TEACHING METHODS AND PUPIL PERFORMANCE IN

ENGLISH IN KITISE ZONE, MAKUENI DISTRICT

BY

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DECLARATION

I **JOSEPHINE N.MUNG'EU,** declare that this research report is my original work and

has never been submitted to any university for any award. Where the works of others

have been cited acknowledgment has been made.

Signature:.......................... Date.24/9/09..

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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 at Kampala International University.

Supervisor:..

Date 24/9/2009.

MR. MULEGI TOM

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Education is a fundamental human right as well as a catalyst for economic growth and human development (World Bank, 1993).Academic economists and international development agencies claim that an educated population is essential for economic growth and, more generally, for a higher quality of life (Lucas, 1988; Barro, 1991; Mankiw, Romer and Weil, 1992; UNDP, 2003; World Bank, 2000). One of the eight Millennium Development Goals is that by 2015 all children in developing countries should finish primary school. Yet developing country students who finish primary school often perform poorly on academic tests (Glewwe and Kremer, 2005), and the value of a "low quality" education may be low. This raises the question: What can developing countries do to promote learning in their schools?

Since independence in 1963, the government of Kenya has emphasized improving reading instruction and reading ability (Kamau, 2000). Free primary education (Otieno, 2003) and adult literacy campaigns have been aimed at giving every Kenyan the right to read (Akhusama, 1984; Nyongesa, 1990). Kenya's emphasis on reading is needed in part because when books were introduced, they were not promoted as something to derive pleasure from; in fact, people were forced to read (Chakava, 1982). In Okot p'Bitek's (1966) celebrated poem Song ofLawino, written in Acholi, Lawino blames her husband Ocol for having abandoned the ways of his people. She accuses him of burying himself in a forest of books and allowing his manhood to be crushed by large books. Investigations of the history of the book in

Kenya seek to explain how negative attitudes toward reading developed and continue (Stroud, 2002). One explanation is that Kenyans were made to read mostly religious documents such as the Bible or other holy writings (Sifuna, 1980) that did not fit their indigenous ways of living. These readings directed them away from their rich cultural and religious heritage (Maina, 2003). Generally, formal education was viewed as something to be endured and dispensed with as soon as the benefits could be realized. Most Africans do not read much beyond newspapers and religious texts once formal education is completed (Chakava, 1982). Rather, they prefer the pleasures of storytelling, singing, dancing, and simply talking rather than the private and individual preoccupation of reading a book (Chakava, 1984; Ng'ang'a, 1993).

Nzomo, Kariuki, and Guantai (2001) have called for a review of the quality of the reading curriculum, teachers, and methods because student performance on the Kenya Certificate of Primary Education (KCPE) English and Kiswahili tests has been declining (United Nations Educational, Scientific and Cultural Organization[UNESCO]Nairobi/International Reading Association [IRA], 2004). As is the case in most parts of the world, Kenyan children begin learning to read in primary school. Yet approximately half of the children who enter primary school drop out before standard 8(Muthwii, 2004b), which is the equivalent of grade 8 in the United States. Furthermore, of those who complete primary school, less than 50% go on to secondary school (Muthwii & Kioko, 2003). That percentage means that many children are finished with formal education and reading instruction when they graduate from primary school (Eisemon, Hallet, & Maundu, 1986; Muthwii; Schroeder, 2005; Wanyoike, 1982). It is within this historical and contemporary context that a review of teaching methods on English reading with a focus on

Kenyan primary school education is being under.

1.2 Statement of the Problem

Education is looked at as social mechanism designed to bring about, in the persons submitted to it, certain skills and attitudes that are judged to be useful and desirable in society. Farant (1967) supports sentiments by saying that teachers are trained to encourage and utilize the powerful forces that lie inside each child and so channel them that their influence is directed towards all that is good and away from what is evil. Educating pupils is a global priority especially as two-thirds of young people around the world is uneducated due to the use of foreign languages including English Teacher's quality according to Donaldson (1987) entitles good communication skills that are important in explaining concepts which makes language a critical aspect in influencing levels of performances of primary children

1.3 Objective of the Study

1.3.1 General Objective

The general objective of this research is to identify the effect of teaching in English Language on Performance pupils.

1.3.2 Specific Objectives

1. To identify the aims of English language teaching in primary schools in Kitise Zone

2. To establish the challenges associated with teaching using the English language in primary schools in Makueni.

3. To identify how language affects class attendance and learning of pupils in primary schools

1.4 Research Questions

1. What are the aims of English language teaching in primary schools ?

2. What are the challenges associated with teaching in English language in primary schools?

3. How does language affect class attendance and learning of pupils in primary school?

1.5 Significance of the Study

The researcher was able to get first hand information on the effects of teaching in English Language on pupils' academic performance. The schools in Makueni district will benefit from the research as it may help the administration to know the best teaching methods to be applied when teaching in the English Language. The research will be a reference to other students in the institute of open and distance learning who wished to carryout further research on the same.

1.6 Scope of the Study

Time; the study was carried out between May and August 2009.

Content; looked at the impact of teaching methods on performance of English by pupils.

Location; the research was carried out in Kitise zone Makueni district.

Respondents; the respondents to the research were pupils as well as the teachers and administration of Kanthiitu, Kituluni, Mbuvo, Mbusyani, Syethe and Ngomeni primary schools.

1.7 Limitations of the Study

In conducting this study, a number of challenges were encountered, including:

- Attitudes Towards the Exercise - Some respondents were unwilling to freely

share the information (especially negative information). This was true at the local level because of fear of not knowing whether the information could go to their superiors with negative repercussions.

- Nevertheless, the researcher tried and overcame these limitations to collect sufficient and representative data to reach the conclusions made.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter gave reference to what other scholars have written concerning causes of poor performance in English its impact on the performance of students. The literature review in the study concerned the causes of poor performance in English as a subject. The literature review helped the researcher with data compilation, statistics analysis as well as in understanding the problem. The materials used in the review included magazines and journals on distance learning, newspapers articles and distance learning related websites over the internet.

2.1 Overview of Education in Kenya

Improvement of the quality of education in Kenya has been a key feature of reform proposals of the government. These educational reforms largely focus on basic education, which in Kenya covers both primary and secondary education. Attempts towards realizing these proposals have been made in many ways.

In Kenya, teacher preparation for primary school teachers includes one course on the four basic language skills: listening, speaking, reading, and writing. Secondary school teacher training, however, does not explicitly emphasize the teaching of reading, because it is assumed that students have learned to read and can read to learn when they complete primary school. The Kenya Institute of Education (KIE) provides instructional materials to primary schools outlining what is supposed to be taught for the four skills. Curriculum in Kenya can be described as being "narrow in

scope and emphasizing the role of learning for passing national exams to acquire certificates" (Shiundu & Omulando, 1992, p. 30).

Kenya is an examination-oriented country (Otieno, 2003). Examinations play a decisive role in evaluating the success of students and teachers 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). Students sit for written exams at the end of every year in order to graduate to the next grade level.

The Kenya Certificate of Primary Education is the final exam at the end of standard 8, and those who pass and can afford school fees continue with secondary school. Eventually they will have to pass the Kenya Certificate of Secondary Education at the end of form 4 to be considered for a college or university education.

The United Nations Literacy Decade (UNLD) was declared in February 2003 to reduce adult illiteracy by 2015 in every country (UNESCO Nairobi/IRA, 2004). Kenya is experiencing many literacy-related initiatives that are intended to emphasize the need for more reading education. We believe that those who are leading these initiatives might benefit from a review of teaching reading in Kenyan primary schools.

2.2 Teaching Methods Employed By English Teachers

In Kenya there are controversies about the teaching of languages and the primary language of instruction. The language policy specifies the use of mother tongue in primary standards 1-3. This mother tongue could be Kiswahili or another African language of the region. English becomes the language of instruction from standard 4

through university. The controversies are many. For example, it has been argued that primary school teachers are not prepared to teach in languages other than Kiswahili and English (Kiarie, 2004). The prevailing assumption is that a teacher can transfer methods for teaching English and Kiswahili to teach other languages.

Although many teachers do attempt to take this approach, it may not necessarily be done effectively (Musau, 2003). All language teachers, whether of English or African languages, need education in general language teaching methodologies as well as methodologies for teaching specific languages (Kiarie). Furthermore the teachers need proficiency themselves in several languages, yet researchers have found teachers with insufficient or poor language skills (Owino, 1987). When the teachers are not fluent in English and Kiswahili, they make mistakes in teaching reading.

In upper primary school, teachers are, according to policy, supposed to teach in English. More often, teachers translate content into the region's mother tongue or Kiswahili (Muthwii, 2004a; Nzomo et al., 2001). Muthwii found that teaching with translation was the strategy teachers used when there was an important issue to be addressed or to emphasize to those who might not understand what was being said in English. Teachers recognize local African languages or Kiswahili as being instructionally important for communication. The practice of teaching in more than one language in school is strategic and pragmatic. Teachers use whatever language is most likely to facilitate understanding. In fact, speaking in more than one language is a communication strategy used by educated Kenyans, and in some situations it is the expected mode of communication (Abdulaziz, 1982; Kembo- Sure, 2003). For example, a teacher talking to a colleague without switching to Kiswahili or some

other local language would be uncharacteristic. This multilingual competence is becoming the norm in political speeches in Kenya today. The most politically significant pronouncements will be delivered in Kiswahili, while the other parts of a speech will be delivered in English.

Muthwii's (2002) study examined the extent to which language policy and the concomitant language practices encouraged or hampered the acquisition of expected learning competencies thereby determining potential problems associated with the language policies in Kenya and Kenya. Findings differed depending on whether a school was monolingual, Multilingual, rural, or urban. Children in rural monolingual and rural multilingual schools reported being most comfortable learning in their mother tongue or Kiswahili. Although in Kenya's urban schools the children from underprivileged areas preferred Kiswahili, those in privileged schools preferred both English and Kiswahili. Mutuku (2000) cautioned that if the sociolinguistic backgrounds differ significantly from the official language of instruction, then testing students in that language creates inequities (see also Stroud, 2002). Mutuku compared the effects of early childhood experiences on students' KCPE and found that students who achieved high scores in English were also likely to perform significantly better in the content areas that are tested in English. The median score on the KCPE was 78.41 on English for urban schools, whereas it was only 50.14 for rural students.

Currently, no provision is made for students taking the KCPE examination who have had limited exposure to English, Kiswahili, or both. The urban students typically have eight years of instruction in addition to home experiences where they communicate

in both English and Kiswahili. Their counterparts in the rural areas have only five years of instruction in English (Mutuku, 2000). Too often, the rural school experience is characterized by poor teaching strategies and excessive use of the mother tongue by the teachers. Moreover, their instruction in English typically lacks meaningful interactive use in meaningful contexts. These disparities are not considered in traditional testing methodologies based on English reading and writing fluency.

There are schools that choose English as the language of instruction from standard 1, and this presumably gives their students a testing advantage over those students whose schools begin with mother tongue or Kiswahili (Muthwii, 2004a). Yet teaching in English can also pose problems when children learn it by rote, and there is no enabling environment to practice it. Children must hear language used correctly in authentic situations if they are going to learn to speak the language purposefully.

2.3 Challenges Encountered by Teachers in Teaching English

Difficulties arise as well in the teaching of both Kiswahili and English because some teachers have not passed their own school exams in those languages (Ikumi, 1985; Nyongesa, 1990).

Onyamwaro (1990) reported that 86% of teachers in Kisii municipality thought teaching reading in Kiswahili was easier than teaching reading in English. This stance is because Kiswahili is linguistically related to many other indigenous languages spoken in Kenya. Teaching in the mother tongue is not without challenges. Munyeki (1997), in studying 32 preschool teachers, found that they were not motivated to use the students' mother tongue. Yet, using the mother tongue is of utmost importance because it facilitates children's development of concepts that

enables them to acquire knowledge in a second or third language and to further expose the children to the cultures of their community (Schroeder, 2005; Sifuna, 1980; UNESCO, 2003; Willis, 1988).

Mother tongue is the language a learner needs to rely on as an emergent reader in standard 1 (Schroeder, 2001) even though literacy in English is the ultimate objective. Most children think in mother tongue and then attempt to translate/articulate their thoughts in English. Munyeki claimed that some teachers failed to realize the multiple purposes when the first language of instruction is mother tongue or Kiswahili.

Primary teachers in standards 1-8 need to teach reading and writing as well as speaking and listening in this first language of instruction. One reason the use of mother tongue does not necessarily succeed in teaching the curriculum is because teachers may come from other language communities. Furthermore, when future prospects depend on English acquisition and proficiency, this reality overshadows any serious emphasis on teaching students to read in their mother tongue (Muthwii, 2002, 2004).

At the Fourth Pan-African Reading Conference, Schroeder (2005) gave an update of her work with the Tharaka of Central Kenya. She has been investigating for six years how a language arts curriculum using the language of Tharaka affected children's cognitive and, therefore, academic development (Schroeder, 2001, 2005).

Through collaborations with school district personnel, she developed a mother-tongue, early-childhood reading curriculum that covered 10 areas: letter and sight-word recognition; categorization; picture interpretation and description; story sequencing; listening to sounds (auditory discrimination, placement of sound in a word, vowel length); grammar and spelling exercises; creative writing development; vocabulary development as part of the reading lessons; exposure to a wide variety of literature; and comprehension exercises. The lessons and texts are used to develop new vocabulary and concepts through comparisons and categorizations thus enabling children to assimilate new information into their existing schemas or world views. Oral and written literatures in the mother tongue are used to develop students' vocabulary, spelling, grammar, and comprehension.

Schroeder's (2001) approach to mother-tongue, primary-school programs (standards 1-3) is an exemplar of what is possible when educators and policymakers agree to intervene in sustaining mother-tongue education.

International development agencies claim that an educated population is essential for economic growth and, more generally, for a higher quality of life (Lucas, 1988; Barro, 1991; Mankiw, Romer and Weil, 1992; UNDP, 2003; World Bank, 2000). One of the eight Millennium Development Goals is that by 2015 all children in developing countries should finish primary school. Yet developing country students who finish primary school often perform poorly on academic tests (Glewwe and Kremer, 2005), and the value of a "low quality" education may be low.

According to (Adera 2002), there are two types of communication difficulties, that is the language and speech difficulties. Language difficulties comprises respective and expressive difficulties include articulation, fluency and voice difficulties.

2.4 The Aims of English Language Teaching in Primary Schools

English language, as a second language in the country, has a dominant role to play in the broader education scenario in Kenya "English is a means of communication in certain everyday activities and certain job situations. It is also an important language to enable Kenya to engage meaningfully in local and international trade and commerce. At the same time, it also provides an additional access to academic, professional and recreational materials." (KPM, 1998b, p.2) English Language Teaching in primary education, therefore, aims at equipping pupils with the basic English language skills (listening, speaking, reading and writing) and knowledge of grammar to enable them to communicate (orally and in writing) in and out of school for different purposes, and different situations.

English language is being taught at all levels of primary school to equip the pupils with the fundamental (basic) language skills. (This is) to enable them to use the language to communicate in certain situations. Hence, the teaching in English as one of the forms of language used in primary schools focuses on equipping pupils with the skills of listening, speaking, reading and writing which are powerful aspects as far as communication is concerned (KPM, 1995, p.iii; translation)

It is an integral part of the whole National Education System, which is based on the National Education Philosophy. It acknowledges that knowledge is the key determinant of the destiny and survival of the nation. The purpose of education is therefore to enable the Kenyan society to have a command of knowledge, skills and values which are necessary for a highly competitive and globalised society, arising

from the impact of rapid development in science, technology and information. The English language syllabus for the primary schools specifies the aims: "To equip pupils with the basic skills and knowledge of the English language so as to enable them to communicate, both orally and in writing, in and out of the school." (KPM, 1995, p.1) It further outlines: "By the end of the primary school, pupils should be able to: listen to and understand simple spoken English in certain given contexts; speak and respond clearly and appropriately in familiar situations using simple language; read and understand different kinds of texts for enjoyment and information; and write for different purposes and in different forms using simple language. (ibid, 1995, p.2)

The idea of teaching in local languages in lower primary school classes followed recommendations from a number of researchers. The 2004 Tony Reed report on the review of primary curriculum pointed out that "generally children learn faster if early education is conducted in a familiar language however the aims of teaching and learning in English remains unchanged. The emphasis is still on the acquiring the four fundamental language skills to meet the new orientation of modern technology. It is to enable pupils to acquire proficiency in the language so as to equip them with positive communication skills and knowledge of English that will enable them to widen their networks of interpersonal relations and have direct access to information for general knowledge and leisure based purposes." (KPM, 1998c, p.viii) By the end of primary education, pupils should be able to: Establish and maintain interpersonal relations through the sharing of information, ideas, opinions, attitudes, feelings, experiences and plans; participate in social interaction related to solving problems, making arrangements, making decisions with others, and obtaining good services and information. Obtaining information from a variety of sources, and use the

information appropriately for various purposes;

Teaching in English therefore involves not only helping the student to use the form of English most suitable for his purposes, but also exposure to other forms of English (e.g. regional forms/ cultural styles) so that the student will be able to discern 'meaning' even when the words/grammar/pronunciation may be quite different to the form of English with which he has become more familiar.

2.5 How English Language Affects Pupil's learning And Class Performance

Teaching and learning using the English Language often assumes that most of the difficulties that learners face in primary schools, the study of English are a consequence of the degree to which their native language differs from English (a contrastive analysis approach). A native speaker of Luo, for example, may face many more difficulties than a native speaker of English. This may be true for anyone of any mother tongue (also called first language, setting out to learn in any other language called second language and this affects the level at which students learn which in turn effects performance (Bennett, Neville 1976).

There are thriving communities of non English native speakers in countries all over the world, Kenya inclusive and this historical diaspora has led to some noticeable differences in pronunciation, vocabulary and grammar in different countries, as well as those variations which exist between different regions, and across the social strata, within the same country. Even within the Kenya, there are significant regional language differences, differences of (i) pronunciation/accent, (ii) vocabulary, and even (iii) grammar/dialect, when the local dialect differs from that of another region or from the grammar of 'received English' and failure of students to deal with these

differences effects them greatly in the way grasp and understand in class which affects their performance the way (Peroshni Govender, 2004).

Despite the improvements in English, and the high quality of much English teaching in schools, more still needs to be done to provide for gifted and talented pupils and, more generally, to foster pupils' independence. It is possible to identify features of the very best practice which lead to high levels of motivation and commitment from pupils of all abilities, including the highest attainers, as well as to high standards from all. Among such features perhaps the most important is that pupils are offered increasing independence as their skills develop and from an early stage they are sometimes given choice as to what they talk about, read and write (Swartz 2000).

In speaking and listening, independence can be promoted by providing pupils with the opportunity to debate issues that concern them (such as cruelty to animals) and express their views. It may involve making a presentation (perhaps using ICT) about a hobby or interest of their own. In drama it will include some open-endedness in the improvisations attempted or the chance to direct a play scene or short piece of video so that decisions have to be made. Work done with gifted and talented pupils in English in recent years, particularly by the Qualifications and Curriculum Authority, has shown what they can achieve when given such challenges.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section entails the methods used to collect the data necessary to answer the research. It is divided into;

3.1 Research Design

The study used a descriptive research design. This enhances the researcher to obtain a better understanding of the problem of English teaching on academic performance of pupils. The method chosen allowed a collection of comprehensive intensive data and provides an in-depth study on why past initiatives had not produced the desired results.

3.2 Population of Study

The population of study comprised of teachers and pupils from Ngomeni, Kanthiitu, Kituluni, Mbuvo, Mbusyani and Syethe primary schools.

3.3 Study Sample

With regard to above, the study employed simple random sampling for the pupils and purposive sampling for the teachers. A total of 150 respondents will be used in the study in the proportion of 100 pupils and 50 teachers.

3.4 Data Collection Methods

3.4.1 Questionnaire

Questionnaire is a term used for almost any kind of instrument that has questions or items to which individuals respond. Although the term is used interchangeably with "schedule", it seems to be associated more with self-administered instruments that have items of the closed or fixed-alternative type (Kerlinger, 1973). The questionnaire is in no small measure the most frequently used instrument in educational research. Its popularity is demonstrated by the number of published studies and students' projects in education that employ this instrument for data collection.

Primary data was collected by use of questionnaire and interviews, filled by relevant parties to obtain ideas on what constitute teaching methodology. These were designed in both open and closed ended form. The method ensured high proportion of responses and higher returns rate.

3.4.2 Interview Method

Interview is a face-to-face interpersonal role situation in which one person, the interviewer, asks a person being interviewed, the respondent, questions designed to obtain answers pertinent to the research problem (Kerlinger, 1973). While Cohen and Manion see interview as a research technique that is normally considered one of a range of survey methods in social research-the purposes of the interview in the wider context of life are many and varied.

This took face-to-face interactions with the teachers in the school. Secondary data will be obtained from the Ministry of Education magazines, books, annual report records and other researches done, gave other information required in the research.

3.5 Research Procedure

The researcher had an introductory letter from the university and present-it to the area authorities to obtain permission for the study. This gave directive to the local administrators at grass root level for acceptance. After acceptance by the authorities the major task of collecting data will begin immediately.

3.6 Data Analysis and Interpretation

In method literature, there is not one single right way or most appropriate way to analyze qualitative or quantitative data. Analysis implies and indeed requires a principal choice (Coffey & Atkinson, 1996). For example, in analyzing and interpreting both quantitative and qualitative data-it is the process of systematically organizing the materials collected, bringing meaning to them so that they tell a coherent story and writing it all up so that others can read what one has learned.

The information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents to locate omissions. Information obtained from the research study was presented and analyzed using bar charts and tables. That is:-

Descriptive statistics were used to measure central tendency, variability and relationship between variables. It includes proportions, mean scores and percentage. Summary statistics have been used in the presentation of analysis. It includes use of mean & percentages, summarized tabulations and frequency distribution.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND

DISCUSSION OF DATA

4.0 Introduction

This chapter contains a detailed description of the results obtained after data analysis. Tables and figures are used in presenting the findings in order to give a summary of the information.

The study investigated the relationship between teaching English language and pupil performance with special focus on Kitise Zone in Makueni district. The data collected was analyzed using simple computer packages like excel and manually. This chapter presents the results of the analyses.

The objectives of the study were to identify the aims of English language teaching in primary schools;

To establish the challenges associated with teaching in English language in primary schools;

Identify how language affects class attendance and learning of pupils in primary schools .Data collected was analyzed under questions: What are the aims of teaching in language in primary schools; what are the challenges associated with teaching in English language in primary schools? How does language affect class attendance and learning f pupils in primary schools?

The results are presented in the subsequent sections

4.1 Respondents views on aims of teaching in English language in primary schools

To achieve this objective, the respondents were asked to react to different statements associated with aims of teaching in English language in primary schools. The researcher presents the results on this item and their responses are summarized in table 4.1

Table 4.1: Opinion of respondents on the aims of teaching in English language in primary schools
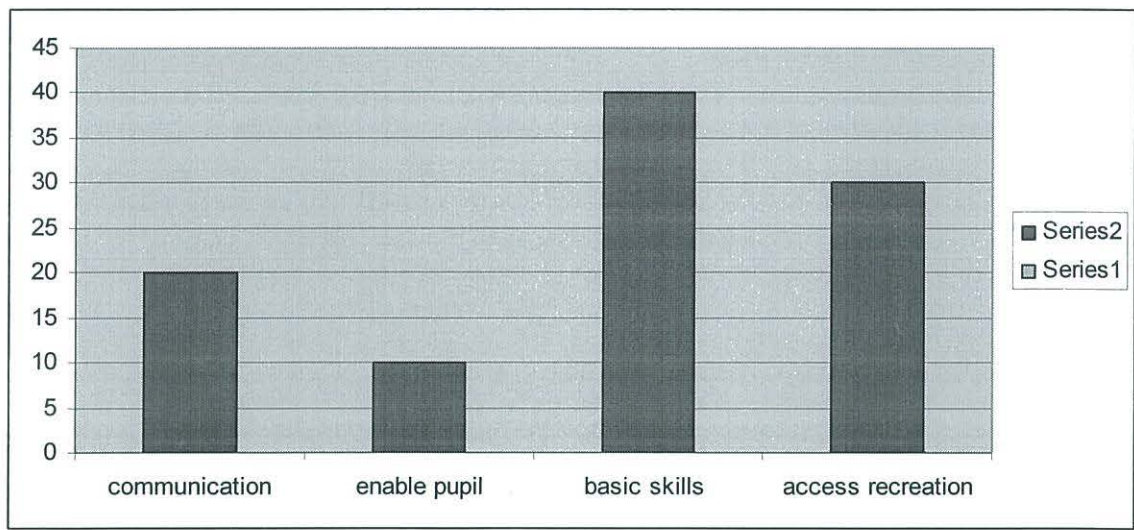
Source: primary data

The results show that 20 (or 20%) say the aim of teaching in English language is as a means of communication; 10(or 10%) of the respondents assert that teaching in English language will enable the same pupils in future to involve in both local and international trade with ease. 30(30%) of the respondents were of the view that teaching in English language in primary schools can make it easy for pupils to access recreation entertainment and academic materials without much difficulty; 40(or 40%) of the respondents were of the opinion that teaching in English language

right from the early days of study (mostly from primary level) will impart basic skills in listening; speaking; reading; and writing.

The results show a statistically significance difference in the opinion of the teachers, pupils and community leaders on the aims of teaching in English language in school. Specifically they were significantly more respondents 40(40%) saying that the aim of teaching in English is to impart basic skills. The smallest number of respondents (were of the view that the aim of teaching in English language is to facilitate local and international trade)

Cherly and Cordell (1987), define communication as "the process of people sharing thoughts, ideas and feelings with each other in commonly understandable ways". This is in agreement with the view of respondents that, teaching in English language is purposely a means of communication. From the researchers review, we can also not that considering the diversity of tribes, ethnic groups and languages; there is need for an education system to guide the beneficiaries of that very system to fit in the global society. The researcher's observation is in line with literature according to Owolabi, (2005) that the main purpose of formulating educational policies is to make the product of education systematic.

The researcher's assertion that, teaching in English imparts basic skills, as raised by the majority of respondents, also concurs with literature according to Owolabi (2005); "that the purpose of the systems curricular policy might be, for example to develop those curricular contents that can lead to a state of affairs in which school out puts can completely bring about national integration and development".

Respondents views on challenges of teaching and learning in English language.

Table: 4.2: Challenges of teaching and learning in English Language
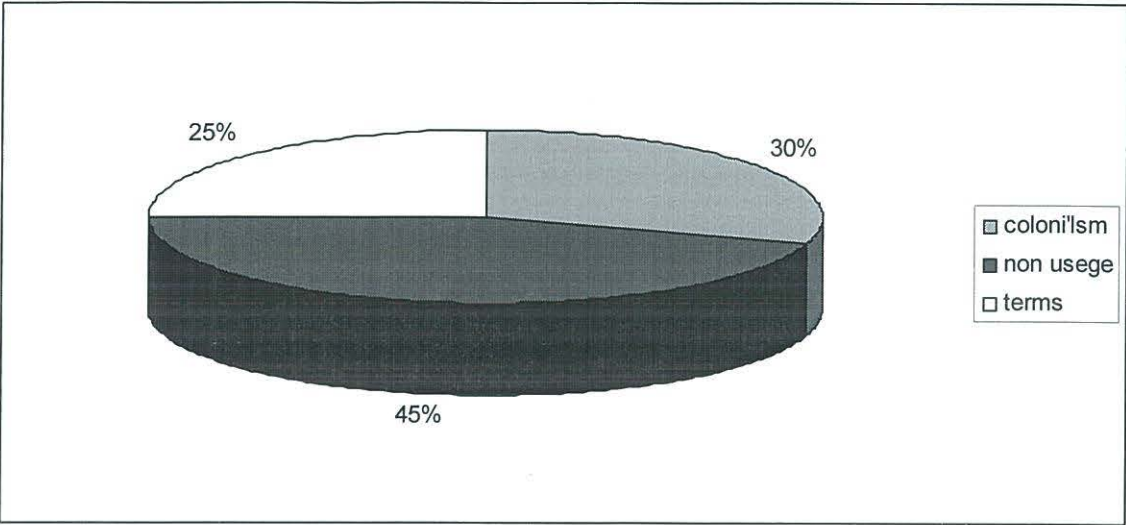
Source: Primary Data

All respondents agreed that teaching in English language is associated with a lot of challenges; 30 respondents (30%) were of the view that English is a foreign language in Kenya, which is closely associated with colonialism, hence giving it a negative attitude both to the pupils at school and the parents back in the homes or community. This makes pupils and parents hence favor use of Swahili and the other native languages rather than the English language.

45 respondents (45%), asserted that, none usage of English language in the homes and the community, equally affects the free and confident use of English language during the teaching and learning sessions at school. This is for the reason that whenever the pupils come back to school from homes, usage of English in class always appears as if some newly introduced language. Pupils therefore study and speak in English language for purposes of passing exams and not as a common

communication language in the daily lives of these children. 25 respondents (25%) argued that the use of many terms, verbs, pronouns and axioms complicate the use of English language in the teaching and learning at school.

This to a large extent, they further argued, complicates the consistence and uniformly, in the pattern of usage of the language; which in the long run has a negative impact in the usage of the language and later may affect the performance of the pupil in exams, English being the language for presentation of examinations as well as answering the examinations.

Table 4.3: Respondent's views on the effect of English language on class attendance
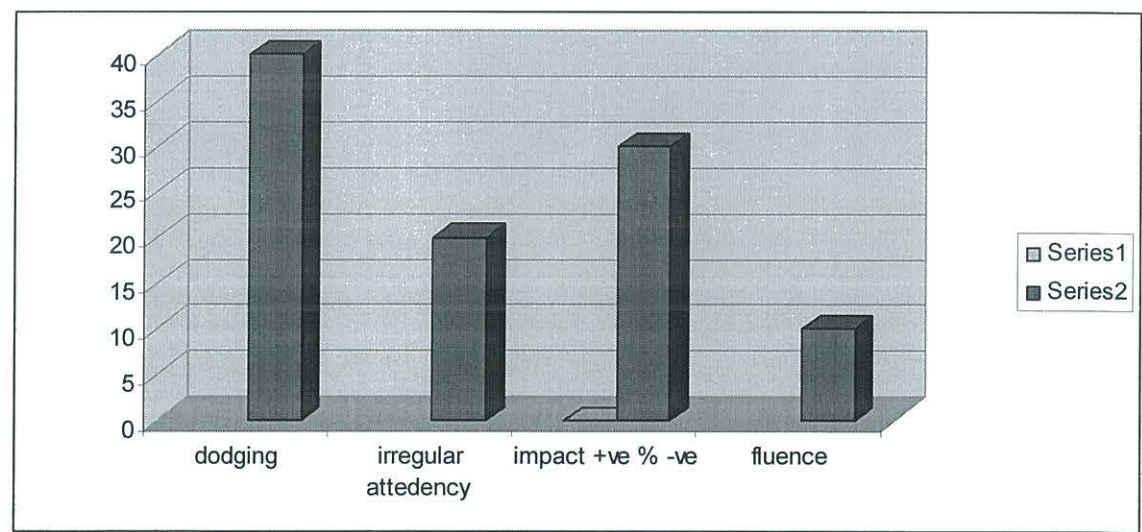
Source: Primary data

Questions put across the respondents on this aspect attracted diverse views from respondents. 40 respondents (40%) asserted that language especially English being foreign and not freely used by the pupils, has led to a number of pupils dodging school, especially when it comes to the English Language classes. Most pupils are afraid of failing to express them selves in front of the other members of the class; this

hence makes them shy away from regular class attendance. The resultant effect of none-attendance is that such pupils miss a lot of the subject matter taught in class; these in most cases ends them being none- competitive with the other pupils who regularly attend class. To such schools in general, the performance in national examinations is generally low in comparison to other schools. 20 respondents (20%), said that, language has failed the objective for the establishment of Universal free primary Education in Kenya. Irregular attendance of class has been evident partly due to the use of language; in a comparative analysis, lower primary school pupils, most especially classes 1-4 attend regularly due to the reason that the pupils at the stage are not curious about the mistakes she/ he makes in a given language. As such pupils progress to higher classes and as they advance in age, they tend to become conscious of their mistakes as well as being keen on the comments from their peers on language mistakes committed. 30 respondents (30%) conceded that English language has both a positive and negative impact towards pupil attendance in class; on the positive side 10 respondents were of the view that, pupils who are fluent in English in terms of interpreting the questions regularly attend class; this in tern positively re-enforces their routine performance in class exercises, tests as well as in the national examinations. This aspect was further reflected in the progressive class reports of the pupils as was presented in the school data banks. Such pupils evidently scored good grades at the national examinations at the end of the primary section after the eight years of study.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSSIONS

5.0 Introduction

This chapter presents the summary of major findings, makes recommendations in line with the findings, the recommendations in relation to the findings of the study.

5.1 Summary of Major Findings

5.1.1 Aims of teaching in English language in primary schools

The results show that the aim of teaching in English language is as a means of communication; that teaching in English language will enable the same pupils in future to involve in both local and international trade with ease; that teaching in English language in primary schools can make it easy for pupils to access recreation entertainment and academic materials without much difficulty; and that teaching in English language right from the early days of study (mostly from primary level) will impart basic skills in listening; speaking; reading; and writing.

The results show a statistically significance difference in the opinion of the teachers, pupils and community leaders on the aims of teaching in English language in school. Specifically they were significantly more respondents saying that the aim of teaching in English is to impart basic skills. The smallest number of respondents (were of the view that the aim of teaching in English language is to facilitate local and international trade)

5.1.2 Challenges of teaching and learning in English language

All respondents agreed that teaching in English language is associated with a lot of challenges; that English is a foreign language in Kenya, which is closely associated with colonialism, hence giving it a negative attitude both to the pupils at school and the parents back in the homes or community; that, none usage of English language in the homes and the community, equally affects the free and confident use of English language during the teaching and learning sessions at school. Pupils therefore study and speak in English language for purposes of passing exams and not as a common communication language in the daily lives of these children; that the use of many terms, verbs, pronouns and axioms complicate the use of English language in the teaching and learning at school.

This to a large extent, they further argued, complicates the consistence and uniformly, in the pattern of usage of the language; which in the long run has a negative impact in the usage of the language and later may affect the performance of the pupil in exams, English being the language for presentation of examinations as well as answering the examinations.

5.1.3 Effects of English language on class attendance

Some respondents asserted that language especially English being foreign and not freely used by the pupils, has led to a number of pupils dodging school, especially when it comes to the English Language classes. Most pupils are afraid of failing to express them selves in front of the other members of the class; this hence makes them shy away from regular class attendance. The resultant effect of none-attendance is that such pupils miss a lot of the subject matter taught in class; these in most cases ends them being none- competitive with the other pupils who regularly attend class. To such schools in general, the performance in national examinations

is generally low in comparison to other schools. English language has failed the objective for the establishment of Universal free primary Education in Kenya. Irregular attendance of class has been evident partly due to the use of language; in a comparative analysis, lower primary school pupils, most especially classes 1-4 attend regularly due to the reason that the pupils at the stage are not curious about the mistakes she/ he makes in a given language. As such pupils progress to higher classes and as they advance in age, they tend to become conscious of their mistakes as well as being keen on the comments from their peers on language mistakes committed. English language has both a positive and negative impact towards pupil attendance in class; on the positive side some respondents were of the view that, pupils who are fluent in English in terms of interpreting the questions regularly attend class; this in tern positively re-enforces their routine performance in class exercises, tests as well as in the national examinations. Such pupils evidently scored good grades at the national examinations at the end of the primary section after the eight years of study.

5.2 Recommendations

Given the importance of the Language as a pupil performance strategy and that many barriers that pupils in getting and staying in school the following steps are needed to make sure progress on pupil performance.

5.2.1 Abolishing school fees

National education plans should work towards ending school fees and other hidden costs as part of well planning education reform strategies to encourage girls to attend school. Abolition of all forms of school fees is the single most powerful way to increase pupil access to schooling. For instance when government abolished school fees in Kenya, Tanzania, and Kenya, an extra 8 million children enrolled in primary school.

5.2.2 Quality of education

Education systems should ensure that steps are taken to address quality dimensions of education (that is to say education processes, curriculum content, learning Language) that may be further challenged by the English Language

5.2.3 Targeted financial mechanism

Conditional cash transfers can be used as effective incentives for parents to enroll children in schools, so that pupils are not forced to leave school in order to work or to care for young siblings. For example a programme in Mexico that paid a monthly stipend if pupils regularly attended school and family members visited clinics for nutrition and hygiene education, improved pupil school enrolment from 67% to 75%. Transparency, credibility, effective targeting and delivery and stringent administration procedures are key elements for success.

5.3 Conclusions

The English Language has an important role in pupil performance which if unfavorable undermine efforts concentrate in academics. Efforts should be made to co-ordinate English Language issues with other education initiatives at the country, sub-national, and organizational levels in order to avoid duplication of efforts and to maximize the effective use of human, financial and material resources.

Strong leadership is needed to advocate the message of the Language and mainstreaming in education and to motivate others to integrate school initiatives and messages into existing policies and programmes. Mainstreaming requires a process of long-term commitment to institutional change that affects norms, values, and systems and tackles stigma and discrimination.

The role of government, development agencies and partners is ensuring that advocacy and leadership are part and parcel of approaches to improve the English Language. That every effort is made to co-ordinate actions on the grounds, and that English Language is truly supportive of pupils and teachers so that actively geared towards improvement of pupil performance are generated.

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APPENDIX I: QUESTIONNAIRES

My name is Josephine N. Mung'eu, a student of Kampala International University (K.I.U.), Institute of Open and Distance Learning.

I am collecting data in relation to causes of poor performance in English as a subject in Kenya, 1 request for your cooperation 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.

Tick Where Appropriate

PART ONE: BIO-DATA FOR RESPONDENTS

A) Sex:

Male ☐

Female ☐

B) Age:

Age bracket	Tick where appropriate
12-16 years	
18-25 years	
26-30 years	
31-35 years	
36-40 years	
41-45 years	
46 years and above	

C) Education level

Please indicate your educational level

Educational/professional level	Tick where appropriate
Primary education	
Secondary education	
Tertiary/college level	
University level	

TEACHERS QUESTIONNAIRE

PART ONE;

You are kindly requested to tick or fill as accurately and appropriately as possible.

The information will only be used for academic purposes and will be kept confidentially by the researcher. No name or any personal particulars are required.

I. What is your English teaching experience?

1 year or less	
2 years	
3 years	
4 years or more	

2. How often do you assess your students?

Weekly	
Monthly	
After every topic	
Termly	

3. Do your students often come for your assistance?

1 Rarely	
2. always	
3. often	
4.not at all	

4. How would you rate the conditions of each of the following facilities in your school and/or in your class?

FACILITY	Not available	inadequate	Adequate	Under utilized	Available
English course books					
English supplementary books					
literature set books					
Classrooms					
Desks					

5) Is English teaching interesting at your school? If yes give reasons.

....

....

....

6) Do you believe that the mode of teaching English affects performance at your school?

....

....

....

7) Which English teaching methods do you employ at your school?

....

....

....

8) What problems do learners of English   encounter from the above mentioned methods?

....

....

....

9) What in your opinion is the impact of teaching methods on students learning of English?

....

....

....

PART TWO: STUDENTS QUESTIONNAIRE

Tick Where Appropriate

1. What is your attitude towards English language?

   Positive ☐

   Negative ☐

   Neutral ☐

2. How is your performance in the English language?

   Very good ☐

   Good ☐

   Fair ☐

   Poor ☐

3. How do you rate English as a subject?

   Very hard ☐

   Hard ☐

   Easy ☐

   Very easy ☐

4. How many students share an English text book?

   One ☐

   Two ☐

   Three ☐

5) Is English teaching interesting at your school?

   ....
   ....

6) Do you believe that the mode of teaching English affects students' performance at your school?

   ....
   ....

7) How effective are teaching methods on students' perception toward English?

   ....
   ....

8) What challenges are encountered by teachers in teaching English?

   ....
   ....

Thank you!