EFFECT OF TEACHING ON ACQUISITION OF ENGLISH

LANGUAGE SKILLS IN PRIMARY SCHOOLS IN BUSIA COUNTY

KENYA

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MARCH 2015
DECLARATION

I declare that this research work is my original work and has not been presented in any other university/institution for consideration of any certificate. This thesis has been complemented by referenced source dully acknowledged where text, data (including spoken words) graphics, pictures or tables have not been borrowed from other sources including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti – plagiarism regulations.

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To my wife Josephine, children; Emomeri, Adhiambo, Amoit, Adeke, Ekapten, and Asere for their prayers, inspirations and support.
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Last but not least, I acknowledge the support from my former colleagues at the DEO’s office Teso North Sub County, friends and relatives for their prayers, material and moral support.

Finally, I thank my Almighty God for giving me and my family life and sound health for this had enabled me endure this long and agonizing journey. Father, it was through your wish that I finally made it. Thank you.
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<tr>
<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>KRT</td>
<td>Key Resource Teacher</td>
</tr>
<tr>
<td>LAD</td>
<td>Language Acquisition Device</td>
</tr>
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<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>ECDE</td>
<td>Early Childhood Development Education</td>
</tr>
<tr>
<td>CDF</td>
<td>Constituency Development Fund</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>SbTD</td>
<td>School Based Teacher Development</td>
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<tr>
<td>T/L</td>
<td>Teaching and Learning</td>
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<tr>
<td>M/S</td>
<td>Mean Score</td>
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<tr>
<td>IN-SET</td>
<td>In-Service Education and Training</td>
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<tr>
<td>SCQASO</td>
<td>Sub County Quality and Standards Officer</td>
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ABSTRACT

Many children in primary schools are not able to achieve the necessary knowledge and skills in education because they lacked competencies in language. Lack of proficiency in English language may lead to failure in accessing the knowledge in that language. Further, without competence in language, many learners get disadvantaged during the learning process and beyond. Oladejo (1991) contends that there’s hardly any doubt that the decline in the English proficiency affects the entire education system and is detrimental to the national growth of affected countries. Pupils in Teso North Sub County had not been achieving quality grades in English language at KCPE for many years. This raised concern on effect of teaching on acquisition of English language in primary schools in Teso North Sub County, Busia County. The objectives of the study therefore was to establish how children learned and acquired English language in primary school in Teso North Sub County, establish if the teachers had the skills and knowledge in teaching English language in primary school in Teso North Sub County, examined methods of teaching English language skills in primary school in Teso North Sub County and established impact of teaching/learning materials on teaching of English language in primary school in Teso North Sub County. This study was carried out using descriptive survey design. The target population was 95 public primary schools, 678 teachers in primary schools and 34,397 pupils in Teso North Sub County. The researcher used simple random sampling technique to sample 220 teachers of English language in 45 primary schools in Teso North Sub County. Questionnaire was used as a research instrument. Both qualitative and quantitative data were collected. Data was analyzed by use of descriptive statistics such us use of percentages, means, and frequencies. Qualitative data was organized according to emerging themes. The study will assist address gaps affecting the teaching and acquisition of English language skills. It attempted outline features of language development which stated that human infant engages in symbolic acts in the process of learning language. The study also found out children acquired first language naturally and that LAD enabled children learn other languages very easily. Mother tongue laid foundation for second language acquisition. This research also established that teachers played a big role in the teaching/learning of English. Since most children learn English in school, the schools needed to put in place mechanism to improve teaching/learning of English language, teacher competencies, methods of teaching/learning English language and impact of teaching/learning materials on teaching of English.. This study recommended that schools set rules to assist learners improve on their spoken English; this minimized the use of mother tongue in schools. The QASO to assess and re- evaluate teachers work in class; this helped improve teachers’ skills in teaching English and hence enhance their classroom delivery. Schools also needed to step up internal school curriculum supervision to improve on teacher preparedness and implementation of the curriculum. This study assumed that all children had the ability to learn and improve listening, speaking, reading, and writing skills. This can be realized if teachers offered quality teaching. Children who are able to communicate in English also acquired quality grades at KCPE.
CHAPTER ONE
INTRODUCTION

This chapter deals with the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study, theoretical and conceptual frameworks, and operational definition of terms.

1.1 Background to the Study

Language was a tool mankind had used for ages to communicate. Genesse (1994) says through language we convey our feelings, desires and thoughts. Oxford Advanced Learners Dictionary, International Students Edition (2010) defines language as a system of communication in speech and writing that is used by people of a particular country or area. Children start using language right from the time they are born. When babies are born they are not able to talk but can express their needs and seek attention by crying. Crying was a kind of language through which babies communicated or convey their feelings, desires and thoughts.

Babies are also able to make and hold eye contact, and follow the gaze of an adult. This was the beginning of adults sharing language with babies. If any sound was made to a baby, the baby was able to respond with some kind of sound. This proto – communication was the first step children learned to communicate with other people. Ministry of Education (2001) confirms that language to young child is a way of expressing needs – means of communication. The Oxford Advanced Learners Dictionary, International Student Edition (2010) defines communications as the
activity or process of expressing ideas and feelings or of giving people information. Without the use of language it would be very difficult to communicate and children to acquire formal education.

Children are born with the ability to acquire language and are able to use these innate abilities to learn all languages. Ministry of Education (2001) agrees that children are born with the ability to acquire any language they hear when they are very young. Children acquire first language gradually and largely on their own. First language babies acquire was also known as mother tongue or native language; babies acquired this language to make them fit into the environment they are living in. It was said that babies are able to follow rules of a language they are learning to speak, but this ability decreases as they grew older. The child’s readiness to acquire and use language was also influenced by training, experience and mental age.

English was the main language that was used for communication in schools. Language proficiency was key in promoting learners understanding, interpretation and analysis of content, especially when it came to reading, and answering questions in examinations and this correlated with other subjects as well except Kiswahili. English was a medium of instruction in upper primary classes in all schools and beyond and was taught as a subject both in lower and upper primary classes.

It was due to importance of the medium of instruction that the teaching of English, the medium of instruction in Kenyan schools was located more time on the timetable than other subjects. It was also in this respect that all subjects in the school
curriculum, besides mother tongue and Kiswahili are taught or learned in English. Goodson and Peters (1990) suggests that English teaches the literacy on which the practice of other subjects is based. Republic of Kenya (2002) says the objective of teaching English language in primary schools in Kenya is to enable the pupils acquire sufficient command of language skills that will make them communicate fluently. Murray (1966) observes that language is a crucial tool for determining how children learn and think because advanced models of thought are transmitted through words. Children who are proficient in English learned easily.

English like Kiswahili was Kenya’s national and official language; it was used as a tool for promoting national unity. Adagi (1997) confirms that language acts as a tool for enhancing national unity. English language is a lingua franca and is widely used in the commonwealth countries. For the learner to be able to follow instruction in the school the knowledge of the medium of instruction must be good or, at least, sufficient to allow us understand the information from teachers and from books. It was therefore important for children to learn English so that they do not only use it for passing examinations but also preparing individuals be part of the international community.

Children who do not come from English speaking families learn English in schools as a second language as was a case with many Kenyan children. American Speech Language Hearing Association (2014) agrees that when children who speak a language other than English go to school for the first time, these children had an easier time learning a second language, but anyone can do it at any age. It took a lot
of practice for grown-ups to learn a language compared to younger children who acquire it much faster. Oxford Advanced Learners Dictionary (2010) confirms that it takes a long time to learn to speak a language.

Teachers play a key role in assisting learners to acquire and use language skills. It was the teacher who introduces English language to the child in class. Chondhury (2014) agrees it is the responsibility of all teachers of English to assist all students in the development of their ability to speak and write better language. A teacher, therefore, was a key person in assisting and developing children’s proficiency in language. Sereti (1993) contends that the task of molding students so that they express themselves effectively both orally and in written work lies on the shoulders of the teacher.

The language teachers are able to provide learners with experiences that stimulated the acquisition and use of English language skills. Teachers with competencies (knowledge and skills), good academic and professional qualifications in the English language made children acquire language. Chondhury (2014) pointed out that teachers must have the experience and training that enables them to understand and respect diversity of dialects.

Teachers can improve children language by encouraging learners to talk about events or objects that interest them. Teachers can achieve this by allowing children discuss their experiences through dramatization, narratives, storytelling and debating. This was called teaching through exposure; teaching through exposure
enables learner use English language skills. MOE (2001) agrees that pupils learn a language faster when they are exposed to all four skills. It further says, when teaching English language skills, a teacher should not teach the four language skills in isolation. Exposing child to all language skills increases the child’s receptive language skills.

Children need to be encouraged to listen to other speakers before they are engaged in any meaningful conversation. Teachers need to encourage children to talk about events, objects or things that interest them; this improved their oral fluency. Speech was the fastest and most commonly used method of communication between people. Alongside speaking, children are taught how to listen. Children do not always listen attentively in class; some children easily got distracted by external stimuli and fail to learn. No meaningful communication took place without use of listening and speaking skills because the two skills complemented one another. MOE (2001) confirms that speaking and listening are foundations for learning a language. Popp (1996) argues that teachers who regard listening and speaking as tools for learning integrate the learning and practice of these skills to the rest of the curriculum because they believe that the ability to speak and listen effectively assist all learning.

Learners who do not speak fluently and accurately might become poor speakers and in effect fail to communicate and interact with other people. It was important to note, other language skills like reading and writing can only develop in a child till when the child had learned to listen. It should be noted that modern education
was hinged on the ability to read and write. According to the MOE (2001) the foundation for all literacy is in listening and talking.

The role of a parent in the child’s language development cannot be overlooked; parents provided a lot of input and modeled child’s first language. Parent and teacher of English need to provide learners with the best role model of English language. But both must polish their language first because making mistakes can make the learners repeat the same. American Speech Language Association (2014) confirms that it is important parents/care givers provide strong language model; it further says if you cannot use language well, you should not be teaching it.

Reinforcing child’s language was important in enhancing learning of language in the child. A mother, who praises, prompts and responds to what the child says, makes the child learn faster. Quist (2000) argues that genuine praises and encouragement are the methods that can be used to encourage a feeling of confidence and achievement and also to improve attitudes and change the child’s behavior. The teacher needs to appreciate each learner by smiling and speaking to them in a friendly way. This was one way the teacher made his pupils know that he/she really valued their participation and contribution.

When teaching language items, teacher can present subject matter in a stimulating and interesting manner to the learners to enhance learning. Children who are stimulated in learning process are energized to move forward in the activities the children are learning. Ngaroga (2007) argues that stimulus variations are those
teacher actions that are sometimes planned and sometimes spontaneous that develops and maintains a high level of attention on the part of the pupils during the course of the lesson. The aim was to have the pupils attention focused on the lesson. It was the role of the teacher to create good classroom atmosphere for all learners to participate in the teaching/learning process.

Reinforcement was a motivational strategy that teachers used to strengthen habits or behavior in the learner. Use of body language, for example, nodding, smiling, clapping; giving a child pat on the back are some of the reinforcement schedules teachers used in class to give a learners assurance he/she were on the right track. They also helped develop confidence and positive self-image in children.

The school environment was important for developing the child’s English language skills. The environment provided role models and stimulated learner’s language development. This study assumes that the learners’ language competencies, that was, ability to listen, speak, read and write English impacted on performance of the pupil at KCPE in primary schools. Overall, children in Teso North Sub County and Busia County at large were not doing well in English at KCPE examination.

The general performance in KCPE in Teso North Sub County had been below pass mark of 50% the past five years. Records from Sub County Director of Education Office (2012), Teso North Sub County showed that Teso North was ranked last consecutively in former Western Province from 2008 to 2010 and in Busia County in 2011 and 2012. The Sub County posted mean scores of below
average mark of 50\% at KCPE between the years 2008 and 2012. For example, 49.95 in 2012, 47.861 in 2011, 45.973 in 2010, 45.32 in 2009, and 49.13 in 2008.

These kind of performance, the study opines, might be attributed to poor teaching/learning of English language skills. In a related study, Onjiko (2003) carried out a study on teaching of language items in Kisii Central District. Its findings gave insight into some of the challenges teachers of English met in the subject during the teaching of English language. The study gap in this research sought to investigate the effect of teaching on acquisition of English language skills on KCPE performs in Teso North Sub County, Busia County, Kenya.

1.2 Statement of the Problem

In recently released Kenya National Examination Council Report of 2012, by Uwezo, on KCPE performance entitled “Are Our Children learning?” The report gave asymptomatic view of an ailing education system. Among its shocking revelations was the exposure on dwindling literacy levels among primary school children. The report cited that many children in primary schools were notable to read and speak English. Children who are not able to read, this study assumes face challenges in answering questions at KCPE examinations and general communicating in English. Lack of mastery in English language may be an impediment to the acquisition of skills and knowledge in other subjects in the school curriculum. This was because English was a medium of instruction in upper primary schools in Kenya. Barasa (2005) confirms that inability to communicate effectively will disadvantage their learning as well as their social life.
Teacher’s role in teaching/learning of English was significant because children learn English in school. Kembo - Sure (1992) looks at the standards of the teacher as one of the reasons for the poor English teaching and performance in languages in Kenyan schools. Barasa (2005) cites a study in which it was reported that the teaching and learning of the English language in Kenya has been suffering due to lack of role models for the language learner.

In Teso North Sub County, pupils had not been achieving quality grades in English language at KCPE for many years. Data obtained from the Teso North Sub County Director of Education’s Office (2012) showed that the Sub County posted mean scores of 49.95 in 2012, 47.861 in 2011, 45.973 in 2010, 45.32 in 2009, and 49.13 in 2008 in English. This study sought to dress the affect of teaching on acquisition of English language knowledge and skills in teaching English, methods of teaching English language skills, and the impact of teaching/learning materials on acquisition of English language skills in primary schools in Teso North Sub County.

1.2.1 Purpose of the Study

This study sought to investigate effect of teaching on acquisition of English language skills in primary schools in Busia County, Kenya.

1.3 Research Objectives

The study sought to:

(i) Establish how children learn and acquire English language skills in primary school in Teso North Sub County.
(ii) Establish if teachers had skills and knowledge in teaching English language in primary school in Teso North Sub County.

(iii) Examine methods of teaching and learning English language skills in primary school in Teso North Sub County.

(iv) Establish the impact of teaching/learning materials on teaching of English language in primary schools in Teso North Sub County.

1.4 Research Questions

(i) How do children learn and acquire English language in primary schools in Teso North Sub County?

(ii) Are teachers having skills and knowledge in the teaching English language in primary schools in Teso North Sub County?

(iii) Which are the methods of teaching and learning of English language skills in primary schools in Teso North Sub County?

(iv) What was the impact of teaching/learning materials on teaching English language in primary school in Teso North Sub County?

1.5 Significance of Study

The study attempted to identify ways of improving teaching and learning of English language skills in primary schools. This study assisted stakeholders address issues on effect of teaching on acquisition of English language skills in primary schools in Kenya. It also identified whether the teachers of English language had adequate education and training in primary teacher education and
possessed the necessary competencies in teaching English language skills in primary schools in Teso North Sub County, Busia County.

The study highlighted gaps that existed in the teaching/learning English language curriculum in primary schools in Kenya. The research recommendations helped stakeholders assist learners acquire and improve their English language skills. The findings of this study assisted Kenya Institute of Curriculum Development (KICD) of Teso North Sub County to design an English language curriculum that was relevant to all learners in primary schools in the Sub County and Kenya at large. This research work raised pertinent issues, generated questions and stimulated the need for more research in the area of English language development. The study gave solutions on how children learned and acquired English, teacher’s skills in teaching English, methods of teaching/learning English, and impact of teaching/learning materials on teaching/learning of English.

1.6 Limitations of the Study

i) Teso North Sub County was a fairly large Sub County and thus it was difficult to cover the whole area within the given time. The researcher was compelled to use motor bikes to reach some of the sampled schools.

ii) The researcher faced challenges in accessing study materials since there was no institution with public resource materials in the Sub County. The researcher was therefore forced to travel for reference materials from Moi University, Kibabii University College and Kenyatta University which was very costly and time consuming.
iii) The failure of the researcher to use probability sampling technique significantly limited the study’s ability to make generalization from the results.

iv) Limited financial resources also affected the study in terms of population; the researcher was compelled to do sampling.

1.6.1 Delimitations of the Study

(i) This study was delimited to public primary schools in Teso North Sub County.

(ii) The study only covered effect of teaching on acquisition of English language, teacher’s skills in teaching English language, and methods of teaching English language skills.

(iii) The study also looked at the impact of teaching/learning materials on teaching of English language skills.

(iv) The researcher targeted teachers of English language from Standard One to Standard Eight but did not compare performance of English with other subjects in KCPE in public primary schools in Teso North Sub County, Busia County Kenya.

(v) Although the study was limited to effect of teaching on acquisition of English language skills, it did not specifically study how children learned each one of the language skills.
1.7 Assumptions of the Study

The study made the following assumptions:-

(i) Primary school teachers are trained and equipped with skills and knowledge on how to teach English language skills.

(ii) Teachers always used teaching/learning materials to enhance their pupils learning of English language.

(iii) Pupils in primary schools in Teso North Sub County were able to communicate in English language.

(iv) The MoEST had put in place policy guidelines for teaching/learning of English language in primary schools.

1.8 Theoretical Framework

This study was guided by Halliday’s (1993) language – based theory of learning. The theory postulates that human learning is essentially semiotic (that is, involves use of signs and symbols) in nature despite the fact educational knowledge was massively dependent on verbal learning; many theories of learning have not been specifically derived from observation of children language development.

The theory attempted to explain how children engage in ‘learning language’ and it tried to highlight the distinctive characteristics of human learning which states that language was the process of making meaning from what children are learning. Children only learned if they understood the language they are using or learning.
When children learn first language or the mother tongue they make effort to speak and reason in that language. Children acquire first language very gradually and usually on their own, and use this first language to express their feelings or thoughts. The theory makes assumptions that language development is continuous process that starts at birth, through infancy and childhood and through adolescence into adult life, for example, a child was able to come to grips with grammatical metaphors only until when he or she was approaching the age of puberty.

At ages 3-5, babies are reaching out and grasping; trying to get hold of objects (they can see the object). Such an effort provoked the use of the sign which was then interpreted by the adult and a form of conversation between the adult and child takes place.

At ages 6-10 years, regular symbols are created by the child in an interactive context. When children construe their signs into sign system protolanguage is formed; the proto language which MOE (2001) calls proto communication the children are using at this stage is the imitation of adult words. Children use this language to take roles during conversations with other people.

The theory also attempted to outline features of language development and states that a human infant engages in symbolic acts, which the author also refers to as acts of ‘meaning.’ or the foundation of learning language. Signs involved mediating or enacting – interacting with others and construing experiences into meaning. Parents and peers played critical role in modeling child’s first language.
Teachers can allow their children engage in dialogue with other children or people to improve their spoken language. Halliday (1993) adds that two ways communication will enable children interpret experiences by organizing them into meanings especially in exploring the contradictions between the inner and outer experience.

This theory highlighted other forms of communication like reading and writing which children use to express their feelings or thoughts in the languages they speak. Children learned language not only at home and neighborhoods but also in school. It was in schools that children learn English as second language. Schools provided environments whereby learners are able to learn from their peers and model their teachers’ English.

The researcher was supporting the view that English language development in children, like for other languages was progressive and entirely depends on their mental age and social development. Teachers of English language needed to understand the level of development in their children this assisted them plan for their educational needs. The researcher had considered this theory because it can be applied in the educational context. Teaching/learning activities can be designed and implemented to take principles of learning into account. It was interesting to think about individual differences among learners and teachers should work towards including activities that have variety and interest for all learners in educational programs.
1.8.1 Conceptual Framework

![Flow Chart on English Language Skills]

This conceptual framework shows the independent and dependent variables in this study. Mwituria (2012) suggests that the independent variables affect the dependent variable understudy and was included in the research so that its effects can be determined. If the variables in the learning environments are effectively manipulated, that was, if teachers are capacity built on methods of teaching English, acquired more knowledge and skills in English, acquired and used teaching and learning materials; it would be easier to predict the outcome of the dependent variable.

According to Mwituria (2012) dependent variable is a variable being affected or assumed to be affected by an independent variable. It is the variable that was used to measure the effects of the independent variable, also known as outcome variable in
certain types of research, (ibid). Manipulation of the variables in the environment enabled learners be proficient in English language and this assisted produce quality grades at KCPE examination.

Figure 1 gave the researcher’s conceptualization of factors affecting teaching and learning of English language skills and its impact at KCPE examination results in public primary schools in Teso North Sub County Busia County. As was illustrated in the model, the learner’s environment played a significant role in the teaching and learning of English language skills. Besides school factors, the learner’s social and physical environment also provided role models from where learners learned language from.

The social and physical environments included peers, teachers, teaching/learning materials, language rules/policies and adults. For the learners to be proficient in English language skills, independent and dependent variables must inter linked to achieve the desired goal. If teachers prepared to teach, pupils shall learn and in the process improved their competencies in English.

The model was showing how the variables shall be able to sustain each other so as to enable the learners learn and use the English language skills. These factors energized the learner’s behavior to learn and use the English language skills. The anticipated pupil performance in the English language at KCPE shall also improve in Teso North Sub County.
1.9 Operational Definitions of Terms

*Language acquisition:* is a process of how people learn language.

*Competencies:* is knowledge and skills of teaching English language skills by the teacher.

*Second language:* is a language children learn that is different from their native language or mother tongue.

*Medium of instruction:* is officially designated language used to deliver content in a number of subjects of an education system.

*Semiotic:* are signs and symbols used in language to give meaning.

*Language skills:* means listening, speaking, reading and writing.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses how children acquire English language skills in primary schools, teacher competencies in English language, and methods of teaching/learning English language skills and use of teaching/learning materials in teaching English language skills.

2.1 Children Learn English Language Skills in Primary School

Young children are natural language acquirers. They are self-motivated to pick up language without conscious learning unlike adults or adolescents do. This was because children are born with innate language abilities which they use later to pick up later. Different theories had been advanced on how children learn. The behaviorists believe the child’s mind was blank and society was responsible for “writing” on it. While the cognitivists stressed the fact that child’s was born with the ability to think which enabled them to perceive and analyze language they heard. The researcher was of the view that child had the ability to think and it was that ability to think that enabled them to pick up language. The Language Acquisition Device (LAD) in children enabled them to learn any language. This meant that a human brain was programmed to enable individuals to learn and use language.

Babies started communicating from very early times, for example, babies are able to make eye contacts and follow the gaze of light. MOE (2001) says this is the beginning of sharing language. Children are born with the ability to imitate, pronounce and work without the rules of language for themselves. As mentioned
earlier in this study babies had the ability to figure out rules of a language that they heard; however, it was said this ability decreased as they grew older.

The child’s readiness to use language was also influenced by training, and experience. Children acquire first language basically for survival, since they needed it to interact with the environment. There are no rules that children follow when learning first language. Ideally, all children develop first language in similar way. According to Kimathi and Ngungi (2007) all children develop language through the following stages;

i) Pre-linguistic vocalization 0-3 months
ii) Babbling 3-6 months
iii) One word (holophrastic) 12-18 months
iv) Two word (telegraphic) 18-24 months
v) Acquisition of grammar 2 – 6 years.

The MoEST cites Stark (1996) who came up with 4 stages of how children develop language.

(i) Crying 6-7 weeks
(ii) Cooing and laughter 8-20 weeks
(iii) Vocal plays 16-30 weeks
(iv) Babbling 25-30 week

Babies go through these stages of language development very gradually. Childs effort to learn and communicate in the new language was usually met with a lot of appreciation by the mother and other people because the child was making effort to
communicate. There are no major demands at the early language development stage; this was because there are no set rules to learn first language so every effort child made was welcome.

Haynes (2005) agrees that children go through varies stages in the process of learning language. He says during pre-production or silent period children have up to 500 words in receptive vocabulary and are not yet producing language but parrot. At this stage child was able to respond to pictures and other visuals. Dunn (2005) adds during the ‘silent period’ children look, listen and communicate through facial expressions or gestures before they begin to speak memorized speech, although not always used correctly. But according to Haynes (2005) when child acquires vocabulary of 6000 active words, the child is able to use more complex sentences when communicating.

During these stages of language development parents needed to provide their children with correct feedback to imitate. Parents can respond to the child’s cry, cooing, and vocalization this feedback gave the child feeling it’s on the right direction. From then on children learned a lot from the environment through interaction, they use these experiences to pick the second language when they are still young. This study supported the view that the language inputs the child got from the parents and experiences they got in the environment made them learn language much faster.

Haynes (2005) further says that it takes 4-10 years to achieve cognitive academic language proficiency in second language. As mentioned earlier in this discussion,
children came across regular use of English for the first time at school. English was learned in school as a second language, since it was an important subject in our school curriculum and as such children needed to be fluent in oral and written English. Goodson and Peters (1990) add that since English is a medium of instruction in an educational system, English teaches the literacy on which the practice of other subjects is based. It was also a key subject because it was spoken all over the world, English is a lingual Franca. According to Manning (1997) English is the indispensible means of communication for an estimated seven million people throughout the world.

Because of its importance in school curriculum, MOE (2001) suggests that the learning of English is concerned with development of the 4 English skills. It further says English is learned systematically and is surrounded by rules for grammar and generally demands for correctness. It was structured; this made it different from mother tongue which children acquire naturally without formal rules.

Kimathi, and Ngungi (2007) suggest that children acquire English as second language;

(i) Through interaction with speakers

(ii) By listening to and speaking the language

(iii) Through formal instruction

(iv) Through private or individual study

Children must master rules and grammar if they have to learn English as second language. This was a hard task for children who are already influenced by their mother tongue. Dunn (2005) noted that picking up third, fourth, or even more
languages were easier than picking up second language. When children learn first language, refer to Stark (1996) they gradually go through stages of first language development with a lot of ease. But in second language development child cannot go through the crying, cooing and babbling stages, but instead are faced with challenges of rules of grammar and influence of the first language.

MOE (2001) confirms that children will be faced with problems of mother tongue as they learn second language. The child’s mother tongue influenced the spoken language, spelling and sentence structures. These problems remain manifested in some children over the years and were the main cause of poor grammar in sentence construction, writing and spoken English. The influence of mother tongue in children continues to affect quality of composition and sentence writing at school and at KCPE examination.

Since teaching/learning of English was basically concerned with teaching of 4 language skills. Children can improve English competencies if they listened, spoke, wrote and read English. Teachers should first develop listening skill in learners before moving to the next skill area. Listening was a prerequisite skill to speaking. According to MOE (2001) the foundation for all literacy is in listening and talking. Teachers needed to develop teaching/learning activities to enhance listening skills in children. Teacher can ask children tell stories as the rest of the class listens, read stories to the class, give verbal instruction, and use pictures to stimulate talk and storytelling to children. Other listening activities children can be made to attend to was listening to radio commentaries or music, tape recordings, television shows and narratives.
The next important skill was speaking. The two, that was, listening and speaking, cannot be taught in isolation. Kimathi and Ngungi (2007) confirm that children learn second language by listening and speaking the language. Popp (1996) suggests that those teachers who regard listening and speaking as tools for learning integrate the learning and practice of these skills to the rest of the curriculum because they believe that the ability to speak and listen effectively assists all learning. Teachers can expose children to spoken English through talk.

Children communicate orally when they interact with other people. They need be encouraged to talk if they have to be good speakers. According to Hennings (1990) allowing pupils to talk enhances their oral language facility. The oral language facility was crucial as it enhanced the learners reading and writing skills.

Teachers can organize meaningful classroom talk to enhance oral fluency in children. The MOE (2001) contends that for meaningful talk to take place there should be more people engaged in a meaningful conversation, dialogue or a chat. The teacher can involve children in activity work such as writing a conversation between two or three people. Children can also be encouraged to express their feelings, exchange information, tell stories and talk about events/experiences.

Children learn language through exposure. Children can be encouraged to listen to other speakers and to engage in purposeful conversation. Speaking and listening are foundation of learning any language; they are a basis for literacy skills of reading and writing. To enhance learners spoken English the teacher can encourage children tell stories, say what they are seeing in pictures, narrate events and reading flash
cards, and answer comprehension questions. This helps establish how well a child understands what he/she heard or read.

Holt, Rinehart and Winston (2001) suggest that before leading children to reading they should be made to figure out that letters stood for sounds and that clumps of letters made words. The teacher can organize reading activities to enhance reading skills in their learners. Teacher gives learners short written words in cards provide reading material, story books and command card games to read. This method of ‘look and say’ assists the learners build sight vocabulary and learners are taught to associate sounds (phonemes) with the letter symbols in order to read the word. The teacher can also use whole sentence method to build sentences from words written on cards. The teacher can encourage the children first to recognize the word by its overall appearance rather than by individual letters of what the word was made up of. Finally, children learned that words formed sentences that communicated a message.

But Holt, Rinehart and Winston (2001) further argue that before you make child to read go through pre – reading activities, tell children to write simple stories about events. Reading, like writing was a process that was made up of many steps and it takes effort to attain it. Once children are able to read they can then be encouraged to write freely and creatively. This study wishes to highlight that the learners ability to write and read is however, not adequate to see them through education but had to be taught a language that was then used as the medium of instruction in the school system. Teacher in this aspect must be a writing model by writing pieces and giving them to read.
When teaching listening, speaking, writing and reading skills, MOE (2001) cautions that teaching of the 4 language skills should not be taught in isolation from the other language skills. There should be integration of language skills when teaching any one of the four skills. Teachers are advised to be creative to enhance learning in their children. But in similar study, Onjiko (2003) carried out a study on teaching of language items in Kisii Central District. Its findings gave insight into some of the challenges teachers of English met during the teaching of English language. The study gap in this research was to investigate the effects of teaching on acquisition of English language skills on KCPE performs in Teso North Sub County, Busia County, Kenya.

2.2 Teachers Skills and Knowledge in Teaching English Language in Primary School

According to Genesis Framework, World Press (2014) teacher competence refers to the right way of conveying units of knowledge application and skills to the students. The right way here includes knowledge of the content, process, methods and means of conveying content. Teacher was an important person when it comes to the development of the learners’ language. Teacher was facilitator and a role model to his learners. The Republic of Kenya (2002) suggests that the teacher is the most important resource and all other resources he uses will help him to do his work of teaching more effectively. The National Council on Teacher Quality (2013) adds that effective teachers make a fundamental difference in the lives of our nation and pupils.
Since teachers play a central role in the teaching/learning of English. It was necessary for them to have the necessary competencies (knowledge, skills) in teaching of English language in class. To achieve effective classroom teaching/learning required teachers who are highly qualified or have competencies in teaching of English language. Teacher competencies are important because they assisted in enhancing acquisition of English language to the learners through selection and organization of teaching/learning activities, preparation, and use of teaching/learning activities among other factors that support acquisition of language to children in school.

Teachers needed to know the subject content appropriately and be able to apply this content to the learner. It was the teacher who determined the mode of presentation of the content, the extent of the learner’s participation, choice of learning activities and the learning materials. Genesis Framework, World Press (2014) further argues that teacher competency has various dimensions such as content, knowledge, student motivation, presentation, and connection skills. The Centre for Teaching Support and Innovation University of Toronto (2014) outlines some of the competencies a teacher should possess, they include:-

(i) Success in stimulating and challenging students and promoting their intellectual and scholarly development.

(ii) Strong communication skills.

(iii) Success in developing student’s mastery of a subject and latest development in the field.

(iv) Promoting academic integrity.

(v) Superlative teaching skills.
(vi) Successful innovation in the teaching domain, including the creation of new and innovating teaching process, materials and forms of evaluation.

(vii) Significant contribution to pedagogical changes in a discipline.

Brindley (1995) confirms that a good teacher of English language has to know about the subject content. The teacher must know the subject considerably beyond the content they are expected to teach. He/she should have a strong background in the subjects related to their specialty. Teachers who do not have the skills or competencies in English are not to teach it. The American Speech Hearing Association (2014) cautions that if you cannot use language well, you should not teach it. The teaching/learning of English can have repercussions on the teaching, achievements and the standard of all the other subjects if it was not taught by a competent teacher.

Teachers’ skills are enhanced by quality academic grades and professional training of the teachers. Kembo - Sure (1992) looked at the standards of the teacher as one of the reasons for the poor English teaching and performance in languages in Kenyan schools. Barasa (2005) cited a study in which it was reported that the teaching and learning of the English language in Kenya has been suffering due to lack of role models for the language learner.

Poor performance in English in schools and at national examinations level had been blamed on the teacher. Although many people are getting into the teaching profession, majority of the teachers rarely do it with any seriousness. People go to teaching profession as last resort, simply because there are no other opportunities
elsewhere for them to pick. This study was cautioning that, if the MoEST and Teachers Service Commission cannot recruit people with quality academic and professional grades into the teaching profession; the output in the teaching/learning of English language in schools may continue to be wanting.

Teachers with skills in English used appropriate teaching/learning methods that assisted pupils to learn. These teachers provided opportunities in the classroom for their pupils to engage in real life communication. Kohli (1992) postulated that English is a skill subject in which all learners can only be successful in learning English if they are made to actively participate in teaching/learning process. Teachers with skills and knowledge of English language are able to exercise leadership skills by taking personal responsibility for the learning of all pupils in the school and are made accountable to their deeds. This study had noted that teachers were not accountable to their deeds; they could not be good role models in English when there was too much casual use of the language. Teachers did not speak English in staffrooms and even in classrooms.

Teachers with competencies motivated all pupils to learn and did ensure that learners are actively involved in the teaching/learning process. According to Quist (2000) genuine praise and encouragement are methods that can be used to encourage the feelings of confidence and achievement in the learner. This, he said improved attitudes and changed the learner’s behavior. Teachers with competencies in English determined the mode of presentation of subject content, the extent of learner participation and choice of teaching/learning.
It was important to note that before deciding what teaching method to use; teachers must consider students’ background knowledge, environment, and their learning goals as well as standardized curricula as determined by the relevant authority. These strategies can be designed to promote content, knowledge, critical thinking, and problem solving skills in the learner. Teachers with competencies in English are also able to modify the teaching/learning strategies and in relationship to pupil’s success, modify plans and instructional approaches accordingly.

Teacher proficiency helped enhance effective assessment of pupils. Teachers usually put in place variety of methods to assess what the pupils had learned. Kiato (1997) argues that evaluation can be used to assign grades, check learning, give feedback to students, and improve instruction by giving feedback to the teachers. Besides assessing their learners, these teachers can also self-evaluate their work. An effective teacher was a reflective teacher. A reflective teacher was a teacher who self-evaluates his teaching skills, resources, and practices in classroom delivery. These teachers are reflective about their practices; think systematically about what happens in the classroom and school. They go further to find out why events happen, and what can be done to improve pupil achievement in class. Davidson (2013) argues that reflective teachers profess disposition; they believe that all children can learn. Being reflective assists teachers to identify shortcomings in planning and assist in coming up with interventional strategies. McGill and Beaty (1995) assert that without reflection we would simply continue to repeat our mistakes.
Teachers who were proficient in English language diversified instruction for their learners, planned teaching /learning instructions that are appropriate for the diverse pupil population, including children with special needs in education and disabilities.

Other factors however, affected teacher competencies/skills in class. Republic of Kenya (2003) suggests other macro- level and structural issues such as availability of teaching/learning materials, recruitment of more teachers, expansion of existing facilities and introduction of more effective ways of ensuring discipline among teachers and pupils, and soliciting support from parents needed to be addressed. Omboto (2004) argues that lack of resource materials, mother tongue interference, inadequacy of teachers, poor attitude among teachers toward English, lack of in – service training were some of the factors that affected learning of English in schools. Understaffing in schools was noted as major reason for low morals that lead to teacher attrition in schools.

If some of these challenges are not addressed, teacher competencies in teaching/learning can be undermined hence affecting the quality of education provided through the Free Primary Education (FPE) program in Kenya. In similar study Syomwene (2003) did a study on the implementation of 8.4.4 Secondary Curriculum in Kitui District with the aim of finding out Barriers Affecting the Implementation of the 8.4.4 English Curriculum in Kitui District, Kenya. One of its findings was that the competencies of the teachers were inadequate. The findings of this study gave an insight into the proposed study which sought to investigate effects of teaching on acquisition of English language skills in public primary schools in Teso North Sub County, Busia County, Kenya.
2.3 Methods of Teaching/Learning English Language Skills

Teaching was a process of transferring or imparting knowledge and skills to the learner. It was providing pupils with instructions and related guidance. Teaching/learning methods enabled pupils learn planned activities. Learning activity according to Ngaroga (2007) is a task a pupil is expected to perform during a lesson in order to achieve the objectives intended by a teacher. These included activities such as observing, recording, demonstrating, experimenting, orderings, classifying, listing, writing, drawing etc.

Teaching methods aimed at making the learner achieve lesson objectives by involving them in practical/real learning process. Children learned better by doing than from what a teacher did as activity teaching involved more of the learner’s senses in perceiving their environment. Activity teaching encouraged creativity and discovery in children. Teaching/learning methods enabled children to acquire knowledge and skills in English.

Research had proved that there was no better method of teaching English language. Teachers only needed to vary teaching/learning methods to enhance learning in their children. But before choosing the teaching method to use, this study stresses that the teachers first needed to consider pupils background, knowledge, environment they are learning in, and their learning objectives.

Githanga (2007) proposes that children can learn language through formal and classroom instruction,

(i) Through conscious study and teaching of formal aspects of the language.
(ii) Teaching formal rules of language such as spelling, grammatical structures, idiomatic expressions, reading, writing, and by practicing what was learned.

Planning was an important activity a teacher had to think about before teaching took place. Teachers must first plan activities to teach before actual teaching was affected. MOE (2001) proposes that planning is a process where you get yourself ready to learn, having considered what to teach and how teach it. Teachers who planned their work made their learners achieve lesson objectives. The following teaching/learning activities imparted knowledge and skills to pupils;

i) **Dramatization**

After teaching language items, class can be guided to dramatize using words that they learned from the text. Children at very tender ages liked engaging in play activities and for example dramatized roles of mother or father. Drama was a kind of role play. Gutumbi and Wasembe (2001) argue that drama usually involves verbal communication and activities that help learners in the development of the speaking skills. Dramatization was child centered activity of learning because children learned by doing. Through drama children developed speaking skills and used new word items they had learned in the lesson. Imitation, repetition, and drill methods of teaching English can be reinforced through drama.

Before children did a drama activity, teachers prepared the class adequately enough for the activity. Teachers provided the best model for the learners to imitate by dramatizing a scene.
ii) Demonstration method

Ngaroga (2007) says demonstration is a practical form of learning through imitation whereby the teacher gives several demonstrations of the complete operations with explanations. This method of learning was sustainable to reinforce what the class had learned. Before the teacher tells pupils to demonstrate, he/she can give the class a clear picture of what they should be able to do at the end of the lesson. Imitation, repetition, and drill methods of teaching English can also be reinforced through demonstration.

iii) Questioning

This method of teaching can be used to arouse interest in the learners. It focuses the attention of the pupils to the learning tasks at the beginning of a lesson. Questioning technique was one of main methods teachers use in teaching/learning process. It made learning of new information more meaningful to the learner. Questioning technique involved learners taking active part in the lesson and generally determined the success of a lesson.

iv) Discovery method of teaching

This method assisted children learn how to learn because it offered the learners new learning experiences. During play activities and interaction with others children and adults, children learned new English vocabulary which they used in their day to day life.
v) Project method

The teacher can incorporate study of real life situation by a class or group under the guidance of a teacher. For example, when teaching about our home, children can be asked to name or write down what they have at their homes.

Children can be asked to design and model their homestead including all the items/things they had listed. These should include for example family members and things like cows, houses; trees etc. through project work children are able to improve their vocabulary.

vi) Lecture method

This involved delivery of information that the teacher intended to communicate to his pupils in class. Although teachers played key role in lecture method, this method can be useful if teachers hoped to stir enthusiasm in the learners or on a given subject. However, lecture method was not suitable for teaching young children because it did not fully involve them in practical learning activities.

vii) Singing/songs

This was a useful method of reinforcing what children had learned. This was a very exciting activity particularly for children in lower primary classes, for example, children can be made to sing parts of their body, days of the week, months of the year etc.
viii) **Story telling**

This activity also arouses interest in learners. Teacher can tell children narrate stories from other societies or traditional folklore. Story telling helped learners build vocabulary in English.

ix) **Role play**

Gutumbi and Wasembe (2001) say role play is a kind of drama activity that involves a degree of patience. It involves participants interacting as themselves or other people in imaginary situations. But the MoEST (2006) cautions that no teacher should force pupils to do things they are not ready for. Teachers are advised to be creative and use as many teaching approaches as possible to enhance learning in their children. An effective teacher does not depend on one teaching/learning approach. The appropriate teaching method was one that involved learners in real learning and makes children achieve lesson objectives. However, Githanga (2007) also cautions that second language is best learned in a stress free environment that does not emphasize on passing of examinations. In another study Magut (2003) investigated The Use of Process Approach by Teachers’ of English for Effective Teaching of Writing Skills in Secondary Schools in Uasin Gishu District. The findings aimed at selecting and organizing of learning activities by teachers of English in teaching of writing as a process in secondary schools; while the findings of this study provided an insight into the proposed study which sought to investigate effects of teaching on acquisition of English language skill in public primary schools in Teso North Sub County, Busia County, Kenya.
2.4 Impact of Teaching/Learning Materials on Teaching of English Language in Primary School

Teaching/learning materials are used in our schools on day to day basis. These materials may be visual aids, audio (aural aids) or audio visual aids.

Hiuhu and Mwaura (2007) suggest that teaching/learning materials are items in the learner’s environment that can be used to facilitate effective learning in the classroom. They included among others charts, maps, flash cards, puzzles, toys, plants, animals, radios, and tape records.

Teaching/learning materials are important because they assisted the teaching/learning of English language skills. Kitao (1997) says that language instruction has five important components-students, a teacher, materials, teaching methods, and evaluation. He adds that materials are very important in language instruction. Allwright (1990) argues that materials should teach students to learn; that they should be resource books for ideas and activities for instruction/learning; and they should give teachers rationales for what they do. He warns that textbooks are too inflexible to be used directly as instructional materials. O’Neill (1990) in contrast, argues that materials may be suitable for students’ needs, even if they are not designed specifically for them, textbooks and other materials make it possible for students to review and prepare their lessons, that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation of teaching/learning materials.
Teaching/learning resources are important in a lesson because materials controlled learning and teaching. Teaching of English language was only effective if there are appropriate materials for language teaching. Hiuhu, B. and Mwaura, S. (2007) say the main objective of using teaching/learning materials is to provide learners with meaningful and productive knowledge, skills, experiences and attitudes. O’Neill (1990) emphasizes that these materials help the learning and teaching of English language. He says that teaching/learning materials determine the components and methods of learning, that, they control the content, methods, and procedures of learning. . Nzitabakuze (2011) cites Kisilu (1988) who confirms that teaching/learning materials could control a certain level of quality of education provided to learners. The philosophy of the teaching/learning materials influenced the class and the learning process. These materials helped in retention – remembering- thinking- reasoning – imagination better understanding- sustaining attention and personal growth and development in children. Teaching/learning materials helped save energy and time for both the teacher and learner. Hiuhu and Mwaura (2007) add that when a teacher uses teaching/learning material pupils are able to work independently, collaboratively and hence making learning interesting. In many cases, materials are the centre of instruction in class because they generally influence what goes on in the classroom.

Some experienced teachers may claim to teach English without using teaching/learning materials. This was not easy to do it all the time, though they may do it sometimes. However, this study established that teachers did not have enough time to make supplementary materials, so they just followed the text book. This was dangerous because no effective teaching/learning took place without use of
teaching/learning materials. Hiuhu and Mwaura (2007) further say that teaching/learning materials help the teacher follow the common principles of teaching such as concrete to abstract, known to unknown and learning by doing.

Teaching/learning material promoted learning as clear images are formed when learners see, hear, touch, taste, and smell as their experiences are direct and concrete. Children always remembered what they saw and do rather than what they only heard. To achieve this they suggested there must be effective stimulation of the learner’s senses through use of appropriate resources. The basic assumption underlying the use of teaching/learning resources they confirm was that clear understanding that stemmed from the maximum use of the senses.

According to Gathumbi and Wasembe (2013) people retain 80% of what they see and hear but only 50% of what they hear. When teachers use or real objects children are able to conceptualize teacher’s explanation of abstract ideas and when the senses are stimulated learning is enhanced. Greater learning took place when multi-senses were stimulated. Learning through the use of senses was the most natural and easiest way of learning. Teaching/learning materials helped substitute experiences, for example, the child may not be able to see an elephant or snow but appropriate resources helped a lot to give the learner the impression of what teacher was teaching about. This study agreed that children learned through use of senses, if teachers fail to stimulate the senses of their learners by use of teaching/learning materials, minimal learning took place.
Kiato (1997) highlights a movement that made learners rather than teachers the centre of language learning. According to this approach of teaching, learners were more important than teachers, materials, curriculum, methods, or evaluation. As a matter of fact, curriculum, materials, teaching methods, and evaluation should all be designed for learners and their needs. It was the duty of the teacher to check or see whether all of the elements of the teaching/learning process are working, and the learner made the centre of instruction and learning. According Hiuhu and Mwaura (2007) a good teaching/learning material should have the following characteristics, motivating, relevant, concrete, flexible, simple safe durable, made from familiar materials, age appropriate culture free and one that is able to meet the individual needs.

Teachers can use a variety of teaching/learning materials. These materials included: textbooks, video and audio tapes, computer software, and visual and audio aids. As mentioned earlier in this study, teaching/learning materials influenced the content and the procedures of learning. The teacher evaluated teaching/learning process to assign grades to students, check teaching/learning methods, gave feedback to pupils on the effectiveness of the teaching/learning materials, and improved methodologies by giving feedback to the teacher.

This study agreed that the learner was the centre of teaching/learning process but in many cases, teachers and pupils relied mostly on teaching/learning materials, and in this case the materials became the centre of instruction. Since some schools did not acquired adequate teaching/learning materials, and did not have time or inclination to prepare extra commercial materials, locally available materials are very important
in language instruction. The Republic of Kenya (2001) supports that improvisation and adaption would solve this problem. Teachers can choose the best materials for instruction, make supplementary materials for the class, and adapt materials to suit the needs of all learners.

The characteristic of the teaching/learning materials mattered a lot. The material used for teaching should never infringe on the rights/cultures of learner. The learning materials needed to communicate to the learner what it intended to communicate; they must be realistic, meaningful, useful, enjoyable and interesting to the learner. The materials can be chosen based in part on what pupils in general are likely to find more interesting and motivating. They need be easy enough for the pupil to process without much difficult. Materials also had a clear instructional procedure and methods, that was, the teacher and pupil shall be able to understand what was expected in each lesson and for each activity.

Evaluating teaching/learning materials before and after use was important to assess their reliance and impact on both teaching/learning process and on the learner. In another study, Omboto (2004) Investigated Factors Militating Against Learning of English Language in Secondary Schools in Kisii Central District. One of its findings was lack of resource materials in schools. While the findings of this study provided an insight into the proposed study which sought to investigate effects of teaching on acquisition of English language skill in public primary schools in Teso North Sub County, Busia County, Kenya.
CHAPTER THREE

METHODOLOGY

This chapter discusses the research design, location of the study, target population, sampling and sample size, research instruments, pilot study, data collection, data analysis procedures, logistical and ethical considerations.

3.1 Research Design

Chakraborty (2012) says research is the cornerstone of any science including both the hard and soft sciences and management of education. Research refers to the organization, structured, and purposeful attempt aimed at discovering, interpreting revising human knowledge on different aspects of the world with a goal of producing new knowledge...He further says it is a design that produces the “glue” that holds the research project together. The design is used to structure the research project; it can be thought of as the structure of research – it is the “glue” that holds all of the elements in a research project together (ibid).

Blaikie (2000) says to design is to plan, that is design is the process of making decisions before the situation arises in which decision has to be carried out. It is the process of deliberate anticipation, directed towards bringing an expected situation under control. This study used descriptive survey design. Survey research provides description of trends, attitudes or opinions of a population by studying a sample of that population. Creswell (2000) says from the sample results the researcher generalizes and makes claims about the population. This method describes trends, attitudes or opinions of a population by studying a sample of that population.
Burns (1990) contends that survey research is one of the techniques available to provide information on beliefs, attitudes and motives. He adds that survey research is an efficient way of collecting large amounts of data at a low cost in a short period of time.

This study was guided by Halliday’s (1993) language theory which postulated that human learning involved the use of signs and symbols. The theory attempted to explain how children’s language developed. The conceptual framework in this study discusses the independent and dependent variables.

The independent variable was included in the study so that its effects can be determined. The independent variable therefore, affected the dependent variable. Mwituria (2012) confirms that the dependent variable is a variable being affected or assumed to be affected by an independent variable. The independent variable according to this study was teaching which included teacher preparation, subject delivery, methods of teaching and dependent variable was acquisition of English skills such as listening, speaking, reading, and writing, acquisition of quality grades at KCPE. The manner on how independent variable was manipulated in effect determined the outcome of the dependent variable which was either be the learner’s inability to listen, speak, read, write, failure to communicate effectively in English or and failure to achieve quality grades at KCPE.

3.2 Location of the Study

This study was carried out in Teso North Sub County. Teso North was situated in Busia County, Kenya. According to Teso District Development Plan (2008-2010)
Teso North Sub County was located to the north of Teso South Sub County, Uganda to the west and larger Bungoma County to the north east. Teso North Sub County was located between longitude 34° 01´ east and latitude 0° 29´ and 0° 32´ north. Teso North Sub County has 95 public primary schools, 678 teachers, and a total enrolment of 34,397 pupils. The researcher selected this area because Teso North Sub County had consecutively scored marks below 50% in KCPE in the English language. The Sub County was last in 2009 - 2011 in the former Western Province and in the year 2012 the Teso North Sub County took same position in Busia County. The researcher was concerned with the effect of teaching on acquisition of English language skills in Teso North Sub County.

3.3 Target Population

Mwituria (2012) says a population is a collection of items of interest in research. A population represents the group that the member wishes to generalize his/her research to. The target population for this study was all the 95 public primary schools, 678 teachers in public primary schools in Teso North Sub County.

All the 95 public primary schools in Teso North are day mixed schools except for two girls’ primary schools which are day and boarding schools. Teso North had also one mixed boarding primary school for children with mental challenges. Teso North Sub County had three special schools, two for mental challenges and one school for hearing impaired learners. All public primary schools in Teso North had mixed ECDE classes each with three levels of learning, which are baby, middle and top class. Total numbers of learners, both boys and girls in these schools was 34,397 pupils.
Many teachers in ECDE were professionally trained in ECDE while a number of them were undergoing similar course in various institutions across the country. The majority of the teachers in ECDE appeared to be women.

Most of the schools in Teso North had permanent buildings but a good number of them also did not have adequate classrooms for their learners. The use of CDF through the initiatives of local Member of Parliament had supported schools in terms of infrastructure development. This fund had significantly increased number of classrooms and desks in primary schools in the Sub County and hence increased enrolment in schools.

Teso North had 678 both male and female teachers of whom 95.4% were professional trained and educated in primary teacher education certificate. Teso North however, did not have adequate number of qualified teachers. According to statistics obtained from the Sub County Director of Education’s Office (2014) the sub county had a shortage of about 300 teachers.

3.4 Sampling and Sample Size

Mwituria (2012) says a sample is a smaller group obtained from the accessible population. He says each member or case in the sample is referred to as a subject, respondent or interviewee. He further says sampling is the process of selecting a number of individuals for a study in such a way that individuals selected represent the larger group from which they were selected.
This study sample was drawn from public primary schools and teachers teaching English language in Teso North Sub County. The researcher used simple random sampling technique to selected 220 teachers of English language from 45 public primary schools in Teso North Sub County to participate in the study. The researcher assigned each member in the sample with a number, mixed the ballot thoroughly in a box; and then picked each one of the ballots representing members to the last ballot. This process was used to select 220 teachers and 45 schools in primary schools in Teso North. The sample represented 32.4% of the total population of all teachers in Teso North Sub County. This method guaranteed all members equal opportunity to be selected in the sample.

3.5 Research Instruments

The researcher used questionnaire to collect data.

3.6 Questionnaire

The researcher used questionnaires to collect data. These questionnaires were administered to teachers teaching English language in public primary schools in Teso North Sub County. Wadsworth (1997) defines questionnaires as asset of questions written down and generally answered in writing in the same sheet of paper. According to Muituria (2012) questionnaires consist of asset of questions presented to a respondent for answers. He says there are three basic type of questions closed ended, open ended, and combination of both.

The researcher gave the respondents the questionnaires to fill out themselves. The researcher used self administered questionnaires as they are economical in terms of
time and efforts. The researcher distributed and administered the tools to the respondents after explaining to them the purpose of the study and why he/she has been involved in the study. Before filling the questionnaires, the researcher reassured the respondents about the confidentiality of the responses. The researcher gave respondents free time to fill the questionnaire and collected them after filling them.

The researcher selected to use questionnaires because according to Kothari (2003) questionnaires are not too expensive to prepare, they are also free from bias of the researcher, and the respondents have time to give well thought out answers, the researcher is able to reach the respondents who are inapproachable and the fact that questionnaires can make use of large samples thereby making the results dependable. Self administered questionnaires are also economical in terms of time and effort.

3.7 Validity

Nachimias and Nachimias (1996) say that validity is the degree to which a test measures what it purports to measures and consequently permits appropriate interpretation of scores. Churchill (1995) adds that valid instruments are supposed to measure and yield similar results when administered under same conditions. Mwaituria (2012) further says validity asks whether the research measured what it intended to. Content validation (also called face validity) checks how well the content of the research are related to the variables to be studied. It asks; are the research questions representatives of the variables being measured? Validity implies reliability: a valid measure must be reliable. The instruments were amended
according to the supervisors’ comments and recommendations before they were administered. For validation of the instrument, the researcher consulted supervisors in the school of education who gave guidance that helped in improving the tools.

### 3.7.1 Reliability

According to Chakraborty (2012) reliability has to do with the quality of measurement. In its everyday sense, reliability is the “consistency” or reputability of you measures. Fraenkel and Wallen (1993) say reliability refers to the consistency of an instrument to yield same results at different times. While Mwituria (2012) adds that reliability is the extent to which a measure will produce consistent results.

Test re-tests reliability checked on how similar the results were if the research was repeated under similar circumstances. Suitability over repeated measures was assessed with the Pearson coefficient. The correlation coefficient of the questionnaires was determined by using test re-test method. To test reliability of the instrument, the questionnaire was piloted using 22 teachers in 10 primary schools; this was about 10% of the sample population of 220 teachers in Teso North Sub County.

After about a week the researcher administered the tool to the same group. Thereafter, Person r was calculated and Person r of 0.8 was established. The results were correlated to determine reliability coefficient; a reliability of at least 0.7 was considered high enough to be used for the study at 0.05 level of significance. Fraenkel and Wallen (2009) contended that both reliability and validity should be high so as to be desirable.
3.7.2 Pilot Study

This was a small scale preliminary study the researcher conducted in order to evaluate feasibility, time, cost and diverse events in an attempt to predict an appropriate sample size and improve upon the design prior to the performance of a full scale research project in primary schools in Teso North Sub County. The researcher used questionnaires, interviews and observation schedules to collect data. These tools were administered to the teachers teaching English language in primary schools in Teso North Sub County. The researcher sampled 22 teachers in 10 public primary schools in Teso North Sub County to pilot test the research instruments. This enabled the researcher get time to make the necessary changes or alterations in the research tools before finally going out to collect data.

3.8 Data Collection Procedure

The researcher requested for an introduction letter from Kenyatta University and then sought permission from the MoEST through the National Council for Science and Technology, and the Deputy County Commissioner Teso Sub County to carry out the study. The researcher then moved from school to school collecting data using questionnaires. These instruments were randomly administered to the respondents by the researcher during and out of class time. Once the tools were duly filled in, the researcher collected them for interpretation.

3.9 Data Analysis

The researcher first ensured that all questionnaires were duly completed by the respondents. Data was organized for the purposes of analysis. The researcher analyzed data using both quantitative and qualitative research. Chakraborty (2012)
says quantitative research is an inquiry into an identified problem, based on testing a theory, measured with numbers, and analyzed using statistical techniques with a goal of determining whether the predictive generalization of a theory holds true. He adds that quantitative approach is the systematic scientific investigation of quantitative properties and phenomena and their relationship. The objective of quantitative research was to develop and employ mathematical models, theories, and hypotheses pertaining to the natural phenomena. It provided the fundamental connection between empirical observation and mathematical expressions of quantitative relationship (ibid). Quantitative data was presented in percentages, means and frequency tables.

According to Chakraborty (2012) qualitative research aims to acquire an in-depth understanding of human behavior. It relies on reason behind various aspects of behavior. It investigates the why and how of decision making, not just what, where, and when, (ibid). Qualitative data was organized into themes as they emerged from content analysis. Mwituria (2012) confirms that qualitative data is information gathered in a non numerical form.

### 3.10 Logistical and Ethical Considerations

The researcher introduced himself to the respondent and explained why he was carrying out the study. He also explained to the respondent why he/she was involved in the study. The researcher respected and protected the confidentiality of data obtained from the respondents. Chakraborty (2012) says respondents should be informed that the demographic information was held in strictest confidence and reported only as aggregated characteristic, not as individual data and that
information will be for no other purpose. Oso and Onen (2005) added that major ethical problem is the privacy and confidentiality of the respondents. The respondents had been encouraged to respond to all items in the questionnaire. The researcher guarded against misrepresentation, biased writing, plagiarism and was sensitive to the respondents’ views.
CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

This chapter presents the analysis, results and discusses the findings of the study. The findings are presented according to the following study objectives:

(i) Establish teaching and acquisition of English language in primary school in Teso North Sub County;

(ii) Establish if teachers had skills in teaching English language in primary schools in Teso North Sub County;

(iii) Examine methods of teaching English language skills in primary school in Teso North Sub County; and

(iv) To establish impact of teaching/learning materials on teaching of English language in primary school in Teso North Sub County.

4.1 Data Analysis

4.1.1 Teaching and Acquisition of English Language Skills in Primary Schools

This includes pupils learning how to listen, speak, read and write. The analysis was presented in the following tables. In Tables shown N stands for Number of frequencies or occurrences of the behavior and % for Percentage of occurrences of the behavior.
Table 4.1: The use of English Language in the Schools

<table>
<thead>
<tr>
<th>The use of English Language in the Schools</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children who cannot communicate in English</td>
<td>164</td>
<td>78.1</td>
</tr>
<tr>
<td>Children who can communicate in English</td>
<td>46</td>
<td>21.9</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in table 4.1.1, 164(78.1) of the pupils in primary schools were not able to communicate in English while 46(21.9%) were able to communicate in English.

Table 4.1.2: The English Language Policy of the School

<table>
<thead>
<tr>
<th>The English Language Policy of the School</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools which did not have English Language Policy</td>
<td>29</td>
<td>13.8</td>
</tr>
<tr>
<td>Schools which had English Language Policy</td>
<td>181</td>
<td>86.2</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in table 4.1.2 the findings of the study show that 181(86.2%) of the schools had put in place language policies to enhance the use of English language in school while 29(13.8%) of the schools had not.

Table 4.1.3: Children Ability to Read English

<table>
<thead>
<tr>
<th>Children Ability to Read English</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children who are not able to read English</td>
<td>29</td>
<td>13.8</td>
</tr>
<tr>
<td>Children who are able to read English</td>
<td>181</td>
<td>86.2</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4.1.3 showed that 181(86.2%) of the children were able to read English while 29(13.8%) of the learners were not able to read English.

Table 4.1.4: Learner’s Ability to Write English

<table>
<thead>
<tr>
<th>Learner’s Ability to Write English</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children who are not able to write English</td>
<td>20</td>
<td>9.5</td>
</tr>
<tr>
<td>Children who are not able to write English</td>
<td>190</td>
<td>90.5</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in table 4.1.4, the findings from the study revealed that 190(90.5%) of the learners were able to write while 20(9.5%) of them could not write well in English.

Table 4.1.5: Pupils Ability to Speak English

<table>
<thead>
<tr>
<th>Pupils Ability to Speak English</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils who are not able to speak in English</td>
<td>180</td>
<td>85.7</td>
</tr>
<tr>
<td>Pupils who are able to speak in English</td>
<td>30</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings from table 4.1.5, shows that 30(14.3%) of the pupils were able to speak in English language while 180(85.7%) of the pupils were not able to speak English.

Table 4.1.6: Learners Ability to Listen in Class

<table>
<thead>
<tr>
<th>Learners Ability to Listen in Class</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners who were not able to listen</td>
<td>19</td>
<td>9.0</td>
</tr>
<tr>
<td>Learners who were able to listen</td>
<td>191</td>
<td>91.0</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4.1.6, is showing that 19(9.0%) of the learners in the class do not listen keenly while 191(91.0%) of the learners listened keenly. Listening was a pre-requisite skill to learning language and was a foundation to effective communication. People probably spend more time using listening skills than any other kind of language skill.

Table 4.1.7: School Environment influences Teaching/Learning of English Language

<table>
<thead>
<tr>
<th>School Environment influences Teaching/Learning of English Language</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School environments that did not foster learning of English</td>
<td>18</td>
<td>8.6</td>
</tr>
<tr>
<td>School environments that fostered learning of English</td>
<td>192</td>
<td>91.4</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in table 4.1.7, 192(91.4%) of the teachers said their school environments were ideal for the pupils language development while 18(8.6%) of the teachers said no. The school environment motivated learners to learn. The environment included peers, teachers, community, infrastructure, teaching/learning resources, and equipment.
Table 4.1.8: Parents Cost Shared in Provision of Teaching/Learning to their Children

<table>
<thead>
<tr>
<th>Parents Cost Shared in Provision of Teaching/Learning to their Children</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents who did not provide their children’s education</td>
<td>155</td>
<td>73.8</td>
</tr>
<tr>
<td>Parents who supported their children’s education</td>
<td>55</td>
<td>26.2</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in table 4.1.8, 55(26.2%) of the teachers said parents did not provide much to their pupils language acquisition while 155(73.8%) of the parents did. It was the obligation of the parents to meet extra needs of their children education.

Table 4.1.9: Teacher is Key Person in Teaching English Language Skills

<table>
<thead>
<tr>
<th>The teacher is Key Person in Teaching English Language Skills</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>84</td>
<td>39.1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>100</td>
<td>46.5%</td>
</tr>
<tr>
<td>Undecided</td>
<td>1</td>
<td>0.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>10.7%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>7</td>
<td>3.3%</td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in table 4.1.9, 100(45.5%) of teachers strongly disagree that they contributed very little to their learners’ language development, 84(38.4%) strongly disagree that teachers contributed only very little to their learners language development, 1(.5%) were undecided, 23(10.5%) agree, while 7(3.2%) of the teachers strongly agree.
Table 4.10: English Language is learned at School

<table>
<thead>
<tr>
<th>English Language is learned at School</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>8</td>
<td>3.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>2.8%</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>1.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>99</td>
<td>45.4%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>102</td>
<td>46.8%</td>
</tr>
<tr>
<td>Total</td>
<td>218</td>
<td>100%</td>
</tr>
</tbody>
</table>

As shown in table 4.11, 8(3.6%) of teachers strongly disagree that English language was only learned in school, 6(2.7%) disagree, undecided were 3(1.4%), while 99(45.5%) agree that English language was learned in school.

English was important means of communication for all learners because it enabled them to acquire information and share ideas with other people. According to Manning (1997) English is indispensable means of communication for an estimated seven million people throughout the world. This study noted that 85.7% of the children in schools cannot speak English fluently. Schools can enhance learner communication in English by setting up rules that enforce use of English at school. This study also observed that 86.2% of the schools had put in place language policies to assist learners improve spoken English but this was not bearing fruit since children were still communicating in mother tongue in schools.

The school, therefore, needed to put mechanisms in place to enforce the use of language rules. Involving learners in debating, storytelling, rhymes, riddles, drama
and language clubs assisted improve pupil ability to communicate in English. Stubbs (1992) confirms that teaching/learning of language comprise of linguistic activities such as listening, repeating, paraphrasing and summarizing.

This study also observed that 86.6% of the primary schools scored below 50% mean score in English language at KCPE last 5 years. There was need for schools to put programs in place to improve internal curriculum supervision, preparation and use teaching/learning materials, carry out frequent subject in-set to empower teachers on pedagogies of teaching/learning English language with purpose of rising or improve KCPE mean scores in English.

Teachers are significantly key persons to teaching of English at school. This study established 45% of the teacher disagreed they contributed little in the pupils learning of English language. MoEST (2002) suggest that teacher is the most important resource and all other resources he uses will help him to do his work of teaching more effectively. In this study 45.4% of the respondents agree that children learned English at school. Since children learn English school, teachers must possess the necessary skills and knowledge in English to be effective in classroom delivery. The Centre for Teaching Support and Innovation University of Toronto (2014) suggests one of the competencies a teacher of English should possess is strong communication skills. Despite the fact that 95.4% of the teachers had professional training in teacher education and training, these experiences did not add value to the quality of teaching/learning in class. This study learned that children in Teso North Sub County were not able to communicate in English and were not getting quality

Parents’ together with the teachers, peers and other adults are important to the learner’s language development. Each one of them contributed in one way or another to the learner’s language development. The learner’s environment needed to provide models for learners to learn from. The American Speech and Language Hearing Association (2014) agree that it is important parents/ caregivers to provide a strong language model; it says if you cannot use language well, you should not teach it.

This study noted that 73.8% of parents did cost shared in the provision of education materials to their children. They did not provide supplementary reading and writing materials, and evaluation levies. Provision of snack was also important, it helped learners nutritional values and helped them save time traveling long distances for food which some of them may not even be getting at home. Lack of support from parents was affecting quality of education provided in the schools.

4.2 Teachers Skills in Teaching of English Language Skills in Primary Schools

The findings on teacher’s skills in teaching of English language skills in primary schools are presented in the tables below.
As shown in table 4.2.1, 123 (55.9%) of teachers had form 4 level of education, 87 (39.6%) of the teachers had form 6 level of education while 10 (4.5%) were those Standard 8 and Form 2 levels of educations. Secondary education with a minimum grade of a C plain was currently considered a cut mark into primary teacher education and training colleges.

### Table 4.2.2: Professional Qualification of the English Teacher

<table>
<thead>
<tr>
<th>Professional Qualification of the English Teacher</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with P1 qualification</td>
<td>141</td>
<td>64.1</td>
</tr>
<tr>
<td>Teachers with S1 qualification</td>
<td>5</td>
<td>2.3</td>
</tr>
<tr>
<td>Teachers with Diploma qualification</td>
<td>36</td>
<td>16.4</td>
</tr>
<tr>
<td>Others</td>
<td>38</td>
<td>17.2</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in table 4.2.2, 5 (5%) of the teachers had S1 qualification in teacher education, 141 (64.1%) had basic P1 professional qualification, and 17 (7.7%) of the teachers had University degree qualification and others.
Table 4.2.3: Making of Schemes of Work and Lesson Plan Notes

<table>
<thead>
<tr>
<th>Making of Schemes of Work and Lesson Plan Notes</th>
<th>Schemes of work</th>
<th>Lesson plan notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Teachers who did not make schemes of work</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Teachers who made schemes of work</td>
<td>208</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in table 4.2.3, 2(1.0%) of the teachers did not prepare and made schemes of work and lesson plan notes while 208(99%) of the teachers made and used schemes of work. Although many teachers made schemes of work, most of them as shown in table 4.2.3 did not have lesson plan notes.

The National Council for Teacher Quality (2013) says if education system has to be successful the teacher has to go through scheming and lesson planning.

Table 4.2.4: Skill of Teaching English Language

<table>
<thead>
<tr>
<th>Skills of Teaching English Language</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who had not been capacity built in English</td>
<td>7</td>
<td>3.3</td>
</tr>
<tr>
<td>Teachers who have had many capacity building insets in English</td>
<td>202</td>
<td>96.2</td>
</tr>
<tr>
<td>Total</td>
<td>209</td>
<td>100.0</td>
</tr>
</tbody>
</table>
As shown in table 4.2.4, 7(3.3%) teachers who had not had any in-service or insets in English while 202(96.2%) have had many subject in-service courses and insets for teaching English language.

Table 4.2.5: The Subject Workload of the English Teachers in the Class Time Table

<table>
<thead>
<tr>
<th>The Subject Workload of the English Teachers in the Class Time Table</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with more than 35 lessons in a week</td>
<td>163</td>
<td>77.6</td>
</tr>
<tr>
<td>Teachers with less than 35 lessons in a week</td>
<td>47</td>
<td>22.4</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in table 4.2.5 the study rightly pointed out that the teachers had heavy subject workload at school. It was observable that the biggest challenge was managing the huge classes and marking pupils’ books. The researcher saw heaps of exercise books to the teachers’ desks to mark. As shown in table 4.2.4 163(77.6%) of the teachers had heavy subject workload while 47(22.4%) of the teachers had adequate work.

Table 4.2.6: Teacher In-Service Courses in English Language

<table>
<thead>
<tr>
<th>Teacher In-service Courses in English Language</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who rarely received in-service course</td>
<td>126</td>
<td>58.3</td>
</tr>
<tr>
<td>Teachers who received in-serve courses</td>
<td>88</td>
<td>41.1</td>
</tr>
<tr>
<td>Total</td>
<td>214</td>
<td>100.0</td>
</tr>
</tbody>
</table>
As shown in table 4.2.6, 88 (40.0%) of the teachers said the SCQASO rarely in-serviced them on strategies of teaching English skills while 126 (57.3%) of the teachers said they had been given. In-service courses empowered teachers with skills and knowledge on how to teach English language skills. Teacher in-service courses assisted in preparing teachers to effectively teach.

**Table 4.2.7: The Number of Times the In-Service Courses were given**

<table>
<thead>
<tr>
<th>The Number of Times the In-services Courses were given</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who were in-served once a term</td>
<td>49</td>
<td>37.10</td>
</tr>
<tr>
<td>Teachers who were in-served twice a term</td>
<td>1</td>
<td>1.75</td>
</tr>
<tr>
<td>Teachers who did not receive in-serve courses</td>
<td>77</td>
<td>58.03</td>
</tr>
<tr>
<td>Teachers who don’t remember being in-served</td>
<td>5</td>
<td>5.03</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>95.90</td>
</tr>
</tbody>
</table>

As shown in table 4.2.7, 1 (.5%) of the teachers admitted that in-service courses were only given once a term, 5 (2.3%) said twice a term, while 77 (58.03%) admitted they did not receive in-service training.

**Table 4.2.8: Teachers Preparedness in Teaching English Language**

<table>
<thead>
<tr>
<th>Teachers Preparedness in Teaching English Language</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>2.75</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>4.10</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>.92</td>
</tr>
<tr>
<td>Agree</td>
<td>87</td>
<td>39.90</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>114</td>
<td>52.30</td>
</tr>
<tr>
<td>Total</td>
<td>218</td>
<td>99.50</td>
</tr>
</tbody>
</table>
As shown from table 4.2.8, 2 (.9%) of teachers were undecided, 6 (2.7%) strongly disagree, 9 (4.1%) disagree, 87 (39.5%) agree while 114 (51.8%) of the teachers strongly agree that teachers who adequately plan their lessons make learners achieve lesson objectives.

Table 4.2.9: The Problems that Teachers Meet when Teaching English Language Skills

<table>
<thead>
<tr>
<th>The Problems that Teachers Meet when Teaching English Language Skills.</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>4.6</td>
</tr>
<tr>
<td>Undecided</td>
<td>6</td>
<td>2.8</td>
</tr>
<tr>
<td>Agree</td>
<td>70</td>
<td>31.2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>129</td>
<td>59.4</td>
</tr>
<tr>
<td>Total</td>
<td>217</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in table 4.2.9, 2 (.9%) of the teachers strongly disagree that they face challenges when teaching English. 10 (4.5%) disagree, 6 (2.7%) were undecided, 70 (31.8%) agree while 129 (58.6%) strongly agree that teachers often face challenges when teaching English language skills than in other subjects.

This study found out that over 55.9% of the teachers of English had fourth form secondary level of education. This was basic academic requirement for entry in the teaching profession but there was need for the employer re-assess the quality of the
grades to ensure that only people with good grades at English are recruited to teach English. Teacher competencies are enhanced by quality academic grades and professional training of the teacher. Kembo – Sure (1992) looked at the academic standards of the teacher as one of the reasons for the poor teaching of English and performance in languages in Kenyan schools. Brindley (1995) argues that a good teacher of English language has to know about the subject content. Teachers who possessed skills and knowledge in English raised the quality of teaching/learning of English in primary schools.

Most teachers, that is, 95.4% had professional training in teacher education and training. Despite the fact that 95.4% of the teachers had professional training in teacher education and training, these experiences did not add value to the quality of teaching/learning in class. This study learned that children in Teso North Sub County were not able to communicate in English and get quality grades in KCPE. Syomwene (2003) carried out a study to find out the barriers affecting the implementation of the 8.4.4 English curriculum in Kitui district in Kenya. One of the findings she confirmed was the teacher; that the competence of teachers was inadequate. This might be the main cause of the learners’ failures to master English language and acquire quality grades in English at KCPE.

Lack of capacity building of teachers on methodologies of teaching could be impacting on teaching of English in schools. American Speech Hearing Association (2014) cautions that if you cannot use language well, you should not teach it. Kohli (1992) adds that English is a skill subject in whom all learners can only be
successful in learning English if they are made to actively participate in the teaching/learning process, in this study about 58.9% of the teachers said they had not received any in-service courses. However, this was quite contradictory to 96.2% of the respondents who had admitted they had been capacity built in the areas of English language.

Teachers subject workload in schools also impacted on teacher’s classroom delivery, 77.6% of the teacher agreed that the subject workload affected their work in class. This could be another factors that was making teachers not have adequate time to scheme and prepare lesson plan notes. 99% of teachers did not prepare and used lesson plan notes. Teachers also agreed that there are other challenges that affected their classroom delivery. MoEST (2003) argues that other macro – level and structural issues such as availability of teaching/learning materials, recruitment of more teachers, expansion of existing facilities and introduction of more effective ways of ensuring discipline among teachers and pupils, and soliciting support from parents should be enhanced.

Omboto (2004) suggested that lack of resource materials, mother tongue interference, inadequacy of teachers, and poor attitude among teachers toward English, lack of in-service training were some of the factors affecting learning of English in schools. Understaffing in schools was major reason for low morals that lead to teacher attrition.
4.3 The Methods of Teaching English Language Skills in Primary School.

The findings of the methods of teaching and acquisition of English language skills in primary schools were presented in the tables below.

Children who are actively involved in the teaching/learning process are able to listen, speak; read, write discuss, dramatize and participate in debating activities. Learner centered and participatory teaching/learning approaches often involved learners in real learning. This study sets to find out if learners got involved in the teaching/learning process in schools.

Table 4.3.1: Teaching/Learning Methods Used by the English Teacher

<table>
<thead>
<tr>
<th>Teaching/Learning Methods Used by the English Teacher</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Centered Method</td>
<td>70</td>
<td>31.8</td>
</tr>
<tr>
<td>Lecture Method</td>
<td>100</td>
<td>45.5</td>
</tr>
<tr>
<td>Expository Method</td>
<td>50</td>
<td>22.7</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in table 4.3.1, 70(32%) of the teachers used learner centered method, 50(23%) used expository method of teaching while 100(45%) of the teachers used lecture method.

Table 4.3.2: Pupils’ Written Work in English

<table>
<thead>
<tr>
<th>Pupils’ Written Work in English</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with few written excises</td>
<td>117</td>
<td>55.7</td>
</tr>
<tr>
<td>Children with enough written excises</td>
<td>93</td>
<td>44.3</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>100.0</td>
</tr>
</tbody>
</table>
As shown in table 4.3.2, 93 (44.3%) of the excise books observed showed pupils were given enough tasks in their note books while 117 (55.7%) the excise books observed did not show that children were given adequate written work. Written work assisted in evaluating pupil’s skill progression. English in lower primary classes had 5 lessons per week so it was expected that children are given at least a written exercises in each lesson while in upper primary there were 7 lessons.

**Teaching/Learning Strategies**

This study sought to establish the strategies teachers used to teach English language skills. Teachers agreed that they used varied teaching/learning strategies in enhancing learning. Some teachers said they used phonic method especial when teaching letter sounds, whole word method when reading words look and say when teaching reading and saying letter sounds. Heuristic method or learners centered approach were also used in teaching English. Expository learning approach where the teacher played an active role in passing knowledge and skills to the learner was used by 22.7% of the teacher.

<table>
<thead>
<tr>
<th>The Performance of the Schools in English at KCPE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools that had scored average mean score</td>
<td>20</td>
<td>9.2</td>
</tr>
<tr>
<td>Schools that scored above average mean score</td>
<td>2</td>
<td>0.9</td>
</tr>
<tr>
<td>Schools that scored below average mean score</td>
<td>188</td>
<td>86.6</td>
</tr>
<tr>
<td>Number of  Schools that had not sat KCPE</td>
<td>7</td>
<td>3.2</td>
</tr>
<tr>
<td>Total</td>
<td>217</td>
<td>99.9</td>
</tr>
</tbody>
</table>
As shown in table 4.3, 20(9%) of the schools with average mean score at KCPE, these schools had a mean score of 50 marks, 5(2%) were schools that scored above average mean score, the schools had a mean score of above 50 marks 7(3%) schools that had not sat KCPE while 188(85%) admitted their schools had a mean score of below 50 mark in English.

**Teaching/Learning Activities**

This study sought to find out the teaching/learning activities teachers often used in class to teach English. The teachers used the following learning activities: writing, singing, role-playing, maiming, discussion, and storytelling, using riddles, rhymes, and dramatization to teach English. If these activities are effectively used they can involve learners in practical teaching/learning process, and hence make them to learn.

This study established that 45.5% of the teachers used lectured as opposed to 31.8% who used child centered method of teaching English and 22.7% used expository method of teaching. Ngaroga (2007) confirms that a learning activity is task a pupil is expected to perform during a lesson in order to achieve the objectives intended by a teacher. Teaching/learning methods helped learners acquire knowledge and skills.

Teachers needed to re–evaluate teaching/learning strategies to enhance learning in their pupils. Teachers who used learner centered methods of teaching involved learners in the teaching/learning process; this improved learner proficiency in English language. In a study he conducted in Uasin Gishu, Magut (2003) confirms
that those teachers of English did not effectively utilize appropriate methods of teaching/learning English language skills.

This research work also found out that 55.7% of the pupils were not given adequate written work in English in their books. This could be evidence of under teaching in schools. Giving children written work was evidence of real teaching and it helped improve learners grammar, reading and writing skill. Finally, this study established that 86.6% of the public primary schools scored below 50% mean score at KCPE in English in Teso North Sub County last 5 years. Schools need to find out what ails them in English and put interventional measures to correct the situation and hence strive improve pupil’s English competencies and grades at KCPE.

4.4 Impact of Teaching/Learning Materials on Teaching of English Language in Primary Schools in Teso North Sub County

The findings on the teaching/learning materials for English language in primary schools were presented in the tables below;

<table>
<thead>
<tr>
<th>Teachers Made and Used Teaching/Learning Materials</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who did not make and used teaching/learning materials</td>
<td>165</td>
<td>78.6</td>
</tr>
<tr>
<td>Teachers who made and used teaching/learning materials</td>
<td>45</td>
<td>21.4</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in table 4.4.1, 45(21.4%) of the teachers made and used teaching/learning materials while 165(78.6%) of the teachers did not. Teaching/learning materials
gave learners concrete basis for conceptual thinking. Teaching/learning materials made learning more enjoyable and meaningful to the learners. They also stimulated the learner’s imagination, presented facts and organized their knowledge.

In this section, the study sought to establish from the teachers teaching/learning materials that their schools lacked most. Teachers listed charts, Manila paper, felt pen ink, plasticize, science kits and geographical charts. Hiuhu and Mwaura (2007) suggest that teaching/learning materials are items in the learner’s environment that can be used to facilitate effective learning in the classroom. Kiato (1997) adds that language instruction has five important components namely the student, teacher, materials, teaching methods and evaluation. He adds that materials are very important in language instructions.

Table 4.4.2: Schools with Adequate Teaching/Learning Recourses

<table>
<thead>
<tr>
<th>Schools with Adequate Teaching/Learning Resources’</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools that do not have enough teaching/learning resources</td>
<td>98</td>
<td>46.7</td>
</tr>
<tr>
<td>Schools that have enough teaching/learning resources</td>
<td>112</td>
<td>53.3</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in table 4.4.2, 98(46.7%) of the schools did not have adequate teaching/learning resources for both teachers and pupils while 112(53.3%) of the schools had. The textbook enables the teacher deliver the curriculum using appropriate reference books for preparation of their lessons and enabled pupils study on their own. They also determined the components and methods of learning.
Hiuku and Mwaura (2007) further say that teaching/learning materials are items in the learner’s environment that can be used to facilitate effective learning in the classroom. Kiato (1997) adds that language instruction has five important components namely; the student, teacher, materials, teaching methods and evaluation. He adds that materials are very important in language instructions. Availing and using teaching /learning materials enable teachers prepare adequately to deliver in class. Omboto (2004) argues that lack of resource materials were some of the factors that affected the learning of English in Kisii district.

Despite the fact that 53.3% of the schools had adequate teaching/learning resources these resources did not produce results and improved pupils’ competencies in English. Nzitabakuze (2011) confirms that teaching/learning materials could control a certain level of the quality of education provided to learners. While O’Neill (1990) emphasizes that these materials help in teaching and learning of English language. He further adds that teaching/learning materials determined the components and methods of learning, that, they control the content, methods, and procedures of learning but Kiato (1997) cautions that teaching/learning materials are getting more complicated and instructional philosophy, approach methods and techniques are getting more important. Whichever teaching approach the teacher used, the teaching/learning material also used by the teacher should make learning more meaningful and enjoyable to the learner. These materials stimulated the senses in the learner that are responsible for enhancing learning. Research has proved that 85% of all learning was through senses.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of the study findings as per the objectives of this research work; conclusions arrived at and the recommendations for future response and research.

5.1 Summary of the Findings

5.1.1 How Children Learn and Acquire English Language Skills in Primary Schools in Teso North Sub County

The results of data analysis from this study indicated that 46.8% of the respondents strongly agree that children learned English language at school while 86.2% of the schools had put in place policy rules on how to improve pupils’ spoken language. Parents, teachers and peers contributed significantly to pupils’ language development both at home and school by acting as facilitators, mentors and role model.

5.1.2 To Establish Teachers Skills in Teaching English Language Skills in Teso North Sub County

This study identified that 64.1% of teachers had professional qualification in primary teacher education and training but the teachers were not translating theme into quality teaching and grades at KCPE. The research also found out that 77.6% of the teachers of English language had not been capacity built in skills of teaching English this meant that the teachers were ill equipped and were not keeping abreast with the current trends and dynamics in the teaching of English language skills in schools.
5.1.3 To Examine Methods of Teaching English in Primary Schools in Teso North Sub County

The study further established that 45.5% of the teachers did not use appropriate teaching/learning methods that enhance learning of English language skills. Teachers used lecture method of teaching and this did not improve the quality of learning of English language skills in children. Although teachers made schemes of work, 96.2% of them did not prepare and used lesson plan notes; this meant that teachers go to class not prepared to teach. Lack of adequate teacher planning affected the quality of teaching/learning in class.

5.1.4 To Establish Impact of Teaching/Learning Materials on Teaching of English in Primary Schools in Teso North Sub County

The results of this study found out that 53.3% of the schools had adequate teaching/learning resources. Schools had acquired adequate text books for their pupils; yet in some schools some of the classes had a pupil text book ration that was higher than 1:3. Even though the schools had acquired enough teaching/learning resources this did not add value to the teaching/learning of English. This may mean children were not exposed to many readers. This study also learned that 78.6% of the teachers of English did not prepare and used teaching/learning materials. Minimal learning took place without the use of teaching/learning materials.
5.2 Conclusion

This study found out that children acquire first language or mother tongue naturally and that LAD enables children learn other languages very easily. The research also established that children learn English as a second language in school. Children came to school when they are already speaking mother tongue and this lays a foundation for second language acquisition.

Teachers played a big role in the teaching/learning of English but this study established that despite the fact that teachers of English had met the minimal requirement for teacher training and education and had professional qualification in teacher training/education; these teachers did not enhance learning in children. The teachers lacked skills and knowledge in teaching English and these teachers had not been capacity built by the DQASO on how to teach English.

There was evidence that teachers of English did not prepare and used teaching/learning materials. Although it was true primary schools had acquired some teaching/learning resources, results showed that children were not benefiting from these resources, this was because pupils were not able to communicate effectively in English. Effective use of teaching/learning resources enhanced language development in children.
5.3 **Recommendation**

English language was an important tool that assisted children to learn in school and interact with the environment. The study, therefore, recommended that:-

**5.3.1** Schools should enforce school language rules, this helped improve pupils spoken English and reduced use of mother tongue in schools.

**5.3.2** Teachers should provide quality teaching by preparing adequately to teach. They should make schemes of work and lesson plan notes, maintain all professional records and prepare and use teaching/learning materials.

**5.3.3** Teachers should vary teaching/learning methods to make their teaching more interesting and effective to their pupils. Some teaching methods the teachers used did not enhance learning. Methods that involved learners in practical activities were more suitable and appropriate.

**5.3.4** This study recommends that the Sub County Quality Assurance and Standards Officer should mount teacher in-sets once a term to improve teacher competencies in teaching English language skills.

**5.3.5** This study also recommends that schools should acquire adequate and use teaching/learning materials and teachers should make and use them to enhance pupils learning.

**5.3.5** This research also observed that there was an acute shortage of teachers of English language in the Sub County. The Sub County had a shortage of about 300 teachers both of English and other disciplines in the school curriculum. The government should employ more teachers so as to improve the quality of education in Teso North Sub County and Country at large.
5.4 Suggestions for Future Research

(i) Since this study findings acted as baseline to the effect of teaching on acquisition of English language skills in primary schools in Teso North Sub County, Busia County, Kenya there was need for follow-up studies to be conducted in this study area after the implementation of the intervention programs to enhance effect of teaching on acquisition of English language skills.

(ii) This research work was carried out only in a single Sub County out of the seven Sub Counties in Busia County. The same or related study was replicated in other Sub Counties, using wider samples and results thereof compared to those of the present study to give a wider picture of effects of teaching on acquisition of English language skills in primary schools.

(iii) The findings that had been discussed in this study were not exhausted. There are still issues this study had not highlighted that may require further investigation, for example, impact of mother tongue on effects of teaching on acquisition of English language skills, the literacy level of the community and its influence on effect of teaching on acquisition of English language skills in primary schools.

(iv) Furthermore, this study did not investigate other variables that impacted on education of children in Teso North Sub County such as the influence of socio economic and political factors and their impact on the effects of teaching on acquisition of English language skills primary schools.
REFERENCES


Mwituria, S. M. *Qualitative and Quantitative Research* (2012) Nairobi: Frajopa Printers Mall.


APPENDICE

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS OF ENGLISH

Please answer the following questions by ticking in the appropriate box and filling in the blank spaces

Section One: Teaching and Acquisition of English language skills

1. Are you pupils able to communicate in English?
   Yes [  ] No [  ]

2. Teacher is key person in teaching English language skills

3. English language is learned at school

4. The language policy in the school is to communicate in English language only
   Yes [  ] No [  ]

5. According to you, where do children learn English?
   At school [  ] At home [  ] In social place [  ]

6. Are you pupils able to listen keenly when you are teaching in class?
   Yes [  ] No [  ]

7. Can your pupils speak English
   Yes [  ] No [  ]

8. Are your pupils able to read English
   Yes [  ] No [  ]

9. Can your pupils write English
   Yes [  ] No [  ]

10. Does the school environment influences teaching/learning of English language?
    Yes [  ] No [  ]
11. Are parent cost sharing in the provision of teaching/learning to their children?
   Yes [ ] No [ ]

Section Two: Teachers Skills in Teaching English Language Skills

1. Indicate your highest academic level of education
   Primary [ ]
   Secondary [ ]
   ‘A’ levels [ ]
   University [ ]
   Other specify ..............................................................

2. Are you a professionally qualified teacher in primary teacher education?
   Yes [ ] No [ ]
   If yes, which level of training?
   P1 [ ] S1 [ ]
   Diploma in Education [ ] Bachelor of Education [ ]
   Others specify ..............................................................

3. List down the teaching/learning strategies you use to teach English language skills?
   ................................................................................
   ................................................................................

4. Does the Ministry of Education through District Quality Assurance and Standards Officers organize in-service training courses for teachers of English language in Teso North District?
   Yes [ ] No [ ]

5. If yes, what is the frequency of these courses?
   Once a term [ ] Twice a term [ ]
   Very Often [ ] Very rarely [ ]
6. How has your school been performing in English language at KCPE in the last 4 years?
   Average [ ] Above average [ ]
   Below average [ ] Good [ ]
   Very good [ ] Excellent [ ]

7. Teachers had made schemes of work and lesson plan notes
   Yes [ ] No [ ]

8. The teacher had skill of teaching English
   Yes [ ] No [ ]

9. The teacher of English had a heavy workload in the class timetable
   Yes [ ] No [ ]

<table>
<thead>
<tr>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>10. Teachers who adequately plan for their lessons make learners achieve lesson objectives</td>
</tr>
<tr>
<td>11. Teachers often face challenges when teaching English language skills than in other subjects</td>
</tr>
</tbody>
</table>

Section Three: The Methods of Teaching English Language Skills in Primary Schools

1. List down teaching/learning strategies you use to teach English language skills
   .................................................................................................................................
   .................................................................................................................................

2. Write down the challenges that you encounter when teaching English language
   .................................................................................................................................
   .................................................................................................................................

3. Are your pupils able to communicate in English?
   Yes [ ] No [ ]
4. Pupils are always given enough tasks in English language in class  
   Yes [ ] No [ ]

5. List down teaching/learning activities you use in teaching/learning English language skills
   .................................................................................................................................
   .................................................................................................................................

<table>
<thead>
<tr>
<th>Responses</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Children had the ability to communicate in English language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Teachers who adequately plan for their lessons make learners achieve lesson objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Teachers often face challenges when teaching English language skills subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Varying teaching/learning strategies in class will assist learners to master concepts faster</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Teacher is a key person in teaching of English language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section Four: Impact of Teaching/Learning Materials on the Teaching of English language in Primary Schools in Teso North Sub County

<table>
<thead>
<tr>
<th>No</th>
<th>item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers made and used teaching/learning materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>This school has adequate teaching/learning resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. List down teaching/learning material the school should acquire to facilitate learning
   .................................................................................................................................
   .................................................................................................................................
APPENDIX 2: THE AUTHORIZATION LETTER FROM KENYATTA UNIVERSITY TO MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/9072/00
DATE: 31ST January, 2013

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR ODIMA LEO EKAPten—REG. NO. E55/CE/9072/00

I write to introduce Mr. Odima Leo Ekapten who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department Educational Management Policy and Curriculum Studies.

Mr. Ekapten intends to conduct research for a proposal entitled, “Teaching and Acquisition of English Language Skills in Primary Schools in Teso North District, Busia County”.

Any assistance given will be highly appreciated.

Yours faithfully,

[Signature]

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

31 JAN 2013

JKN/rwm
APPENDIX 3: RESEARCH AUTHORIZATION LETTER FROM THE NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787, 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

Our Ref:
NCST/RCD/14/013/153

Leo Ekapten Odima
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 11th February, 2013 for authority to carry out research on “Teaching and acquisition of English language skills in primary schools in Teso North District, Busia County,” I am pleased to inform you that you have been authorized to undertake research in Teso North District for a period ending 31st March, 2013.

You are advised to report to the District Commissioner and the District Education Officer, Teso North District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR M.K. RUGUTT, PhD, BSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Teso North District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."
APPENDIX 4: MAP OF STUDY LOCALE