# COMPETENCE OF LEARNING SPOKEN ENGLISH IN SECONDARY SCHOOLS IN BUNYANGABU COUNTY, KABAROLE DISTRICT–UGANDA

BY

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT AND ADMINISTRATION OF KAMPALA INTERNATIONAL UNIVERSITY

AUGUST 2011

**DECLARATION**

I MUSANA RUGA GEORGE declare that this is my own original work and has not been presented to any institution for the award of any degree.

SIGNATURE: .....

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DATE..... 10- 9- 2011.....

**APPROVAL**

This dissertation entitled "***The competence of learning spoken English in selected secondary schools in Bunyangabu County, Kabarole District – Uganda,"*** is a result of research work carried out by MUSANA RUGA GEORGE under my supervision and is now ready for submission to the Board of Examiners in school of Post Graduate studies and Research, Kampala International University.

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DATE 14th sept. 2011

**DEDICATION**

Dedicated to my children; Fredrick, Winfred, Roderick and Ronah, plus all those who contributed to my studies especially my wife Olive.

## ACKNOWLEDGEMENTS

The list of people who have played major roles in this research on the competence of learning spoken English in secondary schools in Bunyangabu County, Kabarole District is quite long.

I am particularly grateful to my supervisor Mr. Nzarirwehi Jackson for the guidance he gave me to enable me produce work that is standard.

I am also highly indebted to the Head teachers, staff and students of Kibiito S.S, Rwimi S.S, Nyakigumba Parents, Buheesi S.S., and Rubona S.S plus the general community for the cooperation they exhibited.

Finally, I thank M/s Kemigabo Margret for typesetting the work.

## TABLE OF CONTENTS


Page

Declaration ..... i

Approval ..... ii

Dedication ..... iii

Acknowledgement ..... iv

List of figures and tables ..... viii

Appendices ..... ix

Abstract ..... x

**CHAPTER ONE: INTRODUCTION**

1.1 Background to the study ..... 1

1.2 Statement of the problem ..... 4

1.3 Purpose of the study ..... 4

1.4 Objectives of the study ..... 4

1.5 Research questions ..... 5

1.6 The scope of the study ..... 5

1.7 The significance of the study ..... 5

**CHAPTER TWO: LITERATURE REVIEW**

2.1 Introduction ..... 7

2.2 Teachers' Educational background ..... 8

2.3 Methods of teaching ..... 11

2.4 Students attitude and language ..... 13

2.5 Learning materials ..... 15

2.6 Conceptual frame work ..... 16

**CHAPTER THREE: METHODOLOGY**


3.1 Introduction ..... 18
3.2 Research Design ..... 18
3.3 Area of study ..... 18
3.4 Population..... 19
3.5 Sampling ..... 19
3.6 Research procedure ..... 21
3.7 Research Instruments..... 21
3.7.1 Teachers' lesson observation instrument..... 22
3.7.2 Teachers' questionnaire on teaching materials and attitudes..... 22
3.7.3 Students' questionnaire on their attitude towards competence in speaking English..... 22
3.7.4 Students test on proficiency and competence of speaking English correctly ..... 23
3.7.5 Documentary sources ..... 23
3.8 Data analysis Techniques..... 23


**CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION**


4.1 Introduction ..... 25
4.2 Back ground information on subjects ..... 25
4.3 Teachers' Educational Background ..... 27
4.4 Methods of teaching ..... 29
4.5 Students' attitude and language ..... 35
4.6 Teaching and Learning Materials..... 39

**CHAPTER FIVE: DISCUSSION, CONCLUSSIONS AND RECOMMENDATIONS**


5.1 Introduction ..... 42

5.2 Discussion ..... 42

5.3 Conclusions .....

5.4 Recommendations ..... 46

5.4.1 Government ..... 46

5.4.2 National curriculum development Centre ..... 47

5.4.3 Teachers of English ..... 47

5.4.4 Students ..... 48

5.4.5 School administrators ..... 49

5.4.6 Areas for further research ..... 50

References ..... 51

## LIST OF FIGURES AND TABLES


| | | |
|---|---|---|
| Figure 1: | Conceptual frame work ..... | 16 |
| Table 1: | Showing samples, schools and their status ..... | 20 |
| Table 2: | Showing the number of sampled participants..... | 21 |
| Table 3: | English teachers' professional back ground..... | 26 |
| Table 4: | Students who where sampled ..... | 27 |
| Table 5: | Teachers' responses on activities ..... | 31 |
| Table 6: | Teachers' reasons for rating activities "frequent"..... | 32 |
| Table 7: | Teachers reasons activities rated "least" ..... | 33 |
| Table 8: | Activities that take place during an English lesson ..... | 34 |
| Table 9(a) | Teachers' attitude on teaching speech work ..... | 35 |
| Table 9(b) | Students' attitude on gaining competence spoken English..... | 36 |
| Table 10: | Test one: Reading test in stress..... | 37 |
| Table 11: | Test two : On intonation and punctuation..... | 37 |
| Table 12: | Test three: On pronunciation..... | 38 |
| Table 13: | English language text books available in schools sampled..... | 40 |

**APPENDICES**


| | | |
|---|---|---|
| Appendix A | Lesson observation instrument..... | 54 |
| Appendix B | Questionnaire on teaching materials and methods..... | 55 |
| Appendix C | Students' test on proficiency..... | 57 |
| Appendix D | Students questionnaire on attitude..... | 58 |
| Appendix E | Activities that take place during an English lesson..... | 60 |
| Appendix F | Teachers' questionnaire on attitude..... | 61 |
| Appendix G | Questionnaire on text books and educational back ground..... | 62 |
| Appendix H | Schools found in Bunyangabu County..... | 63 |
| Appendix I | Map of Uganda showing location of Kabarole District..... | 64 |
| Appendix J | Map of Kabarole district showing sampled schools..... | 65 |

## ABSTRACT

This study sought to establish the competence of learning spoken English in selected secondary schools in Bunyangabu County of Kabarole District, Uganda.

The research was based on four-research questions, which would help to review the problem under study.

Some of the many factors that determine competence in spoken English were reviewed. These were; the teachers' educational background, methods of teaching students attitude and availability or absence of learning materials to enhance the speaking skill. Related literature was reviewed to sharpen the research problem.

The study involved 360 participants, 10 teachers selected by purposive method and 350 students selected from 5 secondary schools out of the six found in Bunyangabu County. The student population was from senior 4 of each of these schools and participants were selected by random sampling.

In Kibiito SS 180 (72%) out of 250 students were sampled while in Rwimi SS out of 56 Students, 40(71%) were sampled. Nyakigumba parents had a total of 76 students and 50 (66%) were sampled. In Buheesi SS 40(83%) out of 48 students were sampled. Rubona SS had 50 Students and 40 (80%) were sampled.

The research instruments were designed locally by the researcher and included lesson observation instruments. Questionnaires and tests administered by the researcher to the students to test proficiency and competence in spoken English

The findings revealed that the variables above namely; levels of education, teaching methods, attitude and availability of learning materials have an effect on competence of learning spoken English.

After a detailed discussion of the findings and conclusions, various recommendations about the problem were made. These included among others; schools acquiring trained teachers who are competent in teaching English, teachers of English adapting teaching methods that reflect change in the kind of proficiency learners' need, availing enough learning materials for the practice of spoken English, the Ministry of Education and Sports providing necessary facilities that promote competence in the teaching / learning of spoken English in schools and UNEB to start testing spoken English in order to change the attitude of learners and make them exert more effort on its spoken form.

# CHAPTER ONE
# INTRODUCTION

## 1.1 Background to the study

In Uganda today, English is not only the medium of instruction, but it is also taught as a subject from Primary one to senior four. It is not offered in senior five and six; nevertheless, Uganda uses English as her official language. A second language, according to Wilkins D.A, (1985) is, a language, which has social functions within the community where it is learnt, it has communicative functions within the community where the learner lives. In Uganda spoken English ought to be emphasized because we are a multi-tribal society thereby using English for social interaction and business. Equally English units us with other common wealth countries hence promoting foreign relations.

From the above definition, it becomes quite clear that a second language has to be strictly functional in the society where it operates. In addition to roles mentioned earlier, English serves as a language of communication by the elite as well as being the language of the mass media, law courts and international trade.

Since English in Uganda fulfils many social functions, many Ugandans wish to at least achieve some degree of oral proficiency so as to be able to communicate in it.

Knowledge of English offers one opportunities for higher education, better employment and a rise in one's status. As such, many people are forced to learn it inspite of its complexity.

Uganda with approximately 30 million people has over 20 district languages as observed by Masereka (1978). None of these is spoken by as much as 30% of the country's total population. In such a situation, none of the indigenous languages has rallied universal support as a unifying tongue in politics, administration and education.

This has resulted in English being regarded and used as one of the major languages in the country. It is considered as the official language, the language of instruction, the national press, commerce and political unity, hence the use of English as a medium of communication.

The need for communication at both the international and national levels has important implications for the teaching of English as a second language in Uganda. If the speaker is to be understood, he must keep within the generally accepted norms of the English language.

This need, mentioned above is expressed in one of the aims set in the Uganda language examination syllabus, UNEB (1983). "To develop the students' ability to understand and use the current English for effective communication".

Kiwanuka (1987), expresses a similar need and concern when he complains, "....the pupils we purport to teach are grossly in articulate and unable to carry out a piece of discourse after four years of continuous training". This clearly indicates that students are not able to communicate orally in class, and fail even to do so after they have completed their secondary school education.

Lack of oral communicative competence among students has not been noticed by educators alone, even employers who employ these students after completing their 'O' level education, have expressed similar feelings. These feelings have been reported by Billow (1970), "Boys are not able to express themselves correctly in speech". This implies that the students' oral communicative competence is very ineffective, resulting in lack of oral communication in all areas. Oral communication is not an examined skill at 'O' level in Uganda to-day and a lot of emphasis and attention is put on the writing skill more than the speaking skill by both the teachers and students in schools.

It is hoped that a start can be made by providing a syllabus to be adapted by all colleges, which will concentrate almost entirely on improving the students' general oral English and giving them a thorough and close knowledge of the actual material which is to be taught. The importance of teaching oral communicative competence in schools here in Uganda is therefore paramount. At school level it can be enforced by introduction of a " vernacular speaking card" which is supplied to individuals who speak vernacular and thereafter punishment administered to such individuals.

In most cases, when teaching a second language, attention is put more on the short term aim of passing the examinations, and both the educators and learners forget the long term aim for teaching the language as a means of communication. However, the learning of a second language is in a way a superimposition of a totally new system of communication on an already entrenched home language. This means that the oral skills needed for fluency of speech in the native language are acquired only after years of constant practice of structural patterns, vocabulary items, and speech sounds; but when it comes to learning a second language, the problems confronting the learner are of a different nature. These problems will vary with the learner's physiological make up which usually lacks the plasticity characteristics of infancy, his auditory equipment as well as his articulator organs which are no longer responsive to language training. And most important, the students' mother tongue will cause problems, since the speech habits are already deeply embedded in his subconscious and hence, the structure of the native language tends to rebel against the introduction of any new linguistic scheme.

Oral communicative competence in English as a second language depends among other things, on a number of factors. The teacher's personality, educational background and experience, the pupil's personality, his home background and attitude, methods and techniques used in teaching the language and learning material may have some influence on the effectiveness of the students' oral communicative competence.

The researcher wishes to find out how significant these factors are. Since oral communicative competence is not a skill examined at present in Uganda, both the teachers and the students have not attached emphasis to it. The students see no reason for practicing it and the teachers feel that their students will learn it as they learnt their mother – tongue or through listening to other people.

The researcher therefore, is interested in investigating how significant these variables are in relation to the students' oral communicative competence here in Uganda.

## 1.2 Statement of the problem

Although a lot of efforts have been put into place by government, NGO'S and individuals to uplift education standards in Bunyangabu County and the entire Kabarole district, not much has been achieved and performance in all subjects especially English has continued to show a down ward trend. Hence the general academic performance, English language has been pointed out as a prominent factor that affects childhood school learning, more so in the rural areas.

The oral communicative skill in English has received very little attention in the teaching of English as a second language in secondary schools in Bunyangabu County Kabarole District. This has therefore, resulted in lack of effective communication among students who complete their secondary school education.

## 1.3 Purpose of the study

The main purpose of the study was to establish the competence of learning spoken English in Bunyangabu County, Kabarole district.

## 1.4 Objectives of the study

The study was guided by the following objectives

1. To find out if teachers' educational background has an effect on the competency of learning spoken English.

2. To establish whether methods of teaching English affect spoken English competence at secondary school level.
3. To find out whether students' attitude has an effect on spoken English competence in the selected schools.
4. To establish the effect of learning materials in determining competency of spoken English.

**1.5 Research questions**

1. Does a teacher's educational background affect spoken English competence of students in selected schools in Bunyangabu County?
2. Do methods of teaching affect spoken English competence of students?
3. Do students' attitude affect their competence in spoken English?
4. Do learning materials have an effect on the competence of learning spoken English

**1.6 Scope of the study**

The study was limited to five secondary schools in Bunyangabu County, in Kabarole district. The study focused on the level of competence exhibited by learners in learning spoken English. The variables under study were; teachers' educational background, methods of teaching English, attitudes towards learning spoken English and the impact of learning material on competence.

**1.7 The significance of the study**

This study is expected to be of great importance to other researchers and the entire Nation at large in the following ways;

i) It will avail data to the world of scholars to help Headteachers , teachers, tutors, inspectors, curriculum developers and examiners to point out that the study of spoken English needs greater attention.

ii) To the researchers who may be interested in the same problem at other levels, this research will act as a stepping stone.

iii) Study material designers, text book writers and teachers of English will be more aware of the essential factors in designing materials for use in the learning of spoken English.

iv) The learners may realize their weaknesses for failure to speak English which may force them to pester their teachers to teach them how to improve on their competence.

v) Parents will be able to use the findings and recommendations of this study and be in position of getting better reading materials which can enable their children read and speak effectively.

vi) The Ministry of Education and Sports planning unit may base on these findings and recommendations in order to improve on reading materials at secondary level that may enhance the speaking skill and to improve on the teacher – pupils book contact in the English department.

# CHAPTER TWO
# LITERATURE REVIEW

## 2.1 Introduction

There has been serious concern about the students' spoken English competence by many schools and stakeholders in Uganda. But little has been done on improving the competence of learning spoken English especially in Secondary Schools of Bunyangabu County Kabarole District.

Different but related research studies done in different schools in other districts of Uganda and research studies done in other countries however, provide valuable information on this problem and can prove generalisable to the situation under review.

Many varied factors combine to affect the competence of learning spoken English in Uganda Senior Secondary Schools. In this study however, the researcher will limit him to some of these factors and with investigations under the following themes:

i) The teachers' education background
ii) The methods of teaching
iii) The students' attitude to the language
iv) The effect of learning / teaching materials

In Uganda, much attention is paid to the reading and writing of English which pre-supposes a good knowledge of grammar and the language to suit the Uganda National Examination Board's needs. As such, the English learnt is for specific purposes; to use it when writing examinations.

Students are not taught to communicate in different situations, which may need oral skills. The student's command of English lacks flexibility and therefore makes one a poor communicator since communication is not limited to reading and writing only.

Regarding problems of concentrating on some skill and neglecting others, Kyeyune (1989) says; ..."the teacher should realize the importance of separating that work done from the development of the communicative skills from that done for the improvement of standards for the sake of examinations".

In order to gain competence, the teaching and learning of a language should cover the skills that are required for the full mastery of it. Also incorporated Association of Assistant masters in Secondary schools (editors 1966) made this observation; "Language is not a means whereby we make statement and express our thoughts and ideas about things." More to this, we actually think by means of a language.

Kyeyune (1989) and the editors of Incorporated Association of Assistant masters in secondary schools (editors 1966) emphasize the need for learning proper communication skills and the importance of the language. Nevertheless, hardly do they talk about competence and the variables that affect it. There is need therefore to find out and research more on what affects competence of learning spoken English.

Commenting on the teaching and learning of a foreign language, Gurrey (1960) observes;... "learning and acquiring competence in a language is hard work; but the hard work will nearly always bring success especially if the teacher persistently exerts himself to make his pupils practice the language". Acquiring competence therefore needs a lot of effort.

## 2.2 Teachers' education background

In Uganda there are few studies which have been carried out on the teachers' educational background and one's effectiveness in the language teaching situation. In his study Agard (1978) investigating about teacher effectiveness found out that there was a statistical difference between graduate teachers and non graduate trained teachers' effectiveness. This suggests that different teachers' educational qualifications have an effect on the students' performance and that graduate trained

teachers are more effective than non graduate teachers. But Nsibambi (1987) seems to differ from Agard's findings. She argues that the effectiveness of the teacher may not depend on his academic qualifications but on his capability;

..."a capable teacher can take the dullest material and give it life, and an incapable teacher can denude the finest material of interest."

Nsibambi's observations seem to suggest that the educational qualifications of an individual teacher do not matter in the language teaching situation, what matters is the teacher's capability to put the message across to the students. The researcher wonders whether this applies to the teaching of oral communicative competence in English as a second language. Bright and McGregor (1987) have commented that the teacher of English has the responsibility of equipping his pupils with the skills that they need to pursue their studies in all other subjects either immediately or the future. They continue to point out that it is not because English is the most important subject on the timetable and therefore forfeit the good will of our challenges who teach everything else. But in the hands of a good teacher the English course certainly services every other academic activity in the school and a good many of the extra curricular ones.

In agreement with this, Tiffen (1979) condemns teachers who neglect their responsibilities and roles by not teaching particular aspects of language. Many teachers feel shy of teaching pronunciation. Yet if the language is to be taught effectively, we cannot avoid the problems of pronunciation of English which involves individual sounds, stress, rhythm and intonation.

In other words, the teacher of English must have a basic knowledge and understanding of how the English language works. This will enable him to perform his role and carry out his responsibilities effectively by teaching the students all the aspects of language including proper pronunciation, stress, rhythm and intonation,

herefore, serving as a model. This has been strongly supported by Gleason (1978) who points out that;

Preferably there should be oral presentation by an instructor who is thoroughly acquainted with the vowel system of English."

Wilkins (1985) and Bryne (1982), in agreement with Gleason (1978) have also suggested, "...the teacher as a model should be as accurate as possible".

All these authors seem to emphasize the importance of effective teaching of the oral communication skill. The teacher should be well informed and conversant with the subject to be presented and therefore, be a model for the students to imitate. This simply implies that the teacher must have received proper education in the subject in order to teach it effectively. However in the present study the researcher hopes to find out if this applies to the teaching of oral communication in the Ugandan situation.

Waibi-Walubi (1991), observed that teachers insist on teaching using English as a medium of instruction and do not want even to explain in vernacular for purposes of clarity on the learners side. They reason that their examinations are done in English. This means that such pupils are examined in a language they do not clearly understand or interpret and hence cannot exercise their maximum efficiency in absorbing and expressing content in a language they are not fluent. In such schools even English is limited to classroom; outside class, it is largely vernacular in use.

In line with this Christ (1998), advises teachers to emphasize the importance of speech since speaking is the basis of daily communication, sighting that the major emphasis be given to usage in conversation. He continues to advise teachers that in order to teach a long skill, select a time when you can show pupils their immediate need for it. When for example, if an assignment in letter writing reveals a widespread misunderstanding or capitalization teach capitalization, or teach quotation marks in preparation for writing about an experience. Christ (1998), continues to advise for

constant practice as there is no magic short cuts in gaining the necessary experience and no substitutes for practice and more practice.

## 2.3 Methods of teaching

Competency in spoken English demands a lot of energy from the learner. It also requires so much mental and physical activity partly because much oral work is important and partly because of the complexity of language learning.

A number of writers and educators have suggested that there is no any one method which is better than another, Isingoma (1987), has commented that no language teaching method is good enough for all items and purposes and no teacher uses one method throughout the week or even throughout a single period.

To handle this complexity efficiently, a teacher needs to have a dozen different methods at his finger tips and a number of skills at his command. Isingoma (1987), therefore, is of the view that children learn the same thing using different methods. The teacher has to see that his students understand the language, that they learn how to pronounce it correctly, that they read words and use the language in speech and writing. For all this to be achieved, Gurrey (1960), proposes; "... a teacher needs to know that aspects of competence in language learning can be handled by bringing changes on the methods he or she has at disposal."

Etuusa (1986), supplements the idea by saying "... the teacher must know his subject, to approach it and also be involved in the whole learning process." A teacher should have courage and perseverance to carry on the work with good honour and enjoyment.

In Uganda, the content of teaching and learning English language has for long been aimed at producing good readers and writers of English who would perform well in written English examination. It is no wonder therefore to find many deficiencies in the competency of spoken English as observed by Waibi-Walubi (1992), in his essay

"Developing oral fluency in English Discourse". He points out that the integrated English syllabus was introduced purposely to counteract these deficiencies and notes that inspite of the existence of the syllabus competence in spoken English is not yet to the required standard therefore, there is need for a further study to ascertain why.

From the researcher's experience as a teacher of English language at Ordinary level, some students join senior one when they are semi-literate as far as English is concerned. They not only fail to read and write but they are also incompetent as far as oral communication is concerned. In the teaching – learning process therefore, a teacher has to bear in mind the context of situation and the environment in which meanings are exchanged. The objective of such situation approach is to ensure the learning of the basic skill of language. This idea is supported by Richard and Rodgers (1990) when they says; "Accuracy in both pronunciation and grammar is regarded crucial; and errors are to be avoided at all costs. Automatic control of basic structures and sentence patterns are fundamental to reading and writing skills and this is achieved through speech work."

Emphasizing and advocating for an integrated approach, Ssekamwa (1977), is of the view that the key to gaining competence in any language is to practice the listening, speaking, reading and writing skills. He seems to suggest that the more the students are drilled and exposed to language training, the more they will achieve competence by integrating the four language skills – Listening, speaking, reading and writing. Ssekamwa (1977) further suggests that in speech work, a new language item either vocabulary or structure " Should be introduced and practiced in life like situations and not in isolation. This will enhance competence.

Billow (1970), sharing a similar view comments, "...language is not really language without the social and situational setting in which it normally comes into existence."

The researcher therefore notes that all these authors clearly indicate that the use of one method and language elements in isolation in a week or period will not enhance competence and will not produce effective work.

A combination of a number of methods in natural or life situation, which allow the students to participate actively must be used in order to encourage maximum language learning and effective attainment of oral-communicative competence.

Mugume (2005) emphasizes that "...all the four skills of learning, English must be emphasized but it is through "Speech" that a student can express ones self and can convey the intended meaning."

Rural schools in Bunyangabu County lack sufficient instructional materials which promote the spoken form of English language. Equally some of these schools do not have properly trained teachers that can effectively use methods that enhance competence in speech work. Ijiomo (1981), supports this view when he says, " when pupils finish one book they should start on the next one the following day. Such experience will enhance the reading skill which in turn will promote competence in speech work."

In conclusion, competence in the learning of spoken English can be improved on by making the learning process more active. All this depends on the knowledge of the teacher and the ability to use appropriate methods.

**2.4 Students' attitude and language**

A number of studies have shown that a person's attitudes has an effect on his achievement Tembo (1986), regards attitude as " a complex affair' which although it cannot be wholly described by any single numerical index, can be measured". Tembo explains that the term is used to denote the "sum total of man's inclination and feelings, prejudices or bias, preconceived notions about any specific topic".

This however, suggests that there is a possibility that both the teachers and the students, could hold certain attitudes varying in intensity towards the oral communicative skill in English and the general attainment of the language.

Tinkumanya (1984), and Wabwire (1984), in their studies in Mathematics and Physics respectively found out that students' attitudes towards these subjects were positively related to their performance. And in English, Wilkins (1985), has observed that the attitude students have towards the language will have an effect on their proficiency. He says, "The teacher may well meet the attitude in his students that they are not really learning anything until they are being taught to read and write". In this case a teacher who believes in an oral based methodology or worse still who may believe that his pupils need to speak and effectively communicate in the language, therefore, they should be taught speech work, may get serious resistance from the students who want to be able to produce the evidence that they are learning a language.
For them being able to speak it does not constitute valid evidence - there are illiterate people who have learnt to speak English to a degree that permits reasonable communication without any formal instruction.

In support, Billow (1970), expresses the same view that students are not willing to learn the oral English since it is not set in their final examinations. Habiyalemye (1977), also notes that examination system here in Uganda encourages teachers to neglect non-examinable subjects, and skills resulting in poor performance. The researcher therefore, wishes to find out whether this is actually true with the oral communicative skill in English as a second language, since it is not an examined skill. If so, then what remedy can be applied to improve on the students' communicative competence.

## 2.5 Learning materials

The learning of English at ordinary level secondary school in particular spoken English is affected by lack of teaching / learning materials that supplement classroom experience of language teaching and learning. This is confirmed by Wright W. (1976), when he says "Whatever other functions the materials may have in providing interest, fun, cultural setting and so on, the main one is that of guiding the student to use his store of the language to communicate his ideas and opinions.

Commenting on the value of reading materials to students in the process of teaching and learning in order to gain competence, the integrated syllabus and Teacher's Guide (1983) concurs with Wright. The syllabus puts it clearly that reading materials would help the students to get exposed to prose, poetry, drama and debate both in oral and written forms from both fact and fiction in order to enhance competence,. The researcher concurs with the above but wishes to argue that the use to which a pupil puts language during this every day life, should provide the main source of materials for the work he will do under the guidance of the English teacher. In addition, the written record of experience of other human beings, literature and the store house of recorded experience provide models for study for all the variety of uses to which we put language and offer an enormous experience.

Peter (1983), says the materials can be used in effective and enjoyable ways for the learning or supporting learning of almost every aspect of language. He says "As with any branch of teaching and learning, the preparation of materials offers scope for engenuinity, innovation and imagination. Materials promote comprehension and communication, pictures and other visual aids are essential because they supply the content of communication, materials facilitate the acquisition of large vocabulary within a class room. Materials help focus on understandable, relevant and interesting exchanges of information rather than presentation of grammatical forms".

Emphasizing the role of materials in language learning, Incorporated Association of Assistant masters in Secondary schools (1966), say that the normal 'authentic'

materials in the classroom are essential. Unfortunately, some of the secondary schools in Uganda are without any novels or and readers or any form of literature for the students. This therefore, has forced the researcher to investigate the effects this has, on the overall competence of learning spoken English.

## 2.6 Conceptual frame work

The study was guided by a systematic frame work centering on a three – factor model developed by the researcher with modifications from Karoro (2007) The frame work consists of an interrelated net work of six factors organized into four groups that influence competence and student out comes. The factors and their inter-relationship are presented in the systems diagram in figure I.

The supporting in puts flow into factors related to competence of learning spoken English where the enabling working environment, enabling conditions and organizational culture combine to determine performance out comes of students.

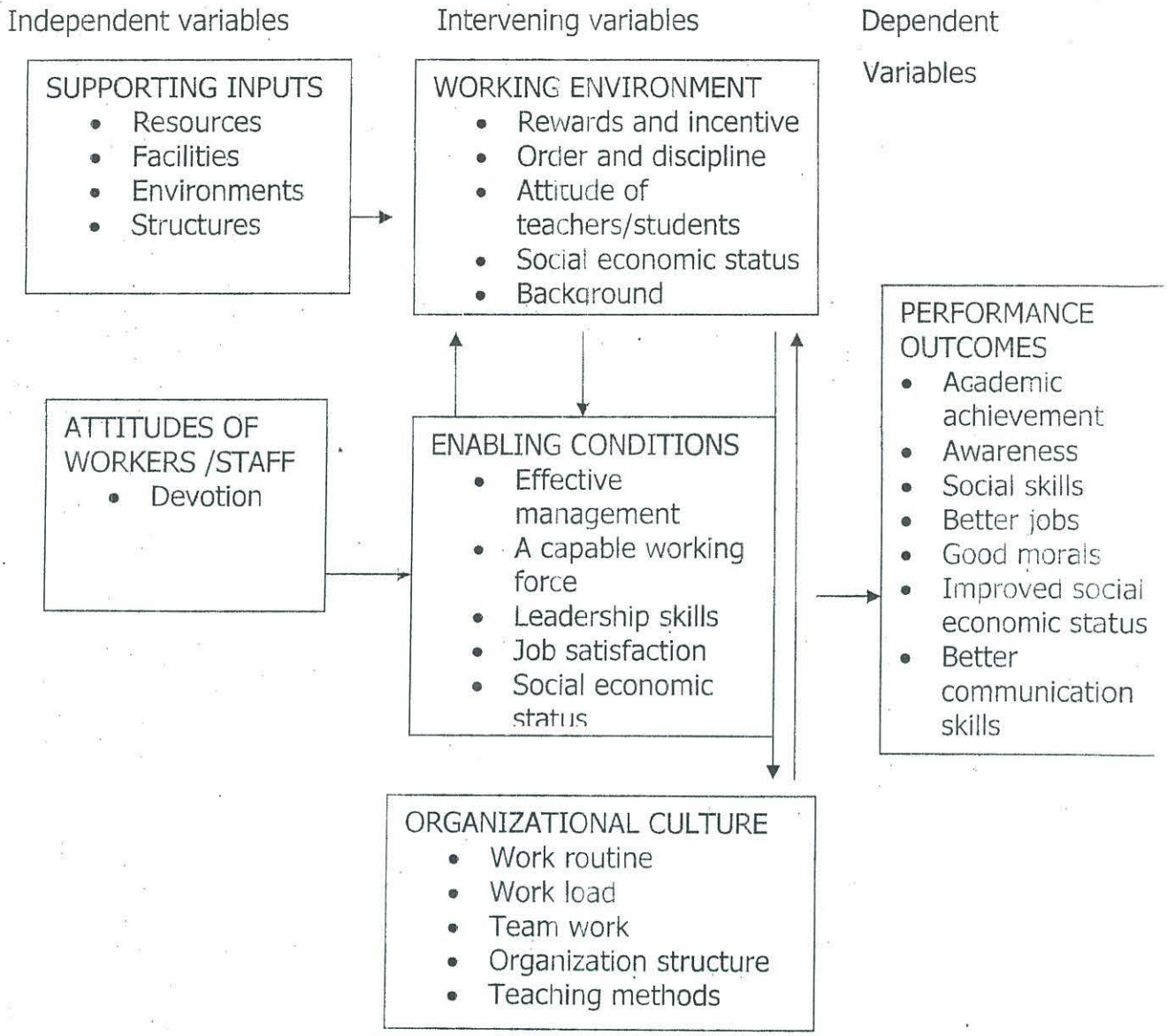


Fig I. Conceptual frame work illustrating hypothetical relationship between dependent and dependent variables determining competence of learning spoken English.
(Developed by the researcher with modifications from: Karoro (2007) PHD, Research Report Writing Kampala International University (U)

# CHAPTER THREE

# METHODOLOGY

## 3.1 Introduction

This chapter shows the methods that were used to generate and analyze data. The chapter therefore has information on; Research Design, area of study, research population, samples and sampling procedures, research instruments, investigation procedure and Data Analysis techniques. The research being educational in nature, both qualitative and quantitative methods of investigation were used. This means a descriptive approach backed by numerical data was used. The data was then explained by non numerical statements.

## 3.2 Research design

The researcher used both qualitative and quantitative research designs. Across – Sectional survey design was used in the study since it is non-experimental and qualitative in nature. This design was deemed appropriate because the researcher was collecting data on such characteristics as beliefs, opinions, attitudes and perceptions.

Besides, the method was found to be time and money saving with out sacrificing efficiency, accuracy and information adequacy in the research process. Qualitative data design was appropriate because it generated information that was not got through quantitative method.

Quantitative data was gathered from relevant documents available in different departments within the schools covered by the study.

## 3.3. Area of study

The research was carried out in western Uganda, Kabarole District. It was conducted in Five secondary schools out of the six, found in Bunyangabu County. These schools were: Kibiito S.S, Rwimi S.S, Nyakigumba parents, Buheesi S.S and Rubona S.S.

These were selected on the basis of high participation rates of both male and female students in schools. Bunyangabu county has a mixture of relatively wealthy parents as well as those perceived to have financial constraints in meeting school fees obligations. Kabarole District has government aided and private schools, day and boarding, rural and urban as well as old and newly established. For purposes of obtaining meaningful data however, the researcher carried out the study in schools which are already established and have existed for at least ten years.

### 3.4 Population

The overall population constituted of teachers and students. Teachers were those who teach English at ordinary level while students were chosen from lower secondary classes. The researcher picked on the lower secondary level because he felt this is the transitional stage where the learning of spoken English is often neglected. Secondly, the parties involved in the language teaching and learning are teachers and students respectively.

The study was conducted in Secondary schools and specifically at senior four level because this is the climax level of learning English as a subject in Uganda. One ought to have learnt enough vocabulary to enable one speak efficiently as there is no further instructions in speech. Besides, the researcher is a secondary school teacher hence research at this level was easier and less expensive.

### 3.5 Sampling

#### 3.5.1 Selection of schools

The study used both purposive and random sampling. Purely purposive sampling was used in selection of participants from the group of teachers. Random sampling was used to select participants from the students' community. A total of 5 secondary schools were sampled and these had total enrolment of 480 students in senior four which was the target class.

**TABLE I: Showing Sampled schools and their status**

| CHOOLS | TYPE | LOCATION | STATUS | RESPONDENTS PER SCHOOL |
|---|---|---|---|---|
| ibiito Ss | A-Level mixed Boarding | Urban | Government | 180 |
| wimi Ss | A-Level Mixed Day | Urban | Government | 40 |
| yakigumba arents | A-Level Mixed Day | Rural | Private | 50 |
| uheesi Ss | A-Level Mixed Day | Rural | Government | 40 |
| ubona Ss | A-Level Mixed Day | Rural | Government | 40 |

### 3.5.2 Selection of subjects / respondents

The five schools sampled had a total number of ten teachers who teach English in S.4. The researcher sampled all the ten. Senior 4 was the sampled class in the five schools where the study was under taken. The total number of students in Senior four in the five schools was 480 as shown in table 2.350 were sampled. This represented 73% which was good enough for one to come out with meaningful conclusion. The selection of participants was random and ability of speaking English, Sex, age for each participating student were not considered.



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**Table 2: Number Of Sampled Participants**

| School | Sampled Teachers | Sampled Students | Total No. Of Students |
|---|---|---|---|
| Kibiito SS | 02 (20%) | 180 ( 72%) | 250 |
| RwimI SS | 02 (20%) | 40 ( 71% ) | 56 |
| Nyakigumba Parents | 02 (20%) | 50 (66%) | 76 |
| Buheesic SS | 02 (20%) | 40 (83%) | 48 |
| Rubona SS | 02 (20%) | 40 (80%) | 50 |
| **Total** | **10 (100%** | **350 (73%)** | **480** |

### 3.6 Research procedure

The researcher obtained an introductory letter from the dean of faculty of education Kampala International University introducing him to various schools and other stakeholders. Each of the head teachers in turn introduced the researcher to the English teachers in his/her school. On the appointed dates, the researcher met the teachers in the different schools, administered the questionnaires and tested the students on the competence of speaking English. Equally on the appointed dates, the researcher met the directors of studies in each of the schools to do documentary analysis and school observation. All the questionnaires that were administered were returned and all the sampled teachers were observed in class while teaching.

### 3.7 Research instruments

The researcher designed a lesson observation instrument to assess the methods of teaching English that enhanced its spoken form. Equally, the researcher also designed teachers' questionnaires to elicit information on education background and attitudes for students, the researcher designed a questionnaire on their attitude towards competence in learning spoken English in class. He designed and administered tests, to test their proficiency in spoken English.

### 3.7.1 Teachers lesson observation instrument

The instrument was designed by the researcher (Observer) to take note of the use of teachers on any of the methods which promote competence in learning spoken English. These methods include but not limited to: role play, drama, discussion, debate, acting conversation and reading comprehension. These promote competence in Speech work. Through his physical participation, the researcher was able to conference with the teachers of English so as to establish the extent to which each of these methods was used. This technique was preferred because it is an objective way to establish the competence of each teacher in using the named methods above.

### 3.7.2: Teachers' Questionnaires on teaching materials and attitudes

These were designed in a way that they sought information about the availability of teaching materials and their constant use to enhance competence of the spoken form of English. They were also used to establish the attitude of teachers of English towards the teaching / learning of the spoken form of English at secondary school level. Questionnaires were deemed an appropriate method of getting information from respondents on how often the speaking skill was emphasized. They were also appropriate because information was gathered within the shortest possible time for this study.

### 3.7.3 Students' questionnaire on their attitude towards competence in speaking English

This required students to express response to the given questions in form of "True" or "False". The questionnaire measured the tendency for students to be either negative or positive towards being competent in the spoken form of English.

### 3.7.4 Students' test on proficiency and competence of speaking English correctly

Short texts / passages were set and the researcher conducted reading tests with particular emphasis on students' pronunciation of words, intonation, stress and the ability to observe punctuation. These are the parameters of judging competence in English speaking proficiency.

Questionnaires were used because the study was concerned with variables that cannot easily be observed like previous exposure to learning spoken English, feelings, attitudes and opinions. Questionnaires were appropriate because the researcher was handling a large number of respondents, had limited time and was dealing with literate target population that had no difficulty in responding to the written questionnaires.

### 3.7.5 Documentary sources

The researcher analyzed school records which included personal files for future careers, record of marks, charts and cumulative record cards and the library and compared the information got with that one from questionnaires and observations. The information got was compared to the variable(s) under study and was valuable in the triangulation of information got through Questionnaires. This has helped in controlling the quantity and quality of information collected.

## 3.8 Data analysis techniques

The data collected was analysed both qualitatively and quantitatively since it had both methods in the research design. For qualitative data, the content was analysed by using percentages, coded and then categorized. The description was done on the basis of tabulated frequencies and percentages and it was on this basis that commentary was made. The findings were presented according to categories of respondents and in relation to the research questions.

For the quantitative data, the researcher edited the data from each questionnaire for accuracy and completeness of information given. The data from observations was also transcribed and edited. Then all the data was organized according to categories of respondents in the study. The responses to the various items in the questionnaire were then analysed and interpreted. The opinions in the different categories, were qualified in frequencies, tabulated and later turned into percentages for data interpretation and from where the recommendations made were based.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND INTERPRETATION

## 4.1 Introduction

The researcher undertook this study to investigate the competence of learning spoken English in secondary schools of Bunyangabu County, Kabarole District. The data was analysed to test four research questions which were, formulated by the researcher in chapter one. In this chapter, results of the teachers observations and results of the questionnaires administered to both teachers and students are presented and analysed basing on the following variables:

i) Teachers' educational background
ii) Methods of teaching
iii) Students' attitude and language
iv) Teaching / learning materials

## 4.2 Background Information on the respondents

The researcher conducted a lesson observation exercise on ten teachers who teach English, two from each of the five schools under study. Each teacher was observed twice on different days. The researcher used a lesson observation guide, designed following the format recommended by the Ministry of Education and Sports – Directorate of Education Standards Agency (See App. A). Among other methods, the observation guide sought for the use of the teacher's ability to initiate role play, drama, discussion, debate and conversation while teaching the oral skills that enhance competence in spoken English. Interview and discussions with the teachers were also held to elicit information that was difficult to get through observation in order to establish validity of what seemed unclear during the conduct of the lesson. Such information pertained level of professional training, experience in the field of teaching, institution where trained from, and period spent under training. Refresher courses and workshops attended on teaching of English were also reviewed.

**Table 3: English teachers professional background**

| Name of school | Teachers' qualifications | Total No. of teachers |
|---|---|---|
| Kibiito S.S | i) B.E.D (Eng. /Lit)<br>ii) Dip Educ / Lit) | 02 |
| Rwimi S.S | i) Dip Educ / Lit)<br>ii) Dip Educ / Lit) | 02 |
| Nyakigumba parents | i) Dip Educ / Lit)<br>ii) Dip Educ / Lit) | 02 |
| Buheesi S.S | i) B.A Educ (Eng/Lit)<br>ii) Not qualified (Dip Business studies) | 02 |
| Rubona S.S | i) Dip Educ Eng / Lit)<br>ii)Not qualified (A-Level) | 02 |
| Summary | Degree - 02<br>Diploma - 06<br>Unqualified - 02 | 10 |

A questionnaire on teaching materials was also administered to the 10 teachers. The questionnaire aimed at eliciting information on whether the teachers had enough teaching / learning materials and whether they were of the required quality in as far as teaching the oral skill to enhance the competence of learning spoken English was concerned. All the questionnaires administered to the teachers were returned and this indicated 100%.

Tests on proficiency were administered to a total of 350 students, sampled as shown in table 4. All the students were from senior four class. The purpose of the tests were to elicit information on students' ability to speak / read with emphasis on stress, intonation, punctuation and to test the pronunciation of words. All the 350 students from five schools participated in answering the questions in the tests set.

**TABLE 4: Showing the number of students who were sampled**

| School | Number of students Sampled | Total number of students |
|---|---|---|
| Kibiito S.S | 180 | 250 |
| Rwimi S.S | 40 | 56 |
| Nyakigumba parents | 50 | 76 |
| Buheesi S.S | 40 | 48 |
| Rubona S.S | 40 | 50 |
| **Total** | **350** | **480** |

A student's questionnaire on their attitude towards speaking English was also administered to 350 students as shown in table 4. The purpose of the questionnaires was to elicit information that the researcher considered necessary, to verify the fact that students' negative or positive attitude towards gaining competence in speaking English had an effect on its spoken form. All the 350 questionnaires administered to the students on attitude, were returned.

### 4.3 Teachers' educational background

The first question of this study sought to answer the questions if a teacher's educational back ground affected spoken English competence of students in Bunyangabu County Secondary schools. The qualifications of teachers that were observed and interviewed were as indicated in table 3.

Table 3, shows that out of ten teachers who teach English, 8 (80%) were qualified. Of the 10 teachers, 2 (20%) were graduate teachers, 6 (60%) were diploma holders while 2 (20%), were not qualified in the teaching of English.

On their professional experience, an analysis of their responses indicated that only 3 of the 10 (30%) had taught English at O-Level for at least 5 years. The remaining fraction (70%) had taught English for a period between 1 year and 4 years.

**Summary On Teachers' Educational Background**

N (10)

| **Categories of teachers** | | **Qualification** | % |
|---|---|---|---|
| Graduate | 02 | B.E.D & B.A Educ | 20 |
| Grade V | 06 | Dip. Educ | 60 |
| Unqualified | 02 | A-Level & Business studies | 20 |
| **Total** | **10** | | **100** |

As it can be observed from the summary above, eight of the ten teachers (80%) were qualified teachers although only two (20%) had qualifications higher than a Diploma in Education. Two teachers were not qualified to teach English.

Graduate teachers are certainly expected to perform better in teaching then their counter parts (Grade V). Unfortunately, these are only 20% of the total number of teachers.

Agard (1978) in his investigation about teacher's effectiveness found out that there was a statistical difference between graduate teachers and non-graduate trained teachers in terms of effectiveness. This suggests that different teachers' educational qualifications have an effect on the students' performance and that graduate trained teachers are more effective than non- graduate trained teachers.

From the observations and interview schedules carried out by the researcher, it was observed that the 2 graduate teachers, had more capability to teach oral communicative competence in English as a second language.

This suggests that their educational qualifications as teachers of English language made them more capable to teach language more effectively with capacity to handle challenges of pronunciation, stress rhythm and intonation as well as punctuation, which are major aspects that determine competence in English language speaking.

From these findings therefore, the level of qualification of teachers has an impact on the basic knowledge and understanding of how the English language works. Higher qualifications in the subject, will enable a teacher perform his role and carryout his / her responsibilities effectively by teaching the students all aspects of the language including proper pronunciation, stress, rhythm and intonation. These serve as a model to enhance competence in English speaking.

### 4.4 Methods of teaching

The second question, this study sought to answer was whether teachers were equipped with appropriate methods of teaching the oral skill that enhance competence in spoken English. Thus a lesson observation instrument based on the format of Education Standards Agency Guide for secondary schools was designed by the researcher (Appendix A). This observation guide was meant to elicit information on appropriate use of role play, drama, debate, discussion and conversation as methods of teaching that promote competence in spoken English. The questionnaire was also meant to elicit information on the teachers' professional background and the levels where they could teach the oral skill competently.

An analysis of their responses and lesson observation results regarding methods of teaching spoken English however, indicate that they were aware of the methods of teaching spoken English but were not frequently using them because they claim these methods were laborious and time consuming.

On teachers' professional experience, an analysis of their responses indicated that only three (30%) of the ten had taught English for over five years. The remaining seven teachers (70%) had taught for a period between one year and four years.

The lesson observation guide aimed at establishing among other things (Appendix A) whether the teachers' methods of teaching English and activities used created an enabling teaching / learning environment for spoken English.

The observation guide assumed that classroom activities revealed the teachers' ability to use any of these methods and activities that promote competence in spoken English; role play, drama, debate, discussion conversation, Picture work, listening to recorded materials, watching Video and Television among others.

The observations were done on a three point scale ranging from "Frequently", "Occasionally", and "Least," used.

Lesson observation responses were summarized in table 5

**TABLE: 5: Teachers' Responses to activities used in class**

**N (10)**

| **Activity** | **Frequently** | **Occasionally** | **Least** |
|---|---|---|---|
| Discussing questions | 04(40%) | 02(20%) | 04(40%) |
| Debates | 00(00%) | 00(00%) | 10(100%) |
| Role play | 01(10%) | 03(30%) | 06(60%) |
| Games | 00(00%) | 01(10%) | 09(90%) |
| Picture work | 00(00%) | 00(00%) | 10(100%) |
| Pair work | 02(20%) | 02(20%) | 06(60%) |
| Group work | 05 (50%) | 02 (20%) | 03 (30%) |
| Listening to recorded material | 00(00%) | 00(00%) | 10(100%) |
| Reading aloud | 06(60%) | 02(20%) | 02(20%) |
| Home work | 02 (20%) | 08(80%) | 00 (00%) |
| Listening to news | 00(00%) | 00(00%) | 10(100%) |
| Watching video | 00(00%) | 00(00%) | 10(100%) |
| Watching T.V | 00(00%) | 00(00%) | 10 (100%) |
| **Summary of responses** | **20** | **20** | **90** |

With reference to the table 5, it can be observed that reading in class aloud (60%) and discussing questions (40%) are the most frequently used methods that promote competence in learning spoken English. The rest of the activities that promote competence in speaking English are "least" used.

This implies that teachers resorted to methods because of their convenience but not their suitability. Teachers avoided discussions and other activities and this limited the answers the learners gave, hence reducing their ability to be competent.

Thus, the frequently used methods by the teachers of English to teach spoken English did not encourage students to participate actively and to speak freely. Most of the methods used were examination centred and largely ignored the role of the learner in acquiring proficiency and skills in speech.

Debate, Games, picture work, listening to recorded work, listening to news and watching video and T.V were the least used activities in teaching English. The implication is that the students are denied chance of acquiring the fundamental skills and knowledge that accrue from these activities as basic approaches to improve competence in spoken English. Further, they are denied active involvement to such activities and this consequently denied them chance to improve on their spoken form of English.

In the conference held with teachers after the lesson observations, reasons for using and not using some of the activities were discussed with the researcher. The responses for either using the activity "frequently" or "least" were tabulated as follows:

**Table 6: Teachers' reason(s) for using activities they rated "frequent"**

**N (10)**

| **Reason (s)** | **Teachers** | |
|---|---|---|
| i) Reading aloud in class gives equal opportunity to students because as one reads during his/her turn, others listen, remain alert and engaged and above all, participate in the discussion. | 06(60%) | 04(40%) |

From table 6, six teachers (60%) of the ten who were interviewed unanimously agreed that reading aloud was easy and convenient to use because it gave an opportunity for discussion and engaged the learners' faculties fully. This was well above average hence taken valid.

**Table 7: Teachers' reason for using activities rated 'Least'**

| Reasons(s) | Teachers | |
|---|---|---|
| | Yes | No |
| i) Debates are time consuming; there is hardly time for all students to engage in debate. | 10 (100%) | 00 (00%) |
| ii) Pictures, equipment to use in games, recorded materials and availability of T.V. sets, radios and videos are not readily available in schools since they are expensive and therefore scarce. | 10 (100%) | 00 (00%) |

From table 7, all the ten teachers Interviewed (100%) gave reasons that the activities used 'least' were so because there was no time, materials and equipment to use in schools since they (equipment) were expensive and therefore scarce.

The students' questionnaire required learners to indicate activities that took place in the classroom during a lesson of English (Appendix E). This aimed at establishing the methods teachers used, in class to verify the researcher's observations during the teachers' observation exercise as they taught. The questionnaire stressed a number of activities. The students' responses were summarized and tabulated as below:

**TABLE 8: The activities that take place during an English Lesson**

**N(350)**

| Activity | Students | |
|---|---|---|
| | **Yes** | **No** |
| Discussing questions posed by the teacher | 350 (100%) | 00 (00%) |
| Debates on various topics | 156 (45%) | 194 (55%) |
| Reading a loud | 345 (99%) | 05 (01%) |
| Discussing a text with a teacher | 342 (98%) | 08 (02%) |
| Discussing in pairs | 145 (41%) | 205 (59%) |
| Discussing in groups | 176 (50%) | 174 (50%) |
| Listening to recorded tapes | 00 (00%) | 350 (100%) |
| Watching video | 00 (00%) | 350 (100%) |
| Watching T.V | 00 (00%) | 350 (100%) |
| Listening to News | 00 (00%) | 350 (100%) |
| Discussing at home | 105 (30%) | 245 (70%) |
| Acting out roles from texts | 180 (51%) | 170 (49%) |

Table 8 shows that the percentages against each of the activities, emphasized teacher dominance interaction. Thus discussing questions posed by the teacher, reading aloud and discussing a text with the a teacher were the activities rated highest by most respondents (almost 100%), Listening to recorded tapes, watching video, watching T.V and listening to news were ranked among the least activities.

The observation here is that although teachers engaged learners in discussion and other contributions, none the less, they maintained strict control of the discussions instead of facilitating students spontaneous reactions. The students were given limited time to express their personal opinions in a way of exercising speech.

### 4.5: Students' attitudes and Language

Establishing whether students' and teachers' attitudes affect the competence of learning spoken English was another question this research sought to answer.

A questionnaire aiming at eliciting information about the teachers' attitude towards teaching speech work was administered (Appendix F). Out of the ten teachers sampled from the five school under study, Seven (70%) indicated that they did not enjoy teaching speech work; three said that they could try (30%). In general the perception was that teachers of English did not enjoy teaching speech work, hence an explanation for lack of competence by students in the language.

**Table 9 (A): Teachers Attitude On Teaching Speech Work**

| School | Number of respondents | Enjoy speech work | Do not enjoy speech work |
|---|---|---|---|
| Kibiito S.S | 02 | 01 (50%) | 01(50%) |
| Rwimi S.S | 02 | 00(00%) | 02(100%) |
| Nyakigumba parents | 02 | 00(00%) | 02(100%) |
| Buheesi S.S | 02 | 01(50%) | 01(50%) |
| Rubona S.S | 02 | 01(50%) | 01(50%) |
| **Total** | **10** | **03(30%)** | **07(70%)** |

The students' questionnaire (Appendix D) aimed at eliciting information from students about their attitude towards gaining competence in spoken English. The responses from 350 students were tabulated as follows:

**Table 9(B): Students' Attitude On Gaining Competence In Spoken English**

| School | Number of respondents | Positive attitude | Negative attitude |
|---|---|---|---|
| Kibiito S.S | 180 | 44 (24.4%) | 136(75.6%) |
| Rwimi S.S | 40 | 09(22.5%) | 31(77.5%) |
| Nyakigumba parents | 50 | 12(24.0%) | 38(76.0%) |
| Buheesi S.S | 40 | 12(30.0%) | 28(70.0%) |
| Rubona S.S | 40 | 10(25.0%) | 30(75.0%) |
| **Total** | **350** | **87(24.9%)** | **263(75.1%)** |

From table 9(b), the attitudes of the students towards gaining competence in spoken English could be drawn. Out of 350 respondents 87 (24.9%) expressed positive attitude towards gaining competence as opposed to 263 (75.1%) who expressed negative attitude towards gaining competence in spoken English.

Therefore, the negative attitude of learners and teachers towards learning / teaching speech work in secondary schools was highly responsible for the dwindling performance. (Tables 9 (a) and 9 (b)

In order to establish the general extent to which the four factors: Teachers' educational background, methods of teaching, students' attitude towards language and teaching / learning materials have influenced gaining competence in spoken English, tests on proficiency with bias to stress, intonation, punctuation and pronunciation were administered to the same students in the five schools (Appendix c) The results were tabulated as follows:

**Table 10: Test one: on reading text on stress**

**N(350)**

| Scores / Marks out of 100% | Number of students in the range | %age |
|---|---|---|
| 11 – 20 | 87 | 25 |
| 12 – 40 | 210 | 60 |
| 41 – 60 | 53 | 15 |
| 61 – 80 | 00 | --- |
| 81 – 100 | 00 | --- |
| **Total** | **350** | **100** |

From the results of the reading test on stress, it can be established that 297 students (85%) of the total number of students (350) who sat the test, scored less than 50% (Average score). This is an indicator that the proficiency level is still below standard.

**Table 11: Test two: on intonation and punctuation**

**N(350)**

| Scores / Marks out of 100% | Number of students | %age |
|---|---|---|
| 11 – 20 | 122 | 35 |
| 12 – 40 | 219 | 62.5 |
| 41 – 40 | 09 | 2.5 |
| 61 – 80 | 00 | --- |
| 81 – 100 | 00 | --- |
| **Total** | **350** | **100** |

The results on intonation and punctuation (Table 11) revealed that a bigger number of students (341) equivalent to 97.5% failed the reading test on intonation and punctuation. This indicates that the level of proficiency in this field is below standard. This therefore accounts for low competence exhibited by students in spoken English.

**Table 12: Test three on Pronunciation**

**N(350)**

| Scores / Marks out of 100% | Number of students in the range | %age |
|---|---|---|
| 11 – 20 | 193 | 55 |
| 12 – 40 | 123 | 35 |
| 41 – 60 | 17 | 05 |
| 61 – 80 | 17 | 05 |
| 81 – 100 | 00 | ----- |
| | **350** | **100** |

The results of the test on pronunciation revealed that a bigger number of students (316) equivalent to 90%, could not pronounce the given words properly. This indicates that the level of English proficiency is still below standard; hence students' in ability to be competent in spoken English. The problem singled mainly was mother tongue interference.

Therefore, teachers' professional background, methods of teaching, students' and teachers' negative attitudes plus lack of study materials affected competence of learning spoken English. This is revealed by the fact that students scores in this field were generally below average.

## 4.6 Teaching / learning materials

In another effort to establish the level of competence in the learning of spoken English, a questionnaire to establish whether schools were equipped with necessary and adequate learning materials was administered.

Items 1. 2, 3,and 4 on the teachers' questionnaire (Appendix B) were meant to elicit information on the availability and adequacy of the learning / teaching materials and equipment, teachers of English use in class to improve on the competence of spoken English in their respective schools.

The researcher visited and interviewed heads of the English departments and librarians in the respective schools. Out of the five sampled schools, only one was fairly sufficient in learning materials such as text books on speech work, charts and audio-visual materials. Most teachers indicated that even the copies of the books that were in the library, bookstores and departmental shelves were not adequate and up-to-date to provide competence in the learning of spoken English (Table 13). Only one school had a T.V set. The teachers however, indicated that the T.V. set was used for entertainment purposes other than for teaching purposes. Recorded materials and other relevant texts were non-existent in all the sampled schools. Teachers therefore, never thought of using them in their lessons.

The researcher wanted to find out himself about the availability and adequacy of text books and other reading materials that promoted competency in spoken English. A table indicating available text books that enhance the teaching of speech work from the sampled schools was drawn (Table 13)

**Table 13: English language text books available in the sampled schools**

| | Practical English | English in use | Revision English | Patterns & skills | Practice in English | The skills of English | Goal | Mocks in English | Structured English |
|---|---|---|---|---|---|---|---|---|---|
| iito S.S | AV | AV | AV | AV | AV | AV | NA | NA | AV |
| imi S.S | AV | AV | NA | NA | NA | NA | NA | AV | AV |
| ıkigumba parents | NA | AV | NA | NA | NA | NA | NA | NA | AV |
| ıeesi S.S | NA | NA | NA | AV | NA | NA | NA | AV | NV |
| ɔona S.S | NA | AV | AV | AV | NA | NA | NA | NA | AV |

KEY: AV = Available

NA = Not Available

In the sampled schools the copies of each available type of book in the school were not enough to go round the class. This was not conclusive for the enhancement of competence in speech work. Students do over crowd on the few existing text books.

Out of the expected nine sets of English text books, each school expected to have, it is only Kibiito S.S that had seven types. Rwimi S.S had four, Nyakigumba parents had only two, Buheesi S.S also had two, while Rubona S.S had four.

This showed that there was a cute shortage of text books in schools leading to unsatisfactory learning of speech work in sampled schools. Poetry anthologies, modern plays and suitable supplementary readers that enhance spoken English, were virtually non-existent in the sampled schools.

The researcher therefore observed that availability of learning materials and equipment facilitated the teaching and learning of spoken English in secondary schools. Where books and other materials were inadequate, the competence of learning spoken English was grossly affected.

# CHAPTER FIVE

# DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

Chapter four presented and analysed data gathered from the participants / respondents of the study and their responses on questionnaires, interviews as well as lesson observations. In this chapter, the researcher presents conclusions and recommendations.

## 5.2 Discussion

The researcher observed that eight out of the ten teachers sampled in the five schools were qualified to teach English language and literature. This was 80%. One teacher had a diploma in business studies and the other had an A-Level Certificate (20%) and therefore not qualified to teach. Only two teachers however, (20%) had higher qualifications than a diploma in education. In his study, Agard (1978) investigating about teachers effectiveness Visa-vis qualifications, points out that, "There is a statistical deference between graduate and non-graduate trained teachers' effectiveness". This suggests that the different teachers educational qualifications have an effect on the students' academic performance in given disciplines and that graduate trained teachers are more effective than non- graduate teachers.

In agreement with this, Triffen (1979) condemns teachers who neglect their responsibilities and roles by not teaching particular aspects of language. This probably is because of lack of proper training as she argues, "Many teachers shy away from teaching pronunciation, yet if the language is to be taught effectively, we cannot avoid teaching pronunciation which involves individual sounds, stress, rhythm and intonation which enhance competence".

This means that the teacher of English must have the basic knowledge and understanding of how each of basic skills of English works – listening, speaking,

reading and writing. This will enable him/her to perform his / her role and carry out his/her responsibilities effectively by teaching the students all the aspects of language including speech work that enhance competence in spoken English.

Gleason (1978) Points out that, "... Preferable there should be oral presentation by an instructor who is thoroughly acquainted with the vowel system of English. Graduate teachers are well placed at this" Wilkins D.A (1985) in agreement with the above, has also suggested "The teacher is a model and should be well qualified and as accurate as possible"

All these authors seem to emphasize the importance of effective teaching of the oral communication skill. In all aspects, they emphasize proper training and qualification. This suggests that a teacher should be well informed and conversant with the subject to be presented and therefore, be a model for the students to imitate. This implies that a teacher must have received proper education in the subject in order to teach it effectively. The present researcher has therefore found out that this applies to the teaching of the oral communication in the Ugandan situation.

**5.3 Conclusions**

It was also observed that the methods the teachers use in classroom inhibited the development of the students' ability to develop their communication skills hence affecting competence. This was indicated by the teachers' responses to the activities they used or encouraged during the English lesson as shown in table 5. Teachers reasons for using the activities which led to the teacher-centered approach demonstrated their criteria for choosing the methods of handling the subject basing on how convenient those methods and activities were to the teachers, but not how best the students would benefit from them. This confirmed that teachers used teaching methods and activities such as talk and chalk, lecturing, discussing questions round the class and reading aloud of texts; These methods emphasized

teachers' dominance as sources of knowledge and denied students their own opinions and expressions.
Therefore, students were not given chance to express themselves freely.

The mechanical methods used by the teachers affected competence of learning spoken English as they only emphasized two skills of language reading and writing.

According to Littlewood. (1984) a good method that can enhance competence in the learning of spoken English should aim at developing all the four skills of language. Waibi - Walubi (1991) concurs with Little-wood W as on the need to develop the four language skills. The methods used by the teachers in the teaching of spoken English denied the students the opportunity to develop the other skills of listening and speaking which are equally important in communication. Commenting on the methods of teaching spoken English, Etuusa (1986) says that structural methods are followed by teachers rather than teaching the learners the four skills of language so that they can communicate meaningfully and effectively.

Today, according to Richards and Rodgers (1990), the trend of teaching English is a shift away from grammatical model towards a communicative approach, from structural accuracy towards communicative competence. This approach if used by teachers, caters for students' needs in all contexts of language use.

The General attitude towards the learning / teaching of spoken English was that competence of its spoken form was not worth the trouble since it was never examined by U.N.E.B at the end of the senior secondary course. This view was held by both the students and the teachers, who basically taught English as a routine performance for the sake of earning a living. This negative view was one of the factors that affected the teaching / learning of spoken English in secondary schools; as the case was similar to several studies carried out in earlier researches.

According to Littlewood (1984), when students have a negative attitude towards a subject, they will never learn it. As observed by Nde'ezo (1991), learning will effectively occur where positive attitudes exist. Where negative attitudes exist, the teachers efforts will be frustrated. Teachers should always try to learn their students' attitudes towards their subjects. Kyeyune (1989), is of the view that efforts should always be made by the teacher to influence his students to develop positive attitude towards the subject.

English teachers have a negative attitude towards the teaching of skills that enhance competence in spoken English. They say that teaching speech work in English is hard and requires too much of the teacher. Teachers therefore should endeavour to develop positive attitude in themselves and the students for better performance.

Competence of learning spoken English is affected by lack of availability of learning materials and equipment that enhance the speaking skills. These materials are essential because they supplement the teachers' and learners, effort. From the survey carried out, the sampled schools lacked adequate teaching materials and equipment in general. Both Peter (1983), and Wright (1976), agree that materials affect the competence of learning spoken English positively because they can be used to contextualize language and to foster and motivate communication in and outside class.

The view that when teachers lack adequate teaching materials they cannot teach well is further supported by Peter (1983), when he says, " it is a practical requirement of the language teaching and learning process that learners should be availed an extensive range of different materials, because the bigger the choice, the more effective." Nabukenya (1991), concurs with the teachers when they say that they lack suitable materials for providing language varieties. She observes that the traditional text book, Practical English or any other language text book alone is inadequate in providing language varieties to suit the needs of students.

Students' and teachers' responses on the question of availability of English books plus the researchers own observations made, (Table 13) confirmed that most schools lacked reading materials and equipment that enhance competence in the learning of spoken English. Lack of reading materials therefore affect the competence of learning spoken English.

## 5.4 Recommendations

Basing on the above observations and conclusions, and realizing that there are many parties involved in the educational process, such as government, school administrators, curriculum developers, teachers and students, the following recommendations are hereby given:

### 5.4.1 Government

Without government support and intervention educational programmes may not easily succeed. Therefore, in order to realize meaningful competence in the teaching and learning of spoken English.

- The Ministry of Education and Sports should come in and assist schools by providing instructional materials. These should include, text books and audio-visual materials such as Radios, video sets and T.V sets. Instructional materials are important in supporting the teachers effort in the process of teaching.

- Uganda National Examinations Board (UNEB) should make efforts to test competence in spoken English just as is the case with French. If the board resorted to this approach of questioning, teachers of English will make an effort to teach the speaking skill more practically and this would improve on the proficiency of students. Equally this would change the negative attitude students and teachers have about learning and teaching spoken English respectively, since this would be an examination requirement.

### 5.4.2 National Curriculum Development Centre (NCDC)

The National Curriculum Development Centre is important because it deals directly with the planning of the curriculum implementation in schools. Therefore:

- Curriculum developers and materials designers should aim at producing materials that are geared towards developing skills of language that enhance competence amongst students by improving on their communicative skills.

- The researcher recommends that regular seminars, workshops and refresher courses be organized by National Curriculum Development Centre (NCDC) where teachers of English can exchange ideas on teaching methods and materials to use especially related to improving spoken English. English learning should not be limited to grammer and structural bases only. It should be aimed at improving communication value.

- The researcher recommends the use of the new integrated syllabus for English by all secondary schools in Uganda. This syllabus is suitable because it caters for both literature (drama) and English language at the same time. It is hoped that the syllabus will solve some of the problems that have marred the study and enjoyment of speech work at secondary school level.

### 5.4.3 Teachers of English

Teachers of English are directly involved in the implementation of the curriculum. They are an important resource as far as the teaching / learning of spoken English is concerned therefore;

- Teachers of English should adopt language teaching methods which reflect recognition of change in the kind of proficiency learners need. This includes a move towards oral proficiency in addition to reading and writing. Teachers of English should seek knowledge about the socio-cultural environment and

background of the target language community and how it can be used successfully for understanding.

- Teachers should be encouraged and supported to produce some materials and learning aids on their own. For example wall charts, short essays, maps, pictures, cartoons, poems, rhymes and songs. These will assist the teacher in teaching speech work, hence enabling the learners to be more competent in spoken English. Commercially produced learning aids are at times not available or even affordable. Other materials should be photocopied for use in and outside class.

- In order to improve on the competence of speaking English, amidst the situation of inadequate materials, teachers need to be more imaginative, creative and innovative in class. To achieve this, teachers of English language should be facilitated and educated on up-to-date methods of facilitation and elicitation of spontaneous students reactions during classroom discussions. This will enhance their competence in the speaking skill.

- The integration of speech work together with other skills of learning English namely listening, reading and writing should be introduced at the initial stage of learning English at secondary school level in senior one. This can be achieved through introduction of debates, drama, songs and use of supplementary readers to encourage conversation, role play and discussions. Students can also be asked to give individual reports on what they have read. These activities will improve on their speech work.

### 5.4.4 Students

These are the direct beneficiaries of the learning process. Therefore;

- Students should be encouraged by teachers to develop positive attitude towards all activities that enhance the competence of the spoken form of

English. In addition, students should try to speak English most of the time so that they can develop fluency and be able to pronounce unfamiliar sounds correctly.

### 5.4.5 School administrators

- School administrators such as Headteachers, Deputy headteachers and directors of studies should design the time table in a way that English language lessons and activities like Drama and debate are given enough time to enable students practice the speaking skill. Equally, administrators should ensure that schools are equipped with relevant books and audio-visual learning equipment that encourage competence in the learning of spoken English.

- School managers and administrators should cater for the teachers' welfare since it is a big factor, which either motivates or demotivates teachers. Teachers welfare is also a strong base on which attitudes are built. Teaching / learning materials, a conducive atmosphere of teaching and learning coupled with incentives such as allowances for drama and debates conducted, should be arranged for, by school administrators.

- School administrators should encourage and facilitate English teachers in the process of staff development, going for workshops, seminars and attending refresher courses. This should be at both the local and national levels. It is also imperative that schools should employ qualified and competent teachers who can handle all aspects of English language. This will possibly eliminate the habit of teachers inclining on particular aspects and neglecting others especially the speaking skill.

- The school administrators should urge parents to buy English books for their children. For example, students who join senior one, could be encouraged each to come with a text book or a supplementary reader. This contribution

will gradually build the schools' libraries and students will have enough reading materials. This in turn is a sure way of building in students a reading culture.

### 5.4.6 Areas for further research

The researcher encourages other researchers to study the competence of learning spoken English. For that matter;

- The researcher recommends that this research provides the background for further research into the competence of learning spoken English by other researchers. This can be in other districts, countries or even at another level other than secondary school. This could lead to more valuable suggestions to this topic.

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## APPENDICES

## APPENDIX A

**TEACHERS' LESSON OBSERVATION INSTRUMENT BASIC INFORMATION.**

1) Teacher's qualifications .....
2) Name of school.....
3) Type of school.....

**LESSON PRESENTATION**

Teachers use of the following activities / techniques appropriately to teach spoken English.

| ACTIVITY | FREQUENCY | OCCASIONALLY | LEAST |
|---|---|---|---|
| Initiation of role play | | | |
| Initiation Drama | | | |
| Initiation Discussion | | | |
| Initiation of conversation | | | |
| Use of debate | | | |
| Picture Work | | | |
| Listening to recorded material | | | |
| Studying pictures | | | |
| Watching Video | | | |
| Watching T.V | | | |
| Giving Home work | | | |
| Giving group work | | | |
| Initiation of games | | | |

## APPENDIX B

## TEACHER'S QUESTIONNAIRE ON TEACHING MATERIALS AND METHODS OF TEACHING.

Dear teacher

Kindly and honesty supply recent information to the questions below, thank you

School.....

Qualification of the teacher .....

**Qn I:** Does your school have enough teaching materials to enhance competence in the learning of spoken English

Yes / No.....

**Qn 2:** Do you think the materials you use are enough to help you teach spoken English that you now?

Yes /No.....

**Qn 3:** Do you think the materials you use are appropriate enough in providing the language varieties that your students need to master the spoken form of English?

Yes/No.....

**Qn 4:** Do you quite often use devices such as cassettes, News papers, pictures, Films, Video and languages. Laboratory when conducing lessons on speech work

Yes/No .....

**Qn 5:** Can you give a brief account on the most appropriate methods and activities of teaching spoken English at secondary school level?

**Qn 6:** Do you use these methods and activities quite often? If "yes" how often and if "no" why?

**Qn 7:** For how long have you taught English at Secondary school level?.....

**Qn 8:** Can you sight out reasons why you use some of these methods and activities frequently and least?.....

**Thank you.**

## APPENDIX C

## STUDENTS' TESTS ON PROFICIENCY

### TEST I - Reading Test for stress;

i) Will you increase my salary?

ii) Yes, I will give you an increment of ten shillings

iii) Cows must not be moved with out a permit.

iv) Sorry, I am not your escort

v) Does you record player record too?

### TEST II – Reading text /Test for intonation and punctuation

At that moment the conductor come up to John

"Fares Pleas" he shouted

"What?" said John

" Your money!"

" But get off," shouted the man

### Test III – Reading Test for Pronunciation

1. Spots, Sports
2. Rod, Road
3. Hut, Heart
4. Staff, Starve
5. Pot, Port

## APPENDIX D

## QUESTIONNAIRE ON STUDENTS' ATTITUDE ON SPEAKING ENGLISH

Dear student,

Kindly cooperate and supply relevant information by indicating "True" or "false" on the given question or "Yes /No" as the case may be.

Thank you.

School.....

**Qn I:** Students do not like English and that is why they do not speak it well, True / False .....

**Qn 2:** One needs to study more English even after senior four

True / False .....

**Qn 3:** English must be made compulsory at even levels beyond O-level

True / False .....

**Qn 4:** Speaking English is important even if one knows other languages

True / False .....

**Qn 5:** Listening to news and engaging in English conversations doesn't improve on one's ability to speak good English

True / False .....

**Qn 6:** Do you enjoy learning spoken English? Yes / No .....

**Qn 7:** Do you think learning spoken English can improve English competence in general? Yes / No .....

**Qn 8:** In your own opinion, how should English be taught in order to master its spoken form? .....

**Thank you.**

## APPENDIX E

## STUDENTS' QUESTIONNAIRE ON ACTIVITIES THAT TAKE PLACE DURING AN ENGLISH LESSON

Dear student,

Kindly cooperate and supply relevant information about the topic on class activities. Be as honest as possible. Indicate **Yes** or **No** about the occurrence of any of these during on English lesson.

| ACTIVITY(S) | YES | NO |
|---|---|---|
| Discussing questions posed by the teacher | | |
| Debate on various topics | | |
| Reading aloud | | |
| Discussing a text with the teacher | | |
| Discussing in pairs | | |
| Discussing in groups | | |
| Listening to recorded tapes | | |
| Watching video | | |
| Watching T.V | | |
| Listening to news | | |
| Discussing home work | | |
| Acting out roles | | |

**Thank you.**

## APPENDIX F

## QUESTIONNAIRE ON TEACHERS' ATTITUDE TOWARDS THE TEACHING OF SPOKEN ENGLISH

Dear Teacher,

Kindly and honestly supply relevant information to the questions below. Be as honest as possible.

School.....

Teachers' qualification.....

**Qn 1:** Do you enjoy teaching spoken English

Yes/No.....

**Qn 2:** If "Yes" why and if "No" state the reason

.....

**Qn3:** Do you think the teaching / learning of Spoken English can improve competence of spoken English in general

Yes /No.....

**Qn4:** In your own opinion how should English be taught in order to master its spoken form?

.....

.....

**Qn 5:** What other suggestion do you have about the enhancement of competence in the learning of spoken English in secondary schools? .....

.....

**Thank you.**

## APPENDIX G

## QUESTIONNAIRE ON TEXT BOOKS AND TEACHERS' EDUCATIONAL BACKGROUND

Dear Sir / Madam, kindly provide answers to the following:

**Qn 1:** Do you think a teacher's educational background can affect his level of competence in as far as teaching spoken English is concerned?

Yes / No.....

**Qn 2:** If "**Yes**" why, and if "**No**".

.....

**Qn 3:** Does one's educational background determine one's ability to teach particular aspects of language and failing to handle others

Yes / No .....

**Qn 5:** Graduate teachers are more competent in handling speech work than non-graduate teachers.

Yes / No.....

Qn 6: How do you rate the availability of text books in your school ? Adequate /inadequate. .....

Qn 7: Of the available text books, which particular ones do you find desirable in enhancing the competence of teaching spoken English?

**Thank you.**

## APPENDIX H

## LIST OF SCHOOLS FOUND IN BUNYANGABU COUNTY VISA-VIS SELECTED SCHOOLS

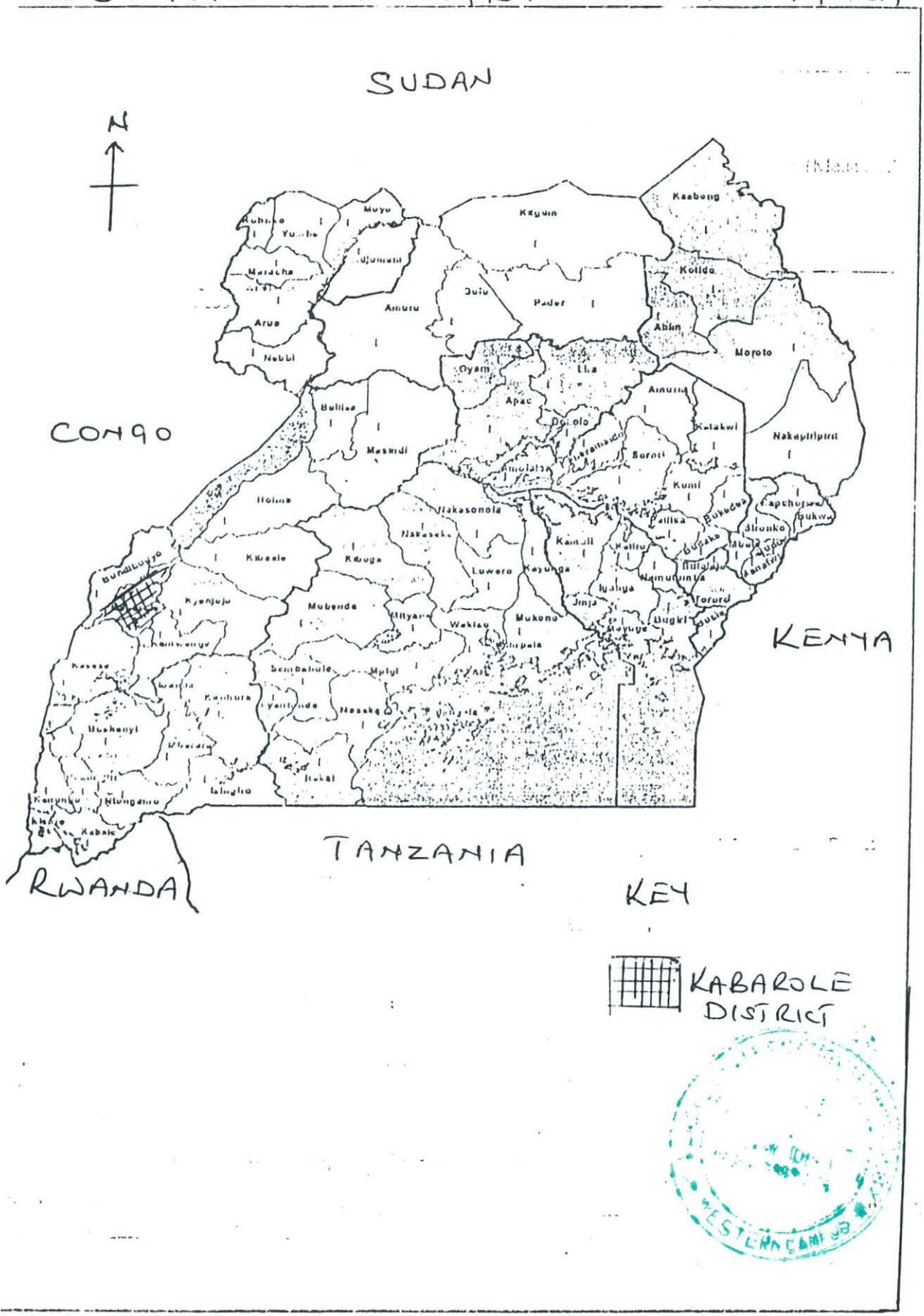
| | SCHOOL | SUB-COUNTY |
|---|---|---|
| 1 | Kibiito S.S * | Kibiito Town Council |
| 2 | Rwiimi S.S * | Rwimi Town Council |
| 3 | Nyakigumba parents * | Kisomoro Sub-County |
| 4 | Buheesi S.S* | Buheesi Sub-Council |
| 5 | Rubona S.S * | Kisomoro Sub-County |
| 6 | Katugunda Voc. S.S | Kibiito Sub-County |

Key:

* Sampled Schools

# APPENDIX II

## LOCATION OF KABAROLE IN UGANDA




WESTERN REGION