



Effectiveness of Teaching Methods in English Language on Acquisition of English Language Skills in Public Secondary Schools in Nairobi County, Kenya

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Abstract

The study sought to establish the effectiveness of the various teaching methods on the acquisition of the English language skills. The study was carried out in public secondary schools in Nairobi County. The objectives sought to find out the various teaching methods used in English language, the effectiveness of the lecture methods on acquisition of English language skills; the role of role plays as a teaching method in promoting acquisition of English language skills and the effectiveness of questions and answer methods on acquisitions of English language skills. Four research questions were formulated to guide the study. The questions sought to identify the various method used in English language in Nairobi County, and their effectiveness. The data was collected using three instruments. The student's questionnaire sought to find out whether the like or dislike English, the methods that are mostly used by their teachers during the English lessons and the skills acquired using those methods. The teacher's questionnaire sought to find out the methods that they used mostly the reasons that they used them and the skills that are acquires when the methods are used. The observation schedule sought to get the real classroom experience in terms of the teaching methods used during the

English lessons, the skills acquired and the supplementary materials used by the teachers during the English lesson. After an analysis of how the method promotes the acquisition of the English language skills, it was established that each of the methods enhances acquisition of the English language skills. The four skills in English namely: writing, listening, reading and speaking form the core of the English language. The researcher suggested that in view of delimitation of the study further research in a wider and different area preferably the rural areas. That further research be conducted to investigate other factors that contribute to acquisition of English language skills.

Keywords: Effectiveness, Teaching, Methods, English Language, Public Secondary Schools, Nairobi County, Kenya.

Introduction

Background of the study

English as an international language is spoken in many countries both as native language and as a second or a foreign language. It is taught in schools in almost every country on earth. It is a living and vibrant language spoken by over three hundred million people as a native language. Millions more speak it as an additional language. (Bowen J. 1979)

Secondary schools in Kenya enroll students of varying Nationalities and social backgrounds (Okwara et al, 2009). Okwara et al further says that besides adding to the diversity of learners population, their social cultural settings expose them to

varied experiences and values that positively or negatively impact on learning.

Teaching methods refer to a broad set of teaching styles, approaches, strategies or procedures used by teachers to facilitate learning (Curzon, 1990). Teaching methods that enable learners to actively participate in their learning should be adopted instead of those that reduce them to passive recipients of knowledge (Okwara et al, 2009). In cases where the teaching methods adopted are not consistent with learners preferred learning styles, discomfort sets in and interferes with the learning process hence acquisition of the desired English knowledge is impaired. Use of teaching methods

should take cognizance of the learner's preferred learning styles and balance them with the less effective but popular methods of learning (Okwara et al, 2009). The selection and arrangement of elements of the curriculum and the various ways in which they are introduced to the studies is the more specialized meaning of teaching method (Hoyle, 1969).

Teachers of English can use various teaching methods depending on preference or type of skill the learner is expected to acquire after instruction. According to (Micheal, 1987), the lecture method is probably the most popular and widely used teaching method. However lecture method limits the chances of asking questions (Castello, 1991). Other teaching methods in English include demonstration; which stimulates students thinking, small group discussion, this gives learners opportunities to express their opinions, role play, reading, research and writing are also used to provide a nourishing learning environment. Discovery methods are known to keep students motivated and aroused, aid cognition and enhance retention. These methods are not to be used in every lesson but, rather, the teacher should choose the most appropriate methods in line with the topic and the pupils. The choice of teaching methods depends on the strategy used, whereas the strategy depends on the content and objectives of the lesson (Bowen J, 1985). Ineffective teaching occurs when one uses inappropriate method that results to reduced motivation, increased negative attitudes to learning and yields lower achievement (Doff, 1988). Methods enhance acquisition of the various skills in English.

Statement of the problem

English has become an essential entity in our daily life though not a mother tongue. In Nairobi County, where there is infusion of many languages various trends have come up in the use of English as a language. Being a culturally and linguistically a pluralistic society, the many languages spoken in Nairobi has led to a interesting feature of Kenya's multilingualism. Being a metropolitan city the linguistic features of

English language have been corrupted by development of sheng and this has penetrated the school system. This corrupted structure has exposed students to corrupted language structure thus hampers the acquisition of the skills in skills. Teachers of English therefore have the task of using appropriate teaching methods that promote the four skills in English: writing, speaking, listening and reading. The researcher seeks to establish the effectiveness of

teaching methods of English on acquisition of English language skills in Nairobi County, Kenya.

The feeling is that the most effective methods are those which give students the greatest opportunity for participation and allow them to relate their experiences. The teaching methods that allow students to be more involved in the classroom process, the more likely they are to master the various language structures

Purpose of the study

The purpose of this study was to investigate the effectiveness of teaching methods on English acquisition of English language skills in public secondary schools in Nairobi County, Kenya.

Objectives of the study

The objectives of the study were;

- a) Identify various teaching methods used by teachers of English in Nairobi County.
- b) Determine the effectiveness of lecture method on acquisition English language skills.
- c) To establish how role play promotes acquisition English language skills in Nairobi County.
- d) Establish the effectiveness of questions and answer method on teaching of English on acquisition of English language skills.

Research questions

The following research questions guided this study;

- i) What are the various teaching methods used by the teachers of English in Nairobi County?
- ii) To what extent does the lecture method contribute on acquisition of English language skills?
- iii) How does role play as a teaching method promote acquisition of English language skills?
- iv) How effective is the question and answer method in teaching of English in acquisition of English language skills?

Significance of the study

The study focused on the teaching methods used by secondary school teachers of English. Its aim was to collect data on the methods used and their relation, if any, on the acquisition of English language skills. The effectiveness of each method was analyzed and the most effective method in the acquisition in the English language skill highlighted. The findings of the study are meant to give feedback to curriculum developers at the KIE on the appropriateness of the present teaching methods; their effectiveness on the four skills in English namely; listening, speaking, reading and writing. The study would also give feedback to the Ministry of Education for the enforcement of teaching methodologies in public secondary schools in Kenya. This study would go a long way in the diagnosis of the problem of acquisition of the English language skills among students and the youth. It recommended appropriate mitigation for improved acquisition of English language skills in Nairobi County.

Limitations of the study

Limitations of the study are constraints that a researcher has no control over during the research and which can prevent or hinder him/her from achieving the objectives of the study. They are conditions beyond the control of the researcher that could restrict the conclusion of the study. The researcher has no control of the attitudes of the respondents which can affect validity of responses. At times the respondents gave acceptable but not honest answers, wrong interpretation by respondents can also affect the responses. (Mugenda & Mugenda, 2003).

The limitations of study include dependence on respondents' co-operation. Another limitation is the dependence on the teaching methods as a measure of appropriate acquisition of English language skills. Implicit in the study is the premise that success of any learning is in the use of the appropriate teaching methods.

Delimitations of the study

Delimitation is a process of reducing the sample population and areas to be surveyed to a manageable size (Mulusa, 1988). Delimitation of the study is the scope of the study in terms of geographical location of the area covered by the study. This research was conducted in public secondary schools in Nairobi

County. The study was to find out the effectiveness of teaching methods in English on acquisition of English language skills. However, it did not consider aspects that impact on acquisition of language such as the learners' level of motivation and the learning environment. The methods discussed are not exhaustive.

There are several other methods that are used in the teaching of English subject.

Assumptions of the study

An assumption is "any important fact presumed to be true but not actually verified" (Mugenda &

Mugenda, 2003). Assumptions of this study are stated hereafter, and justify the study and its findings.

- I. That the respondents (teachers and students) were honest, truthful and willing to cooperate.
- II. That appropriate teaching methods were necessary for learners' acquisition of English language skills.

LITERATURE REVIEW

This section deals with the review of available literature on teaching methods used by the Teachers of English in secondary education. The chapter starts with the various teaching methods used by teachers of English. The chapter covered Introduction, Teaching methods used by teachers of English, English Language teaching methods, Lecture method by teachers of English, Challenges of lecture method in teaching English as a subject, Role play as a teaching method in English, Question and answer dialogue as a teaching method in English, Reading as a teaching method in English,

Writing as a key issue in performance in English subject, Summary, Theoretical framework and

Conceptual framework. The effectiveness of the various teaching methods on the acquisition of English language skills was explored.

Meaning of language acquisition competence

The present language competences are summarized as containing linguistic competence, creative competence and strategic competence. Linguistic or grammatic competence is the basic component of language acquisition and

entails the ability to attain a Language (Bowen et al, 1985). This includes the ability to use forms of a language: sounds, words, and sentence structure. Therefore, to know a language means the mastery of the forms of a language which include size of vocabulary and correctness of a language. Creative competence is the actual acquisition. It is the capacity to use a language in a way that it is appropriate to the situational and verbal constraints operating at a given time (Broomfit, 1995).

A normal child acquires knowledge of sentences not only as grammatical but as appropriate. She acquires the competence as to when to speak, when not to, when to talk, where and in what manner. Creative competence is the ability to reorganize a language system with the existing new rules. Language competence in the first and the second language include creativity of language use. It covers automatic knowledge and unconscious acquisition of language (Brown, 2002). Language acquisition includes the verbal and non verbal communication strategies that may be used to compensate communication breakdown.

Good language users use contextual cues, certain tricks and manners to communicate especially when they want to fill in their own acquisition. In the learning and teaching activity, language acquisition forms the foundation of any language. There are other important issues in assessing language acquisition that is teaching methods, difference in teaching goals, individual differences among teachers and students and teachers mastery of subject content.

Theoretical framework

Promoting proficiency in any language in the school curriculum in any country with diversified linguistic identities is influenced by political, socio-cultural, economical, environmental, situational, pedagogical considerations, and colonial carryovers, among others. Therefore, the study was guided by the "Dynamic Model of Multilingualism" developed by Herdiner and Jessner [2002]. In the dynamic model, language is viewed to be in a constant flow; and so are the language systems in a multilingual depending on the various factors in the language acquisitions process. The Model illustrates that one thing affects everything else; and has two key factors, namely:

- I. Gradual language loss which can take place among speakers 111
form of intrapersonal systematic variation; and

- II. Language maintenance which is required to guarantee homeostasis within a linguistic system which increased the accumulation of linguistic knowledge.

Factors that slow down language growth are language interference and language maintenance. Interference factors include politics, societal issues, previous language background and resources.

Maintenance factors include teaching methods, teaching materials and testing methods.

Aspects of this theory guided the researcher identify factors that influence choice of teaching methods among teachers of English. Language loss and language maintenance aspects are not directly linked to each other in the model. Language maintenance is however the key factor in the dynamic model and enabled the researcher to study maintenance skills e.g. presentation skills used and their effectiveness.

RESEARCH METHODOLOGY

This section describes the design of the study: target population, sample size; sampling procedures; research instruments; validity and reliability of research instruments; data collection procedures and data analysis techniques.

Research design

Research design is the procedure used by researchers to explore relationships between variables, to form subjects into groups, administer measures, apply treatment conditions and analyze data. The study was conducted using descriptive survey design. Descriptive survey research is a process of collecting data in order to test hypothesis or answer questions concerning current status of the subject in the study. It determines and report the way things are. In this proposal data was collected using questionnaires and observation schedule. The questionnaires were both open ended and close ended items. This gathered information that described the effectiveness of the teaching methods 111 English subject at acquisition of English language skills in Nairobi County.

Target population

Target population refers to a set of people that a researcher will focus on and to which the results obtained are generalized as representing the geographical area of the study (Orodho, 2004).

Study targeted 71 public secondary with a total student population of 39,370 (thirty nine thousand three hundred and seventy). (Ministry of Education PDEs Office Nyayo House, 2012). The schools were classified as national, provincial (County) and District (CDF). The study focused on teachers of English in public secondary schools in Nairobi County which is 270 (two hundred and seventy). The first target group was teachers of English in public secondary schools that use the various methods to promote acquisition of English language skills. The teachers were believed to be in a position to indicate the teaching methods each of them uses, the reasons for using the methods and evaluating the effectiveness of the method in acquisition of English language skills. The second target group was students in form two and three. The group was chosen because it is assumed that form two students have been exposed to the preliminary English language at secondary school and they could assess the different methods used in learning and their effectiveness in acquisition of English language skills. The form three students were believed to have been exposed to the various methods and were able to assess the effectiveness of the methods in acquisition of English language skills.

Sample size and sampling techniques

A sample is a representative part of a population. According to Mulusa (1990), a sample size is a smaller population carefully selected to represent all the main traits of the whole population. In this study the researcher used stratified purposeful sampling to select the schools. The schools were classified according to their category that is (i) National (ii) Provincial (County) (iii) District (CDF).

For example from the six national schools in Nairobi county 2 were selected which was 33% of the total national schools from 40 provincial schools 8 were selected which was 20% and from the 31 district schools 6 were selected which was 25%. This is guided by Mugenda & Mugenda (2003) that the larger the population the smaller the sample size and the smaller the population the larger the sample size. Students in form two and three class were selected through simple random sampling and this gave each student equal chance of being selected. The teachers in the selected schools were given the teachers questionnaires. The researcher observed seven of the selected teachers in class.

Research instruments

The study used two categories of questionnaires. These were students' questionnaires and the teachers' of English questionnaires, and each consisted both structured and unstructured questions. Questionnaires were more efficient in that they required less time and were cheap. Section A in both questionnaires had questions on respondent's personal information. Section B had structured questions where respondents were expected to tick their suitable responses, and open ended questions where respondents used their own words to answer. The focus in Section A was about the teachers' and students' perception of the teaching and learning process, interest and motivation; whereas the focus in

Section B was on the teaching methods and the effectiveness in acquisition of English language skills. Various teaching methods were listed and interviewees views captured on the appropriate approaches and how they promote acquisition of English language skills. There was also an observation schedule used on the teacher of English during the actual teaching.

Validity of instruments

Validity is the extent to which an instrument measures what it is supposed to measure. It refers to the appropriateness of the interpretation of the results of a test or inventory, and it is specific to the intended use. Validity, according to Mugenda and Mugenda (2003), is the accuracy and meaningfulness of inferences which are based on the research results. Results from the study enabled the researcher to measure what was supposed to be measured in finding out the effectiveness of teaching methods on acquisition of English language skills. To determine validity a pilot study was conducted. This ensured that the instruments measured what they were intended to measure and any ambiguities removed. In this study content validity was measured. The instruments captured the content of the various teaching methods and their effectiveness on the acquisition of English language skills. The teaching methods were explored and the most appropriate for effective acquisition of skills recommended.

Reliability of instruments

Reliability is defined as the consistency of the instrument in measuring what it is intended to measure. It is further defined as the measure of the degree to which a research instrument yields consistent results or data after repeated

trials (Mugenda and Mugenda, 2003). The research used the test-retest technique; this was administer the questionnaires twice to the participants in the pilot study. The researcher assessed the consistency of the responses on each pair of the pilot questionnaires to make judgment on their reliability. A time lapse of 2 to 3 weeks between first and second test eliminated chance error which could arise by testing once. A correlation coefficient was calculated to indicate the relationship between the 2 sets of scores. Correlation coefficient which indicates the relationship between the first and second test was calculated using the Pearson Product co- relation formula. The value of the formula varies between -1.00 and + 1.00 which is acceptable to any test. Pearson product moment correlation establishes the extent to which the instruments were consistent in eliciting the same responses every time the instrument was administered.

Pearson product moment is calculated with the formula

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}}$$

it correlates the scores from both tests

Where x = First test
 y = Second test r = Degree
of reliability
 L = summation sign

N = is the number of scores within each distribution

The pilot test was done on two secondary schools: one boy and girl schools were selected. From each school, to test for reliability, 30 students were served with questionnaires. The pilot study enabled the researcher to be familiar with research instrumentation and its administration procedure as well as identifying items that require modification. The result helped the researcher to correct inconsistencies arising from the instruments; thus, ensured that they measure what is intended. Thereafter, the data was collected using questionnaires that were hand delivered to the respondents.

Data collection procedures

This is the process that is followed to ensure data collection tools are applied correctly and efficiently. A research permit was obtained from National Council for Science and Technology (NCST). The researcher reported to

District Commissioners Office and the District Education Office in order to obtain the necessary authority to proceed with the study. Principals of secondary schools were contacted prior to the actual research. This helped the principals understand the nature and purpose of the visit and agree appropriate day and time to administer questionnaires. Thereafter, the researcher administered the instruments to the respondent in person on dates agreed upon in the respective schools. After data collection the researcher analyzed the data and got the findings from the various stakeholders.

Data analysis techniques

Analysis of data started with editing to identify errors made by the respondents for example spellings, expressions. Quantitative data derived from the demographic sections of the questionnaire and other closed questions was analyzed using descriptive statistics that is percentages and frequencies. Qualitative data generated from the open ended questions in the research instruments was organized into themes and themes categorized through content analysis and then tabulated data computed using Statistical Package for Social Sciences (SPSS). The themes and sub themes were arrived at through content analysis presented in tables and then analyzed using descriptive statistics.

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

This chapter presents analysis of data findings and analysis of the effectiveness of teaching methods on acquisition of English language skills in public secondary schools. The data collection was done in Nairobi County whereby students and teachers in the public secondary schools irrespective of the type were targeted by the study. At the time of the study there were 71 public secondary schools within the County. However, the study sampled 2 national schools; 8 provincial schools; and, 6 district public secondary schools. From each school, a total of 30 students were chosen making a total of 480 students. One English teacher was also selected per school.

Response Rate

From a sample of 480, 355 students filled-in and returned the questionnaires. However, 11 questionnaires were unusable as they were inadequately filled-in reducing the response to 344. This, thus, made a response rate of 71.7%.

Besides, out of the 16 teachers sampled, 13 responded by filling-in the questionnaire making a response rate of 81.3%.

This response rate was excellent for statistical inference as it conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting, a rate of 60% is good and a response rate of 70% and over is excellent. The commendable response rate was only feasible after the researcher distributed the questionnaires and gave the respondents 30 minutes to answer the questions, besides explaining the importance of the study.

Teachers were asked to explain why they used the various teaching method. The table indicates that the main method is question and answer method. It enables teachers to get immediate feedback (is evaluative and interactive) and reviewing a lesson to find out if students understand the concept.

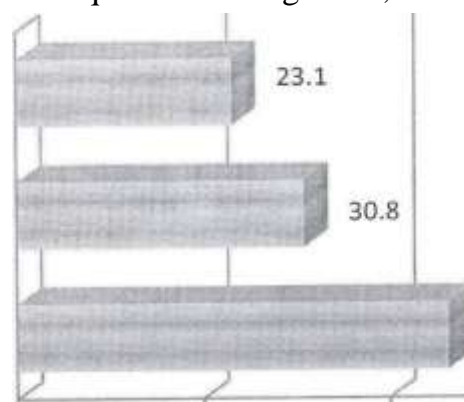
Reading teaching method was adopted by teachers owing to its effective in studying set-books. Reading was also adopted as it avails a wide range of knowledge to the learner and vocabulary acquisition (comprehension). Writing teaching method was used to enhance writing skills and for future reference and for the teacher to get feedback from students. Lecture teaching method was used when explaining concept such as grammar.

Teaching Method and Acquisition of English Language Skills

The study sought to establish the skills acquired from the teaching methods used. The results are presented in Table 4.11 to 4.14 below.

Lecture Method and English Language Skill Acquisition

The study also sought to establish the skills acquired from English methods used with regards to lecture method which is presented in Table 4.5. According to the data findings, 94.8% of the respondents had acquired listening skills, 3.5% had acquired writing skills while 1.8% had acquired commenting skills. On responses from teachers, Figure 4.6 indicates that lecture method imparts on students listening skills (23.1 %) while other felt that the method imparts both listening and speaking (30.8%) or listening and writing skills (46.2%). This illustrates that lecture method is good for both listening and writing skills.



Role Play and English Language Skill Acquisition

Speaking

Listening; Speaking; Reading

46.2

Listening; Speaking

Teachers were asked to indicate that English Language skills that role plays teaching method effects. Figure 4.7 indicates that role play would instills on students speaking skills (23.1 %); listening and speaking skills (46.2%); and, listening, speaking and reading skills (30.8%). This illustrates that role plays teaching method is effective for listening, speaking and reading skills.

Table 4.12 Skills Acquired - Question and Answer

	Frequency	Percentage
Listening	17	9.9
Speaking	45	26.2
Writing	76	44.2
Reading	19	11.0
Comment	15	8.8
Total	172	100.0

The study further asked the respondents to indicate what skills they had acquired from the use of question and answer as teaching method. The findings of are presented in Table 4.12. The findings show that 44.2% of the respondents had acquired writing skills; 26.2% had acquired speaking skills; while, 11.0% had acquired reading skills and 9.9% had acquired listening skills. This indicates that skills; and, 5.3% had acquired speaking skills. This indicates that reading skills are acquired from reading teaching method.

Teacher responses indicated that listening and reading skills (30.8%); listening and speaking skills (30.8%); speaking and reading skills (15.3%); and, reading (23.1 %). The results, thus, indicate that reading teaching method is effective for listening and reading or listening and speaking skills.

4.7 Effectiveness of the Teaching Method in Acquisition of English Language Skills

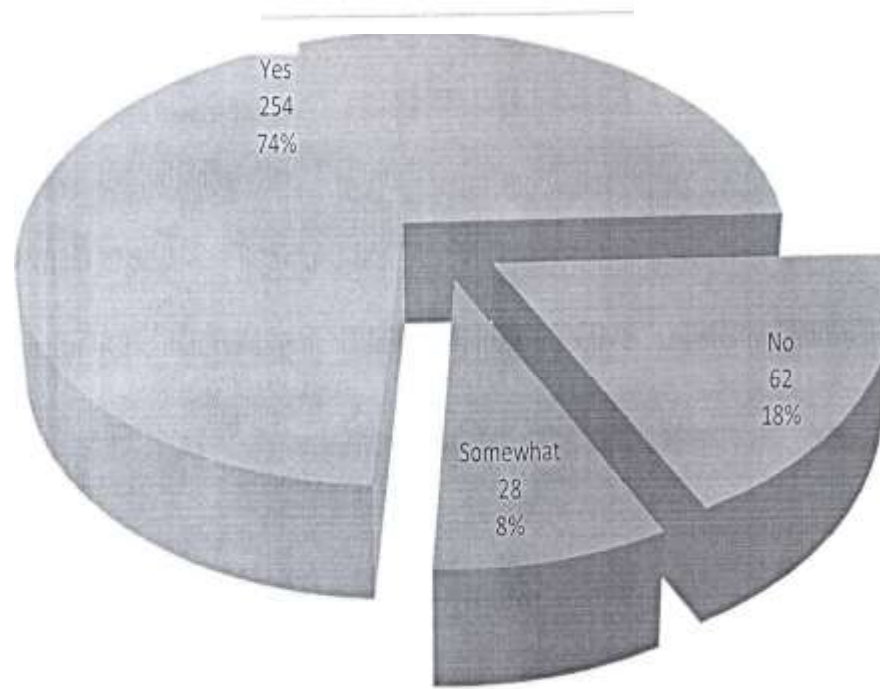


Figure 4.10 Effectiveness of the Teaching Methods Used - Teacher

The study sought to establish whether the teaching methods that the teachers used improved the acquisition of the English language skills. Figure 4.10 indicates that 74% of the respondents' responses were affirmative; 18% of the respondents felt that the methods were ineffective; while, 8% stated that it was somehow effective. This underscores the teaching methods used having had improved the acquisition of the English language skills.

Table 4.14 Effectiveness of the Teaching Methods Used- Students

Method	Most	Fairly	Least	Effective	Mean	STDEV
Lecture Method	17	43	64	48	2.17	0.947
Role play	57	81	17	17	3.03	0.908
Question and answer	82	50	28	12	3.17	0.942
Reading	53	52	51	16	2.83	0.973

The study sought to establish the effectiveness of the various teaching methods (lecture method, role play, question and answer and reading) used. The study applied the use of a 4-point Likert scale in collecting data and analyzing the same by determining the weighted mean in the responses from the factors (teaching methods) analyzed. Four points were most effective; 3 = fairly effective; 2 = effective; and, 1 = least effective. From Table 4.14, question and answer had a mean of 3.17; role play had mean of 3.03; reading had a mean of 2.83; and, lecture method had a mean of 2.17. This depicts that, according to students, questions and answer teaching method was the most effective followed by role play.

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Table 4.15 Effectiveness of the Teaching Methods Used - Teachers

Method	Most	Fairly	Effective	Least	Mean	STDEV
Lecture method	0	10	0	"	2.54	0.843
Role Play	4	2	7	0	2.77	0.890
Question and answer	6	0	7	0	2.92	0.997
Reading	0	8	5	0	2.62	0.487

Table 4.14 shows that question and answer had a mean of 2.92; role play had mean of 2.77; reading had a mean of 2.62; and, lecture method had a mean of 2.54. Like responses from students, teacher regarded question and answer and role play as the most effective teaching method for English Language.

The students indicated that talking/speaking English in class has improved their English speech while reading has improved their writing skills. Some students felt that their teachers use a mix of methods which has enhanced their listening, reading, writing and speaking skills. Others felt that question and answer and role play method enables the involvement of all students as it makes students alert in class and promotes critical thinking with the latter enhancing comprehension of the language. Besides, role play helps one to gain self confidence; one can stand and address others. Promotes listening and articulation. Question and answer teaching method also gives one the opportunity to express themselves and gives one the ability to answer questions in exams through question and answer method. It also enables one to learn new things. Reading teaching method promotes reading fluency and understanding

through teachers' explanations of new words in their context. However, some stated that some of the teaching method can get monotonous besides being irrelevant and boring.

On what skill is acquired mostly in teaching of English, the students indicated that they acquired listening, speaking, reading or writing skills. Others felt they mostly acquired a combination of two skills: listening and speaking; listening and writing; reading and listening; reading and speaking; reading and writing; speaking and writing while others acquired three skills such as speaking, reading and writing. Asked the methods promotes acquisition of such skills, the students indicated that enables one know how to be fluent in speech and know spellings which helps in examination answering; one gets to understand new vocabulary which helps in speaking as most part of English teaching involves speaking and writing. Some students stated that lecture method makes students attentive while reading promotes fluency. They also stated that students are allowed to read passages in class and writing composition often which promotes reading and writing skills. The students were further asked to recommend on the teaching method they find effective in improving the acquisition of English language skills. Table 4.10, shows that 32.0% preferred role play teaching method; 19.2% of the respondents preferred question and answer teaching method; and, 15.7% of respondents preferred reading method.

A variety of different topics were covered in classes. Out of the seven cases four were grammar which shows that grammar was the domain of the teachers. During the grammar lessons, two integrated oral skills (pronunciations). This enhanced the speaking skills of the students during the lesson. There was writing during the lesson which was used as an evaluation of what the teacher had covered during the grammar lesson. Two of the lessons were set text reading, where the teacher incorporated aspect of culture and current events. Writing was also incorporated during reading lesson. It is evident that writing was integrated in all the observed lessons.

SUMMARY, CONCLUSION AND RECOMMENDATION

This section presents the summary of the findings obtained from responses of teachers of English and students through questionnaires. The chapter also highlights the conclusion of the study, recommendations derived from the findings and suggestions for further research.

Summary of the study

The purpose of this study was to establish the effectiveness of the teaching methods used in English subject on the acquisition of the English language skills in Nairobi, Kenya. Four research questions were formulated to guide the study. Research question one sought to identify the various methods used in English language. Question two determined the effectiveness of lecture method in acquiring the English language skills. Question three established the effectiveness of questions and answer methods in promoting acquisition of English language skills. Question four examined the role of role play as a teaching method in enhancing acquisition of English language skills.

The study adopted a descriptive survey design and targeted 16 public secondary schools in Nairobi County out of 71 public schools. It sampled 15 teachers of English and 480 students.

The findings indicated that all the students liked English subject and language; 47% of the respondents liked English much while 41 % of the respondents liked English very much. Justifying their liking for English, it was established that most of them liked English because it is easy to learn (26.2%); enjoyable subject (27.3%); universality of language (19.2%); careers development as many require mastery in English (11.0%) and being the official language in Kenya (8.1%). Other also liked English since it promoted National Cohesion and integration. However, distributing the students' liking for English along gender, it was established that gender differences does not influence liking for English language ($p = .807$).

On the teaching method adopted for English language, the findings shows that writing and question and answer methods were always used (mean of 4.69 and 4.38); reading method was adopted very often (3.85); role play which was used often (2.62); while, lecture method was rarely used (2.46). Reasons for using the various methods were that question and answer teaching method enabled teachers get immediate feedback owing to its evaluative and interactive nature and for reviewing a lesson to find out if students understand the concept.

Teaching reading method was adopted by teachers owing to its effective in studying setbooks and as it avails a wide range of knowledge to the learner and vocabulary acquisition (comprehension). Teaching writing method was used to enhance writing skills and for future reference. On the other hand, lecture teaching method was used when. It was established that various skills were acquired during the questions and answer teaching methods. Writing skill was

highly promoted followed by speaking skills, reading skill and listening skill least acquired. It was evident from students that writing and speaking skills are effectively acquired during the questions and answer method.

The teachers also indicated that questions and answer instilled on students a mix of listening and speaking skills. This is evident that writing and speaking skills were effectively acquired during the questions and answer method. It was established that teaching reading method is effective for listening and reading skills. Reading promotes acquisition of internal listening very effectively.

Conclusion

The study concludes that English teachers in Nairobi frequently use question and answer; reading teaching methods to pass English skills to learners or students. Question and answer teaching method was used for its effectiveness in getting immediate feedback from students which is useful in gauging whether the students have understood a concept or not and in wrapping up a chapter or reviewing a lesson. Question and answer was also adopted for its interactive nature; a teacher is able to correct a student in case he/she misunderstands a concept. Teaching reading method is adopted by English teacher as it fosters comprehensiveness, thus teachers are able to cover a wide range of texts or chapter. The Nairobi schools found it effective for passage reading or during set-books.

Role play and lecture teaching method, on the other hand, were sparingly used. Role plays were used to enhance students understanding of a passage or literature where by students perform various roles. This is mostly, used in English literature such as plays and poetry besides the reading teaching method that is adversely used in the same. Lecture teaching methods were used by English teachers to explain or introduce a concept such as grammar, or cascade through large amount of ideas generated from text.

The study also concludes that these four teaching methods were effective for English language acquisition. Lecture method was effective for listening skills though it also promoted speaking skills. Role playing highly developed speaking skills on students. Question and answer teaching method promoted speaking and writing skills though it also developed listening skills. Reading as a teaching method was mostly used to develop reading skills. Reading also enables to be fluent in speech and know spellings which help in examination answering; one also gets to understand new vocabulary which helps in speaking

as most part of English teaching involves speaking and writing. Read passages in class and writing composition promotes reading culture. Question and answer method makes students attentive and also enhances the students, examination tackling skills.

The study establishes that an integration of all methods is effective on acquisition of the various language skills. Each of the methods complements the other in the acquisition of the various skills. The teachers felt that a smaller work load would effectively promote their promotion of the various language skills. The content was viewed as too broad to promote effectively the acquisition of the four skills. Students felt that more participatory methods would effectively promote the various skills in English. The various methods used during the English lessons were important in promoting English language skills. The methods encourage group's participation in the class and therefore enhances active participations of the students.

Recommendations

Based on the research findings the researcher made the following recommendations:-

- I. That the methods used in teaching English be more reinforced to promote the four skills of the English language.
- II. That the Ministry of Education provides more supplementary materials for teaching of the English language.
- III. That the training of teachers incorporates other teaching techniques such as the use of projectors and computers be used to boost on the other teaching methods.
- IV. That schools train students and teacher with the online pronunciations of English to boost their speaking and writing skills.
- v. That the KNEE incorporates all the four skills of English in examinations from primary to university levels.

Suggestion for Further Research

Based on the findings of the study the researcher makes the following suggestions for further research;

- (i) In view of delimitation of the study the researcher suggest further research in a wider and different area preferably the rural areas.

- (ii) That further research be conducted to investigate other factors that contribute to acquisition of English language skills.

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