performance in other subjects tested in the curriculum.

It is ironical that in the Kenyan system of education, where there is great emphasis on the teaching of English language, which has been necessitated by the fact that globally, English is one of the widely spoken international languages, the pupils who would take charge of global affairs in the future are shying away from the very subject that should adequately prepare and equip them for such roles.

The study adopted both qualitative and quantitative research designs. This enhanced the researcher to obtain a better understanding of the effect of teaching methods on the performance of English in an inclusive setting in Municipality zone Murang'a North district. The method chosen allowed a collection of comprehensive and intensive data and provided an in-depth understanding of the topic under study.

Information collected was analyzed and edited to create consistency and completeness. Information obtained from the research study was presented and analyzed using tables, pie-charts, narratives and statistical figures.

This report provides suggestions for more effective practice in the field of English learning based on the lessons learnt from practical experience of teachers in the study. It is designed for policy makers, planners and stakeholders who have responsibilities of teaching English in the country.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study.

English is one of the core subjects especially in the primary school curriculum. Learners in the primary schools have persistently continued to perform dismally in the subject despite its early introduction in to the curriculum and in the light of the many lessons allocated it in the school time table. The poor performance in English has largely contributed to the overall poor performance in other subjects and subsequently, a low enrolment and admission into institutions of higher learning for learners from Kiharu division in which Municipality zone is found as compared to other divisions in Murang'a district. Many learners in the last two years failed to attain a C+ and above in English at Kenya Certificate of Primary Education (K.C.P.E) level which is required to gain entry into secondary schools. The ones who attained good grades in other subjects also suffered because of performing poorly in English. It is in the light of this observation that this study is carried out to investigate the teaching methods and the performance of English in an inclusive setting in Kenya Certificate of Primary Examination in the Municipality zone.

Guantai (2001) has called for a review of the teaching methods because learner's performance on the K.C.P.E English test has been declining.

In the Kenya system of education, there is great emphasis on the teaching of English language. This has been necessitated by the fact that globally, English is one of the widely spoken international languages. English is also the official language in Kenya. It is used also to teach and test other subjects except Kiswahili, French and German offered in the curriculum. It is therefore imperative that learners first understand English properly and acquire a fluency in the use of the language so that they can use it not only

to do their examinations but to also, communicate effectively in their community and to understand other subjects.

The ability to communicate eloquently in English has been used many times during interviews as a gauge to determine how competent and well versed one is in given field of experience, whereas one may be highly skilled and qualified to undertake certain tasks, his/her ability to express oneself fluently in English may cost them a much desired job. Due to the significance of English as a medium of communication, language skills are introduced right from the elementary level in this case the early childhood level. The ministry of education underscores the importance of English by making it one of the core subjects that is compulsory for all primary school learners and the Kenya National Examination Council (K.N.E.C) by testing it as an independent examinable subject.

It is therefore alarming that pupils are failing in this important subject because it is significantly affecting their performance in other subjects, subsequently limiting them in securing good jobs locally and internationally. The researcher being one of the language teachers in the zone, has observed that in Municipality zone, many primary school leavers are missing places at the national and provincial schools due to poor performance in English. Many of them have to take up courses offered in youth polytechnics or join apprenticeship jobs offered locally.

The Kenya government freezed employment of teachers in 1977 Komodo Kihumba (1977), and introduced the free primary education in 2003 Otieno (2003). This Free Primary Education saw many pupils who had dropped out of school go back to classes thereby making the classes swell with learners who are a problem to be handled by the few teachers in the schools. This made the already overloaded teachers especially in the regular schools to be forced to change from the old system of preparedness to the use of methods

which may not impart fully the required skills to the pupils in order to perform well in English.

1.1 Statement of the Problem

Regardless of the primary schools attainment coupled with appropriately governed English teaching based on its performance, the fluency and accurate performance of English in the inclusive settings in primary schools in Kenya is still not to the adequate standards. This may be due to the influence of teaching methods thus leading to a very poor scale at which children are exposed to English language and its due to the missing gap which calls for and investigation.

1.2 Purpose of the Study

The purpose of the study is to investigate the effect of teaching methods on the performance of English in an inclusive setting.

1.3. Objectives of the Study

1.4.1 General Objective

To investigate the methods of teaching and performance of English in Kenya Certificate of Primary Education.

1.3.2 Specific Objectives

1. To identify the teaching methods used by teachers teaching English in the inclusive setting in primary schools.
2. To investigate the problems faced in the teaching and learning of English
3. To establish factors affecting the performance of English
4. To investigate the influence of teaching methods on the pupils performance of English.

1.4 Research Questions

1. What are the teaching methods used by teachers in teaching English in the inclusive setting in primary schools?
2. What are the problems faced in the teaching and learning of English in primary schools?
3. What are the factors affecting the performance?
4. How do the teaching methods affect the performance of English?

1.5 Scope of the Study

The study was carried out in Municipality Zone Murang'a North District in Kenya because it was nearer and accessible by the researcher.

1.6 Significance of the Study

The study will guide the ministry on how to plan and train teachers and develop suitable curriculum to accommodate pupils with difficulties in the English subject.

The schools within Municipality zone will benefit from the research as it will help the teachers to identify the causes of poor performance of English.

The research will be a base for further research in future if need arises for modifying English teaching methods.

1.7 Limitations and Delimitations

1.7.1 Limitations

In conducting this study, the research encountered the following hindrances:

Attitude towards the exercise –some sampled respondents being unwilling to freely share the information (especially negative) for fear that it would go to their superiors with repercussions.

The terrain being very hilly making walking a problem and time consuming.

Financial constraints due to the fact that the researcher did not have enough funds to access many schools in the district so have to concentrate on one zone.

1.7.2 Delimitations

The schools sampled were not far distanced from one another therefore the researcher was able to access many in a day.

The sampled respondents were well versed with the language used by the researcher so there was no need of an interpreter.

The researcher was known in many areas where the study will take place and therefore was accorded maximum support.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter gives reference to what other scholars have written concerning the influence of teaching methods on the performance of English in an inclusive setting. The literature review in this study will concern the teaching methods used, problems facing the teaching of English, factors affecting the performance of English and influence of the teaching methods in the performance of English.

2.1 Methodology of Teaching and Performance in English

In teaching English, there are various methods that a teacher can use. According to Gathiari (2005) it's therefore, upon the teachers to vary the methods to achieve the desired results. These methods include some of the following.

2.1 (a) Demonstration and Observations

According to Kithure (2002), during a lesson, learners are supposed to observe the teacher as well as each other performing different activities. Demonstration and observation utilize audio or visual materials to explain, emphasize or specify a certain topic or subject matter. It also involves telling, showing and doing activities to learn the material presented.

2.1 (b) Classroom Talk

To help learners do oral practice in English they must be given an opportunity to talk as cited by Sayles (2004) English teachers should be

encouraged to teach the language skills thematically by assisting the learners to participate in oral work which develops the listening and speaking skills. In the Teachers' guides prepared by Kenya Institute of Education, it is clearly stipulated the oral work for each class. As Nyoroh (2004) cites, interactive talk is very important. At the end of the activities give time for groups to report back to the class.

Using language to express ideas is very important as it helps ideas become generalized into what we call concepts.

2.1 (c) Collaborative Learning

As cited by Ndichu (2001), collaborative learning in the primary classroom means children working together to accomplish a task or achieve a certain goal. In English language, the writing of composition can be encouraged by asking learners to work in groups. This helps the learners to assist one another in developing writing skills.

2.1 (d) Group Work and Pair Work

According to Mathenge (2002), group work or pair work in the various English lessons ensures there's participation by all pupils and give room for collaborative learning and classroom talk. When grouping the pupils, it should be borne in mind their special needs in education, gender balance and abilities. This is especially helpful when doing word match or word-picture matching, look and say method or the phonic method.

2.1 (e) Dramatization

Drama is a creative activity that uses senses, which help in stirring imagination in children. According to Mwangi (2002) dramatization requires and develop various skills like listening and understanding, interpreting information, predicting what will happen. Dramatization may take various

forms like mining, imitation and modeling. This helps learners in developing ideas, vocabulary and concepts and helps them in exploring attitudes and feelings. It helps them in remembering what has been learnt in the past.

2.1 (f) Role Play

According to Kithure (2002) role play is a dynamic version of teaching English which deals with a specific case that may be acted or imitated by a learner. Role play allows for active participation in the learning process. In this case, the teacher, the material, the learner and the learning environment continually interact. It promotes motivation and good relations between group members and exercises different competences.

2.1 (g) Music

According to Kithure (2002) learners never get bored of singing and that makes learning interesting and motivating, music can be used in an integrative way to involve the mental, emotional physical and even social factors. It may make the learner remember the content learnt like A for Apple in class one, extend the languages skills learnt in upper classes, encourage teamwork as learners sing together in harmony and encouraging co-operation among teachers and learners.

2.1. h (i) Discussion

According to Kithure (2002) discussion is done by a group of learners seeking to put together ideas on a similar topic. The value of discussion is in the learner's participation. It can help learners develop social skills and attitudinal change. According to Ndichu (2001), discussions are usually initiated by the teacher. In an English lesson, the teacher should try to involve all the pupils. This is an ideal method in teaching creative writing.

2.1 h (ii) Debates

Debates are a formal way of discussion. According to Kithure (2002) debates are suitable for older learners. They should choose the speaker, have both opposition sides, have clerks and then take a vote at the end of the sessions. In an English lesson, debates help learners to develop ideas on various topics which need comparison like life in urban areas compared to rural areas.

2.1 (i) Lecture Method

Lecture method is a method in which the teacher does most of the talking while the learners are passive listeners. According to Mwakisha (2001) children at primary level need to be more actively involved in their own learning. In fact we all do and teaching and learning must be varied so that it can develop different skills and abilities. For example in a reading lesson, various learners should be involved in reading various parts of a passage and not only in listening to the teacher reading the whole passage and answering questions.

2.1. (j) Story Telling

A story telling lesson provides an opportunity for pupils to practice both listening and speaking skills. Karinga et al (2003) states that it also exposes them to a variety of materials which are not available in the pupils book. The teacher should try to build up a collection of suitable materials which can serve as the basis of story telling lessons. Possible sources include folk tales, fables, fairy stores, children's stories printed in the local magazines and newspapers, stories that the teacher writes, topical events and anecdotes the teacher have heard. Story telling should never be an occasion when for the whole lesson one pupil is called upon to tell a story to the whole class without any preparation.

2.1 (k) Questions and Answers

Asking and answering questions is an important teaching and learning activity when well used.

Kithure (2002) observed that it makes the pupils understand better the material being taught. It also helps the pupils to think and interact with each other. In a typical English lesson, one may use questioning to create interest. In a child centered approach, the learners should be able to ask and answer questions among themselves and the teacher. The questions may be open-ended or closed ended. They may also be classified into lower, middle and higher order questions.

2.1 (I) Sequencing

The presentation in the teacher's guide is systematic. Ong'ong'a (2003) cites that each unit follows the oral reading and writing pattern of presentation. This involves the listening, speaking, reading and writing sequence which prepares the pupils adequately before they embark on reinforcing these skills in their levels.

2.1 (m) Applying the Integrated Approach

Learning in one subject can be used to motivate or reinforce learning in another subject. English should not be learnt in isolation. As cited by Gichuki et al (2006) during the English lessons, the teacher should look for opportunities where he/she can bring in information from what is being taught in other subjects. This is called integration and it co-ordinates English teaching with what is taught in other subjects in the curriculum.

2.1 (n) Evaluating Pupils Knowledge, Skills and Attitudes

Pupils are taught so that they can learn. As cited by Kariuki (2004) there's need to check on their progress. The teacher should assess the achievement of the application skills and attitudes. Through this evaluation, the teacher should be able to find out which pupils need further guidance and in what areas. He/she can then organize remedial exercises for slow and weak learners and extra exercises for fast and bright learners.

2.2 Problems Faced in the Teaching and Learning of English in an Inclusive Setting

Kenya is an examination –oriented country. As cited by Otieno (2003); Examinations play a decisive role in evaluating the success of pupils and all other stakeholders. The level of performance on public examinations is a deciding factor for an individual's future in education and eventual participation in nation building Agak (1995).

2.2.1 Teacher-Centered Learning Approach

It has been observed that many teachers make learning teacher –centered and fail to use pupils to assist each other in group work. Passer and smith (2001) cite that there is need to vary the teaching methods and adopt those approaches that are more pupil-centered.

2.2.2 Facilities

Facilities are crucial in the learning of languages. Facilities like libraries and library books are important components in learning English. Ayot et al (2002) cites that they provide the base for reading and this is where the reading materials are kept. A school without a library lacks a vital organ. According to Gechanga (2001) as earlier results have shown, there's a

correlation with good performance and schools with better facilities seem to produce better results than the ones with inadequate facilities.

2.2.3 Teaching Methods Employed By English Teachers

English is a second language in Kenya. The language of instruction is stipulated to be English in the primary schools apart from when teaching mother tongue which is the first language of the child and Kiswahili which is a national language. According to Kiarie (2004); it has been argued that primary school teachers are not prepared to teach in languages other than Kiswahili and English. The introduction of the Swahili-English slang commonly known as sheng is currently taking the country by storm and its quite a threat to English as a language as most youth are confusing pure English to sheng which is a local slang. This is an adverse effect on the use of English especially by pupils when they are answering questions in the exams.

There are schools that choose English as the language of instruction from standard one and this presumably gives their students a testing advantage over those students whose schools begin with mother tongue or Kiswahili Muthwii (2004 a)

2.2.4 Handling A Large Multi-Ability Class

Kiai et al (2004) observed that teachers faced with a class above forty pupils are likely to use traditional chalk and talk methods followed by very controlled reading and writing exercises. Ongeru (2004) states that in such a class, the teacher does most of the talking and the pupils are given very little chance to use language. Such teachers will praise those pupils who do well and give little attention to those who are not doing well. In a situation like this, the requirements of the syllabus are rarely addressed. In Kenya,

one end course aim is to produce pupils who can use English in every day life.

2.2.5 Marking of the Pupils Work

As with all written work, exercises done by the pupils should be marked promptly and returned to the pupils so that they can make the necessary corrections. As cited by Karinga (2003), accurate performance records should be kept for each pupil after marking so that suitable remedial activities can be planned and carried out when necessary.

2.2.6 Pronunciation Stress and Intonation

When introducing a new item orally, you should try to provide a clear and accurate model of speech for your pupils to imitate. According to Karinga C (2003) correct pronunciation, stress and intonation are essential if they are to undertake spoken English and make themselves understood when they speak it. If one is in doubt about the pronunciation, or the stress pattern of a particular word, one should obtain this information from a dictionary before attempting to teach it.

2.2.7 Other Imaginative Activities

Your own ideas and imagination will help you to create as many opportunities as possible for your pupils to learn English as cited by Ndua et al (2005).

2.3.0 Factors Affecting the Performance of English in an Inclusive Setting

Performance in English has been reported by a number of researchers to be influenced by the following factors; Pupils, teachers, school factors teaching and learning materials and motivation.

2.3.1 (i) Pupils' Attitudes and English Performance

Gichuhi (1996:10) argues that attitudes and subjects are not learnt separately but simultaneously through complex interaction. The pupil with a positive attitude in class is likely to perform much better than one with a negative attitude. It has been observed that many pupils who have a negative attitude towards English will avoid using it when not obliged to, subsequently, they will not perform well. There's a common misconception among pupils in rural schools that English is only the domain of those pupils in urban schools and that pupils from a rural set up cannot develop articulation in English no matter how hard they try. Eshiwani (1993) says pupil's traits such as pre-primary education, Primary education and social characteristics cause poor performance in general.

2.3.1 (ii) Pupils With Special Needs In Education And Multi-Ability Learning

Pupils with mild disabilities are now attending regular schools. According to Kondeng (2003) their needs and those of both high and low achievers should be a point of focus in any classroom situation for better learning outcomes. There's need therefore to adopt teaching and learning activities so as to cater for the learners. For faster learners, extra work is suggested in the various sections of the teachers' guides.

According to Mathenge et al (2001:251) most handicapped children can tackle the English syllabus but there are those who will have difficulties. These are children with communication disorders, hearing impaired children and mentally handicapped children. The curriculum can be adapted to cater for the needs of these children in the inclusive setting.

2.3.2 Issues Related To Teachers and the Performance of English

Owuor (1995:4) observed that poor performance is as a result of teachers not being dedicated to their duties. Some of them engage in businesses to which they devote most of their time while others are drunkards who have little time for their pupils. They result to giving pupils assignments or homework that they never mark and hence discourage the pupils.

Effective teaching results in pupil's achievement of the objectives of the lesson. As Muguti (2004) cites, a teacher's effectiveness depend on careful planning of lessons, the previous knowledge of the pupils one is handling and how to organize their learning activities, the learning steps, what the teacher does and what the pupils do in sequence and the teachers own knowledge and understanding of the English content he/she is teaching.

2.3.3 School Factors

Chiuri (1995:11) reported that poor performance is also attributed to school factors. He attributed the problems such as drilling pupils to pass the Kenya Certificate of Primary Education (K.C.P.E) and the use of vernacular as a medium of communication in primary schools as major causes of poor performance in English. On the same note, Kagochi (2001:15) observes that some primary objectives are not met. These include imparting literacy skills, developing self-expression and laying the foundation for further education. When these objectives are not met, then chances are very slim that the learners will achieve the goals at the final examination level for they lack the basic foundation that is a pre-requisite.

According to Kiai (2004) pupils should be sitting on chairs or benches of appropriate height feet should be at desk or table height. Pupils in classrooms which do not have adequate furniture will have problems with handwriting. The same would happen to pupils sitting on stools or on the floor which have no proper writing surface.

2.3.4 Teaching and Learning Materials

Teaching and learning resources make the learning activities and experiences real. As Sayles (2004) observes, making use of locally available materials in one's teaching saves money and is a good examples of how cost of materials can be reduced. The current trend among progressive teachers is to implement TALULAR that's the teaching and learning using locally available resources. This trend saves on costs and time.

According to Kodeng (2003) word 'bush' can be improvised by the teacher by simply cutting a small section of the acacia thorn tree, bringing it to the classroom and sticking word cards on the thorns of the bush. Individual pupils can then be asked to point or fetch a word from the 'bush' which another pupil or teacher has spoken or written.

Sound cards are similar to flashcards. Gimoi (2003) cites that we write single letters or common letter groups on them. Pupils are then asked to make words learnt through the look-and-say method or other familiar words like sh + ee + p = sheep, fl + oo + r = floor.

Gimoi also observed that the course books for teaching and learning English have been designed together with readers and work books. Each class has its readers. The teacher is clearly advised at which point the readers are to be introduced to learners. The readers should be read, questions answered and activities in the workbooks carried out. The readers are the stipulated library books for each class in the primary curriculum.

2.3.5 Motivation

As Seline (2005) observes in order to perform an action that was observed in a model, one needs to have sufficient incentives or motivation to do it. Motivation is necessary in every stage in the learning process. Ngugi (2002), states that motivation is a process which ensures that pupil achieves certain goal. It can take the form of tokens, negative and positive reinforcements like, "thank you", "well done" and "try again". As Ndura et al (2005) cites those whose work is outstanding should be praised and their pieces displayed on the notice board or on a chart in their classroom.

2.3.6 Time Allocated For English Lessons

Inclusive settings in Kenya use a curriculum designed for the homogenous group although there are heterogeneous groups being accommodated in the classrooms. As cited by Kilei (2003) the curriculum is rigid. The time allocated in the curriculum is therefore not enough especially for learners with special education needs. These learners may therefore require more time to complete the tasks. This therefore calls for teachers handling English to provide remediation for such learners which should be geared towards helping the learner to reach full potential as cited by Kiai et al (2004).

2.3.7 Developing Pupils Communication Skills

One important aspect of teaching is to develop effective communication of ideas between the teacher and the pupils as well as amongst the pupils. Gitonga et al (2006) cites that the effectiveness of the teaching and learning process is evaluated in terms of how well ideas, skills and knowledge are communicated within the class.

2.4.0 Influence of Teaching Methods on The Pupils Performance Of English

According to Barasa (1995:40) the implications for sequencing is that the content should be applied from known to unknown approach. Teaching methods can affect the performance of English in an inclusive setting in as far as education factors, adaptation of the curriculum, school factors language of instruction, involving children in their learning is concerned.

2.4.1 Educational Factors

It is believed that one of the major causes of poor performance is any subject especially English is inadequate and inappropriate teaching. Mwaura and Wanyera (2002), state that this is the use of poor teaching methods in the classroom. Some teachers have not developed the required skills to teach basic school subjects hence are not able to select appropriate methods. Others have too high or too low expectations of the child which limit the instructions that are given. Poor methods of teaching can cause negative attitudes towards a subject hence leading to poor performance.

2.4.2 Adaptation of The Curriculum

Curriculum adaptation in an inclusive setting means modifying the regular curriculum to meet the needs of all the learners. Ndichu (2001), states that curriculum adaptation refers to slightly changing the curriculum content or method of delivery to achieve the same or equivalent objective. Mwaura and Wanyera (2002) cite that it means taking the existing curriculum and matching it to the needs, abilities and interests of the pupils. When adapting it, the content should be considered to develop useful skills for the pupils and it also requires looking at the methods of delivery which should consider the needs of the pupils.

2.4.3 School Factors

There are numerous factors associated with school which can influence the performance of English in the inclusive setting. Mwaura and Wanyera (2002), state that teachers who use teaching methods which do not meet the needs of the pupils may result in poor motivation and hence poor performance. Inappropriate resources may also result in poor performance. This is because the educational resources may not be linked with what is being taught and therefore may not enhance the method of delivery being used failing to relate to the experience of the learners.

2.4.4 Language of Instructions

Literacy in English is the ultimate objective Schroender (2001), states that most pupils think in mother tongue and then attempt to translate or articulate their thoughts in English. According to Mutiso et al (2004) there are four language skills which include listening, speaking, reading and writing. The method of teaching English should be the direct method where one should not translate into the pupils' mother tongue. The entire lessons should therefore be conducted in English. As Muthwii (2002, 2004 a) states, the future prospects depend on English acquisition and proficiency. This reality therefore overshadows any serious emphasis on teaching pupils to learn English in their mother tongues.

2.4.5 Thematic Approach

Most of the themes given in the primary school curriculum are first introduced in the preceding classes. As Onger et al (2004) states, the pupils should extend their language skills using familiar topics and vocabulary. Some themes should be considered as on going topics and hence needs to be repeated throughout the year. In order for the pupils to grasp them the

teacher should therefore decide how much can be achieved by his/her class and to plan accordingly.

2.4.6 Involving Children in Their Learning

For any meaningful learning to take place, the pupils have to be to be actively in the lesson. To do so, a teacher should use a variety of methods. Waweru et al (2001) observes that learning by doing is crucial in the learning process. Learners should be active and not passive participants. This means guiding learning by giving pupils the opportunity to discover by being given materials and activities and by being asked questions. Jacinta and Regina (2000), states that nothing is learnt unless we are active. This method of learning enables the child to correct wrong concepts and refine imperfect ones as cited by Simiyu (1996:136) Nduhukire (1996) stated that with the guidance of the teacher, the pupil gets actively involved as a participant and not as a passive listener. This then enhances the outcomes of the teaching methods used which is a good performance in English.

2.4.7 Remedial teaching

The library lesson provides a good opportunity to give extra attention to any pupil who has fallen behind their reading and acquisition of other language skills. As Karinga et al (2003) cites, the kind of action to be taken depends on the cause of the difficulty. It may be due to phonic work or use of library books intended for a lower level. During this exercise, the use of a dictionary is vital as cited by Muitungu et al (2005).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlined the method the researcher used to select the geographical areas from which the research was carried out and the methods of selection of respondents. It also explained the method that was used to collect process and analyze data.

3.1 Research Design

This research employed both qualitative and quantitative research designs.

3.2 Study Population

Municipality zone is comprised of twenty five schools. The schools have an average of three hundred and seventy five teachers. Some schools are single streamed and others double streamed. There is a total of thirty-eight standard eight classes. The researcher sampled six schools.

3.3 Target Population

The researcher targeted twenty English teachers from the six sampled schools. Four teachers were sampled from private schools, eight from rural public schools and eight from urban public schools. The schools were St. James, Benedito, Vidhu, Technology, Gikandu and Kiangage respectively.

3.4 Environment

This research was conducted in the municipality zone in Murang'a North district, Kenya.

3.5 Ethical Consideration

Permission to conduct this study was given by the Kampala International University authority. High confidentiality was assured to the respondents. No harm was expected to ensure the result of this study. All teachers included in the target population did so voluntarily. No force was used to interview the teachers who are not willing.

3.6 Research Instruments

The proposed study utilized questionnaire which was composed by the researcher. The researcher pre-tested the instruments to establish their reliability and validity. These teachers were from the school the researcher is teaching and did not form part of the sample for the study.

3.7 Data Collection Procedures

There was no research assistant in this study and the data was collected in two phases. The researcher administered the questionnaire personally to the selected samples in their respective areas. The purpose of the questionnaire and the instructions to be followed was explained to the respondents. The respondents were given two days after which they responded to the questions and the researcher collected the filled in data for analysis and interpretation.

3.8 Data Analysis

Data was analyzed using frequencies and percentages.

Formula

$$\frac{f}{n} \times 100$$

f = frequencies

n = number of respondents

100 = constant

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter, an attempt was made to interpret and explain the findings. In any given research, it is of paramount importance to present, analyze and discuss the raw data. The researcher found a lot of comparisons and contradictions in the existing literature in chapter two.

Respondents were sampled from the target population and all returned their questionnaires which constituted to 100% responses. From the respondents, the researcher analyzed the data in tables, percentages and then presented the data in tables and graphs. The percentage respondents and responses were arrived at through the formula:

$$\frac{f}{n} \times 100$$

f = frequencies

n = number of respondents

100 = constant

4.1 Analysis and discussion of findings

Table 1 Respondents' Profile

Table 4.1(a) Gender

Option	Frequency	Percentage %
Male	6	30
Female	14	70
Total	20	100

(Source primary data 2008)

From the table above, it is evident that female teachers handling the English subject in the zone out numbered the male teachers. Data obtained from the field revealed that female teachers were equivalent to 70% while male teachers were 30%

Table 4.1(b) Age

Option	Frequency	Percentage %
25-30	2	10
31-35	3	15
36-40	6	30
41-45	7	35
46 & above	2	10
Total	20	100

(Source primary data 2008)

Table 4.1 (b) shows that majority of the respondents fall under the age bracket of 36-40 and 41-45 which have a percentage of 30% and 35% and that the respondent under 31-35 form 15%. Respondents under age bracket 25-30 and 46 and above are equal with a percentage of 10% each.

Table 4.1(c) Academic Qualifications

Option	Frequency	Percentage %
'O' Level	16	80
'A' Level	4	20
Total	20	100

(Source primary data 2008)

Table 4.1 c shows that majority of the respondents are 'o' level holders. They are equivalent to 80% while the 'A' level holders are equivalent to 20%. The 'o' level holders were 16 while 'A' levels were 4.

Table 4.1(d) Professional Qualifications

Option	Frequency	Percentage %
BED	1	5
Dip (ED)	3	15
ATS	7	35
P1	9	45
Total	20	100

(Source primary data 2008)

Table 4.1 (d) shows that respondents who were P1 holders dominated by a out of 20 which was equivalent to 45% followed by ATS holders who were 7 equivalent to 35%. Dip Ed holders were 3 out of 20 with a percentage of 15% and there was only one BED holder who was equivalent to 5%.

Table 4.1(e) Teaching Experience

Option	Frequency	Percentage %
1-10 yrs	4	20
11-20 yrs	10	50
21 yrs and above	6	30
Total	20	100

(Source primary data 2008)

Table 4.1 (e) shows that there was sufficient blending of academic, professional and teaching experience of the respondents. Majority of the respondents, 10 out 20 which was represented by 50% had an experience of 11-20 yrs. 6 out 20 equivalent to 30% had an experience of 21 years and above while 4 out of 20 being represented by 20% had an experience of 1 to 10 years. Basically, it is safe to say that the respondents were up to the task and had the pre-requisite experience in their areas.

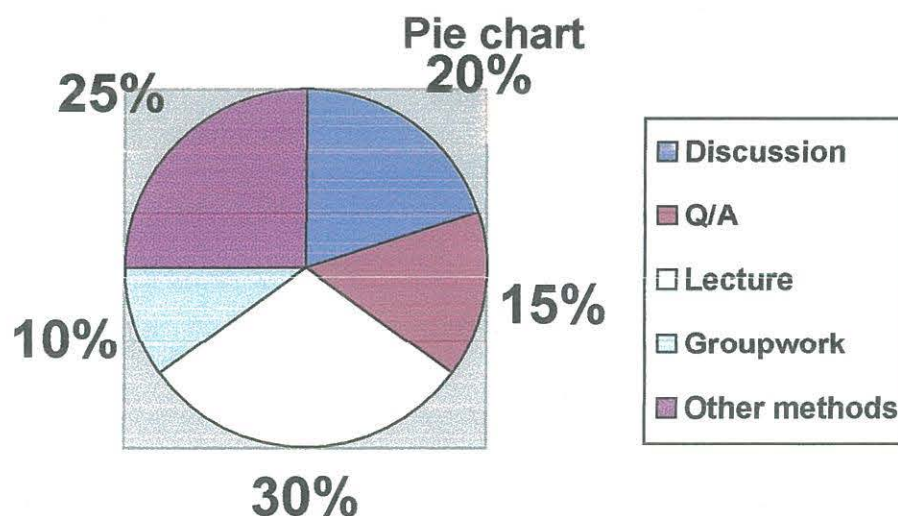
Table 4.2(a) Teaching Methods

Option	Frequency	Percentage %
Discussion	4	20
Question & Answer	3	15
Lecture	6	30
Group work	2	10
Other methods	5	25
Total	20	100

(Source primary data 2008)

From the table above, it is evident that majority of the teachers equivalent to 30% use the lecture method in teaching English. 20% use discussion method, 10% use group work, 15% question and answers and 25% use methods like story telling and motivation.

The information is further shown on the pie chart below.



Mwakisha (2001) has defined lecture method as a method in which the teacher does most of the talking while learners are passive listeners. Teachers should explore more methods to enhance the learning.

Table 4.2(b) Varying Methods

Option	Frequency	Percentage %
Varying	15	75%
Non-varying	5	25%
Total	20	100%

(Source primary data 2008)

From the above table, it is evident that majority of the teachers equivalent to 75% vary their teaching methods while 25% use one method throughout their teaching.

Table 4.2(c) Methods Assisting In the Achievement Of Objectives

Option	Frequency	Percentage %
Discussion	6	30
Dramatization	2	10
Classroom talk	4	20
Group work	8	40
Total	20	100

(Source primary data 2008)

From the table above, 40% of the teachers use group work as a method of teaching English and it helps them in achieving their objectives. 30% use discussion and 4 teachers equivalent of 20% achieve their objectives through classroom talk while 2 teachers equivalent to 10% achieve it through dramatization.

According to Mathenge (2002) group work in various English lessons ensures that there's participation by all pupils and give room for collaborative learning.

Table 4.3 (a) Effect of teaching methods on performance of English in the class

Option	Frequency	Percentage %
Yes	14	70%
No	6	30%
Total	20	100%

(Source primary data 2008)

From the data collected, the researcher noted that 70% of the respondents agreed that teaching methods affect the performance of English in their class while 30% think it they have no effect.

Table 4.4 (a) Teaching sequence

Option	Frequency	Percentage %
Yes	18	90%
No	2	10%
Total	20	100%

(Source primary data 2008)

Majority of the responses represented by 90% indicated that the respondents use the correct teaching sequence as stipulated in the K.I.E's teachers guide while 10% do not follow this K.I.E is the curriculum developing body in Kenya. Ong'ong'a (2003) cites that presentation in the teachers guide is systematic and should involve listening, speaking, reading and writing to prepare the pupils adequately.

Table 4.4 (b) Application of the integrated approach

Option	Frequency	Percentage %
Yes	4	20
No	16	80
Total	20	100

(Source primary data 2008)

The higher percentage 80% of the respondents cited that they do not apply the integrated approach to the teaching of English. However 20% use it as a teaching method. The integrated approach advocates that learning in one subject can be used to motivate or reinforce learning in another subject as cited by Gichuki et al (2006). It co-ordinates English teaching with what is taught in other subjects in the curriculum.

Table 4.5 Regular testing

Option	Frequency	Percentage %
Yes	12	60
No	8	40
Total	20	100%

(Source primary data 2008)

From the table above 60% of the respondents regularly give their pupils examination papers while 40% do not test regularly. Respondents who give their pupils examination papers do so to help their learners do practice on answering questions in the English papers.

Table 4.6 Approach in teaching English

Option	Frequency	Percentage %
Teacher centred	6	30%
Pupils centred	14	70%
Total	20	100%

(Source primary data 2008)

From the data collected, the researcher found that majority of the teachers equivalent to 70% applies the pupil centred approach in the teaching of English while 30% apply the teacher centred approach

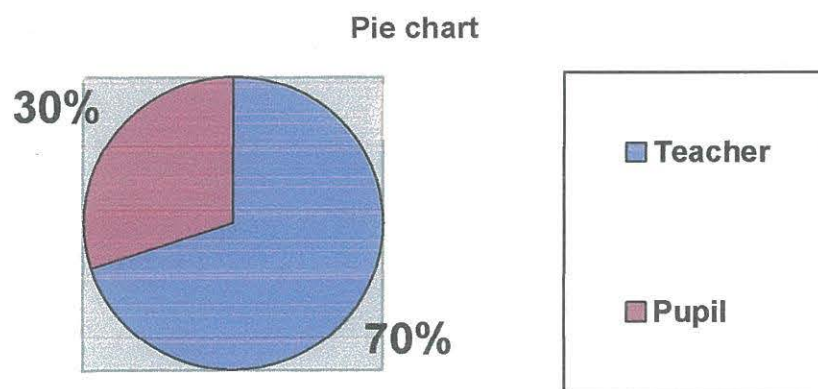


Table 4.7 (a) Facilities to aid in teaching of English

Option	Frequency	Percentage %
Yes	14	70%
No	6	30%
Total	20	100%

(Source primary data 2008)

The higher percentage 70% of the respondents has adequate facilities to aid them in the teaching of English while 30% do not have adequate facilities.

Table 4.7 (b) Facilities available

Option	Frequency	Percentage %
Library	2	14.3
Course books	14	100
Supplementary books	10	71.4
Audio-visual aids	3	21.4
Total	14	100%

(Source primary data 2008)

From the above table, majority of the respondents 100% indicated that they have enough course books to aid in facilitating English, 71.34% have enough supplementary books and 14.3% have libraries while 21.4% have audio-visual aids which aid them in developing the speaking skill.

Table 4.8 (a) Marking of the pupils work

Option	Frequency	Percentage %
Yes	4	20%
No	16	80%
Total	20	100%

(Source primary data 2008)

Majority of the respondents' equivalent to 80% do not have enough time to mark their pupils written work while 20% cited that they have enough time to mark the work. As Karinga (2003) cites pupils work should be marked promptly and necessary correction done. Respondents who do not have enough time cited the cause as workload in the curriculum and the large number of pupils in class due to free primary education programme. The respondents who do not have enough time gives the pupils answers and then the pupils mark their own books or pieces of written exercises.

Table 4.9 (a) Attitudes towards the English subject

Option	Frequency	Percentage %
Positive	14	70
Negative	6	30
Total	20	100

(Source primary data 2008)

The higher percentage 70% of the respondents felt that the pupils they handle have a positive attitude towards the English subject while 30% felt their pupils have a negative attitude towards the subject.

Table 4.10 (a) Pupils with special needs in Education

Option	Frequency	Percentage %
Yes	20	100%
No		
Total	20	100%

(Source primary data 2008)

All the respondents involved, 100% have learners with special needs in Education in their classes. Majority of them do not know the indicators of special needs in education.

Table 4.11 (a) categories of pupils with special needs in education.

Option	Frequency	Percentage %
Physically challenged	2	10
Mentally challenged	6	30
Hearing impaired	-	-
Visually impaired	-	-
Slow learners	12	60
Total	20	100

(Source primary data 2008)

Majority of the respondents equivalent to 60% have slow learners in their classes. 30% have mentally challenged learners and 10% have physically challenged pupils. According to Kodeng (2003), pupils with mild disabilities are now attending regular schools. As Mathenge et al (2001: 251) cites, most handicapped children can tackle the English syllabus.

Table 4.11 (b) Handling these learners.

Option	Frequency	Percentage %
Yes	4	20%
No	16	80%
Total	20	100%

(Source primary data 2008)

Majority of the respondents equivalent to 80% do not know how to handle the pupils with special needs in education. 20% of the respondents know how to handle them. The respondents who know how to handle these learners given them simpler tasks to handle and organize remedial lessons for them on areas of difficulty.

Table 4.12 (a) Competing well with others.

Option	Frequency	Percentage %
Yes	2	10%
No	18	90%
Total	20	100%

(Source primary data 2008)

The higher percentage 90% of the respondents indicated that the pupils with special needs in education do not compete well with the other learners in the English subject in class. However, 10% indicated that they compete well. As Mathenge et al (2001:251) cites some challenged pupils can tackle the English syllabus depending on their challenge.

Table 4.12 (b) Affecting the median score attained at KCPE

Option	Frequency	Percentage %
Yes	18	90%
No	2	10%
Total	20	100%

(Source primary data 2008)

Majority of the respondents' equivalent to 90% indicated that the pupils with special needs in Education affect the median score of the English paper in the KCPE examination.

Table 4.13 (c) Time for preparation

Option	Frequency	Percentage %
Yes	4	30%
No	16	70%
Total	20	100%

(Source primary data 2008)

Majority of the respondents' equivalent to 70% do not have enough time for preparation before going to teach English. Only 30% have enough time for preparation. As Mugutu (2004) cites, careful planning of lessons results in a teacher's effectiveness in teaching.

The respondents who prepare make schemes of work which they derive from the syllabus, make daily lesson plans and prepares teaching and learning resources. The respondents who do not prepare use the lecture method or follow the textbook and mostly rely on supplementary books.

Table 4.14 (a) Teaching/ learning materials and other support materials

Option	Frequency	Percentage %
Yes	4	20%
No	16	80%
Total	20	100%

(Source primary data 2008)

Majority of the respondents comprising 80% indicated that they do not use the materials. 20% that they use the resources.

Table 4.14 (b) Teaching/ learning materials used.

Option	Frequency	Percentage %
Charts	4	100
Real objects	4	100
Locally available materials	2	50
Improvised materials	2	50
Total	4	100

(Source primary data 2008)

All the four respondents' equivalent to 100% uses charts and real objects while 50% of them use locally available materials and 50% use improvised materials. Sayles (2004) observed that teaching and learning resources make the learning activities and experiences real. He also cites that TALULAR trend saves on cost and time.

Table 4.15 (a) Time allocation for English

Option	Frequency	Percentage %
Yes	-	-
No	20	100
Total	20	100

(Source primary data 2008)

All the respondents forming 100% indicated that the time allocated for English lessons in the inclusive setting in the primary schools is not enough.

Table 4.15 (b) Covering the syllabus

Option	Frequency	Percentage %
Remedial classes	17	85
Giving exercises as homework	3	15
Total	20	100

(Source primary data 2008)

From table 4:15 (b) it is evident that majority of the respondents 85% organize remedial classes to enable them cover the syllabus while 15% give exercise to be done at home as homework.

According to kilei (2003), inclusive setting in Kenya use a curriculum designed for the homogenous group although there are heterogeneous groups accommodated in the classrooms. This makes it necessary therefore for these learners to require more time to complete the tasks.

Table 4.16 (a) Methods of teaching used

Option	Frequency	Percentage %
Direct method	14	70
Translation method	6	30
Total	20	100

(Source primary data 2008)

Majority of the respondents' equivalent to 70% indicated that they use direct method while 30% indicated they use the translation method where they translate the language into Kiswahili or the mother tongue.

According to Schroeder (2001), literacy in English is the ultimate objective and therefore as Mutiso et al (2004) cites, the entire English lesson should be conducted in English.

Table 4.16 (b) Use of translation methods

Option	Frequency	Percentage %
Kiswahili	1	16.6%
Mother tongue	2	33.2%
Both	3	50.1%
Total	6	100%

(Source primary data 2008)

Majority of the respondents equivalent to 50.1 indicated that they use both Kiswahili and mother tongue when teaching English and 33.3% use mother tongue while 16.6% use Kiswahili. They first translate English into these other languages. As Mutiso et al (2004) cites, the entire lesson should be conducted in English for as Muthwii (2002:2004) states the future prospects depend on English acquisition and proficiency.

Table 4.17 (a) The thematic approach

Option	Frequency	Percentage %
Yes	18	90%
No	2	10%
Total	20	100%

(Source primary data 2008)

Majority of the respondents equivalent to 90% indicated that they use the thematic approach of teaching English to acquire the language skills of listening speaking, reading and writing. 20% indicated that they do not use the thematic approach.

As Onger et al (2004) states the pupils should extend their language skills using familiar topics and vocabulary for most of the themes given in the primary school curriculum are first introduced in the preceding classes.

Table 4.18 (a) Involvement of learners in the teaching/learning activity

Option	Frequency	Percentage %
Yes	14	70%
No	6	30%
Total	20	100%

(Source primary data 2008)

Majority of the respondents equivalent to 70% indicated that they involve the learners in the teaching / learning activity. 30% indicated that they do not involve them. For any meaningful learning to take place, the pupils have to be actively in the lesson. As Waweru et al (2001) observes, learning by doing is crucial in the learning process.

Table 4.18 (b) Acquiring of the stipulated vocabulary

Option	Frequency	Percentage %
Yes	17	85%
No	3	15%
Total	20	100%

(Source primary data 2008)

The higher percentage 85% felt that the pupils acquire the stipulated vocabulary while 15% felt that they don't.

Table 4.19 (a) Mean standard scores in English

Option	Frequency	Percentage %
70-80	4	20%
60-70	8	40%
40-50	8	40%
Total	20	100%

(Source primary data 2008)

From the table it is evident that 20% of the respondents indicated that their mean standard scores for the last two years had been between 70 and 80 and 40% indicated that the mean scores had been between 60 and 70 while 40% indicated that the mean standard scores had been between 40 and 50.

Table 4.19 (b) Rise and drop in mean standard score

Option	Frequency	Percentage %
Rise	14	70%
Drop	6	30%
Total	20	100%

(Source primary data 2008)

The higher percentage 70% indicated that the mean standard scores of their English subject have been rising while 30% indicated that they have been registering drops for the last two years.

Table 4.19 (c) Results

Option	Frequency	Percentage %
Yes	4	20%
No	16	80%
Total	20	100%

(Source primary data 2008)

Majority of the respondents equivalent to 80% felt that the results are not satisfying while 20% felt that the results are satisfying.

Table 4.19 (d) Ways of improvement

Option	Frequency	Percentage %
Varying materials	5	31.25%
Using T/L resources	4	25%
Prior preparation	3	18.75%
Involving learners more	4	25%
Total	16	100%

(Source primary data 2008)

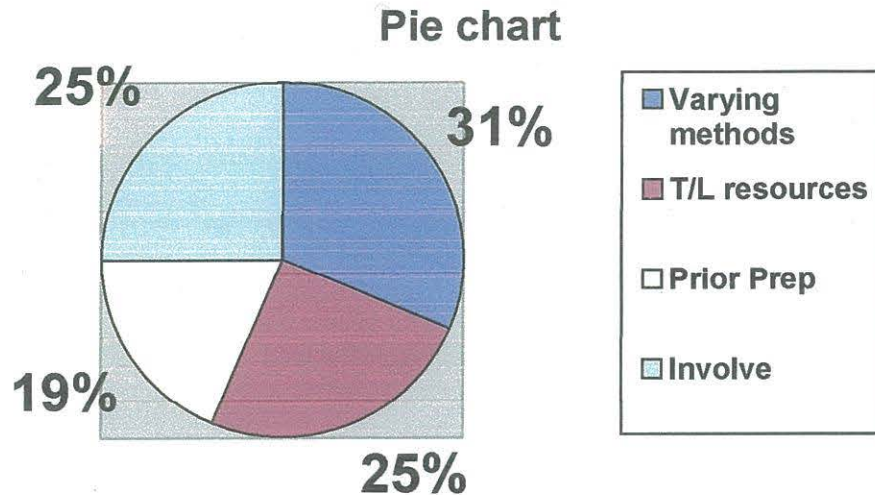
From the table it is equivalent that majority of the respondents equivalent to 31.25% felt that they should vary their teaching methods in order to improve on the English subject. 18.75% felt that they should be planning before going to class, 25% felt they should use more teaching and learning resources while 25% felt that they should involve the learners more in the learning process.

Table 4.20 Teaching methods versus performance

Option	Frequency	Percentage %
Yes	20	100%
No	-	-%
Total	20	100%

(Source primary data 2008)

The information is represented on the pie chart below



All the 20 respondents' equivalent to 100% felt that teaching methods affect the performance of English in an inclusive setting.

The respondents involved felt that English is a second language in Kenya. It is also the language stipulated as the language of instruction in primary schools apart from when teaching mother tongue which is the first language of the child and Kiswahili which is a national language. As Muthwii (2004a) cites, schools should choose English as the language of instructions from standard one to give their pupils a testing advantage when they are answering questions in the examinations. The English teachers should therefore employ various teaching methods to enhance the acquisition of the language skills which will go a long way in helping the learners improve on their performance of the English paper in K.C.P.E

CHAPTER FIVE

DISCUSSION CONCLUSIONS, RECOMMENDATIONS

5.0 Introduction

In this chapter an attempt is made to discuss the findings and come up with conclusion, recommendations and suggestions for further research.

5.1 Discussion of the findings

The researcher set out to investigate the effect of teaching methods on the performance of English in an inclusive setting in Municipality zone of Murang'a North district Kenya. After careful and systematic collection of data on the above objective, the researcher noted that the teachers in the field employed very few methods and even that some did not vary these methods as they taught English.

Some teachers were found not to be following the appropriate sequence as they taught As Barasa [1995:40] observed the implications for sequencing is that content should be applied from to known to unknown which calls for correlation between present past topics and vocabulary. It is evident that some teachers employed teacher centered approaches and the translation methods in the teaching of English. As cited by Mutiso et al (2004) the method of teaching English should be the direct one and not the translation one for as Mutwii (2002, 2004) cites, the future prospects depend on English acquisition and proficiency.

There was evidence of learners with special needs in the regular school. This evidenced that the learners would not compete well with the other learners without the special educational needs especially those who are mentally challenged. As Mathenge et al (2001:251) observed, most handicapped

children can tackle the English syllabus but there are those who have difficulties.

Most schools were having very limited resources especially those which would go a long way in facilitating the English subject like libraries and audio-visual aids.

Some pupils were also found to have negative attitudes towards the English subjects. This was attributed to lack of motivation for as saliva (2005) states; motivation is a process which ensures that pupils achieve certain goals. To perform an action well, one needs sufficient incentives or motivation performance of the English subject was found to be declining over the years. This may be attributed to the introduction of the free primary education programme which made classes to swell with learners, the freezing of employment of teachers by the Kenya government which made schools understaffed and the introduction of inclusion in inclusive settings.

Some learners have negative attitudes towards the English subject. Gichuhi (1996:10) argues that attitudes and subjects are not learnt separately but simultaneously through complex interaction. Pupils with positive attitudes will always perform better than pupils with negative attitudes.

5.2 Conclusions

The researcher came up with the conclusion that teaching methods play a vital role in enhancing the performance of performance in K.C.P.E.

Teachers should prepare well before going to teach English. This would prepare them in realizing the sequence to follow and the themes introduced in the preceding classes. As cited by Onger et al (2004) the pupils should extend their language skills using familiar topics and vocabulary.

Teachers should also learn how to handle multi-ability groups of learners for they are there in the regular schools.

Other school factors as cited by Chiuri (1995:11) also contributed to poor performance like drilling pupils to pass K.C.P.E, use of vernacular as a medium of communication in primary schools failing to meet some primary objectives like imparting literacy skills and lacking basic foundation which is a pre-requisite. The curriculum used in the inclusive setting was found to be designed for the homogenous group although there were heterogeneous groups in the classrooms. As Kilei (2003) cited, there was need to differentiate the curriculum to help the learners reach full potential as cited by Kiai et al (2004). The teachers therefore apply methods which would cater for all the learners.

5.3 Recommendations

The researcher after careful and in-depth analysis of data recommends capacity building in teachers through in-sets, in service courses, further training in special needs education in order to help them to accommodate learners with special educational needs in their classrooms. The researcher further recommends that the teachers study the introductions in their teachers' guides carefully before embarking on the preparation of their work. The guides give detailed teaching methods and also the teaching learning materials to utilize in the classroom. They also give detailed information on how to handle learners with special needs in education.

The researcher also recommends that the teachers apply methods which will enable learners develop positive attitudes towards English by being role models, being dedicated to their duties as this would make them prepare before going to class, be sober and as Owuor (1995:4) observed, avoid giving pupils assignments or homework that they never mark.

The researcher recommends that teachers avoid giving examination papers for the learners to practice for perfection but rather evaluate pupils

knowledge, skills and attitudes through continuous assessment tests to check on their progress. As Kariuki (2004) cites, the teacher should be able to find out which pupils need further guidance and in what areas to assist in the organization of remedial exercises for slow and weak learners and extra exercises for faster and bright learners.

5.4 Suggestions for further research

Due to funding and logistic limitations, this project was conducted as a pilot study that utilized a small sample size, relatively short duration and a convenience sampling technique. It is therefore suggested that a follow-up study should be carried out over a longer time span; a much larger sample size used and if possible, adopt randomization procedures in sample composition. It is further suggested that pupils be include in the sample and other research instruments like interviews and observation be utilized.

The researcher also suggests that a similar study be carried out in other lower classes and zero down the gender performance of English. Finally the researcher suggested that the study be carried out in the whole district, not only in English but also in all subjects in the curriculum

APPENDIX I

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APPENDIX II
PROPOSED BUDGET

NO	ACTIVITY	COSTS	
		Kshs	Ushs
1.	STATIONERY	3,000	100,000
2.	TYPING AND PRINTING	2,500	62,500
3.	TRANSPORT	2,500	75,000
4.	MEALS	2,000	70,000
5.	PHOTOCOPY	1,500	37,000
6.	INTERNET AND AIRTIME	1,000	25,000
7.	MISCELLENEOUS	5,000	125,000
TOTAL		17,500	424,500

APPENDIX III

TIME FRAME

ACTIVITY	PERIOD	OUTPUT
Proposal Writing	11/8/2008	Proposal submission for approval
Field customization	September 2008	Initial information collection
Developing instruments	October 2008	Developing of instruments
Data collection	October 2008	Coding and entering of data
Data analysis	November 2008	Analyzing and interpretation of data
Preparation of report	December 2008	Submission of dissertation

APPENDIX IV

QUESTIONNAIRE

I Mary N. Njogu, a student of Kampala International University, Institute of open and distance learning. I am collecting data in relation to teaching methods and the performance of English in an inclusive setting in Kenya. I request for your co-operation and I promise not to take much of your time. Please note that we do not mention people's names to ensure privacy and confidentiality.

SECTION ONE: BIO-DATA

Tick where possible

1. a) What is your gender?

Male ☐ female ☐

b) What is your age in years?

25-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 46 and above ☐

c) What are your academic qualifications?

'O' level ☐ 'A' level ☐

d) What are your professional qualifications?

P1 ☐ ATS ☐ DIP ED ☐ BED ☐

e) What is your teaching experience?

1-10 yrs ☐ 11-20 yrs ☐ 21yrs and above ☐

SECTION TWO: TEACHING METHODS

2. a) Which methods do you use in the teaching of English in your class

b) Do you vary the methods from lesson to lesson?

Yes ☐ No ☐

c) Write methods which assist you most achieve your objectives

3 a) Do teaching methods affect the performance of English in your class?

Yes ☐ No ☐

4 a) Do you use the correct teaching sequence as stipulated in the K.I.E's teacher's guides for teaching English?

Yes ☐ No ☐

b) Do you apply the integrated approach in the teaching of English in your class?

Yes ☐ No ☐

SECTION THREE: PROBLEMS FACING THE TEACHING OF ENGLISH

5. a) Do you regularly give your pupils examination papers?

Yes ☐ No ☐

b) If yes, what is the purpose of regular testing?

6. a) Which approach do you apply in the teaching of English?

Teacher centered ☐ Pupil centered ☐

7. a) Do you have adequate facilities to aid you in the teaching of English?

Yes ☐ No ☐

b) If yes, what do you have?

8. a) Do you have enough time to mark the pupils work?

Yes ☐ No ☐

b) If no why

c) How then do you mark the pupils' work?

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SECTION FOUR: FACTORS AFFECTING THE TEACHING OF ENGLISH

9. What attitude do your pupils have towards the English subject?

Positive ☐ Negative ☐

10. a) Are there pupils with special needs in education in your class?

Yes ☐ No ☐

11. a) Which of the following categories of pupils with special needs in education do you have in your class?

Physically challenged ☐ Hearing impaired ☐ visually impaired ☐
Mentally challenged ☐ slow learners ☐

b) Do you know how to handle these learners?

Yes ☐ No ☐

12. a) Do the pupils with special needs in education compete well with others in English performance in your class?

Yes ☐ No ☐

b) Do you think these pupils with special needs in education affect the median score attainment at the end of the eight year course in the English paper in the K.C.P.E examination?

Yes ☐ No ☐

SECTION FIVE: INFLUENCE OF TEACHING METHODS IN THE PERFORMANCE OF ENGLISH.

13. a) Do you have enough time for preparation before going to teach English?

Yes ☐ No ☐

b) If yes, what preparation do you make?

14. a) Do you use teaching / learning resources and other support materials in the teaching of English?

Yes ☐ No ☐

b) If yes, which are they?

15. a) Is the time allocated in the time table enough for English learning in the inclusive setting in the primary schools?

Yes ☐ No ☐

b) If no, how do you cover the syllabus in a class you are handling English?

16. a) Which method do you use in teaching English?

Direct method ☐ Translation method ☐

b) If translation method, which languages do you use?

English ☐ Kiswahili ☐ Mother Tongue ☐

17. a) Do you use the thematic approach of teaching English to acquire the language skills of

listening, speaking, reading and writing?

Yes ☐ No ☐

18. a) Do you involve your learners in the teaching / learning activity?

Yes ☐ No ☐

b) Are your learners able to acquire the stipulated vocabulary?

Yes ☐ No ☐

19. What have been your mean standard scores in English in class eight for the last two years?

b) Has there been a rise or a drop?

Rise ☐ Drop ☐

c) Are the results satisfying?

Yes ☐ No ☐

d) If no, what are you doing to improve them?

20. a) According to you, do teaching methods affect the performance of English in an inclusive setting?

Yes ☐ No ☐

b) Give your views

APPENDIX V **MAP OF MUNICIPALITY ZONE**

