

**HOW THE TEACHING METHODS AFFECT PERFORMANCE OF  
ENGLISH LANGUAGE IN SOMESELECTED SCHOOLS IN  
BUNGOMA SOUTH DISTRICT – KENYA**

**BY**

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## DEDICATION

To my husband Nanjali M. M

To my daughters: Sylvia, Caren, Violet, Sapeti and little Gloria.

To my sons: Evans, Tom, Tonny, Denis and little George.

## DECLARATION

I **BERNADETTE N. NABICHENJE** do hereby declare that **“HOW THE TEACHING METHODS AFFECT PERFORMANCE OF ENGLISH LANGUAGE IN SOME SELECTED SCHOOLS IN BUGOMA SOUTH DISTRICT , KENYA”** is entirely my own original work except where acknowledged and that it has not been submitted before for the award of a degree.

SIGN.....


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APPROVAL.

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SIGN.....

DATE.....

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## ABSTRACT

Every part of the world has embraced English language. It is assumed that one can communicate with one out of four in English. It is due to its popularity and importance that the teaching and learning of English language be emphasized for desired results to be realized.

Therefore, it is imperative that effective teaching methods be employed to enhance the teaching and learning of the language.

If all efforts and energies were directed towards making English language excel, for sure it would

## CHAPTER. 1 : INTRODUCTION

1.1

### BACK GROUND

Of all the languages in the world today, English deserves to be regarded as a world language. It is the first language of the United Kingdom, the United States of America, Canada and Australia. In addition, it is spoken and read by millions of Europeans, Africans, Chinese, Indians, Japanese, and South Americans as a second language. It is widely known in Nigeria, Uganda, Kenya, Burma, South Africa and in almost every country in the world.

It is the common means of communication between the people of different nations. One person out every four on earth can be reached through English.

From the above facts, it can be easily concluded that English is an International language, in the sense that it helps in interlinking the people in other countries of the world.

In Kenya, English is the medium of instructions in primary schools, secondary schools, colleges and universities. English is also the official language in Kenya. Emphasizing the roles of English, the ministry of education has strongly asserted that it is a compulsory subject both in primary and secondary schools and that a student should have a good credit pass in English in order to be considered for training or for further studies.

It has been observed that in secondary schools, English is poorly performed at all levels; in class, at inter-school, in organized district mock examinations and even at the Kenya Certificate of Secondary Education. English is rated most poorly performed

compared to the sciences, humanities and even to the other language subjects like French, Germany, and Kiswahili. The index performance of the Kenya certificate of Secondary Education of 2007, English was rated the second last subject in performance.

It had a mean score of 4.1 out of 12.00, and a mean grade of D (plain). In Bungoma South district, the results were dismal. Its index performance was 3.7 out of 12.00.

English being an important language both internationally and nationally, its poor performance in secondary schools is worrying. The problem of poor performance needs to be addressed. Students' massive failure in English has causes.

It is in this light that the researcher sought to examine how methods affected performance in English in some selected schools in Bungoma South District-Kenya.

## **1.2 STATEMENT OF THE PROBLEM.**

This investigation sought to determine the link between teaching methods and performance in English language among secondary schools students. The research was expected to provide the missing link between the two variables in terms of which students' instructional mode developed their academic performance in English language. The determinant factors where poor back ground, lack of incentives, teachers' actions, students' attributions and teaching methods used in English language.

## **1.3 PURPOSE.**

The purpose of the researcher was to examine in what way teaching methods influenced performance in English and to generate possible solutions.



The research also aimed at improving performance in English language in Bungoma South District –Kenya.

Lastly, the researcher was to offer suggestions on the appropriate ways to successful implementations of the findings .

#### **1.4 RESEARCH OBJECTIVES.**

The objectives of the study were;

- (i). To determine the level of the performance of English language of learners in some selected schools in Bungoma South District.
- (ii). To find out the method used by teachers of English language in teaching the subject.
- (iii). To identify the support services and remedial instructions that could be offered to learners of English language.

#### **1.5 SCOPE.**

The researcher was going to do research in some selected schools in Bungoma South District-Kenya. This district borders with Uganda on the west, Rift Valley province on the east, Mount Elgon, on the north and Kakamega District on the south .

#### **1.6 SIGNIFICANCE OF THE STUDY**

The result of the study would be used to help teachers develop appropriate methods of teaching/ learning English language.

The results would assist school administrators to put in place school policies that would favour good performance in English language.

The results would give suggestion on support services and remedial instructions that could be offered to the learner of English language and hence improvement of performance of English language in Bungoma South District – Kenya

## CHAPTER 2

### REVIEW OF RELATED LITERATURE.

Much research has been conducted to examine the effect of school organization and instructional practices on students' motivation and students' achievement (Mac.Liver,Reuman and Main,1995) findings have indicated that learning opportunities varies widely both across and with in schools. In turn, these differences have a direct effect on students' academic achievements.

In comprehensive review of the literature, Mac Liver et al identified four areas in which differences in students' learning opportunities have an impact on their school achievement. Among the four areas is access to the core curriculum for their grade.

Students who receive academic instruction that emphasize below grade-level topics or placed lower ability groups, either with in the class room or in school tracks tend to receive less demanding instructions in terms of content and skills, than their peers (Fuligini,Eccles and Barber 1995). These students tend to acquire basic skills and rote learning, rather than conceptual understandings.

Effective teaching however demands that the teacher knows the who, that is the learner and his or her ability, the what that is the content and most important, the how which involves the instructional methods.

Frisby(1961) considers the practice of teaching English under the headings of speech training, oral training, reading , writing and in later stages, speaking, composition, literature and grammar . For him, speech training consists of teachers' demonstration, class practice and individual practice. These main activities are essential to the learning of oral skills, these are:-receiving, fixing and using.

Frisby suggests that the teachers' demonstration is better than explanation. For all the other skills, the following methods are commonly advocated; debates, demonstration dialogue, role play, demonstration, discussions and oral representations. The choice may be made depending on specific objective.

(Wright 1979) has shown that clear awareness of linguistic ability can be encouraged by the use of linguistic games. Through the games, the children are able to see not only the versatility of the linguistic tool they already possess but also the inadequacies of that tool and the improvement they need to make to it. Work of this kind is not designed to replace the formal class room, verbal interactions or creative writing projects but used along side them. It accelerates and enriches linguistic development and shows the child that above all language is both useful and fun.

(Fontana 1988) purports that one area where progress of a kind has been made is in the study of teacher questions. Though the percentage varies depending on the children's age and the subject being taught, some 40 -60% of linguistic interactions between teacher and child appear to take the form of the teacher questions.

Interestingly, a range of studies indicate that the greater majority of these questions are of a factual recall skill ( Harge 100978). Children are rarely invited to give evaluative answers. The high variance on factual questions suggests that class room language is only used in minority cases to promote children to think and develop powers of linguistic expression. This not only has inhibiting effects upon children's acquisition of linguistic skills, it may restrict their whole concept of the purpose of education.

If teachers demand for factual recall rather than evaluation of creative thinking, the child's conclusion is that education is not interested in the ability to go beyond the

information given, its concern is first and foremost memorizing. This would totally ruin the attempt to integrate the four skills in the language teaching.

Bernes (1971) suggests that in reading and writing, children should be presented with specific methods. The details of the methods in reading vary greatly across the various strategies advocated by reading experts, but they reduce for the most parts of the simple principles of pause, prompt and praise. The child halts at unfamiliar word, the teacher poses to give chance then prompts and finally praises as they repeat the word successfully.

The teaching of writing of course develops out of teaching of reading. The teacher provides learners with letters, sentences and simple paragraphs which they copy and as their skills develop. They become able to reproduce these letters from memory. Finally, they begin to reproduce words on their own initiatives and from this, foundations of writing are laid.

In the area of listening and speaking, pronunciation poses a great challenge in Kenya. Both teachers and learners are drawn from different ethnic groups, speaking a variety of either related or non related languages. These languages don't have similar sounds to those found in English language. A variety of methods however are at the teacher's disposal to assist learners in these areas ( Bwonya and Newman, 2004).

Debates, hot –seating and chain story telling are among the methods prescribed for teaching of literature. These are taught to allow learners to see the details in a text and develop critical awareness, which enables them to assess the worth or validity of writer's point of view.(Gathumbi and kimairo,2002).

Different types of writing are presented to learners in a spiral approach the teacher is expected to give the learner the correct format of the varieties of writings presented in a syllabus. In general, to develop the skill in writing, the methods suggested are:- use of jumble sentences, pictures, role plays and debates.(Kioko and Njengere, 2005).

The teaching of English is crucial because apart from improving the academic performance, English language connects learners in Kenya to a vast community of billions of the world's citizens who also use it as their medium of communication. Besides, the skills acquired in English are applicable to all the other areas of study. This calls for appropriate teaching methods on the teacher's side to ensure academic competence in this field.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 STUDY DESIGN

This section discussed the approach by which the research problem and questions were addressed. As stated in section one, the main aim of this study was to find out the methods the teachers applied in teaching English language and how they affect the overall performance. To achieve the stated objectives, this chapter designed methods that were used to collect raw data for analysis. It helped to develop an understanding of the research process and limitation there in (Cohen and Manion,1994:39,Anderson and Arsenault,1998;86-88).

Quantitative research was characterized by a high of measurement precision use of reliable documents, statistical analysis of data, control and manipulation of variables replicability and desirability.

It included designs, techniques and measures that produced discreet numerical or justifiable data. (Mugenda and Mugenda, 1999; 156). The researcher mainly used the survey method.

#### 3.2 INSTRUMENTS

The research intended to use:

- i). Self administered questionnaires. The respondents completed questionnaires after they had been hand delivered to them.
- ii). Face to face interviews that made it possible to obtain data required to meet specific objectives of the study.

iii). Document studies- written or recorded material not prepared for the purpose of this research were studied to provide insights. Public records collected from within the setting of the research were studied to assist in gathering information about the community and relevant trends.

### **3.3 RESPONDENTS**

This study involved students and their teachers from selected secondary schools in Bungoma South District.

### **3.4 DATA COLLECTION PROCEDURE**

The researcher took the following method:

- i). A letter was presented to the head teachers of the selected schools requesting them to involve their teachers and students in the study
- ii). Written questionnaire was given to students and teachers on an assigned day and time for specific school. The researcher collected the questionnaire after responses had been provided.
- iii). Face to face interviews were carried out, the researcher interviewing only the teachers.
- iv) Public records from the ministry of education in conjunction with Kenya National Examination Council, the Kenya Institute Of Education and the Kenya Institute Of Staff Establishment were sought from and the relevant offices studied.

### **3.5 DATA ANALYSIS**

This chapter involved the systematic ordering of data and analyzing it to make it easy for interpretation. The data collected was analyzed. The nature of the data collected was



basically descriptive and therefore frequency distribution was the major form of analyzing data that was used, where appropriate tables and graphs were used to represent data.

## CHAPTER FOUR

### FINDINGS

In this chapter, the results of study are recorded and the raw data gathered took all meaning. Raw data taken from the questionnaire was analyzed and interpreted. The researcher arranged the data according to the order of the research question, and objectives. The data had been presented in tabular form.

Table 4.1 Problems in English Language

CATEGORY	FREQUENCY	PERCENTAGE
Yes	14	70
No	4	20
Not Sure	2	10
Total	20	100

Table 4.1 indicates that 14 (70%) of the respondents said have problems in English language.

#### 4.2 Appropriate Teaching Methods.

CATEGORY	FREQUENCY	PERCENTAGE
Yes	4	20
No	15	75
Not sure	1	5
total	20	100

Table 4.2 indicates that 15 (75%) of the respondents said that the teaching methods used were inappropriate.

#### 4.3 Support service and remedial instructions offered to learners of English language

CATEGOPRY	FREQUENCY	PERCENTAGE
Yes	6	30
No	14	70
Not Sure	0	0
Total	20	100

Table 4.3 indicates that 14(70%) of the respondents said that there were no support services and instructions offered to learners of English language.

## CHAPTER 5

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.0 OVERVIEW

In this chapter the researcher discusses the summary of the findings of the study. She gives her recommendations and draws conclusions of the study.

#### 5.1 SUMMARY OF FINDINGS

The teaching methods and approaches used to teach English language in Bungoma South District do not meet the individual needs of the learners.

The result of the finding was that most learners of English language found a lot of difficulties in learning it. This was because teachers handling learners are different and have unique and individual qualities and capacities. Subsequently learners in a class need different learning styles and they process information at different rates. They only need to be understood and supported.

The methods and approaches used by teachers to teach English language are not child-centered. This is due to large classes given that English is a compulsory subject in secondary schools. Most classes in Bungoma South District have sixty learners and over. This makes teachers not to make individual educational programmes for each learner. The study also discovered that there are many learners and they don't acquire skills in the school environment and that they have problems learning a second language.

These difficulties are experienced by the learners because they are not supported adequately and in good time. Learners of English language in Bungoma South also

receive inadequate support service and remedial instructions. Learners of English language need to be supported in order to acquire the relevant skills in English language.

## 5.2 CONCLUSION

The purpose of this research study is to find out the effect of teaching method and academic performance of learners of English language in Bungoma South District-Kenya

The method used to collect the information was survey, while the data was analyzed using frequency tables.

Learners of English language perform poorly as compared to other subjects in the curriculum. This means that learners may have capacity to perform well in most school subjects and yet experience difficulties in this one area. These include; listening, speaking, reading and writing. Teachers teaching English language use methods not learner-centered. The approaches used don't increase academic achievement of learners of English language. They also don't involve learners actively. The methods don't address individual differences of learners and most teachers don't teach from known to unknown. Teachers do not establish the objective of the lesson.

Support services and remedial instructions which can be offered to learners of English language include: giving extra time and use of team teaching, use of peer tutoring setting reasonable goals and plan activities from simple to complex and other support services. Finally, develop individual education programmes and give activities equivalent to learner's ability.

### Recommendations

In order to improve methods and academic performance of learners of English language.

The researcher recommends the following:-

All teachers of English language in secondary school should be empowered with English language skills that are current. This can be done by conducting workshops and seminars for the teachers of English language who are in the field

It is important to create awareness to the community on the importance of English language. This will help enhance the interest in the language. This can be done by the teachers of English language, educational assessment and resource centers (E A R C) COORDINATORS AND OTHER Educators. Banners, media, newspapers, magazines and journals, chief 'barazas' and church gathering can help sensitize the community on importance of English language.

The government should provide free nursery education so that all pupils can attain nursery schools. This will assist early intervention of learners of English language.

The researcher recommends for more research on methods and academic performance of learners of English language.

#### REVIEW.

The researcher has discussed the findings and their implications in the study. She has also concluded the research by providing answers to the research question posed. The researcher has also presented the possible solution to the research questions basing them on the findings of research.

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Paulija P.N 6<sup>th</sup> Edition teaching of education.

## APPENDIX A

### Research questionnaire

The information obtained from this questionnaire will be used for learning purpose. The information you will give is your own opinion so there is no right or wrong answer.

Academic performance of learners of English language.

Please tick where appropriate.

1. do learners experience problems in learning English ?

YES.  NO.

If 'yes', what problem do they face?

	YES	NO	NOT SURE	PERCENTAGE
Illegible hand writing				
Failure to answer comprehension questions				
Inability to speak English				
Failure to respond to oral questions				

Methods used by teachers to teach learners of English language.

2. what methods do you employ or use in teaching English language to learners.

i.) Linguistic games

ii.) Debates

iii.) Dramatization

iv.) Group discussion



v.) Role play

vi.) Demonstration

viii.) All

Do you know other methods of teaching English language?

Yes

No

If yes, write them

.....

.....

.....

.....

Support services and remedial instruments that can be offered to learners of English language.

Do you give extra time?

Yes

No.

If yes, how often?

Very often

often

Not sure.

Do you use team teaching?

Yes

No.

If yes, how often?

Very often

often

not sure

Do you use peer teaching?

Yes

No.

If yes, how often?

Very often

often

Not sure

Do you achieve your objectives?

Yes

No

If 'No', give reasons

.....

.....

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Please remember to return this paper to the person who gave it to you.