

**THE RELATIONSHIP BETWEEN TEACHING METHODS AND
ACADEMIC PERFORMANCE IN ENGLISH IN
SECONDARY SCHOOLS IN WINAM
DIVISION KISUMU CITY KENYA**

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**A project Submitted in Partial fulfillment of the Requirements for the
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DEDICATION

This project is dedicated to my children Janet, Jimmy, Jeffrey and Joy whose understanding and moral support enabled me to forge ahead. Their confidence in me and their abiding conviction made life worth living.

DECLARATION

I declare that this project work for the award of Degree in Bachelor of Education in Special Needs is the result of my own investigation and that this work (or part of the same) has not been submitted or presented in any other institution or University.


Signature:.....

Phoebe Wendo

Date:.....16/08/2008.....

APPROVAL

This project was submitted for examination with my approval as the student's supervisor at the University.

Signature: 

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Date: 22 September, 2008

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ABSTRACT

This investigation sought to determine the relationship between teaching methods that teachers employed in teaching English language and the academic performance of secondary schools students of Winam. The researcher was prompted to carry out this study after an outcry that the integration approach in the teaching of English was not yielding optimal academic results, in the 8-4-4 system of education in Kenya. Thus an empirical examination of the effects of teaching methods and academic performance was carried out. The focus was Kisumu District, Winam Division. Research questions were formulated in order to guide the study. Qualitative research method based on district methodological traditions of enquiring that explore a social or human problem was used. Systematic sampling was used to get 6 schools out of the 15 in Winam Division. Stratified sampling was then used to get the sample size of 60 students. Self-administered interviews as well as face-to-face interview were used to obtain data required to meet the specific objectives of the study. Face to face interviews with teachers provided the research within. The findings revealed that performance levels are higher where learner centered methods are used frequently, however, this may vary with the age of the learners. The study established that teaching methods have a degree of impact on the performance outcome in English. There may be no difference in performance in English between boys and girls. The indicator of performance in this case is their score in English achievement tests.

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CHAPTER ONE

INTRODUCTION

1.0 OVERVIEW

This is an introduction section which includes six major parts. It contains the background of the problem to be investigated, the statement of the problem, a brief and precise description of what makes the stated problem a critical issue to warrant investigation. The third section has the objectives of the study. Next are the research questions which would be answered by undertaking the study. Section five, explained the scope of the study, clearly explaining the boundaries of the research. Justification of the study spelling out who the beneficiaries are and how they might benefit from the study.

1.1 Background to the study

The revised English syllabus is an integration of language and literature. The content to be taught is organized under listening, speaking, reading, writing and grammar. The syllabus also recommends the integration of the skills. It is thought that this integration will make the learning of the skills complementary and avoid segmentation of the teaching of the individual skills.

During a needs assessment survey that was conducted by Kenya institute of Education in 1999, most learners complained that the areas of poetry. Plays, novels, summary writing , grammar and oral literature are difficult. It was discovered that these areas were perceived as difficult due to the methods used in teaching them.

Integration is based on the premise that good mastery of language enhances effective appreciation of literary material. On the other hand literary material provides a natural context for the teaching of language.

This means that the methods used in the teaching and learning of language and literature should facilitate integration.

Research related to the development of academic competencies is vast. However, this area of teaching method has not received much attention, especially with the adoption of an integrated approach in the teaching of the four language skills and grammar.

In the absence of educational attainment in English, the range of career choices individuals have is constrained. For this reason, understanding the factors that influence the academic development of children and adolescents in English is most relevant for their vocation and careers.

1.2 Statement of the Problem

This investigation determined the relationship between teaching methods and performance among secondary school students. The researcher expected to find the missing link between the variables, in terms of which methods motivate the students enough to develop their academic performance in English. The questions the researcher sought to be just what is the effect of a specific teaching method on performance Do the methods meet the teaching objectives desired?

1.3 Objectives of the Study

The objective of this study was to identify;

- i) The students in terms of age, gender, and academic level.
- ii) The Level of academic performance of the students.
- iii) The different teaching styles that teachers employ in the teaching of English as in Learner centeredness and teacher centeredness.
- iv) If there is a significant relationship between teaching styles and level of academic performance.
- v) If there is a significant difference in the level of performance between male and female students

1.4 Research Questions

The following questions were generated in carrying out the research:

- (i) What is the age~~d~~ distribution of the learners?
- (ii) What is gender variation of the learners?
- (iii) Which are the methods that teachers use in teaching English?
What is the gender variation of the students?
- i) How do the students perform in English?
- ii) What is the relationship between teaching methods and academic performance in English?
- iii) Is there a significant difference in the level of academic performance in English between male and female students?

1.5 Scope of the Study

This study was conducted in Kisumu City, Winam Division of Kenya Kisumu City consists of a population of about 300,000 people which is about a half of the total population of Kisumu District.

The study covered 15 out of the existing 60 public secondary schools in the area covered by the study.

1.6 Significance of the Study

The researcher deemed this report worthy because the researcher's expectation is that if proper method is used in the teaching of English, the academic performance of students may be affected.

The findings of the study might help educational developers come up with changes that can adjust favorably to the teaching and learning of English in secondary schools and perhaps other levels in Kenya.

The study may also be significant to education supervisors who could go for in-service courses to enable them serve the teachers who work under them better. The specific objectives can be clearly formulated and from the objectives the teacher will be able to develop the content in class using appropriate methods.

Likewise the teachers who are the curriculum implementers can adjust their methods to teach English through the four language skills and grammar.

From the many teaching methods the teacher can be well advised to choose the method. Parents as stakeholders can be enlightened and be urged to play their role. For instance, in terms of availability of resources, there is need for parents share cost.

The students who are the main clients can be better adjusted, well equipped and motivated to face the challenges ahead. This can go along way in improving their performance in English and therefore meeting the intended educational goals.

Future researchers can highlight the relationship or difference between teaching methods and children's academic performance. This means that the data can be documented and justified.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

This chapter the researcher made an attempt to help Clarify the problem under study by indicating what has already been studied and written by other scholars on teaching methods and academic performance in English. There is a collection of extracts on different teaching methods in English both learners centered and teacher centered.

The teaching methods that were reviewed in this study include; dramatization, hot-seating, question and answer, discussion teacher explanation, demonstration and dictation.

2.1 Appropriate Teaching and Learning Approaches

There are many teaching approaches that can be used in teaching English Kenya Institute of Education (2006) secondary English teachers hand book recommends that the teacher chooses the methods depending on: objectives, content, resources available learners abilities and interest and class size,

There is no scientific evidence that proves or even suggests that language teaching work well under all conditions and with all learners. It is therefore better to endorse pluralistic teaching strategic and techniques which allow for greater diversity and choice, not just for individual learners but also for individual teacher, Bickerton (1996). Bickerton examines six propositions upon which language teaching is based. Among the proposition is that, good communicating teaching is learner centered not teacher centered. This view was best summed up by Edge in Mohammed & Adam (1992), as a most clearly written exposition of language teaching principle. He points out that classrooms are arranged so that all students face forward to the teacher; the message is clear,

- The teacher dominates
- All information will come from the teacher
- Interaction between or among learners is less valued

Edge in his book *Essentials of English Language Teaching* goes on to describe other seating arrangement which encourage corporation, communication, pair- work and group work. The classroom and the behaviour of teachers and learners should be as similar as possible to the behavior of people in” real world “outside the classroom. The classroom must become like the world outside where we see people using language spontaneously and communicatively.

Leech (1999) argues that language has two different domains: the generative and the pragmatic. The generative is syntactic and structural while the pragmatic is concerned with speech acts. He claims that speech acts cannot be generated without syntax , and therefore , things like “rote-learning “ memorization “ display questions” and teacher-talk “ should not be perceived as bad in language teaching .He says that what matters is how, when and why they are done.

Thornbury (1999) states that good lessons have an affective or aesthetic dimension which just as important as the pragmatic dimension. The advocacy here is to adopt a narrative approach to lesson. This keeps learners involved with the language, arouses and sustains their interest.

O’ Neill (2000) refused the common belief that is widely held that language is a means communication. He maintains that communication is one use to which language can be put. Language teaching methodology insists that the teacher cut talking time to an absolute minimum. It is true that with so called teacher fronted method, some teachers talk too much. It is just as true that the description ‘learner centered’ covers an equally wide spectrum of lazy, ignorant, incompetent teachers who talk glibly of learner

autonomy and fail to do any of the things that competent teachers did to help learner towards true autonomy.

The issue therefore is not teacher fronted or learner centered, the issue is how can teachers learn to vary their methods and approaches. When and where is one approach better than another. A methodology that does not recognize is not capable of providing teachers with the skills they really need.

2.2 Methods of Teaching Listening and Speaking Skills

In the ministry education secondary English teachers hand book, the content for listening and speaking is organized under the following areas:

pronunciation, listening comprehension, note taking, etiquette and non verbal cues. The most commonly used methods in this area are: pattern drills, reading aloud, listening tasks, dictation and rarely dialogue. Pair drills, public speaking, debates, oral presentations and impromptu speeches are among other methods deliberately sidelined as the teachers view them as time consuming.

Dakin(1973) indicates that when drills lack context and fail to offer the learner an element of discrimination or choice the they are rendered useless. Drills are useful at elementary level of a lesson where limitation of the learning goal is desirable. They are also likely to be useful at the intermediate level where practice, revision and checking of learning is particularly important.

Lawtie (1995) discusses the areas of dialogue, oral presentations impromptu speeches and debates. She states that these methods are quite motivating to the learners. However, the methods pose great difficulty in class organization. In some oral presentations students speak together and it gets too noisy and out of hand that the teacher loses the control of the class. Sometimes when students are asked to work in pairs as in dialogue, they end up chatting in their own language. Pronunciation and intonation pose great challenges in Kenya because both learners and teachers are from different ethnic groups speaking a

variety of either related or non related languages which do not have similar sounds as those found in English.

Stoyle (1980) highlights what narration can achieve in the classroom. Narration promotes well being and relaxation feelings, encourage active participation, increase verbal fluency and enhance listening skills

2.3 Methods of Teaching Grammar

The three main content areas pointed out in grammar include: parts of speech, phrases and clauses or sentences

The following methods can be used to teach grammar: situational exercises, dialogue, language games, role plays, picture substitution tables and completion exercises.

Pictures are a powerful tool in language teaching. Research has proved that we remember up to 80% of what we see. Pictures also help to focus the attention of learners as one thing. Pictures can be sketches drawn by the teacher or they could be wall charts or cuttings from newspapers or magazines. It is important for the teacher to ensure that pictures used in class are relevant to the objectives of the lesson.

Language games if properly organized can be a useful method of teaching grammar. Bruner (1996) has shown that clear awareness of linguistic ability can be encouraged by the use of linguistic games. Through the games the children are able to see not only the versatility of the linguistic tool they already possess but also the inadequacies of that tool and the improvements they need to make to it. Language games accelerate and enrich linguistic development and show the child that above all language is both useful and fun. Situational exercises provide the learner with opportunity to practice both form and functions of a structure. They provide a natural context for practicing a structure. O'Neill(1980) supports situational exercises and insists that it is not enough for learners to learn a particular structure but also know the meanings a structure has.

Demonstrations as explained in O'Neill (1980) are useful for introducing the meaning of a structure. The teachers' demonstration is seen as better than explanation, as long as the teacher identifies an activity that will facilitate the understanding of the language structure he/she intends to teach.

2.4 Methods of Teaching Reading

The details of the methods in reading vary greatly across the various strategies advocated by reading experts, but they reduce for the most parts to the simple principles of pause, prompt and praise. The methods include scanning, skimming, speed reading and interpretive reading. Widdows (1988) indicates that reading skills are rarely needed in isolation from other activities. Therefore there is ample justification to integrate one's teaching of reading with listening, speaking and writing.

2.5 Methods used in Teaching of Writing

Just as there are varieties of writing, there are also different methods that can be used in teaching writing. Such methods include: use of pictures, guided writing, debates, discussions and role plays, Kioko and Njengere (2002).

Discussion is an effective method of teaching writing. Most learners may not know how to discuss an issue effectively. This method is useful particularly in sharing the perspective that different learners have on a given issue. Discussion method would particularly be useful and effective in teaching expository writing.

In guided writing learners are given a model to follow, a plan or outline to expand or a partly written text with directories on how to complete it. It is usually preceded by some familiarization either through reading a passage or discussing some topic. Guided writing is usually the final step in preparing learners for free writing.

The teaching of English is crucial because apart from improving the academic performance, English connects learners in Kenya to a vast community of billions of the world's citizens who also use it as their medium of communication. Besides, the skills

acquired in English are applicable to all the other areas of study, this call for appropriate teaching competency in this field.

2.6 Theoretical Framework

Noam Chomsky (1978) argues that the learning theory approach is inadequate when it comes to explaining the acquisition of language rules. He explains that the principles of reinforcement and conditioning are inadequate because children are reinforced even when they respond incorrectly. Chomsky's alternative theory is that, an innate linguistic capability that emerges primarily as a function of maturation. According to Chomsky all the world's languages share a similar underlying structure called universal grammar. He further suggests that the human brain has a natural system, the language acquisition device which both permits the understanding of the structure of language and provides strategies and techniques for learning the unique characteristics of a given language. According to this view, then, language is a uniquely human phenomenon brought about by the presence of the language acquisition device. The learner in this case becomes increasingly independent of immediate reinforcement, and work towards long term goals. The stimulus becomes a personal thing, which individuals interpret or misinterpret and transform in their own fashion dependent upon their previous experiences, thoughts and aspirations. Far from a response being purely mechanical, therefore a stimulus can be ignored altogether if it is regarded as inappropriate. This explains the more reason why teachers need to choose appropriate teaching methods.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 OVERVIEW

This chapter covers a number of sub-topics. These include; research design, population sampling which explains how the sample was arrived at. Research instruments are also clearly explained, these validity and reliability explained, how piloted and how each instrument was administered. Finally, the procedures for data collection are explained.

3.1 Research Design

The researcher used descriptive survey to determine the relationship between teaching methods and the level of academic performance.

3.2 Population and Sampling

3.2.1 Systematic Sampling:

This was used to get six schools out of the fifteen schools in Kisumu city, Winam Division. The sample was drawn by listing the 15 schools in the sampling frame in an arbitrary order and selecting the K^{th} school in the list, the first element being selected by some randomly selected even number between 1 and K. this was worked out as follows:

Population size (No. of schools)	(N)	=	15
Number of schools required	(n)	=	6
Sampling interval	(K)	=	$\frac{N}{n}$
	K	=	$\frac{15}{6} = 2.5 \simeq 3$

Every 3rd number (school) on the list is selected until 6 schools are got.

3.2.2 Stratified Sampling:

This was used to get the number of respondents from the six schools. The schools were grouped into the following strata; provincial boys, provincial girls, district boys, and mixed schools. The required samples were drawn from each stratum using simple random selection. The following was the working example;

To sample respondents from the 6 groups with a total of 1200 students. First found out the number of students in each category. Random sampling was then used to get the sample size as follows:

School Category	No in population	No. in sample size of 100
Provincial girls	320	16
Provincial boys	300	15
District girls	160	8
District boys	140	7
Mixed school	120	6
Mixed school	160	8
Total	1200	60

A sample of 60 students was then used.

3.3 Instruments

3.3.1 Administration of Questionnaires

Self-administered questionnaires were hand delivered to the respondents and then they were requested to complete them. Face to face interviews were used to obtain data required to meet specific objectives of the study.

3.3.2 Documentary Studies

Documentary studies were carried out. This involved the collection of public records from within the setting of the research. These were relevant in gathering information about the larger community and relevant trends.

3.4 Reliability and Validity of Research Instruments

3.4.1 Administration of Questionnaire

The respondent questionnaires would be unsupervised. This is thought to be reliable because there would be consistent stimulus (motivation) to all respondents. This should give the possibility of more representative samples which can therefore be used to draw conclusions.

Unsupervised questionnaire was also thought valid because of the under geographical coverage, in this case 15 different schools in a larger area.

3.4.2 Face to Face Interviews with Teachers

Face to face interviews are quite reliable in the sense that the teachers in this case can be engaged by the researcher in questions and get answers on the spot. The validity is in the depth data on answering questions. Confidentiality between the researcher and interviewee is also maximized.

3.4.3 Document Studies

Documents are reliable because they are from the locality this can be useful in determining value, interest, positions, political climate, public attitudes, previous trends or sequence.

Public records are unassuming, therefore quite valid. Although they may be incomplete they provide opportunity for study of trends over time.

3.5 Data Collection Procedures

Transmittal Letter

A letter was presented to every principal of selected school, requesting them to involve their teachers and students in the study.

Written Questionnaires – these were delivered to students on an assigned day and time for specific schools. The researcher collected the questionnaire after response had been provided.

Face to Face Interviews – the researcher interviewed only the teachers.

Document Studies involved studying public records from the Ministry of Education, Kenya National Examinational council and Kenya Institute of Education.

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.0 Overview

This chapter covered the findings from the data collected. It contains sections that provide answers collected. It contains sections that provide answers to the research questions of the study. Factual information about the students is presented in tables and figures. These findings are then discussed.

4.1 Profile of Respondents

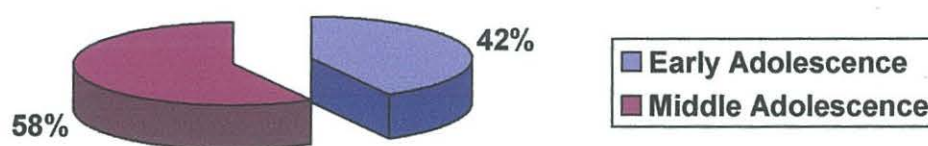
Table 1. Age Distribution of Respondents

Category	Frequency	Percentage
Early Adolescent	35	58.34
Middle Adolescent	25	41.66
Total	60	100

The findings show that 58.34% of the sample fell in the age bracket of 13 – 17 years, while the remaining 41.66% were in the age bracket of 18 – 20 years. Most students belonged to the early adolescence. This could be attributed to the fact that entry into high school is at this age. The high number may also be attributed to the recently introduced government policy on free secondary education, making the numbers to soar up.

(see table 1)

Fig 1. Respondents' Age

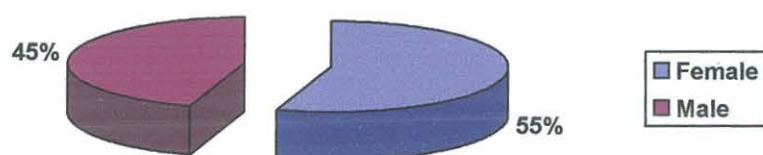


The distribution is further illustrated in a simple pie chart as illustrated in Fig 1.

Table 2. Respondents' Gender Distribution

Category	Frequency	Percentage
Male	27	45
Female	33	55
Total	60	100

Fig. 2 Gender Variation for the Respondents



The pie chart shows how insignificant the variation and gender was.

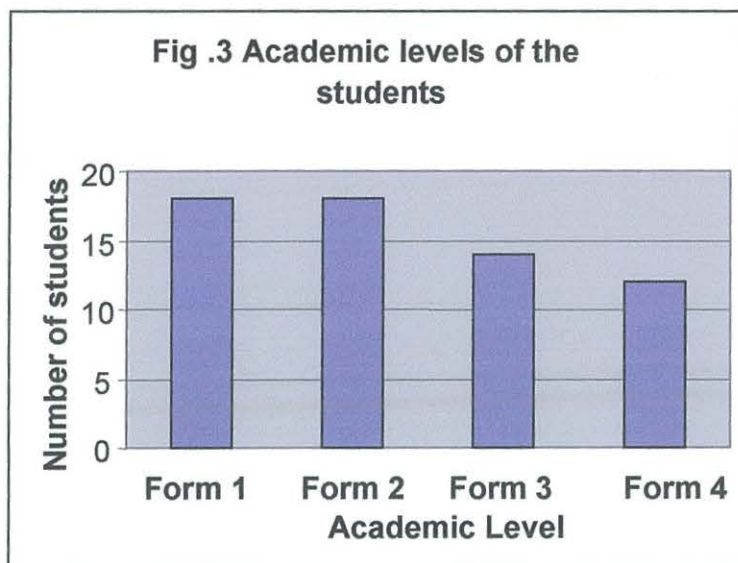
Out of the 60 respondents, 33 were females and 27 were males. The ratio of the girls to boys in percentage being 5:45 (see table 3). Females outnumber males by a small margin of 6. The 9:11 ratio may be an indication of the gender sensitivity which has since prompted parents to empower the girl child in the male dominated society. On the respondents' academic level, the following were the findings; from both form one and two, there were 17 students, a percentage of 28.3% of the total number. 23.4% of the students were form 3, that is only 14 of them. Only 12 students were form 4, forming 20% of the total number. (See table 3)

In form one and two, the percentages are the same and highest. The levels go down in form 3 and 4. This may have been caused by school drop out due to different factors.

Table 3. Academic Level of the Respondents

Category	Frequency	Percentage
Form 1	17	28.3
Form 2	17	28.3
Form 3	14	23.4
Form 4	12	20
Total	60	100

The bar graph in figure 3 shows how the academic level of learners were distributed. The Form with the lowest number of students was Form 4.



4.2 Academic Performance in English

A number of respondents belonged to the 20-40 score category. This constituted 67.5% whereas in the 50-60 performance category there were only 10 students constituting 17.5% of the total. In the 70-80 category, there were 6 students 10% of the total and in the highest level of performance, that is 90-100, there were only 3 students constituting 5% of the total (see table 3)

4.3 Degree of Satisfaction with Teaching Method.

TABLE 4: Degree of Satisfaction with Teaching Methods

CATEGORY	FREQUENCY			
	1	2	3	4
Question and Answer	10	15	12	23
Teacher exposition	21	9	14	16
Discussion	21	14	8	17
Dramatization	24	15	9	12
Demonstration	20	11	11	18
Dictation	17	10	13	20

From the findings, the most popular method of teaching is dramatization, followed by discussion, teacher exposition and answer in that order (see table 4)

This indicates that most students, irrespective of age, gender or class prefer are most satisfied with dramatization as a teaching method. This method proves to be quite motivating and provides the learners with opportunity to participate in the learning process, orally and through action.

Discussion, although it entails learners generating their own knowledge, it also provides opportunity that the students prefer being told to being asked, and this explains why questions and answer is quite unpopular.

Fig 4. STUDENT PREFERENCE OF VARIOUS TEACHING METHODS

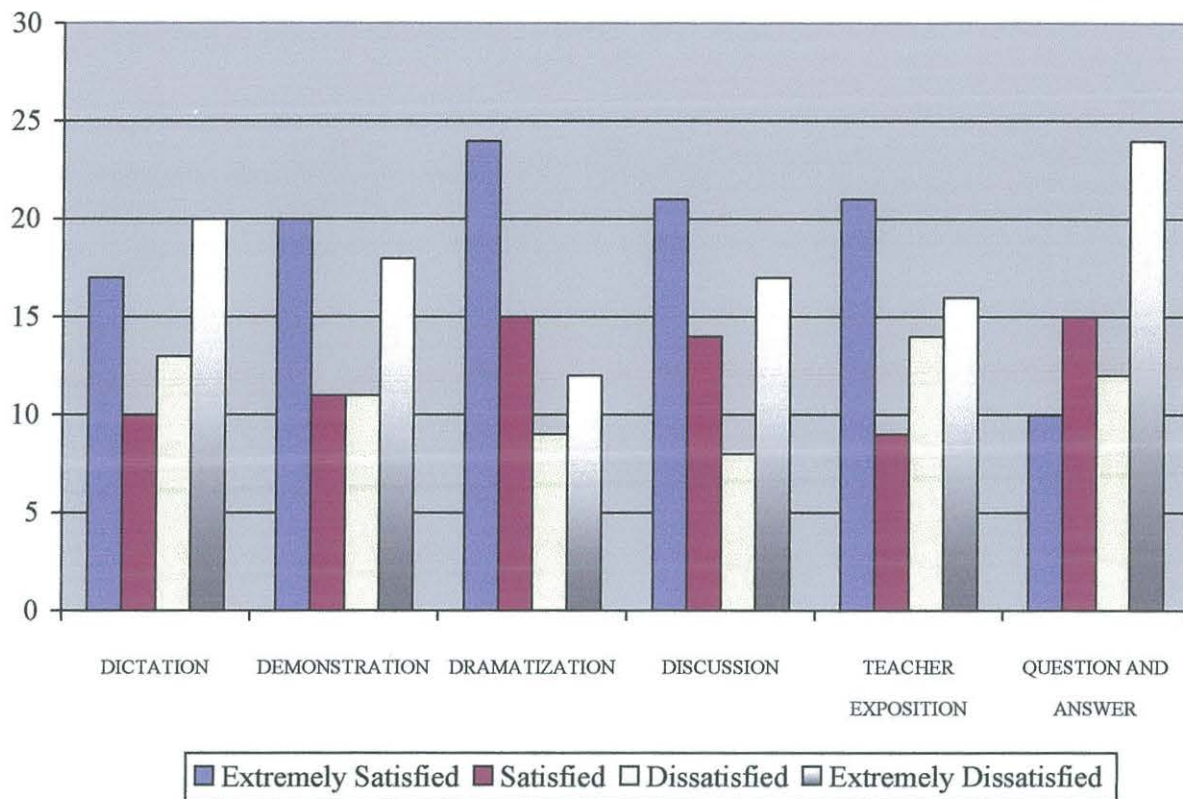


Fig 4. is a bar graph indicating that the most preferred methods were dramatization, and discussion, both which are learner centered.

The other methods are moderately preferred.

From the responses from the teachers, it may be evident that the learners want a variety of methods used within a given lesson, but the teacher perhaps finds this to be time consuming and avoids them especially, learner centered methods. There is however no doubt about the teachers' qualifications because they are all trained and regularly attend in-service courses.

4.4 Document Studies

A study at Kenya certificate of secondary education examinations candidates' performance report prepared by Kenya National Examinations Council, the following were observed.

- i) The mean for the subject recorded a significant improvement in 2005 compared to 2004. In fact there was improvement in the means for all the 3 papers, with paper 3 registering the highest improvement.
- ii) The standard deviation for the subject in 2005 is comparable to those of other years, meaning, the spread of scores has been almost similar over the four year period (see table 4). This performance is perhaps an indicator that similar challenges have been experienced over the 4 year period and not much adjustment has been made.

The performance in English has shown a stagnation or negative deviation in the past 4 years. This performance can be linked to the level of satisfaction until teaching methods to motivate learners. Conclusions are drawn from the summary and recommendations made. This forms the most part of the next chapter.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Overview

After the discussions of the findings in the previous section, this chapter has presented sections in summary of the findings, conclusions have been drawn from the discussions of the findings. Lastly the researcher has come up with appropriate measures that could make better the issues presented in the investigation.

5.1 Summary

Most students in secondary school are in their early adolescence see fig 1 Females outnumber males by a small margin see figure 2. At late adolescence, some students are up to the age of 20, a lot more mature than their counterparts in the early adolescence. This level of maturity minimizes their interests in participatory methods. Learning at this age is enhanced by teacher expression, demonstration, discussion and question and answer. At this age the learner has become increasingly independent of immediate reinforcement as discussed in the theoretical framework. This explains the preferences to the teaching methods as presented in figure 4.

Performance goes with motivation, and this has a lot to do with satisfaction level of the learner. From figure 4, on the preference of various teaching methods, most students are motivated by dramatization and discussion in that order. The figure indicates that teacher exposition is just as popular as discussion. This explains the students' academic levels that indicate the form one and two (early adolescence) have a higher academic achievement levels than their counterparts in form 3 and 4. Dramatization and Division at the form one and two levels is a great welcome. Discussion is embraced by the late adolescence and early adolescent. The academic levels drop with age because where the teacher uses dramatization, the form 3 and 4 may be demotivated whereas the form one

and two would still rise in academic levels. See figures 4 most teachers also use teacher centered methods at forms 3 and 4.

5.2 Conclusions

The conclusions drawn from the summary are as follows:

- Most learners prefer learner centered methods.
- The performance levels are higher where learner centered methods are used more frequently.
- Performance levels drop at the mid adolescence age bracket.
- Preference of methods is affected by age bracket of the learners.
- There may be no difference in performance in English between boys and girls. The indicator of performance in this case is their scores in English achievement tests.
- The performance report for the Kenya certificate of secondary education indicates that the number of girls was slightly higher, but the performance levels does not show either sex out much the other. The performance varies within the four year period. This suggests that performance was influenced by other factors outside the gender bracket.
- Teaching methods have a degree of impact on the performance outcome in English. The methods further have desirable or no-desirable effects depending on the learners' age.

5.3 Recommendations

For the English syllabus to effectively address integration and achieve desired performance levels, the following recommendations may be considered:

- The Ministry of Education should make every effort to ensure that both human and no-human resources are adequate to facilitate the teaching and learning of English.

This would take care of the logistics that make teachers depend on particular teaching methods.

- There may be need for quality and standards officers at the ministry to scrutinize a number of methods from both the teachers and learners viewpoint.
- Owing to the workload, there is need to motivate the teachers, the employer should consider giving special remuneration to the teachers to boost their morale as low self-esteem affects teaching performance.
- Time allocation needs to be reviewed. Although the number of lessons allocated is the highest compared to all the other subjects, apparently it is still inadequate. Although the teacher is encouraged to prepare handouts, this not within reach of most teachers.
- There may be need for teachers, development groups for teachers to meet and discuss how to enhance their skills, so as to manage change cope with difficult students, deal with learners with special needs, evaluate themselves and discuss a lot more.
- Guidance and counseling, services should be provided for both teachers and learners to enable them build personal relationship. This is particularly crucial with the recent introduction of education for all (EFA) policy which incorporates some learners who are well above others in both age and maturity.
- Finally teachers of English in secondary school should have regular and up to date training to meet the standards of the modern learner. Since motivation is as much an effect as a cause of learning, the teachers need to have some peer observation meetings from which they can learn newer extrinsic methods of motivating the learners

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APPENDICES

APPENDIX A: TRANSMITTAL LETTER

P.O BOX 2628- 40100

KISUMU

2nd MAY, 2008.

THE PRINCIPAL

.....

HIGH SCHOOL

P.O. BOX.....

KISUMU.

...Dear Sir/ Madam,

RE: REQUEST TO INVOLVE YOUR STUDENTS AND TEACHERS IN STUDY.

I am a graduating student at Kampala International University, I wish to request for your permission to carry out a study in your school regarding academic performance and the teaching of English. The study will be conducted between

I am prepared to share the results when the study is completed.

Your co-operation will be of great assistance

Respectfully Yours.

Phoebe Wendo

Noted by

.....

Supervisor

APPENDIX B: INSTRUMENT

(a) Questionnaire for students

1. Profile of Respondents

Please tick in the box with the right response

1.1 Age

13-16 years ☐

17-22 years ☐

1.2 Gender

Male ☐

Female ☐

1.3 Academic Level

Form 1 ☐

Form 3 ☐

Form 2 ☐

Form 4 ☐

2. Tick the number that describes your feelings about the mentioned learning activities.

The numbers represent the following responses

1- Dissatisfied 2- Satisfied 3-Extremely dissatisfied 4- Extremely satisfied

i) Question and answer	1	2	3	4
ii) Teacher Explanation	1	2	3	4
iii) Discussion	1	2	3	4
iv) Demonstration	1	2	3	4
v) Dictation	1	2	3	4

3. Tick 'Yes' or 'No' as applicable to you

English lessons are more interesting whenever:

(i) The teacher explains an item of skill for a good part of the lesson

Yes ☐

No ☐

(ii) The students dramatize the items of skill intended for the lesson

Yes ☐

No ☐

(iii) There is a lot of question and answer between the teacher and the student

Yes ☐

No ☐

(iv) The students discuss to bring the various aspects of the issue in question

Yes ☐

No ☐

B) Questionnaire for the Face to Face Interview for Teachers

i) What do you like about your job as a teacher of English?

.....
.....
.....

ii) What don't you like about your job as a teacher of English?

.....
.....

iii) How often do you use learner centered methods? explain why.

.....
.....
.....

iv) How do you grade the students' performance ?- Briefly explain.

.....
.....
.....

v) What is your teaching experience?

.....
.....
.....

vi) How regularly do you attend in-service courses on the teaching of English?

.....
.....
.....