INSTRUCTIONAL METHODS USED IN TEACHING ORAL SKILLS IN ENGLISH IN SELECTED SECONDARY SCHOOLS IN NAIROBI COUNTY

A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

SIGNATURE........................................... DATE: 28/5/2015

PITY NYANG’ENDO MAINA
E55/13463/09

SUPERVISORS:  This thesis has been submitted for examination with our approval as University Supervisors.

SIGNATURE.......................... DATE: 28/5/15

DR. BWIRE M. ADEIHEID
LECTURER,
DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY

SIGNATURE.......................... DATE: 28/5/15

DR. SOPHIA M. NDETHIU
LECTURER,
DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY
DEDICATION

To my husband John and my daughters Beatrice, Sylvia, Linda and Joy for their patience, understanding and encouragement. To my dear mother for encouraging me to further my studies. God bless you all.
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ABSTRACT

English is taught as a compulsory subject in secondary schools in Kenya and is also the language of instruction. The English syllabus outlines the activities and methods that can be used to develop oral skills. This study sought to investigate instructional methods used in developing oral skills in English in selected secondary schools in Nairobi County. The objectives upon which this study was based were: To identify the instructional method used in the form two classroom to enhance oral skills as outlined in the English syllabus; identify resources available for teaching oral skills; establish factors that inhibit the use of instructional methods in teaching and learning of oral skills and explore the effectiveness of instructional methods used in teaching oral skills in a form two class. Nunan’s (1989) theoretical arguments on learning to communicate through interaction in the target language were used to enable the study come up with findings. A descriptive survey design was used. The study targeted public schools of different categories and performance levels. Ten schools from Nairobi County were sampled using stratified sampling techniques. A sample of 250 form two students and 20 English language teachers were selected using simple random sampling to act as respondents. Three types of instruments were used for data collection. These were a questionnaire for teachers and students and a classroom observation schedule for determining the type of teaching strategies and resources used during oral language skills lessons. Data collected from questionnaires and lesson observation guides was analyzed qualitatively and quantitatively. The results were presented in the form of frequency, means, ratings, percentage tables and pie charts. The findings revealed that class discussions and group work activities are the common methods employed by teachers when teaching oral skills. Debating, drama, role play were rarely used. Lack of sufficient learning materials for learning oral skills was found to be a handicap. Observations made in the classrooms, revealed that teachers do not vary instructional activities while teaching oral skills. Some students were hesitant when using the target language and were often forced to code switch. Various recommendations were made.
CHAPTER ONE
INTRODUCTION

1.1 Introduction

This chapter presents the study background, highlighting the context of the study. It also outlines the research problem, objectives of the study, research questions, significance of the study, assumptions, scope and limitations, theoretical and conceptual framework that guides the research process of this study.

1.2 Background of the Study

In the contemporary society, there is a great need to demonstrate acceptable oral communication habits in all spheres of life. Baker and Westrup (2003) reinforce that more and more educators, governments, ministries of education and employers need people who can speak English well. Companies are looking for staff who can speak English in order to communicate within the international marketplace. Students whose oral communication is good have better access to employment opportunities since they can express themselves clearly and confidently especially during oral interviews. On the other hand they can be self employed by becoming motivational speakers and masters of ceremonies. Good oral communication skills are useful to a learners personal development. For instance they can be self employed and be able to earn a living from their social interpersonal skills. In spite of the crucial role of good communication skills in careers, in schools as well as at home, many secondary school graduates do not
seem to possess these essential skills upon leaving secondary education. Wrong forms of spoken English have become institutionalized in society as stated in the Secondary English Language Teacher’s Handbook (KIE, 2006). What factors contribute to this situation? Could it be the way the skills are taught, the learners' attitude, the school environment, home environment, social exposure like movies, social media, cultural and examination issues. This is what the researcher went out to investigate, basically how the language teachers help learners develop good oral communication skills in the classroom.

The aim of teaching listening and speaking skills in English in secondary schools is to make the learners more proficient in oral communication (KIE, 2002). In the Kenya Certificate of Secondary Examination (KCSE) an oral skills component in the English paper 1 examination is included, acknowledging that listening and speaking skills are important in second language proficiency thus the need for teachers to teach the skills. The aim is to produce learners who are able to demonstrate the ability to perform tasks involving listening and speaking (Gathumbi, 2005).

In order to make the students more proficient in all the language skills, Kenya Institute of Education (KIE) in the year 2002, reorganized the syllabus to create approaches that enhance integration. The integrated English syllabus currently
adopts an approach that promotes listening and speaking skills. How the two skills are taught in the integrated approach was of interest in this study. Within listening and speaking, the contents are pronunciation, listening comprehension, etiquette and non-verbal cues that enhance it. A proposed methodology for teaching these skills is use of dialogue, public speaking, minimal pairs, debates, oral presentations, reciting poems, reading aloud, impromptu speeches, pattern drills and discussions on contemporary issues. These skills can be enhanced by use of different resource materials, for example, audio tapes, video tapes, dictionaries among others. If the proposed methodology is implemented in the classroom, what effect does it have on developing the two skills in the learners and how does it compare with the traditional approach of teaching before the reorganization of the syllabus? Therefore, this study sought to find out what emphasis is laid by the teachers and how learners participate in the learning process as well as finding out what resources are used in teaching listening and speaking.

One of the specific speaking objectives states “By the end of form two, the learner should be able to communicate correctly, confidently and appropriately in different contexts” (objective No. 5.1 (c). (K.I.E, 2002). With good oral skills a learner can use English language effectively in various situations. These skills however do not seem to be fully brought out when learners use the language in school and out of school. What could be the reason? This is what this study would
wish to establish. In the learning of oral skills, students are encouraged to emulate good habits (etiquette) in their day to day social interactions. The acquisition of the two skills prepares the learner to participate in the national goal of development and achieve self-fulfilment because this will make the learner develop confidence in his ability to express himself in an acceptable manner. According to Gathumbi (2005), many learners find difficulties in interaction (listen-respond-listen). Speaking involves responding to what has been heard or inferred; as such it needs special attention during the teaching of oral skills. How the teachers strive to develop the listening and speaking skills in the classroom was the aim of this study.

English in education is very important in. Our education system relies heavily on the use of English language, (Kioko and Muthwii, 2006). It is the medium of instruction in the school system from standard four onwards. In the new Kenya constitution, English is one of the two official languages the other being Kiswahili. It is a compulsory subject of study at both primary and secondary schools (Ominde Commission, 1964). The national language policy as noted by Wasambo-Were (1986) states that English is the official language of commerce, law, the mass media and the medium of instruction in education. Consequently, fluency in all aspects of the English language, including both written and verbal, enables students to perform better in all other subjects. It is therefore the responsibility of the teacher of English, both in primary and secondary schools to
ensure leaner's fluency in all the skills and in particular speaking, by building on the foundations laid in the primary school (K.I.E, 2002).

Language is a powerful tool of human verbal communication because through language people are able to express their emotions, feelings, attitudes, likes and dislikes. Social interaction is made possible through language. Communication can either be verbal or non-verbal or written. Communication does not only involve words but also symbols and gestures that accompany the spoken words. It also involves the sender and the receiver. This study will address oral skills referred to as listening and speaking skills. The study sought to investigate the methods used in the classroom that help enhance proper oral communication and the role and effectiveness of these activities. Speaking skills perform different functions in daily communication. Students will need the skills for different purposes in life. For example the skills enable a learner to use intonation and stress to express himself or interpret attitude of others, pronounce words well, express oneself clearly and fluently as well as using non-verbal devices effectively in speech.

Effective learning involves the active participation of learners. This therefore needs to be considered in designing activities or instructional materials for teaching oral communication skills. Many learners lack confidence when expressing themselves in English. "Students display lack of eloquence and
coherent speech, devoid of redundancies like “mmm”, “as in”, “like” and “yani” that characterize a typical Kenyan teenagers speech” (Saturday Nation, July 16, 2011). They find it easier to code switch mainly between English and Kiswahili, but sometimes between English, Kiswahili and mother tongue in order to express themselves fluently. This becomes a problem that needs to be investigated. Could lack of practice when learning the new language be a factor? This study therefore sought to establish what learning practice the teachers give student during the teaching of listening and speaking skills.

According to Secondary English Language Teachers Handbook, KIE (2006), English is a second language to most Kenyans who have been to school. Majority of learners are likely to have problems in listening and speaking because spelling of many English words are unrelated to pronunciation. This is a challenge to learners and users of English as a second language. It is for this reason that teachers should give adequate practice to learners by designing activities like minimal pair drills, dictation, listening tasks like dictations and listening comprehensions, dialogues that help in stress and intonation and other activities that enhance mastery of the listening and speaking skills. Whether the teachers do this or not is what this study sought to investigate.

In the teaching of oral skills, what is the role of the teacher? Is he the main resource person or is he the basic model? These are some of the concerns to be
explored in this study. “The teacher is the basic model of oral communication skills” (Gathumbi, 2005:4). The teachers’ competence and ability to teach the skills becomes an important factor which this study addressed. Factors like teachers attitude, resources employed in teaching oral skills and teaching strategies used may have a direct influence in the overall attainment of the desired skills. To determine the challenges teachers face in the choice of activities identified to teach listening and speaking skills was an objective of this study.

Kioko and Muthwi (2006) note that the methods suggested for teaching pronunciation, for example, assume that the teacher is or can be a speaker of the model variety of English, therefore capable of providing the students with skills of distinguishing the pronunciation of particular vowel sounds. Most teachers faced with this impossible task leave out pronunciation drills to the disadvantage of the students. Therefore, what teaching techniques do teachers use to teach such a skill? This was one of the objectives of this study. The only way a student can learn a new language and communicate in it comfortably and fluently is through practice. The teacher’s role is to provide an environment or opportunity that can help the learner acquire that skill which prepares him for real life communication inside and outside the classroom situation with confidence.

The above situation necessitates an investigation on the approaches and methods used in teaching oral communication skills in schools today. The instructional
activities used in the classroom should assist the learner to use the various forms of oral communication such as stress and intonation, politeness, body language, pronunciation, listening skills and speaking in front of larger groups to gain confidence. There is limited literature regarding the status of learners' oral skills at the secondary school level. Little research has been done on specific approaches to teaching and learning of oral skills and their effectiveness. Bwire, (2007) researched on learners competence on English listening skills, Mundui, (2002). Studied teaching of spoken English while Sirengo (2010) researched on Linguistic strategies in the teaching of English language oral skills. How oral skills are taught in secondary schools was the gap addressed in this study.

1.3 Statement of the Problem

Researches made on classroom observations, found out that many learners exhibit lack of proper oral communicative skills in and out of school. Students in Nairobi especially in districts like Dagoreti, Makadara and Kamukunji avoid use of formal language and prefer to use Kiswahili and “sheng”. They lack fluency in speech, clarity of thought and confidence when using English language and many shy away from participating in oral activities that require the use of English language. In Nairobi County and specifically the locale of the study, there is code switching among many students and lack of proper etiquette in social interactions. According to Sirengo, (2010), many teachers of English tend to ignore teaching the two skills of listening and speaking citing limited teaching time in a given
lesson yet they are trained to teach all skills including oral English. There is also 
amumption among some teachers that learners already posses the necessary oral 
skills, so they are not given enough practice to develop those skills. From 
observation some teachers in secondary schools in Nairobi County, do not focus 
on listening and speaking as they do reading and writing. Schools are ideally 
supposed to possess facilities to enable effective teaching and learning of oral 
skills in English. The co-curricular calendar for secondary school sets aside drama 
and music festivals from zonal to national level each in one term of the year. The 
aim is to develop communication in the taught languages yet most secondary 
school graduates in parts of Nairobi County are unable to orally communicate in 
correct English despite the fact that English is the language of instruction in most 
subjects. Therefore, weighing the negative impact poor oral skills can have in 
helping a student achieve oral competence, the researcher found it important to 
asses the methods used in teaching oral skills in the classroom in secondary 
schools. This is the gap this study addressed.

1.4 Objectives of the Study

The objectives of this study were to:

a) Find out the instructional methods used to teach oral skills.

b) Establish the kind of teaching and learning resources used in teaching oral 
skills.
c) Find out the factors that inhibit the use of instructional methods in the teaching and learning of oral skills
d) Explore the effectiveness of methods used in teaching oral skills

1.6 Research Questions

a) Which are the common instructional methods employed in the classroom to promote oral skills?
b) What learning resources are used in teaching oral skills?
c) What factors inhibit the use of instructional methods in the teaching and learning of oral skills?
d) What is the effectiveness of methods used in teaching oral skills?

1.6 Significance of the Study

Learning to speak is important for it equips students with skills that will be useful to them for the rest of their lives and in their future careers. The study will be beneficial to teachers. They will remember to implement different learning techniques while teaching oral skills thus being effective in their teaching.

The research will give teachers and curriculum developers an insight into which instructional methods are best used in teaching oral skills an area that is mainly overlooked or given little emphasis. For educationist and curriculum developers, they can use the findings to develop a more relevant and meaningful curriculum
on oral skills. The study will also show the status of the development of oral skills in the Kenyan syllabus of English by providing a report on what goes on in the English language classroom. For those in teaching practice (teacher trainees) they can learn what methods are suitable in teaching oral communication skills and their limitations. The study may help in improving of the syllabus if the present components are found to be weak or unrealistic. The study can be used as an evaluation procedure, to find out if oral skills are taught at form two level as stated in the English syllabus which would be significant in strengthening the process.

1.7 Assumptions of the Study

The assumptions below were taken in this study:

(i) Teachers use various instructional methods in teaching oral communication skills in the classrooms.

(ii) Students have the motivation to participate in activities that enhance the oral skills.

(iii) Instructional materials used by teachers are suitable for the methods used.

1.8 Research Scope and Limitations

The researcher investigated instructional methods used in the English language classrooms and how they influence learners' participation. The research focused on the various instructional methods used in teaching oral skills in a form two
class and their effectiveness. The aim was to establish if practice activities are given and the extent to which they enhance the learner’s oral communicative ability. The research was done in an urban setting in Nairobi County where the population is multi-lingual and use of slang and sheng is very common. This could hinder development of fluent oral communication in English language.

There were various limitations which hindered the process of this study. Firstly there was the constraint of time and finances to conduct a research that would come up with a good enough representative sample to warrant generalizations of the findings beyond Nairobi county. Secondly, a limited sample which is urban biased and specific to form two teachers and students was used. Thus the research might be limited in that the findings may not be generalized to the whole of Kenya, especially the rural schools. In spite of these limitations, the research would benefit language teachers in secondary schools as well as curriculum developers.

1.9 Theoretical Framework

Theoretical perspectives suggest that there is need to distinguish activities that contribute to effective language use and those that facilitate second language learning. Language teachers need to give more attention to activities that promote communicative efficiency and second language acquisition. In this respect the researcher drew from Skehan (1998) Theory of Cognitive approach and Yules (1997) Theory of communicative effectiveness. Yule’s theory provides a basis for
evaluating the kinds of tasks that contribute to developing communicative effectiveness while Skehan's work suggests the kind of tasks that are needed to promote accuracy complexity and thereby influence second language acquisition. Nunan (1989) a proponent of these theories, agrees with the above views by defining a communicative task as a piece of classroom work which involves learners in comprehensively manipulating, producing or interacting in the target language. This puts the classroom atmosphere in focus with the various activities that take place in it and the teachers and learners as the main actors. This study sought to find out instructional methods used in the teaching of oral skills that aim to help learners acquire communicative competence.

According to Nunan, the various activities that take place in the classroom should have the teachers and the learners as the main actors. “The task should have a sense of completeness, being able to stand alone as communicative in its own right” (Nunan, 1989:10). The task will also have implicitly and explicitly a goal and roles for teachers and learners. What matters most is whether learners learn to use language accurately and learn to get their message across. The classroom behaviour of teachers and learners should be as similar as possible to the behaviour of people in the real world outside the classroom where we see people use language spontaneously while communicating. In this respect, language teachers need to give more attention to the activities that promote communicative efficiency and second language acquisition. The researcher, therefore, used
Nunans arguments to guide the discussions of classroom practice where the role of the teacher and the learner in the classroom, were the main focus.

1.10 Conceptual Framework

The conceptual framework below explains the variables discussed in the theoretical framework.

Figure 1.1 Relationship between variables in the attainment of learner's oral communicative competence

Independent variables  Intervening variable  Dependent variable

**Instructional Methods**  **Resources**  **Competence in oral skills**
- Lecture methods
- Dialogue
- Discussions
- Question & answers
- Explanation
- Debate
- Drama
- Role play
- Story telling
- Oral presentation
- Tape recording
- Speech drills
- Simulation
- Poetry recitation
- Textbooks
- Dictionaries
- Pictures
- Language lab

**Teacher's role**  **Classroom setting**
- Choice of method
- Organizer
- Guide
- Size
- Conducive environment

**Students role**
- Responding
- Active Participation

Fluent speaking
Listening & Understanding
Responding appropriately
The study adapted the conceptual framework above on how all the variables directly or indirectly affect each other for the attainment of the learners' oral communicative competence. In the above framework, learners' competence in oral skills is the dependent variable. The independent variables are the various instructional methods and activities held in a classroom setting where the teacher and the learner's play their roles. Activities may either be verbal for example a dialogue, discussions, role-play, questions and answers and story-telling or non-verbal like a picture sequence activity. Other examples of such activities include drama, story-telling, role play, stress and intonation, debates and oral presentations. The success of the lesson will depend on how the tasks have been integrated and sequenced resulting to achievement of the final product.

The researcher also focused on the teacher's role, learner's role, instructional methods and how they complement each other in the whole process. The teacher's role is to choose the appropriate method, organize the class, correct, control, guide, motivate and assess the students. The learner's role is to actively participate in the learning process while instructional methods are varied. Thus, the researcher analyzed the instructional behaviour and how they encourage learners' participation for the eventual attainment of the communicative task. This enabled the researcher to provide a correct account of the interaction process. In the classroom or language learning settings, many students are found to have a problem in expressing themselves with basic fluency and accuracy. Therefore
preparing instructional activities that will develop the learners' oral communicative competence is a key issue. Based on the theory of communicative language teaching, teachers should create a classroom environment where students have real life communication, authentic activities and meaningful tasks that promote oral English language. Therefore, the framework closely relates with Nunan's (1989) framework for analyzing communicative tasks that can solve the learners' oral communication problems.

1.11 Operational definition of Terms

Activities: Tasks that both the teacher and the learners engage in as the lesson progresses.

Communicative competence: Ability to communicate orally in the target language.

Communicative language teaching: An approach to the teaching of second and foreign language that emphasizes interaction through listening and speaking.

Fluency: An important part of speaking which includes the ability to use language spontaneously.

Listening: Process of attending to, hearing, understanding and remembering oral symbols.

Methods: The organisation of teaching activities in the classroom.
Oral skills: Items or elements learnt in language for example listening and speaking, etiquette and non-verbal devices used in communication.

Strategy: An activity that has been chosen to teach English language oral skills.

Second language: A language one learns after acquiring the first language in this case English language.

Speaking: The process of sharing meaning through the use of verbal and non-verbal symbols in a variety of context.

Target language: A language being learned as opposed to the learner’s native tongue or first language that is used to orally express ones feelings and opinion in this case English language.

Task: A piece of classroom work which involves students in comprehending, manipulating, producing or interacting in the target language while their attention is mainly on meaning rather than form.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter presents a review of literature related to oral communication and the teaching of the two skills. It discuss the Importance of oral communication skills, English language teaching strategies in Kenya, importance of speaking skills, importance of listening skills, teacher and learner roles, researches on teaching of oral skills, techniques of teaching oral skills and lastly, a summary is given.

2.2 Importance of Oral Communication Skills
Oral is the spoken interaction between two or more people and good oral communication skills make the speaker more confident. Communication is one of the fundamental assets of humans. There are two types of communication, verbal and non-verbal. Verbal encompass all word usage, both oral and written. Verbal communication can be developed in a variety of ways. One way is to converse with other people constantly. According to Ayot (1984), development of competence in English language depends to a large extent on opportunities given to the student to practice in the target language. So teachers should allow learners to talk more in class. Conversations enhance verbal communication skills. Non-verbal skills make use of signs other than words to convey meaning, for example body movement, the way we dress and use of gestures.
Communication skills tend to be associated with fluency. Fluency is defined as the smoothness of proficiency in the use of the language in the transmission of ideas towards the other. Thus fluency is one quality that must be achieved when communication skill is adhered to. Students need to be given the opportunity to learn how to listen and speak effectively in a variety of situations. They need to participate in variety of activities that include pair-work, small-group discussions, whole class discussion and presentations that boosts their confidence and performance. The study sought to establish if such methods are used to enhance oral skills.

An effective teacher needs to give the learners a wide range of opportunities to practice listening and speaking and provide opportunities to express themselves. According to Gathumbi (2005), it is apparent that we should devote much of class time to developing oral productive skill. The study established the methods teachers use and time taken in teaching the productive skills.

Oral communication implies communication through mouth. It includes individuals conversing with each other. It can be direct conversation or through telephone. Other forms of oral communication are; speeches, presentations and discussions. It is an interactive process in which an individual alternately takes the roles of speaker and listener and which includes both verbal and non-verbal components. Listening and speaking skills are interrelated with each other. A
good listener responds appropriately. In any language learning there is need to
emphasis them, they must be part of the learning process. An effective
communication is the aim of every foreign language learner. It can be either in the
oral or written way. Oral use appears to be problematic to majority of the
students. Some fear mother tongue influence in their pronunciation, others just
feel uneasy and lack confidence. This problem can be improved by good English
speaking skills which is one of the areas the study has addressed.

Oral communication just like written communication has one major purpose, to
convey a message to other people in order to gain a meeting of the minds. The use
of the voice is very important in verbal communication. Learners need to know
how to use the low and high pitches appropriately. Being audible and making use
of body gestures as well as facial expressions must go along with the thought
conveyed. Whether teachers give learners practice on these areas was the interest
of this study.

2.3 **English Language Teaching Strategies**

Over the years, according to Verghese (1989) there has been different methods of
teaching English as a second language. The earliest generally known as Grammar-
Translation Method emphasized on the memorization of grammatical rules and
translation of related texts. This method paid little attention to development of
speaking and reading skills. Then came the Natural method based on the belief
that the maximum exposure of a child to the target language without interference from the mother tongue would enable the child to learn the language. Later emerged the Structural Method which insisted on the formation of the correct word forms in the formation of a sentence, and later reproduce the structure in an appropriate situation.

The emergence of Communicative Language Teaching (CLT) in 1980s led to changed views of syllabus and methodology which are continuing to shape approaches to teaching speaking skills today. Historically, CLT has been seen as a response to the Audio-lingual Method (ALM) which was very popular from the 1940s through the 1960s. Audio-lingual places heavy emphasis on spoken than written language, and on the grammar of particular languages, stressing habit formation as a mode of learning. Lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Critics of Audio-lingual Method asserted that this over-emphasis in repetition and accuracy ultimately did not help students achieve communicative competence in the target language. The critics looked for new ways to present and organize language instruction, and advocated the notional functional syllabus and eventually Communicative Language Teaching as the most effective way to teach second and foreign languages.
Communicative Language Teaching also places great emphasis on helping students use the target language in a variety of contexts and places great emphasis on learning language functions. Unlike the ALM, its primary focus is helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native-like pronunciation. The scope of Communicative Language Teaching has been to make communication the goal of language teaching and to develop procedures for the teaching of the four language skills. From the above discussion on teaching language strategies, it is clear that students learn more from student centered approaches. Long and Richards (1987) say that learner centered classes are shown to be more conducive to language learning than teacher entered. Therefore this study sought to establish the instructional strategies teachers use in teaching oral skills.

2.4 English Language Teaching in Kenya

In Kenya, English is mainly taught as a second language or third language but for some as a first language. It is the official language and the medium of instruction from the fourth year of primary education and it is one of the compulsory subjects in schools (KIE, 2002: Nyamasayo, 1992: Muthiani, 1986: and Wasambo-Were, 1986). According to Sirengo (2010), Kenya hardly has any more native speakers of English teaching in public schools therefore the indigenous Kenyan teachers who are capable of fluent communication in English but are incapable of
consistently and completely modeling Standard English have replaced native speakers.

In the revised English language syllabus, the oral skills component is stipulated to be taught at each level in schools. It is therefore the responsibility of the teacher to ensure learners attain fluency in the oral skills in order to perform better in the other subjects. This study therefore sought to establish the role of the teacher in trying to enhance competence of the oral skills in students. In the reorganized English language syllabus, the subject should be taught through the four basic language skills (Handbook of teachers of English, 2006). In the teaching of listening and speaking for example, the teacher is expected to use content from oral literature and poetry to teach the skills because the two provide content that is naturally oral. Spoken language activities and listening activities should be integrated in real conversations in paired and group work activities where students are given an opportunity to communicate their own opinions and ideas. Other activities like debates, oral presentations and story-telling, provide an interactive environment for the students. This study focused on how such activities are carried out during the English language lessons.

In the teaching of form two class, the guidelines are that a teacher teaches the use of correct stress and intonation, correct pronunciation and if possible make use of audio and video tapes which would be quite useful as a teaching resource.
Literary and non-literary material on issues such as drug or substance abuse, equality among men and women, social responsibility, integrity, human rights can be used to facilitate acquisition of the two skills (English syllabus in secondary schools).

According to Brumfit (1984: 69-70) language fluency activities aim at the development of a pattern of language interaction within the classroom, which is close to that language used by competent performers in normal life. This means that language is used in daily conversations as such teachers organize classes into small groups to allow for maximum student conversations. In the communicative model, the teacher is required to attempt to employ instructional materials like the course book, teachers' book, dictionaries, magazines, newspaper cuttings and even audio materials if they are readily available. The study sought to establish what resources are used as a way of enhancing the teaching of oral skills in secondary schools.

2.5 Importance of Speaking Skills

Speaking skills are important for maintaining social relations and exchanging information. Speech, for example, enables learners to recount personal experiences and incidents. Speaking is a crucial part of second language learning and teaching. "Speaking can also be said to be the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of
context” (Chaney, 1998:13). For many years in Kenya, speaking has been taught as repetition of drills or memorization of dialogues. However this has changed. The world today expects that a learner who has been taught speaking should be able to have good communicative skills because only in that way can students learn to express themselves and learn to follow the social and culture rules appropriate in each communicative circumstances.

In the classroom, practice in speech should not be boring or meaningless. A teacher can, for example, use language games and conversational interchanges to make it interesting. In teaching pronunciation as a sub skill in speech skills, imitation is the essence of the learning process. In order to imitate correctly one has to hear correctly. It means that in teaching speech skills, one will also teach listening skills. Some kind of intuitive, mimicry is necessary in pronunciation. Pupils have to listen to themselves, to taped messages, to the teacher and to other people who use the language. In teaching listening and speaking skills, listening should precede speaking (Broughton et al., 1980). The teacher has to talk in order to provide a model (Lee, 1969). He or she has to contrive to repeat certain structures but must have plenty of time for pupils to talk and also to listen. Debates or speeches can be used in communicative and manipulative phases for classroom drill. Drama activities lead pupils to use language to communicate fluently and with confidence. There are two main reasons why speaking should be taught in the classroom; for motivation and because speaking is fundamental to
human communication. Nunan (1991) wrote, 'success is measured in terms of ability to carry out a conversation in the target language' Therefore students need to learn how to speak by being given an opportunity to speak English. If they are not, they get demotivated and lose interest in learning. Lindsay and Knight (2006) argued that the more students talk, the less shy and more confident they become. If right activities are taught in the right way, speaking in class can be fun. Learner-centered classrooms where learners do the talking in groups are shown to be more conducive to language learning than teacher-centered classes (Long and Richards, 1987). This study sought to establish if teachers provide learners with the opportunity to practice speaking in the classroom.

Ellis and Tomlinson (1980) assert that second language learners obtain more practice and are more motivated to engage in further communication when they have greater opportunities to speak. Chaudron (1988) observes that, as a consequence in recent years, a much greater role has been attributed to interactive features of classroom behaviour such as turn-taking, questioning and answering, negotiation of meaning and feedback. In this study the researcher investigated the extent to which such useful methods are used in the teaching of oral communication skills.

On matters of etiquette, learners need to practice polite forms of interruptions and turn taking. It is useful for them to know that speech should differ in formality,
such as when speaking to a judge, a teacher, a parent or a playmate. Examples of polite forms of expressions that students need to remember to use are: ‘please’, ‘excuse me’ and ‘thank you’ when asking for something or when something is done.

According to Mwai (1986), improving English speaking skills will help a student to communicate more easily and effectively, become less hesitant while speaking and be more confident. Therefore, teachers need to provide students with opportunities for practicing specific speaking skills. For example, in order to improve formal speech, the teacher can give guidelines on how to organize their ideas in a sequential, chronological and thematic way. This study wanted to establish the practice teachers use to develop learner’s speaking skills.

2.6 Importance of Listening Skills

Listening is a receptive skill. According to Richards (1986), listening provides input which triggers further development of second language proficiency. Probably more time is spent using the listening skill than any other skill. Like other skills, listening requires practice. To listen effectively one has to mentally check, support, challenge, and extrapolate the items of information contained in the discourse. This is not easy hence the need for training pupils in the art of listening with understanding and responding appropriately. Real listening is an active process that has three basic steps: hearing level, understanding level and
judging level. Listening skills are essential for learning since they enable students to acquire insights and information and also to achieve success in communicating with others. Bwire (2007) in her study found out that proper listening skills ensured good skills or competences development and that language learning began with listening. The purpose of extensive listening is to give the pupil plenty of opportunity to develop and exercise listening skills in as natural way as possible. The pupils have to enjoy what they are reading and pick out the information. This study investigated tasks that engage learners in using their listening skills.

Selection of appropriate activities is important. Many students may have problems in listening when they let their minds wander or when they concentrate more on what they want to say rather than what a speaker is saying. Thus a variety of exercise on listening activities may be useful. Therefore, what do the teachers do to help the students become effective listeners? Are tips like observing the rules of turn taking, picking out the main ideas, drawing inferences and summarizing brought to the attention of the students? This is what the study wanted to find out. Do teachers raise students’ awareness of listening as a skill that requires active engagement, and thus teach them listening strategies like those mentioned above. Whether this awareness is given to the learners is what this study wanted to establish.
The materials given to learners to read have to be varied and can include recordings of stories and other texts from books, magazines or newspapers, recordings from radio and television programmes for spontaneous conversation and recordings from native speakers of the language (KIE, 1987). A picture, a discussion, questions on the gist of the passage will help in extensive listening. These help to put the learner in the right frame of mind for the exercise. Dictation can be used as a testing exercise to assess the learners, grasp of current speech learned from extensive listening activities.

There are various authentic materials and situation that can be used to teach listening skills. Radio and television programmes, public address, announcements in airports, trains and bus stations, listening to speeches and lectures and also telephone customer service recordings in mobile phones. This study wished to establish the resources teachers use in teaching the listening skills and their effectiveness. Listening can be tested by asking students questions on what they have heard from a talk. They can be asked to take notes as they listen, and they can also be tested on their ability to identify the essential information in the presence of irrelevant material and distractions. This will depend on the type of activities the teacher has designed.
2.7 Teacher and Learner Roles

Teacher and learner roles have been at the backbone of many educational issues for many years (Mogaka, 2001). In language learning, acquisition of habits can be achieved through practice in the day today communication. Learners have to be involved in oral activities in order for them to gain confidence and learn how to use the language in oral communication. Yalden (1987) states that the teacher is no longer the director of the process of teaching. He observes that:

All the work in progress in investigating the process of second language development, as well as its product as communicative interaction, points to the need for new classroom strategies. These in turn obviously require a new definition of the role of the teacher who must be concerned with providing an environment that will supply the appropriate sort of intake and in which the learner can engage in creative interaction. Only then will proper development strategies that he finds most beneficial take place (Yalden, 1987:57).

It means, therefore, that when learners are given an opportunity to practice speaking and listening in the classroom situation as an example, the more proficient they will become in their oral communication. The present study was concerned with effect of the methods teachers use and the learners’ role in language learning classroom.
In Chaudron’s (1988) view, presumed effect of differences in function of teacher talk is that learners are engaged in learning tasks in different ways. That is if teachers devote large amounts of time to explanations or management of instructions, learners have less opportunity to produce the target language. On the contrary if teachers spend much time in drills or drill-like questions, learners may have less opportunity to evaluate input or produce creative language. Chaudron (1988) concludes that in the view of many researches, conversations and instructional exchanges between teachers and students provide the best opportunities for the learners to exercise target language skill, to test out their hypothesis about the target language and to get useful feedback. Following the above arguments, the present study sought to find out how English language classroom instructional methods promote the development of oral skills.

In his research Mogaka (2001) identified areas like class-size and instructional resources as having a direct bearing in language learning. He concluded that teaching and learning environment in English language classes in most cases was not learner centred. This view necessitates a survey on the existing situation hopefully to establish if lack of learner centred classes has an effect on development of learners’ oral skills.
2.8 Researches on Teaching of Oral Skills

Different researches focusing on different areas of classroom teaching and language learning have been done. This section will focus on researches that relate to the various activities for teaching oral skills, which will provide guidelines and information to this study.

Karanga (1984) sought to find out the problem of teaching oral English in form one classes in. He found the syllabus in Form one classes to be vague. Karanga's study was done before the review of the English syllabus in 2002 and focused on speaking skills only. This study looked at two skills: listening and speaking with the aim of establishing how the guidelines and recommendations of teaching listening and speaking skills in the current English syllabus are followed by the teachers. One of the objectives of the study was to look at the factors that influence the effective use of instructional activities in teaching oral skills.

Obuya-Deya, (1980) sought to establish whether there was a relationship between Kenya Certificate of Primary Education (KCPE) English reading comprehension examination and classroom English comprehension testing practices. In his findings, there was use of inappropriate passages for testing in comparison to the level of learners. While Obuya-Deya’s research addressed English comprehension in general, this study focused on instructional activities that take place in the teaching of oral skills in secondary schools.
Bwire (1990) in her study of conception and practice of micro-teaching, found that many teachers dislike teaching listening and reading comprehension. Most of the time is spent teaching grammar and literature. Another finding was that Teacher Training Colleges (TTC) in Kenya lacked proper training facilities, had large classes and as such the trainee teachers were not adequately prepared to teach the English language integrated content. The quality of the teachers was also found to be affected by the disparity of resources in the colleges. This study sought to find out the attitude of the teachers on the instructional activities and resources used in the teaching and learning of listening and speaking skills.

Omollo (1990) investigated the problems of teaching the integrated English syllabus in secondary schools. She found out that many teachers relied heavily on expository teaching techniques while disregarding other methods like discussion. The basic assumption then would be that learners were not given enough practice in learning listening and speaking skills. Another finding was the complaint from teachers about lack of enough time to include variety of learning activities. Omollo’s study was related to the present study, in that the main objective was to identify the methods teachers use in teaching oral skills in English language and how the teaching techniques influence learners’ acquisition of proper oral skills.

In a similar study, Mogaka (2001) did a study to determine the classroom interaction patterns in English language classrooms and to determine the teaching techniques that encouraged learner participation. In his findings the teachers
dominated the classroom interaction with their teaching methods mainly lecturing and question and answer methods. The students were given little room for innovativeness or creativity. He recommended a restructuring of the syllabus and in-service of teachers to equip them with appropriate teaching techniques. The findings of these two studies shed light on the role of the teacher and the learner in a classroom environment and the influence of verbal interaction activities on learners' acquisition of oral skills which was a concern of this study.

Nderitu (1992) researched on training in production and use of resources for English teaching. He found out that there was shortage of resources and the classes were large. He recommended in-service training of teachers. The present study wanted to establish if teachers are innovative in the use of resources while teaching oral skills. Suggestions were made on how the resources can be integrated to make the instructional activities more effective in teaching listening and speaking skills.

Njogu (1993) studied the implication of classroom interaction on performance and found that learners performed better in cases where they were allowed more verbal interaction with the teacher. In a similar study Maritim (1983) found that pupils who initiate interaction with their teachers in the classroom, achieve higher grades than those who do not. The current study sought to analyse the instructional methods used in some English language classroom to determine how
they influence learners’ acquisition of oral skills. Since these studies focused on interaction in the classroom, their findings were significant considering that the practice given to the learners in the classroom determine how fast they will develop competence in the articulatory skills. In Chaudron’s (1988) view, conversational and instructional exchanges between teachers and students provide the best opportunity for learners to exercise target language skills and get useful feedback.

Sirengo (2010) carried out a research on the linguistic strategies used in the teaching of oral skills in secondary schools. In her findings, oral skills are taught in schools though teachers are very selective on the areas they prefer to teach over others. For example, many preferred teaching pronunciation to other areas of oral skills like stress and intonation. Another finding was that teachers use different strategies in teaching oral skills except that they are not allocated adequate time, compared to other aspects of the content. Teachers are professionally trained and well qualified. However, one factor that made the teaching of oral skills difficult was lack of resources like radios, audio tapes/cassettes, dictionaries and enough text books. One recommendation she made was to have more teachers of English trained in the teaching of oral skills. The findings of Sirengo’s research were useful in the current study because it addressed similar issues on certain contents of oral skills. The study was able to shed light on the discussions of the present
study which looked at methods used to develop learners’ competence in oral English skills.

The above studies reveal that studies focusing on classroom research have been of great interest to many researchers. Whereas many studies have looked at language teaching and learning in general, this study was unique in the sense that it sought to investigate how teachers as implementers go about teaching listening and speaking skills, a core component of second language proficiency.

2.9 Techniques of Teaching Oral skills

Gathumbi (1995:12) stated ‘The main goal of the language teacher in striving to improve learners’ oral skills or interaction skills should be to equip such learners with the full repertoire of language skills needed to function with confidence in any situation”. In order to produce learners who speak fluently without being nervous, a teacher needs to plan a lot of instructional activities that will help develop learners’ oral skills in a practical way. Examples are social relation skills like greetings, requests and politeness in conversations. Group-based activities would be more appropriate because learners have an opportunity to express themselves freely. The main strategy a teacher can use is the heuristic approach, described as learner centred since the learner is at the centre of most learning activities (Twoli, et al., 2007).
When considering choice of instructional methods to use in teaching oral skills, independent activities for example debates that enhance learning need to be considered (Twoli, Maundu et al., 2007). Activities that arouse the interest of the learner will make them want to talk (Gathumbi, 1995). Thus a realistic amount of time in teaching should be given for practice in the spoken language.

There are several strategies used in teaching oral skills. The ones that will be dealt with in this study are: dialogues, simulation, role-play, discussions, debates, story-telling/narration, minimal pair drills and oral presentations. This study wanted to establish what techniques teachers use while teaching oral skills.

2.9.1 Dialogues

A dialogue is a spoken word or written conversation or talk. Ellis and Tomlinson (1980) point out that, dialogue serves to show the learners the importance of using intonation for specific situation. Kenya Institute of Education (1987) recommends that in classroom situation dialogue can be conducted between teacher and student or student to student. Apart from stress and intonation dialogue can be used to teach etiquette and problematic sounds. According to Mwangi et al (2006), intonation helps us to communicate the right message. A dialogue on intonation to determine the meaning of an utterance and attitude of the speaker could be as follows:

Mother: Joe, I am going to the garden, you are coming with me?
Joe: No mum, I want to watch cartoon network on T V.

Mother: There is time for everything Joe, you are coming with me.


In the mother’s first utterance, the rising intonation here can be used to express a question or a request. The falling tone can be used to express a command or firmness on the part of the speaker. The teacher can prepare such a dialogue and read to the learners using appropriate intonation patterns. In the second step the learners can be asked to practice the dialogue in pairs using appropriate intonation patterns. As a final step the learners can be asked to prepare their own dialogues and practice the different intonation patterns. In such an exercise the teacher plays the role of a facilitator to maximize learner practice and to allow them achieve the objective of oral fluency (Sirengo, 2010). Dialogue is one of the technique that the researcher looked out for in the study.

2.9.2 Role Play and Simulation

According to the Oxford Advanced Learner’s Dictionary (1995) simulation is the deliberate making of certain conditions that could exist in reality, in order to study them or learn them. Gathumbi (2005) defines simulation as an activity that presents learners with an opportunity to discuss a specific problem or related problems within a defined and restrictive setting. Role-play, on the other hand is defined as an activity where the participants interact either as themselves in
imaginary situations or other people in imaginary situations. This is the definition this study adapted.

Ann (2008) did a research to find out if role play is an effective teaching method. She asserts that role play activities are positive and safe in dealing with attitudes and feelings and they provide safe avenue for expressing personal and sometimes unpopular attitudes and opinions. Students who are shy and soft spoken would benefit from role playing activity because of their personality issue. Role-play and simulations involves a degree of pretence. They help in the development of speaking skill, Students are assigned roles and are put into situations that they may eventually encounter outside classroom and use language that is appropriate to the situation and to the characters. Role-play gives them confidence and are enjoyable for both the students and the teachers. The teacher as the instructor prepares the students first and then gets out of the way. Learners may interact in pairs or in small groups. Role-play can be used to teach etiquette by demonstrating the ability to use correct register in different contexts. The following procedure can be used to illustrate this method:

A teacher asks two learners to imagine that they watched a football match between their school and another school. On their way back they are joined by another friend and they heartily discuss the game. The teacher asks them to imagine they met the Principal who asks them how the game was. The teacher
asks the students to role play this situation. The following illustrates the two conversations:

a) **Conversation with another learner**

   ... "Woh!...the match was real hot, we roasted those fellows 2-1, and we could have easily whipped them 5-1 had it not been for the bias of the ref. I am cock

   Sure we will sail through to the Zonals and Districts. But you missed! Boy, Oh! you missed!"

b) **Conversation with the Principal**

   ... "Sir, the football match was very interesting and our team won 2-1. I am confident that we will make it to the Zonals and then to the District Level".

   **Source:** Secondary English Teacher’s Handbook (2006)

The teacher may then ask the learners to list the features that distinguish the two conversations. Some of the features from the learners’ conversation may include: use of colloquial language, Non-verbal cues, incomplete sentences, exclamations and interjections. From the conversation with the principal, use of words like, ‘Sir’ and complete sentences would be evident. With this kind of activity, the teacher will highlight the importance of carefully selecting the register to use in different situations. Therefore, role play and simulations can effectively be used
to develop learners’ oral skills. This study sought to find out if role play and simulation were used in the classroom to enhance learners’ oral skills.

2.9.3 Discussions and Debates

Byrne, (1986:80) stated that discussion means any exchange of ideas and opinions either on a class basis, with the teacher as the mediator and to some extent as the participator, or within the context of a group, with the learners talking amongst themselves.” A teacher should prepare students, first by giving them a choice of topics that can easily develop into an argument. Serious topics, less serious topics, topical issues for example a television programme, plan for a vacation, mutual friends and any topic that will motivate the students to express their views.

Wood (1981) views discussion as a rich stimulus for communicative interaction. Discussions and debate topics may be chosen and timed according to the level of the class. Small groups should be used to discuss a topic. After the task the learners should be asked to present their discussions to the rest of the class. In the discussion, students learn how to think critically and express their views while in a debate they learn how to justify themselves in polite ways while disagreeing with others. Lindsay and Knight (2006) indicate that the more students talk the less shy and more confident they become. Kenya Institute of Education (1987) emphasizes that throughout the discussions and debates the teacher’s role is that of a facilitator, a guide and a sustainer of the continuity of the activity. They
should also plan and prepare for use of any aid such as visual and audio materials or other stimuli for discussion. Different methods of stimulating discussions include: use of texts that learners read, use of popular songs like pop, reggae and hip-hop and use of pictures from magazines or newspapers (Gathumbi, 2005). Discussion activities will not only improve the learners speaking skills but also enhance their listening skills because they have to listen keenly in order to respond and participate actively. Thornbury (2005) had a similar argument, when students stand up to speak before their colleagues; it prepares them for authentic speaking. The more they talk the less shy and confident they will become. How often the students are given time to discuss topics in the language classroom and how the discussions are used in helping the students to be less shy and confident was one technique the study sought to find out.

2.9.4 Story-Telling /Narration

Narration or story telling can be used to teach both listening and speaking skills. Learners can be told to narrate to the class folk tales and other creative stories. Story telling helps students to express ideas in the format of developing a beginning, middle and ending. According to Gathumbi (2005), this is an effective way of developing speaking skills since learners have to speak and listen and in some cases using paralinguistic cues. According to Ann (2008), story-telling encourages creativity and helps students practice their language skills.
Narration can be used to teach listening comprehension as follows: To achieve the objective of identifying the features of ogre or trickster stories, the teacher will narrate the story, use pre-recorded material, a radio programme or even a resource person. The role of the learner would be to listen carefully in order to answer questions that the teacher will then ask based on the story. For example: who are the characters in the story? What happens to the main character in the end?, identify the features of an ogre/trickster narrative in this story, what is the moral teaching of the story?, which animals are usually tricked by others?

In story telling activity the teacher explains the tips of a good listener for example, paying attention by concentrating on what they are listening to, observing the use of gestures, facial expressions, tone of voice and paying attention to words and phrases that prompt the listener on the flow of talk. The learners can also be asked to dramatize characters from a story they have listened to thus enhancing their self confidence. The researcher sought to find out if students told or listened to stories in the classroom.

2.9.5 Minimal Pair Drills

A drill is training in something by means of repeated or regular exercises. Minimal pair drill is an example of such an exercise that a teacher uses to teach pronunciation. The drill helps the learner pronounce correctly words they find problematic. Minimal pair drills are best taught in their contexts so as to show
learners their usage in sentences. This also helps to bring out the intended meaning of an utterance. The following is an illustration:

The first step is for the teacher to select a list of minimal pairs which have problematic sounds for the learners.

<table>
<thead>
<tr>
<th>/i/</th>
<th>/i:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>live</td>
<td>leave</td>
</tr>
<tr>
<td>this</td>
<td>these</td>
</tr>
<tr>
<td>did</td>
<td>deed</td>
</tr>
<tr>
<td>sin</td>
<td>seen</td>
</tr>
<tr>
<td>dip</td>
<td>deep</td>
</tr>
</tbody>
</table>


The second step the teacher reads each pair aloud to the learners making a clear distinction of the sounds. The learners then repeat after the teacher and after the drill they generate words with sounds that fit in each of the two columns. The teacher then divides the class into two groups then a member of the one group says a word and a member of the other group places it in the correct column. In other words it turns into a game. Finally, the teacher and learners generate sentences that help to contrast the two sounds in context ( /i/ and /i:/). The following sentences can be used for practice:

a) I live/leave very far so I have to live/leave now

b) Do not sin/seen even when you cannot be sin/seen.

c) She did/deed get a reward for her good did/deed.
d) This/these books are not as good as this/these one.

e) The teacher can also use homonyms like the ones below to remove the problems of effects of first language interference:

f) /b/ /p/ /r/ /l/ /f/ /v/ 

g) Bin pin red lead few view 

h) Bull pull rice lice fain vain

Constant repetition of such drills on minimal pairs can assist learners attain correct spoken habits and enable them to become good communicators. The researcher sought to find out methods used to teach pronunciation in the classroom in order to develop speaking skills.

2.9.6 Oral Presentations

Oral presentations can be used to teach use of gestures, pronunciation of speech sounds and mainly to develop the speaking skills. The Oxford Advanced Learner’s Dictionary (1995) defines present as to produce a show, play or a broadcast for the public. In a classroom setting, the teacher and the learners give presentations which enhance speaking skills. Tiffen (1969) reports that each student can be allowed seconds before the class starts to say what they think on a given topic. Varied topics like corruption in, HIV/AIDS as a killer disease, conservation of the environment and domestic violence may provide a good
opportunity for the learners to talk. Such presentations enable the teacher access the students’ fluency and competence when expressing their views. Focus can be both on the content and oral delivery or presentation. During an oral presentation practice the teacher can demonstrate how to effectively use non-verbal cues like eye contact and facial expressions to enhance communication. Oral presentation was a technique the researcher looked out for in this study.

In conclusion, well prepared communication output activities such as role plays and discussions encourage students to experiment and be innovative with language. The activities create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more. The purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information or expressing an opinion. Teachers can help students develop speaking ability by making them aware of different situations so that they can produce what they will hear and what they will need to say in response. It is worth noting that not all strategies of teaching oral skills have been reviewed.

2.10 Summary

This chapter has focused on literature that relate to this study. Studies that relate to importance of developing good oral communication skills that are essential in every day social interactions as well as studies that relate to the teaching strategies
of oral skills. The gap this study sought to fill was the methods used by teachers to enhance learners’ competence in oral skills. Studies reviewed formed a basis for this study.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the procedures that were be used to collect and analyze data. It focuses on the research design, study location, target population, sampling techniques and sample size, research instruments, pilot study, data collection procedures and data analyses.

3.2 Research Design

The study adapted a descriptive survey design that enabled the researcher get teachers' and learners' opinions on teaching and learning of oral skills in the classroom. Descriptive survey attempts to describe what was or is in a social system such as a school. This is justified by Best & Kahn (1993) who assert that, a descriptive study utilizes information concerning the current status of phenomenon and describes what exists with respect to variables or situations. The design was suitable for this study because it helped in understanding the processes which underlie various behavioural patterns. It involved a detailed description of characteristics so as get evidence concerning the current conditions or norms. That is, it provided an in-depth explanation.
3.3 Study Location

The study was carried out in Makadara, Westlands and Dagoreti Districts of Nairobi County. The use of slang or sheng is common in and most likely tends to have a great impact on learners oral communicative ability. Students seem to be very confident and fluent when speaking in sheng and not in English. The urban area has unique problems. It is an area representative of all mother tongue languages spoken in the country and as such, pronunciation is a problem and is quite evident among second language learners because of mother tongue interference.

3.4 Target Population

There are 237 secondary schools in Nairobi County of which 77 are public and 160 are private. has nine districts in total namely, Makadara, Westlands, Dagorreti, Kasarani, Langata, Starehe, Kamukunji, Embakasi and Njiru. The whole population of students in Nairobi is 63869. The teacher population in public schools is 1645. Where 526 are male and 1119 are female. The study targeted the form two class in the public schools and their English teachers. Form two class was presumed to be appropriate for the study since they had had a greater contact with English language at secondary school level, both as a subject and a medium of instruction and could enjoy and participate more in oral work. Form four class was not selected because it was an examination class. The form three class had more lessons than the form two class and was also preparing for
examination. The form ones were a few months old in secondary school. The research was not done in private schools because many of them had small class size while others had better resources compared to what the public schools had.

Table 3.1 below, shows the population of students and teachers by gender in Nairobi County by district that formed the target population.

Table 3.1 Enrolment by gender per district for 2011

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>NO. OF SCHOOLS</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
<th>NO. OF TEACHERS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>KASARANI</td>
<td>7</td>
<td>1714</td>
<td>1642</td>
<td>3356</td>
<td>53</td>
<td>122</td>
</tr>
<tr>
<td>DAGORRETI</td>
<td>11</td>
<td>4285</td>
<td>2796</td>
<td>7081</td>
<td>36</td>
<td>82</td>
</tr>
<tr>
<td>WESTLANDS</td>
<td>10</td>
<td>3544</td>
<td>2993</td>
<td>6537</td>
<td>89</td>
<td>210</td>
</tr>
<tr>
<td>LANGATA</td>
<td>5</td>
<td>1574</td>
<td>873</td>
<td>2447</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td>STAREHE</td>
<td>11</td>
<td>3337</td>
<td>2692</td>
<td>6299</td>
<td>107</td>
<td>271</td>
</tr>
<tr>
<td>KAMKUNJI</td>
<td>8</td>
<td>3526</td>
<td>701</td>
<td>4227</td>
<td>64</td>
<td>106</td>
</tr>
<tr>
<td>MAKADARA</td>
<td>10</td>
<td>3185</td>
<td>2268</td>
<td>5453</td>
<td>55</td>
<td>117</td>
</tr>
<tr>
<td>EMBAKASI</td>
<td>6</td>
<td>1355</td>
<td>1138</td>
<td>2493</td>
<td>32</td>
<td>49</td>
</tr>
<tr>
<td>NJIRU</td>
<td>8</td>
<td>1998</td>
<td>1222</td>
<td>3220</td>
<td>54</td>
<td>90</td>
</tr>
<tr>
<td>TOTAL</td>
<td>76</td>
<td>26516</td>
<td>16595</td>
<td>39895</td>
<td>526</td>
<td>1119</td>
</tr>
</tbody>
</table>

3.5 Sampling Techniques and Sample Size

The following samples were used in the study - 10 public schools, 250 form two students and 20 English teachers. Out of the nine districts in Nairobi county, 30% were selected using simple random sampling. According to Kothari (2004), 30% will make a representative sample. From the nine districts, three were picked using the simple random sampling technique. These were Dagorreti, Westlands
and Makadara. Out of 31 schools in the nine sampled districts, 30% of the schools were selected which was equal to 10 using purposive and stratified sampling technique. “Purposive sampling allows a researcher to use cases that have the required information with respect to objectives of his/her study” Mugenda & Mugenda, (2003). Stratification was considered important in order to cater for the various types of schools in the county which are boys’, girls’ and mixed schools. The schools were selected proportionally, 36% from Dagorreti, 32% from Westlands and 32% from Makadara. Representation by gender was also taken into consideration. Dagorreti had more mixed schools, thus two mixed schools were selected from there using purposive sampling. The schools that were selected were found to be important because they represented all categories of schools, i.e. boarding, day, county and national schools from all the districts in Nairobi and they represented both single sex and co-educational institutions. They were also considered representative of schools with different performance levels and school resources, hence provided a diverse population for this study. Table 3.2 below, shows the distribution of schools by gender.
Table 3.2: Distribution of Schools by Type

<table>
<thead>
<tr>
<th>District</th>
<th>Boys Schools</th>
<th>Girls Schools</th>
<th>Mixed School</th>
<th>Total no of schools</th>
<th>Sample size</th>
<th>% in total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dagoretti</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>11</td>
<td>4</td>
<td>36%</td>
</tr>
<tr>
<td>Westlands</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>3</td>
<td>32%</td>
</tr>
<tr>
<td>Makadara</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>3</td>
<td>32%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9</td>
<td>14</td>
<td>8</td>
<td>31</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

A total number of 5028 form two students from the three districts were targeted. The sampling of the students was done through stratified proportional sampling to arrive at a sample of 250 form two students to act as respondents. Both male and female students were proportionally represented at a ratio of 1:1. The information is represented in Table 3.3 below:

Table 3.3: Distribution of Form 2 Students by Gender

<table>
<thead>
<tr>
<th>District</th>
<th>Total no. of Form Twos</th>
<th>Sample size Boys</th>
<th>Sample size Girls</th>
<th>TOTAL</th>
<th>% in Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dagoretti</td>
<td>1928</td>
<td>47</td>
<td>48</td>
<td>95</td>
<td>38%</td>
</tr>
<tr>
<td>Westlands</td>
<td>1646</td>
<td>41</td>
<td>41</td>
<td>82</td>
<td>33%</td>
</tr>
<tr>
<td>Makadara</td>
<td>1454</td>
<td>37</td>
<td>36</td>
<td>73</td>
<td>29%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5028</td>
<td>125</td>
<td>125</td>
<td>250</td>
<td>100%</td>
</tr>
</tbody>
</table>
A sample size of 67 (27%) form two students from 3 sampled schools in Makadara district and 67 (27%) from 3 schools in Westlands district were selected. From Dagoreti, 116 (48%) Form two students were selected from 4 schools using simple random sampling to act as respondents. Dagoreti district had more sampled schools thus the disproportionate samples. Two English language teachers teaching form two classes in each of the 10 schools under study were sampled making a total of 20 teachers. Where there were more than one form two teachers, selection was done through simple random sampling. The teachers involved were important because they were the ones who interpret and implement the syllabus in the classroom. The information on the distribution of sampled form two students and teachers per school is shown in Table 3.4 below:
### Table 3.4 Distribution of Form two Students and teachers in Sampled Schools

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>Total number of F2</th>
<th>Sample size</th>
<th>% in Total</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makadara</td>
<td>Highway Boys County school</td>
<td>174</td>
<td>25</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Buruburu Girls County school</td>
<td>220</td>
<td>31</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Makongeni Mixed County school</td>
<td>80</td>
<td>11</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>474</td>
<td>67</td>
<td>27%</td>
<td>6</td>
</tr>
<tr>
<td>Westlands</td>
<td>Kenya High Girls National school</td>
<td>300</td>
<td>45</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Nairobi Milimani County school</td>
<td>80</td>
<td>11</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Lavington Mixed County school</td>
<td>80</td>
<td>11</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>460</td>
<td>67</td>
<td>27%</td>
<td>6</td>
</tr>
<tr>
<td>Dagoretti</td>
<td>Lenana Boys County school</td>
<td>317</td>
<td>45</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Moi Nairobi Girls County school</td>
<td>263</td>
<td>38</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Shadrack Kimalel Mixed County school</td>
<td>78</td>
<td>10</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Rithimitu Mixed County school</td>
<td>160</td>
<td>23</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>818</td>
<td>116</td>
<td>46%</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>1752</strong></td>
<td><strong>250</strong></td>
<td><strong>100%</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
3.6 Research Instruments

Data was collected using the following research instruments:

3.6.1 Teacher’s questionnaire

A questionnaire for teachers was used to obtain information from the sampled teachers of English. The questionnaire was aimed at finding out how many oral lessons the teachers teach per week, the methods teachers use to teach oral skills and the learning resources they use in teaching the two skills. It also sought to establish what factors influence the effective use of instructional activities in teaching listening and speaking skills. The questionnaire had both closed and open-ended questions on the teacher’s views on various issues regarding instructional methods used in teaching listening and speaking skills and their effectiveness.

3.6.2 Student’s Questionnaire

A student’s questionnaire was designed to collect information from students on the activities they prefer and enjoy during learning of oral skills. It was used to solicit information on students’ participation and challenges they encounter when learning oral skills in the classroom. The questionnaire had closed-ended and open-ended questions. The data collected was used to make conclusions on instructional methods used to enable learners acquire oral communicative competence.
3.6.3 Classroom Observation Guide

An observation guide was used to collect data from the field. It was used to observe teachers twice in their respective classrooms during their English lessons. Learners and teachers instructional methods (behaviour) during classroom interaction was checked off or described on the lesson observation guide by the researcher. The purpose of the observation guide was to observe various classroom activities like discussions, debates, oral reports, dialogues and in particular student participation in the lesson. The observation guide was also used to assess the role and effectiveness of instructional methods and related to the class teaching and learning that affect oral communication ability of learners during classroom interactions, as well as effectiveness of the teaching resources used.

3.7 Pilot Study

The research instruments were piloted in a school in the neighbouring district selected at random that was not used in the actual research. The purpose of the pilot study was to establish the feasibility of the study and also to enhance the reliability and validity of the instruments. A form two language teacher was randomly selected to fill in the questionnaire. Ten students from the same school were randomly picked to fill in student's questionnaire. The data collected from the pilot study was used to improve the appropriateness of the methods used to collect data in the main study.
3.7.1 Validity

Validity is defined as the accuracy and meaningfulness of inferences which are based on the research results (Mugenda and Mugenda, 1999). The pilot results were used to make any necessary adjustments before the researcher embarked on the field work. It was used to identify and correct any problems on the questionnaire. Where meaning of a question was unclear or information not available, the respondents were asked to suggest additional information that was required. Validity of an instrument is established if it measures what it is expected to measure.

3.7.2 Reliability

According to Mugenda and Mugenda (1999) reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trial. The reliability of the instruments was determined by giving the questionnaires to the language teachers and the students. After one week the procedure was repeated to ascertain the reliability of the instruments since reliability is the degree to which a test consistently measures whatever it is intended to measure (Orodho, 2005). A comparison was then made on the findings and responses obtained. The instruments once refined were used in the main study.
3.8 Data Collection Procedure

The researcher visited the schools to familiarize with the school community and the environment and to seek permission from principals and teachers. Thereafter the researcher randomly selected the number of students that were used for the study. The researcher then gave out the questionnaires to the sampled English language teachers and the students to fill and then collected them. The first part of the questionnaires sought background information of the respondents. The second section sought information on the instructional methods used in teaching and learning of oral skills. A likert rating scale was used to make respondents give their personal opinions concerning the items mentioned in the statements. A classroom observation schedule was also used during the actual teaching to enable the researcher arrive at a better informed opinion on the issues under the study as set out by the study objectives.

3.9 Data Analyses

Data collected from the questionnaires and lesson observation guides was analyzed qualitatively and quantitatively. Data was analysed using Statistical Package for Social Sciences (SPSS) programme which is a comprehensive statistical analysis and data management system. In quantitative analysis, the responses from the questionnaire were assigned numerical values from which statistical descriptions were made. Descriptive and numerical data were generated from student’s and teacher’s questionnaires and the observation notes and
schedules. The researcher tabulated the responses from the research instruments and calculated percentages where relevant. Information was presented in form of frequency, percentage tables, means, ranks, standard deviations and a pie chart. The researcher used qualitative analysis to obtain information about the instructional methods used in the teaching of oral skills in order to establish the patterns, trend and relationships gathered. Data was then analyzed in a systematic way in order to arrive to some useful and viable conclusions. A study of the findings from both the quantitative and qualitative data was used to determine the effectiveness of instructional methods and activities used in teaching and learning oral skills. The results of the analyzed data were then presented and discussed. Suggestions and recommendations for future action and further research were made.

3.10 Logistical and Ethical Considerations

Before data collection exercise began, the researcher pledged to be professional and ethical. The researcher obtained permission from the Ministry of education and then informed the County Directors of education and principals of schools where the research was done. The concerned persons were informed about the nature of research. After the consent the researcher guaranteed anonymity and confidentiality in order to respect the teacher's and learner's who participated. Thereafter the researcher proceeded to discuss with the principals and teachers of the selected schools when to start
CHAPTER FOUR
PRESENTATION, INTERPRETATION AND DISCUSSION OF THE
FINDINGS

4.1: Introduction

In this chapter the results of the study are presented, analyzed and discussed as per the following objectives: To find out the kind of instructional methods and activities used in the form two class to enhance the listening and speaking skills of learners, establish the kind of teaching and learning resources used in teaching listening and speaking skills, find out factors that inhibit the use of instructional methods in the teaching of oral skills, explore the effectiveness of methods used in teaching and learning oral skills. The findings have been presented under different themes. The chapter discusses the following areas: demographic information of the respondents, instructional activities used in teaching oral skills, teaching and learning resources, factors that inhibit effective use of instructional activities in the teaching of oral skills and effectiveness of instructional methods in learning oral communication skills.

Out of the ten schools targeted for this study, the researcher was able to recover questionnaires from both students and teachers from eight schools. Two sampled schools did not cooperate thus questionnaires were not returned. Out of the 240 questionnaires that were distributed to students, 154 (61.6%) fully filled and useable questionnaires were recovered. Those recovered from teachers were 16
According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting. The response rate achieved was, therefore, considered adequate for answering the questions raised under the research study. The number of teachers who responded were 16 (80%) out of the targeted twenty. The response from the teachers was considered important for the research because they are the ones who interpret and implement the syllabus in the classroom. Their views were important to the researcher for the purpose of collaborating the findings from students. Classroom observation was done after arrangements were made with the teachers to enable the researcher observe class sessions. To avoid disruption of the school programme, the researcher agreed with the teachers on the convenient time to do the observation. The observation guide (Appendix III) was used to check on all the activities conducted in the classroom. It was conducted on 6 (60%) out of 10 schools. All the ten schools could not be observed because examinations were in progress, however, the 6 schools which were over 50% were found to be adequate.

4.2 Demographic Information of the Respondents

The demographic information of the respondents was important to the researcher because it was important to understand the nature of the respondents who were taking part in the research study. The respondents were therefore requested to fill in the questionnaire that was provided.
4.2.1 Gender of Students

The gender of the students in the survey was important to the researcher because the researcher wanted to come up with solutions targeting both gender in the research study.

Table 4.1 a: The gender of students

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>82</td>
<td>53.2</td>
</tr>
<tr>
<td>Female</td>
<td>72</td>
<td>46.8</td>
</tr>
<tr>
<td>Total</td>
<td>154</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings from the research study revealed that 82 (53.2 %) were male students while 72 (46.8%) were female. There was unequal gender representation because not all the expected students from all schools responded especially from the girls schools. The presentation of both gender was adequate and therefore the research findings were assumed to represent a fair view of the actual situation on teaching oral skills within the county of Nairobi. The research based on the respondents per gender concluded that the findings of the study were representative of both male and female students in public secondary schools in.
4.2.2: Gender of Teachers

It was noted that there were more female teachers than male teachers teaching language in Nairobi County. The researcher was keen to know the views of both gender on the instructional methods used in the teaching of oral skills. The findings on the number of teacher respondents by gender are shown in table 4.1.b. below.

Table 4.1b: Gender of teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>62.5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings revealed that there were more female teachers 10 (62.5%) than male teachers who were 6 (37.5%). These findings were related to the observations made where out of the 6 teachers observed, one was a male teacher. These findings were a reflection of the current staffing situation in the gender in Nairobi where the majority of teachers in urban secondary schools are female 1119 (66.02%) while male 526 (31.95%). The researcher was able to conclude that the findings would be a true reflection of the status on the ground since the respondents were a proportionate representation of the teaching population.
4.2.3: Age of Students

The age of the students was important for the study because the teaching and acquisition of learning skills, teaching methods and approaches to some extent depend on the age of learners. In planning what methods to use teachers put into consideration the age of students.

**Table 4.1c: The age of the students**

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13</td>
<td>3</td>
<td>1.9</td>
<td>1.9</td>
</tr>
<tr>
<td>14-15</td>
<td>80</td>
<td>51.9</td>
<td>53.9</td>
</tr>
<tr>
<td>16-17</td>
<td>65</td>
<td>42.2</td>
<td>96.1</td>
</tr>
<tr>
<td>18-19</td>
<td>6</td>
<td>3.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>154</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The findings revealed that majority of the students were aged between 14 and 15 years 80(51.9%). This finding strongly agrees with the average age of form two students in secondary schools in Kenya. At this age the student could enjoy and participate more in oral work. Form two students can interact freely and it is expected at this age they are usually active and thus quite productive. There were 65 (42.2%) older students who were aged between 16 and 17 years.
4.2.4: Age of Teachers

The age of teachers was important for the research study because the researcher wanted to be sure of the kind of teachers who were involved in teaching English at form two level. This was so because teaching age is an important indicator of experience and probably has a bearing on performance.

Table 4.1d: Age of teachers

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>less 25</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>26-30</td>
<td>5</td>
<td>31.25</td>
</tr>
<tr>
<td>31-40</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>41-50</td>
<td>4</td>
<td>25.00</td>
</tr>
<tr>
<td>51-60</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings revealed that majority of the teachers were in the age bracket of 26 to 40 years. This represented 8 (50%) of the teachers who participated in the study. 7 (43.75%) were in between ages 41-60. Therefore, it was the opinion of the researcher that age combined with qualification and experience of teachers would be indicators of better performance in learning of oral skills. Responses given by the teachers would be credible and reliable for the purpose of answering questions raised in the research study.
4.2.5: Professional Qualifications of Teachers

The researcher was interested to know the professional qualification of teachers. This was important to the researcher because professional training directly influences the choice of teaching activities and effectiveness in content delivery.

<table>
<thead>
<tr>
<th>professional qualification</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>B.ED</td>
<td>10</td>
<td>62.5</td>
</tr>
<tr>
<td>MED</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Total no of teachers</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings from the study revealed that all the teachers handling English language in all the schools were professionally qualified. There were 2 (12.5%) Diploma teachers, 10 (62.5%) B.Ed while 4 (25%) were M.Ed degree holders. The researcher was therefore satisfied that the teachers were well trained in the teaching of English language hence better results were expected, especially in teaching oral skills. Their responses were taken to be credible and reliable.

4.2.6 Teaching Experience

The number of years of teaching experience was important for the research study. This was because the ability to understand the issues under the research study was
dependent on actual field exposure on the teaching and learning environment. The teachers were therefore required to indicate the number of years they had taught.

Table 4.1.f has a summary of the findings

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>5</td>
<td>31.25</td>
</tr>
<tr>
<td>6-10</td>
<td>6</td>
<td>37.50</td>
</tr>
<tr>
<td>11-15</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>16-20</td>
<td>2</td>
<td>12.50</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings from the study were clear that more than 60 % of the teachers had been teaching English for more than 5 years. This period was long enough to enable them gain the necessary exposure and become knowledgeable enough to provide credible real life experience on issues facing the teaching of oral communication skills in English. The researcher was therefore of the opinion that the sample of teachers selected was representative of the teachers handling English in secondary schools within Nairobi county. If long service has an effect on teachers experience, then this should be seen in the performance of students.
4.3 Instructional Methods used in Teaching Oral Skills

One of the objectives of the research study was to determine the kind of instructional methods that enhance the teaching and learning of oral skills in form two. The researcher first required the student respondents to indicate the extent to which they enjoyed learning the four basic language skills namely listening, speaking, reading and writing. This was important because learning best takes place when learners are motivated in what they are doing. Gathumbi and Ssebbunga (2005) argue that though language learning is divided into four skills, the skills should not be treated in isolation of each other. Language skills should be taught concurrently because they complement each other and they are important in developing students’ academic communicative ability. For example, a speaker needs a listener because speaking is rarely carried in isolation as put by Redmond and Virchota (2007). According to Broughton et al. (1980), in teaching listening and speaking skills, listening should precede speaking. So the four language skills complement one another. It was also important for the researcher to understand the rating of these skills among students with the view of identifying the relative importance of each. Students were required to rate the extent to which they enjoyed learning on a scale of 1 to 5 where 5 = very large extent, 4 = large extent, 3 = some extent, 2 = a little extent and 1 = was very little or no enjoyment. Table 4.2 shows the rating of the four parameters.
Table 4.2: Extent to which language skills are enjoyed by students in English lessons

<table>
<thead>
<tr>
<th>Skills</th>
<th>No of students</th>
<th>Very little or no extent (%)</th>
<th>Little extent (%)</th>
<th>Some extent (%)</th>
<th>Large extent (%)</th>
<th>Very large extent (%)</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>154</td>
<td>3(1.9)</td>
<td>9(5.8)</td>
<td>41(26.6)</td>
<td>36(23.4)</td>
<td>65(42.2)</td>
<td>3.98</td>
<td>3</td>
</tr>
<tr>
<td>Listening</td>
<td>154</td>
<td>1(0.6)</td>
<td>6(3.9)</td>
<td>33(21.4)</td>
<td>354(35.1)</td>
<td>60(39.0)</td>
<td>4.08</td>
<td>2</td>
</tr>
<tr>
<td>Reading</td>
<td>154</td>
<td>2(1.3)</td>
<td>5(3.2)</td>
<td>17(11.0)</td>
<td>57(37.0)</td>
<td>73(47.4)</td>
<td>4.26</td>
<td>1</td>
</tr>
<tr>
<td>Writing</td>
<td>154</td>
<td>17(11.0)</td>
<td>20(13.0)</td>
<td>39(25.3)</td>
<td>37(24.0)</td>
<td>41(26.6)</td>
<td>3.42</td>
<td>4</td>
</tr>
</tbody>
</table>

The findings from the research study indicated that reading was the most enjoyed language skill with a mean of 4.26 based on a ranking of 5 to 1 where 5 was very large extent, meaning the learners enjoyed the skill to a large extent. Listening was second with a mean of 4.08. What was evident was that writing was the least enjoyed language skill among the form two students. It is the opinion of the researcher that all the four skills need equal emphasis for the development of fluency and accuracy which is the main goal of integrated English syllabus. According to Gathumbi and Ssebbunga (2005), learning of the four language skills should not be treated in isolation. The English syllabus states that oral skills should be taught using the four language skills (Handbook of teachers of English (2006). The researcher sought to find out which of the two skills (listening and speaking) teachers enjoyed when teaching oral skills. From the 16 respondents, 12 (60%)
picked on speaking skills while 4 (40%) favoured both skills. Some of the reasons given for preferring speaking skills were that majority of the students participated fully and were well motivated. They also said that English language speaking activities made lessons more lively since learners are relaxed and their self confidence is boosted. The four language skills complement each other so they should be taught concurrently. It is important to note that speaking skills cannot be taught without listening skills.

4.3.1 Activities that Enhance Listening and Speaking Skills

The acquisition of speaking and listening skills in the English language depends not only on the methods used to teach the language but also on the frequency of practice. Ayot (1984) says development of competence in English language depends to a large extent on whether students are given sufficient opportunities to become productively involved in practical language situations. The researcher therefore, was interested in knowing the activities that are most frequently used by students and teachers. Ten teaching techniques were chosen for the research study. These were: drama, debating, class discussion, storytelling, dictation, oral presentation/reports, dialogue, stress, intonation and group work. The researcher considered these techniques as necessary pillars in the development of oral communicative skills in English language. The responses from the students would give an idea of the role instructional activities played in the development of oral skills. Table 4.3 shows the summary of the findings from the students for
the selected parameters. The measurement scale used was 5 = frequently, 4 = often, 3 = sometimes, 2 = rarely and 1 = not at all.

Table 4.3: Activities used in the teaching of oral communication skills

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Frequency of use (%)</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>not at all</td>
<td>rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>1</td>
<td>Drama</td>
<td>49(31.8)</td>
<td>31(20.1)</td>
<td>22(14.1)</td>
</tr>
<tr>
<td>2</td>
<td>Debating</td>
<td>26.0(40)</td>
<td>14.3(22)</td>
<td>20.1(31)</td>
</tr>
<tr>
<td>3</td>
<td>Class Discussion</td>
<td>5.8(9)</td>
<td>13.6(21)</td>
<td>22.7(35)</td>
</tr>
<tr>
<td>4</td>
<td>Story Telling</td>
<td>15.6(24)</td>
<td>24.7(38)</td>
<td>18.8(29)</td>
</tr>
<tr>
<td>5</td>
<td>Dictation</td>
<td>18.8(29)</td>
<td>27.3(42)</td>
<td>20.8(32)</td>
</tr>
<tr>
<td>6</td>
<td>Oral Presentation</td>
<td>29.9(46)</td>
<td>22.1(34)</td>
<td>18.8(29)</td>
</tr>
<tr>
<td>7</td>
<td>Dialogue</td>
<td>19.5(30)</td>
<td>13.6(21)</td>
<td>25.3(39)</td>
</tr>
<tr>
<td>8</td>
<td>Role Play</td>
<td>31.8(49)</td>
<td>17.5(27)</td>
<td>22.1(34)</td>
</tr>
<tr>
<td>9</td>
<td>Stress And Intonation</td>
<td>61(39.9)</td>
<td>33(21.4)</td>
<td>35(222.7)</td>
</tr>
<tr>
<td>10</td>
<td>Group Work</td>
<td>17(11.0)</td>
<td>25(16.2)</td>
<td>43(27.9)</td>
</tr>
</tbody>
</table>

N=154
The selected activities were subjected to analysis and ranked for purpose of establishing activities that were most preferred for teaching of oral communication skills. The analysis revealed that the activities listed were all used to varying degrees.

### 4.3.2 Discussion and Group Work

Class discussion was the most preferred activity with a mean score of 3.61 based on a ranking rate of 5 where 5 was very large extent. This was also quite evident during classroom observation where class discussion was found to be the main activity that was effectively used. According to Wood (1981) discussions are rich stimuli for communicative interaction, where learners can freely express their views and experiences. Group work and dialogue were equally used to a great extent compared to other activities. Group work was ranked as the second most popular activity with a mean of 3.30. This was evident in one of the schools where classroom observation was conducted. Majority of the students observed in this particular school were actively involved in their respective discussion groups. Importance of group activities can be confirmed by Lindsay and Knight (2006) who argued that the more students talk the less shy and more confident they become. Frequent discussions observed in the classrooms encouraged the students to listen keenly to the teacher and their fellow classmates. Wood (1981) further says that discussions open up a rich stimulus for communicative interaction, namely varied experiences, interests and opinions of the learners.
4.3.3 Story Telling and Oral Presentations

Story telling was rarely used with a mean of 3.12 based on a ranking of 5 to 1 where 5 was frequently used. The mean for oral presentation was 2.61. A few students said they enjoyed story telling sessions and found them very helpful although they were rarely given the opportunity to listen or tell them in class. The teachers who preferred story telling said they were the best activities for developing listening skills though the only challenge according to them was that, it is an activity that needs a lot of class control and requires adequate time. Findings from classroom observation showed that many learners were not audible when making oral presentations so they had to be encouraged to speak loudly. In a few schools especially in the mixed schools, students lacked confidence using the target language. Students who preferred oral presentations said it was an activity that gave them an opportunity to practice using the language to express their views. Thornbury (2005) asserts that the students act of standing up in front of their colleagues and speaking is an excellent preparation of authentic speaking. The teachers response was that oral presentations is a good activity they can use to teach use of non-verbal cues effectively like eye contact, facial expressions, use of gestures, and body language to enhance communication. It is an activity that helps them asses the students fluency when expressing their views. Story telling according to the teachers was the best activity to develop listening skills. Many said they used it to teach listening skills and use of paralinguistic's. Oral
presentation was an activity that was effectively used by students in class in two schools observed.

4.3.4 Stress and Intonation

The use of activities that involved the use of stress and intonation were found to have the least mean score at 2.21. The researcher therefore was able to conclude that activities involving stress and intonation were rarely used to teach oral skills in the form two class. Mwangi et al. ((2004) emphasize that intonation is very important as it enables us to communicate the right message. It was the opinion of the researcher that teachers either avoided this topic or perhaps the student found it difficult to master. During one lesson that was observed, the teacher was observed teaching stress using Poetry, a method that was fairly effective. Possibly variation in activities and an improvement on the frequency of teaching stress and intonation would make the lesson enjoyable and might improve performance significantly. Possibly teachers avoided the topic because they did not understand or they thought it was too difficult for the students in that class. Since it is a requirement of the English syllabus that stress and intonation be taught at form two, teachers can vary activities that make the topic interesting and effective.
4.3.5 Role play and drama

The analysis revealed that the mean for role play was 2.61. The mean therefore implied that the activity was not frequently used to teach oral communication skills. From the classroom observation, there was no role play or simulation as an instructional activity. The mean for drama was 2.76.

From the teachers responses few organized drama activities and gave reasons that drama activities required a lot of preparation on the part of the students and often the time was not adequate. It is, therefore, correct to say that though teachers know they need to employ the above mentioned activities in their teaching, few of them put them into practice. Importance of role play and drama have been emphasised by Ann (2008), who observes that if students are given the opportunity to engage in activities involving role play and drama, they may find a safe avenue to express personal and sometimes unpopular attitudes and opinions. Findings from classroom observation showed that role play and drama activities are not fully utilized in the classroom.

4.3.6 Debating

The analysis also revealed that debating was not frequently used for teaching communication skills. The mean for debating was 2.94. This revealed that class or school debates were rarely held. This could deny the students the opportunity to develop the confidence they need when speaking in public. The researcher was
therefore of the opinion that debating should be integrated and used alongside other activities to improve teaching of oral communication skills. Lindsay and Knight (2006) indicate that the more students talk the less shy and more confident they become.

The overdependence on one teaching method and activity may explain why students complain of monotony and lack of interest in the learning process. The class teaching environment would be greatly enriched by introducing and using variety of teaching activities to enhance participation of students. Students tend to remember more what they practice than what they hear. Findings from the teachers' responses indicated that they preferred activities involving speech work and little of the listening skills like listening comprehension passages. This was confirmed by Bwire (1990) in her study where she found that teachers dislike practicing teaching listening and reading comprehension. Most time is spent teaching grammar and literature. All the areas to be covered when teaching oral skills are stipulated clearly in the syllabus though results from the research study indicated there are areas teachers prefer teaching over others.

4.3.7 Classroom Observation

Findings from class observation showed that the number of students in most of the classes was large and this hindered effective use of instructional activities that could help in the development of oral skills. Large classes also made it difficult
for some teachers to monitor discipline of the students and assist individual learners. Some students were hesitant when using the target language and were often forced to silence because of language limitation. Code switching was common with usage of hesitant remarks like “yaani” while other students were shy because pronunciation was a challenge. Nevertheless findings from observation showed that learners participate actively and enjoy activities used in teaching oral skills. No teaching was done using audio and video tapes as a teaching resource as stated in English language syllabus for secondary school guidelines. Many schools lacked these resources thus the main resource was the course book.

4.3.8 Testing of oral skills

The researcher was interested to know if students took examinations in oral skills in English as a way of encouraging the acquisition of listening and speaking skills. The findings from the study revealed that teachers did provide examinations in oral skills. Student respondents said that they do have questions on oral skills in the examinations they do. This observation was made in all the schools surveyed. It was therefore the opinion of the researcher that teachers attached great importance to the development of the oral skills in English. This could probably be because of the inclusion of an oral skills component in the Kenya Certificate of Secondary Education (KCSE) examination. Tests can increase motivation as they serve as a milestone of students progress. Tests also
act as a measure of competence and will have an effect on their behaviour. This could also act as a motivation to learn oral skills. Six (50%) of the teacher respondents indicated they gave students remedial work to enhance class work and supplement teaching activities. From the observation made, students from three schools were given homework/prepwork from the course book on the topic they had discussed on listening and speaking skills.

4.4 Teaching and Learning Resources
The researcher was interested to know what resources are used in teaching listening and speaking skills to form two students and their influence on the acquisition of oral and communication skills. Students and teachers were therefore required to indicate the resources that were used for teaching. Responses on open-ended questions were summarized, coded and grouped into five categories from the most cited to the least cited: textbooks, dictionaries, chalkboard, class readers and charts. Table 4.5 below shows the resources frequently used by teachers during oral skills lessons.
Table 4.4 Teaching and learning resources frequently used in teaching oral skills

<table>
<thead>
<tr>
<th>Teaching and learning resources</th>
<th>Students respondents</th>
<th>Teachers Respondents</th>
<th>Total Responses</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>150</td>
<td>16</td>
<td>166</td>
<td>97.6</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>83</td>
<td>8</td>
<td>91</td>
<td>53.5</td>
</tr>
<tr>
<td>Chalkboard</td>
<td>148</td>
<td>16</td>
<td>164</td>
<td>96.4</td>
</tr>
<tr>
<td>Class readers</td>
<td>15</td>
<td>4</td>
<td>19</td>
<td>11.1</td>
</tr>
<tr>
<td>Charts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1.76</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>3.52</td>
</tr>
<tr>
<td>No comments</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>4.11</td>
</tr>
</tbody>
</table>

N- Students = 154, N -Teachers = 16

From the findings, (97.6%) of the respondents indicated that course text books were the main resource while 164(96.4%) cited the chalkboard as the main resources of teaching and learning oral skills. Dictionaries were mentioned by a total of 91 (53.5%). This was confirmed by the researcher when classroom observation was done. Teachers did not use a variety of materials apart from the course book. This finding is similar to the findings made by Mundui (2002) in her study where she found out that none of the English language teachers in the study made use of both authentic and audio-visual materials. Dictionaries were not adequate in all the schools visited. The main instructional material was the course book while the chalkboard was mainly used by the teachers to write instructions and examples for the students to follow. Some teachers said that
textbooks and dictionaries were not adequate. They lacked other learning aids like radios and audio tapes/cassettes to enable them effectively teach oral skills. Students shared textbooks (ratio of 1:2) and this was said to affect their concentration for listening. There was no teacher observed using audio or audiovisual aids. The findings were similar to the ones made by Nderitu (1992) where resources were found to be scarce and classes were large. Kenya Institute of Curriculum Development (KICD) has an adequate section for resource material but it is ironic that many schools within Nairobi County hardly make use of it. Mogaka (2001) observed that teachers strive to finish the syllabus, meaning there is no creativity or innovativeness on resources. It was however the opinion of the teachers that the teaching of oral skills would be effective if supplementary materials were used alongside textbooks. Therefore, it was evident to the researcher that to improve students' communication competence and in effect performance in English, more needs to be done. For example there is need to stock schools with adequate teaching resources, especially textbooks.

4.4.1 Innovativeness in the Use of Teaching Resources

The researcher was keen to find out if teachers were innovative in use of resources that they had in the schools to teach oral skills besides text books. This was necessary because competency in oral communication requires variety of materials. Mogaka (2001) in his study identified instructional resources as having a direct bearing in language learning. Various resources were identified as being
used to teach oral communication skills. The resources identified by a few teachers included use of the internet but not very frequently, magazines, charts, videos tapes, radio, past examination papers, compact discs and newspapers. This finding somehow contradicts what some teachers said in the questionnaire, that the only teaching resource was the course book. One teacher indicated that inter house drama competitions were also used as a means of fostering oral skills acquisition in English.

4.5 Factors that Inhibit the use of Instructional Methods in the Teaching and Learning of Oral Skills

The researcher was keen to know the challenges that teachers and students face which affect the acquisition of oral communication skills in English. The respondents were asked to list challenges they encounter when teaching and learning oral skills in the open ended questions. The most cited factors by teachers were coded and grouped in six categories. Table 4.7 shows a summary of factors teachers perceive influence effective use of instructional activities in teaching oral skills.
Table: 4.5 Factors that teachers view as influencing effective use of instructional activities

<table>
<thead>
<tr>
<th>Factors</th>
<th>Total responses of teachers</th>
<th>Percentages %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>14</td>
<td>87.5</td>
</tr>
<tr>
<td>Language competency</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>Large classes</td>
<td>10</td>
<td>62.5</td>
</tr>
<tr>
<td>Use of sheng</td>
<td>15</td>
<td>93.7</td>
</tr>
<tr>
<td>Lack of teaching resources</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>Students characteristics</td>
<td>6</td>
<td>37.5</td>
</tr>
</tbody>
</table>

N = 16

From the open ended questions, 15 (93.7%) of the teachers view the use of 'sheng' or slang as one of the factors that influence effective use of oral activities in class. Possibly because the schools are in an urban area where use of sheng is common. Out of 16 teachers, 14 (87.5%) view time allocated for teaching English as limited to cover oral activities hence lack of practice. Time was not adequate to use other teaching aids apart from textbooks. Ten (62.5%) teachers said that the big number of students in class was a hindrance in meeting individual students needs and a constraint in any kind of group or pair work. A similar study by Mogaka (2001) noted that class size and lack of instructional resources have a direct bearing in language learning. Other factors identified included student characteristics like low self esteem and lack of competency in language especially in the area of vocabulary and pronunciation. Eight (50%) of the teachers cited
lack of learning resources like radios and audio tapes/cassettes as a factor that prevented them from teaching oral skills effectively. Factors identified by students that influence effective use of instructional activities include: Indiscipline which was said to be a hindrance in carrying out oral lessons due to large classes, poor listening skills, lack of concentration, lack of involvement in activities that would expose them in speaking and listening to fluent English speech, limited vocabulary, poor pronunciation, poor proficiency in English, lack of role models in articulation in English and use of sheng or slang which was very common in Nairobi county schools and greatly affected their correct spoken English.

Some students respondents said they had problems with the teachers’ method of teaching, which they described as boring. Twoli et al. (2007) recommends learner centered approach since the learner is the centre of most learning activities. Therefore teachers should allow student participation in class. Some students argued that some teachers used monotone making them lose interest. The speed of speaking and reading was also noted to be too fast and this affected their listening ability. Some teachers were said to be too harsh thus the students felt intimidated and lacked confidence to participate. Some teachers were not good communicators either because they used difficult words that students could not understand or they had strong mother tongue influence thus their listening was affected. Some of the concerns raised by students were confirmed during
classroom observation. One of the teachers was barely audible such that the students at the back of the classroom could hardly hear what the teacher was saying and as a result, they were unable to participate in the activity. Most of the students said they had pronunciation problems because of influence of mother tongue so they found it difficult to understand.

4.5.1 Participation of Students in Listening and Speaking Activities

The researcher was also interested to know if the participation of students during the oral English lesson was a contributing factor to the acquisition of speaking and listening skills. This was important because student participation has a significant relationship with academic performance in school and in their social life later. The findings were presented as shown in table 4.8

<table>
<thead>
<tr>
<th>Active Participation</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>54</td>
<td>35.1</td>
</tr>
<tr>
<td>No</td>
<td>100</td>
<td>64.9</td>
</tr>
<tr>
<td>Total</td>
<td>154</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings revealed that almost two thirds of the students did not actively participate in the speaking and learning during class sessions (65%). Lack of participation may have an influence on many students inability to express
themselves orally in correct English. Mogaka (2001) in his study noted that participation of students has a significant role in determining the effectiveness of instructional activities used in class. Therefore, teachers need to create opportunities where the learners can participate actively. A significantly high number of students (60%) who responded on the open ended questions as to why most students did not actively participate in class indicated that there was fear from their peers who opt to keep quiet in class, fear of getting things wrong and being laughed at, nervousness and inhibitions, boring lessons and peer influence. Teachers were asked to explain how they ensured all learners participated in the activities. Fourteen (80%) said they did this by varying the activities for example using speech drills, open discussions, answering questions orally and asking students to present their views orally. All the teachers said students participation is important for it helps them achieve their objective. Long and Richards (1987) argued that learner- centered classes are shown to be more conducive to language learning than teacher- centered classes. Therefore, teachers should purpose to make classes more learner-centered.

It is acceptable that participation should not be limited to question and answers only as was observed in two schools. For half of the lesson time, the students were only answering questions posed by the teacher. The big size of most of the classes observed made it difficult for all the students to participate. Similarly large
classes observed denied students equal opportunities to participate and to express themselves appropriately thus making the instruction method ineffective.

4.5.2 Students problematic areas in English oral skills

The research sought to find out from the teachers what were the most challenging and problematic areas in teaching of oral communication areas. The responses were captured, tabulated and their percentages obtained. Table 4.4 provides a summary of the problematic areas for students in English oral language skills as given by teachers.

Table 4.7 Problematic areas in English oral language skills for students

<table>
<thead>
<tr>
<th>Problem area</th>
<th>Responses</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation of sounds</td>
<td>03</td>
<td>18.75</td>
</tr>
<tr>
<td>Stress placement of words</td>
<td>06</td>
<td>37.5</td>
</tr>
<tr>
<td>Intonation</td>
<td>05</td>
<td>31.25</td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>comprehension passages</td>
<td>01</td>
<td>6.25</td>
</tr>
<tr>
<td>Oral presentations</td>
<td>01</td>
<td>6.25</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>
The findings reveal that the majority 11 (68.25\%) of teachers were of the opinion that stress placement of words and intonation are difficult areas for students. Pronunciation was noted to be problematic by 3(18.75\%) of the respondents, listening passages and oral presentations were not very problematic. The researcher concluded that this could be as a result of lack of regular practice, lack of good models from whom they could learn from and possibly influence of first language interference. Baker and Westrup (2003) emphasize that if language learners hear a good model, they will be able to use the correct word stress after they have heard and repeated a word several times. Activities that they enjoyed most were listening comprehension and oral presentation. The above findings reveal that possibly with good role models and an environment where they are encouraged to practice, students can strengthen their oral skills in English. Therefore the opinion of the researcher was that the key problem areas need more attention and emphasis from the teachers.

4.5.3 Time Spent on Listening and Speaking Activities in Class

The researcher sought to know from the respondents the average time devoted to listening and speaking activities. This was important because the acquisition of the two skills depends on duration and quality of practice given to the students.
Table 4.8 Time allocated to speaking and listening activities in a lesson

<table>
<thead>
<tr>
<th>Time (Minutes)</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>12</td>
<td>7.8</td>
</tr>
<tr>
<td>10</td>
<td>42</td>
<td>27.3</td>
</tr>
<tr>
<td>20</td>
<td>45</td>
<td>29.2</td>
</tr>
<tr>
<td>30</td>
<td>55</td>
<td>35.7</td>
</tr>
<tr>
<td>Total no of students</td>
<td>154</td>
<td>100</td>
</tr>
</tbody>
</table>

What was evident from the findings was that majority of the respondents 55(35.7%) had listening and speaking lessons taking 30 minutes. It was also evident that few lessons 12(7.8%) had time allocation of 5 minutes. There were in total 87(66.6%) of the students who reported that time allocation was between 10 and 20 minutes. According to most of the teachers, students seemed to enjoy oral skills lessons. From the classroom observation, four teachers had planned for an average of 30 minutes to teach oral skills while the other two took approximately 40 minutes. The content to be taught under oral skills is well stipulated in the syllabus, so it is left to the individual teacher to specify the time allocated for teaching oral skills in the scheme of work. Gathumbi (2005) argues that much of class time should be spent to developing oral productive skills. It was therefore the opinion of the researcher that time allocated for listening and speaking was adequate to enable students master the required skills in speaking.
and listening. At form two level, there are six English language lessons that cover all the sub-sections of learning English, so it is left to the discretion of the teacher to decide the time to use in teaching oral skills from the six lessons. Kenya National Examination Council (KNEC) (2004) report emphasises that the examination can test any areas taught so teachers need to give appropriate time to teach all content (oral skills included). In his study, Omollo (1990) found out that many teachers had complaints about lack of time to include variety of learning activities. In the present study a few teachers had same concern of time as a factor that influences effective use of instructional methods.

4.5.4 Languages used by Students to Communicate

The researcher sought to find out whether the language commonly used by student influenced the effective use of instructional methods used to teach oral skills in English. This was necessary because competency in speaking and listening skills is affected by the language that students used in communication in and outside the classroom. The findings are presented in table 4.9 below:
<table>
<thead>
<tr>
<th>Language Used</th>
<th>Mean</th>
<th>Extent of Use</th>
<th>Rank</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiswahili</td>
<td>4.2617</td>
<td>Frequently</td>
<td>1</td>
<td>.91087</td>
</tr>
<tr>
<td>Sheng</td>
<td>3.7450</td>
<td>Frequently</td>
<td>2</td>
<td>1.18067</td>
</tr>
<tr>
<td>English</td>
<td>3.4497</td>
<td>Occasionally</td>
<td>3</td>
<td>.98938</td>
</tr>
<tr>
<td>Others</td>
<td>1.9722</td>
<td>rarely</td>
<td>4</td>
<td>1.40898</td>
</tr>
<tr>
<td>Mother Tongue</td>
<td>1.6554</td>
<td>rarely</td>
<td>5</td>
<td>.83879</td>
</tr>
</tbody>
</table>

n=154, where n is the total number of students

What was evident from the study was that most of the students used Kiswahili (m= 4.2617, SD=0.9108) to communicate with their peers. The reason could be because the use of Kiswahili is common in most urban schools. A high proportion of students (m=3.74, SD=1.18) communicated in “sheng”. This to a great extent affected the fluency of students when making oral presentations in class in English language. During class observation, code switching was found to be common and many students made use of hesitation marks like “yanii”, “ehh’ in their oral presentations. Very few students communicated with their peers in mother tongue (m=1.65, SD=0.838). This is a reflection of the cosmopolitan nature of the modern school environment where students come from diverse...
backgrounds. Observation made in one of the mixed schools showed that majority of the students could not clarify their thoughts fluently and with confidence in the target language when participating in an open discussion on a topical issue. In 2 (20%) of the schools visited, there was a language policy stating that the language of communication within the school should be English or Kiswahili. This was a way of ensuring students used correct language in their communication. The opinion of the researcher was that use of sheng or slang could have a negative influence in the acquisition of listening and speaking competencies. Therefore, the best way is to encourage verbal interaction in and outside class in the target language. Students respondents also said that what influenced the language they used to communicate with their peers was influence of social media and peer pressure.

4.6 Effectiveness of Methods used in the Teaching of Oral Skills

Exploring the role of instructional methods used in teaching oral communication skills was another objective of this study. Students were asked to identify the activities that they found to be most helpful to them in acquiring competence in oral communication skills while the teachers were asked to explain the role played by the instructional methods they preferred when teaching oral skills. The findings were summarised as shown in figure 4.8.
The findings revealed that the majority of the respondents considered discussion and debating as the most important activities in the teaching and learning of listening and speaking skills. Discussion had the highest with a percentage of 65 (45.77%), while debating had 16 (11.27%). Storytelling and drama were considered as important by 15 (10.56%) of the students. Oral presentation and dialogue had 12 (8.45%) and 10 (7.42%) respectively. Role play was considered as least important since it was mentioned by less than ten percent of the respondents. The opinion of the researcher was that the activities ranked as more helpful most likely are enjoyed by the students because they help them to express themselves accurately, fluently and without fear. Some students said that their preferred activities helped them gain confidence and participate fully in the
activities. Possibly the students did not understand the activities that were least preferred and most likely because of the approach that is used by teachers. The teachers said all the activities were important because they helped them achieve their objective which is to assist students acquire communicative competence. They said that fluency in verbal and written skills enable students to perform better in all other subjects and that good oral skills are very useful to the students in their future careers and social interactions. Sirengo (2010) in her findings discovered that given the opportunity students enjoy activities that help them practice oral skills. According to Brumfit (1984) fluency activities aim at the development of a pattern of language interaction in the classroom. Therefore, learners need to be exposed to a variety of activities in the classroom to help them acquire communication competence.

4.6.1: Speaking to Large Audience

Though the findings from observations showed that the majority of the students did not actively participate in class, few said that they enjoyed speaking in front of a large audience and the explanation they gave was that instructional methods used in teaching oral skills encouraged them to gain confidence and improve their communication skills. Twenty (20%) of the students said they do not enjoy speaking in front of a large audience because they are shy and cannot maintain eye contact mainly because of fear. From the classroom observation made, students were not afraid of giving oral presentations after group work discussions.
However, some students were not audible and were in a hurry to finish the task given. Most of the students could speak English very well, possibly because of their urban upbringing and they confidently enjoyed getting involved in the oral skills activities. This was an indication that oral skills activities played an important role in making students get involved in class activities during language lessons.

4.7 Summary

Chapter four has focused on data presentation, analysis, interpretation and discussions. Demographic information of the respondents was analysed in order to understand the nature of respondents who were taking part in the study and to establish if there was a correlation between age, gender and teaching experience in the acquisition of oral communicative competence. Information on instructional activities used in teaching oral skills in a form two class, the core of the study, has been dealt with in detail. Results of observation made in classrooms visited have been corroborated in the findings. Students problematic areas in English oral skills, time spent on listening and speaking activities and testing of oral skills have been discussed. The teaching and learning resources used in teaching English oral skills have also been addressed. Factors that inhibit the use of instructional methods, for example, participation of students and their main language of communication have been discussed. Finally the effectiveness of methods used in the acquisition of oral communicative competence have been
dealt with in this chapter. The next chapter discusses the summary of the findings, conclusions and recommendations.
5.1 Introduction
This chapter presents the summary of findings, conclusions, recommendations and suggestions for further research. The summary is organized around the instructional methods used in teaching oral skills, teaching and learning resources, factors that inhibit the use of instructional methods in teaching and learning of oral skills and effectiveness of methods used in the teaching oral skills. The final section is on conclusions of the findings and recommendations for further research based on the findings of the research study.

5.2 Summary of Findings
The research study sought to find out the kind of instructional methods used in the teaching of oral skills in English in form two classes in Nairobi County in a survey that covered a total of eight schools. The respondents for the study were 16 teachers of the initially targeted 20 teachers and 154 form two students out of the initial target of 250. An observation schedule was used alongside the questionnaire for the purpose of increasing the reliability. Among the respondents, female students were more than the male, and female teachers were more than the male respondents. Majority of the form two students were aged between 14 and 15 years. The majority of teachers were in the age bracket of 26 to 40 years representing half of the teachers who participated in the study. All the teachers
had one or more than one degree except two, meaning they were all professionally qualified. Majority had taught English language for a period of more than six years which was considered long enough to handle issues under the study professionally and adequately.

5.2.1 Instructional Methods used in Teaching Oral Skills

One of the objectives of the study was to determine the kind of instructional methods that were mostly used in the teaching and learning of oral communication skills in a form two class. The findings established that the most enjoyed language skills by students were reading, speaking and listening. Writing skill was least popular. Over half of the teachers who responded said they preferred teaching speaking skills because majority of students participated actively in activities involving speaking.

The study revealed that various instructional methods were used to teach oral communication skills but at varying degrees. The most frequently used instructional activities were class discussions. Story telling was used sometimes but very rarely. The reasons given were that time was not adequate and teachers found it difficult to control the class. Observation made confirmed that class discussion was the most popular. There was no story telling activity observed in the six classrooms visited, although it is a good activity to teach listening and speaking skills.
Oral presentation was used sometimes, mainly after a group discussion. Students who preferred oral presentations said it was an activity that gave them an opportunity to air their views using the target language. Teachers on the other hand preferred activities involving oral presentations because they used that opportunity to teach use of verbal and non verbal cues in communication. Activities involving use of stress and intonation were rarely used to teach oral skills in the form two class. Out of the six schools visited, only one teacher was observed teaching stress and intonation using a poem.

Role play and Drama were not frequently used. Respondents cited lack of preparation time. Findings from class observation showed that role play and drama activities were not fully utilized in the classroom. Similarly debating activities were rare. This implies that students were denied an opportunity to develop confidence when using English in their day to day interactions. There was no debating activity in all the classes where observation was made. Responses from the teachers showed that a lot of time was spent teaching other areas of language like grammar and writing as opposed to teaching oral skills.

The study established that students have problems in certain areas of oral English mainly pronunciation, stress and intonation. However they enjoyed listening comprehension and oral communicative activities. This was confirmed by observation made in two schools where the students were made to listen to a
narrative (legend) and then answer questions orally in class. All the students participated actively and seemed to enjoy the lesson. The duration of practice allocated to oral activities in class was found to be adequate to enable students master the required skill provided the teacher planned and prepared the lesson well. The challenge was when more time was spent teaching other areas of the subject for example grammar and literature at the expense of teaching oral skills. As a way of enhancing acquisition of oral skills, the study revealed that examinations on oral skills were provided at form two level. This was a way of preparing the students for Kenya Certificate of Secondary Education (KCSE) where a component of oral skills is examined. Oral literature material, for example, narratives and tongue twisters were used to test students’ competence in oral skills. Poems and dialogues were also used to test oral skills as observed in one school where a take away assignment was given based on the two areas.

5.2.2 Teaching and Learning Resources

The research study revealed that teachers used course textbooks, dictionaries and the chalk board as the main teaching and learning resources. However, textbooks and dictionaries were hardly enough in three schools visited where students were forced to share the few copies available and this affected their concentration, Supplementary teaching materials which enhance teaching and learning were not available based on observation made in all the six schools visited. Electronic media which has the potential of enhancing teaching of oral communications
skills was hardly used. There was no use of authentic material either in all schools visited.

5.2.3 Factors that Inhibit the use of Instructional Methods in the Teaching Oral of Skills

The research study identified various factors that influence the effective use of instructional methods for teaching and learning of oral communication skills. Time allocated for oral skills lessons was said to be inadequate to give students enough practice to reinforce the skills acquired during oral skills lessons and to allow for more student involvement. The teachers suggested that the content in English lessons be reduced and also suggested on the separation of language and literature. Another factor was large classes in most of the schools visited where learners lacked opportunity to actively participate in the activities. Equally, large classes made it impossible for the teachers to closely monitor how all the students were responding to the lesson thus lack of proper evaluation. Teachers also found it difficult to assist individual needs of students in the classes that were large.

Lack of exposure to activities involving listening and speaking skills like debates and drama in some schools were identified as factors that could have contributed to poor development of oral communication skills. Limited vocabulary and poor pronunciation prevented active participation in activities in class. This was evident in two mixed schools where signs of nervousness and personal inhibitions
were displayed during oral presentation exercises. Other factors identified were teachers' methods of teaching and negative effects of slang or sheng.

It was noted that the language used by students to communicate was mainly Kiswahili, followed by use of “sheng” a factor that possibly influences effective use of instructional activities during oral English lessons. Slang among peers in and out of school was rampant and therefore interfered with oral communication in correct English. More than half of the respondents said they used Kiswahili and sheng or slang very frequently in informal circumstances. English was used concessionary. From the observation made in schools, some students were not eloquent when using the target language. They found it easier to code switch with Kiswahili in order to express themselves fluently. It was noted that use of “sheng” inhibits the use of correct English in expressions and interactions. A few students were noted to lack etiquette in their interactions with fellow students as they were unable to apply the rules of turn taking and polite interruptions effectively. The findings revealed that more than half of the students did not participate actively during oral skills lessons.

5.2.4 Effectiveness of Methods used in teaching Oral Skills

The study further sought to establish the effectiveness of instructional methods in the acquisition of oral skills by asking respondents to rate instructional activities they found helpful in promoting development of oral skills. The responses
indicated that oral skills are very important thus more time should be given to this area of English learning. The use of class discussion in the teaching of oral communication skills was identified as the most popular technique amongst students. Other activities that were preferred but were said to be rarely used included debating, storytelling, role play, dialogue and oral presentation. The students respondents said they preferred activities that played an important role in helping them acquire competence in oral skills in English. Their involvement in such activities helped them speak to a large audience in confidence and without fear. Variation of activities made lessons interesting and enjoyable and thus motivated them to actively participate in the learning process. Teachers on their part said that competence in oral skills has social economic advantages. Students with good oral skills are able to conduct themselves well during interviews and thus stand a better chance of securing employment. Students also felt that the teacher should take control of the class to prevent noise and for listening to be effective. Teachers argued that the use of modern methods of teaching oral skills like use of audio programmes, recorded passages and use of charts and pictures, if emphasised can make the teaching and learning of oral skills more effective.

5.3 Conclusions

Based on the research findings the study concludes that oral skills are taught, however, teachers do not use a variety of instructional methods that play a major role in achieving communication competence. Class discussions remain the most
frequently used teaching and learning activity in English oral communication skills. Activities like debating, dialogue, storytelling and oral presentations, listening comprehensions though recommended in the English syllabus seemed to be ignored as they were not given adequate emphasis and yet they have a high potential for improving oral skills. From the recommended number of lessons in English, teachers do not seem to allocate adequate time for activities that enhance oral communication ability. The findings from the study reveal that teachers in Nairobi County are yet to adopt new methods of technology in the teaching of oral communication skills like use of radio lessons. It was, for instance, revealed that the main teaching resources were course text books, dictionaries and chalkboard. Teachers were not being creative and innovative when it came to the use of learning resources. There is need to embrace the use of other teaching resources such as e-technology. The main factors that were found to influence effective use of instructional activities were time allocated for oral skills and the increased use of slang or "sheng" which was revealed by the study to be a threat to the development of oral communication in English. Therefore strategies to counter its impact on the teaching and learning of English communication skills should be explored. Students seem to enjoy activities that are used to teach oral skills. Therefore, teachers should design frequent oral activities such as debate, role play, reciting of poems and storytelling among many others. This will encourage students to share their thoughts confidently and fluently using correct English.
The study concludes that variety of instructional activities are important in developing oral skills so they should be applied consistently to make learning of English interesting and effective in helping students acquire communication competence and as a means of further encouraging the development of language skills. Good oral skills can help improve students' performance in other subjects because they can listen to their teachers keenly. Good oral skills can allow the students to freely engage their teachers in discussions. Therefore, in order to develop oral skills, students need to be encouraged to constantly use correct English so as to be fluent and accurate in their speech. The findings from the study provide useful information on how teachers are implementing the teaching of oral skills as stipulated in the current syllabus. The findings can be used to enrich and improve the teaching of oral communication skills in English language not only in Nairobi County but in all secondary schools.

5.4 Recommendations

From the research findings, the following recommendations were made:

i) Teachers should design oral activities such as debates, role play, reciting of poems and instructional activities that allow students to participate in the learning process. In order to effectively do this English lessons could be increased from the current six in form one and two to eight.

ii) Teachers need to integrate oral skills with other language skills for the development of fluency which is the main goal of integrated syllabus. They can
do this by allocating more time to practice oral activities using the target language in and out of the classroom.

iii) Teachers should adopt a learner centered method of teaching to allow for active participation of students in order to encourage them to communicate effectively and intelligibly as outlined in the K.I.E. (2006) English objectives. This can be done by encouraging discussions on contemporary issues in class which can help students express their views freely and listen to each other in a lively discussion. Therefore they should be encouraged to read widely.

iv) Constant monitoring by Quality Assurance Officers and Heads of Department should be done to ensure all language skills are taught as stipulated in the English syllabus.

v) Teachers need to be sensitized on the role of modern technology in the teaching of oral communication skills. This can be done by provision of ICT in all schools by providing schools with students computers and internet access. This can aid both teachers and students to learn through computer aided technology that can promote their oral communication skills.

vi) Since teachers rely on the course book as the main resource material, a variety of oral skills tasks need to be included so that the teacher has a wider choice of activities and exercises to pick from.

vii) Teachers should assist individual students who have personal inhibitions like fear and low self esteem so that they can gain confidence and be fluent when using the target language.
vi) Foundation of language skills in primary schools should be improved to enable learners progress well in secondary level where they can use English confidently in their daily interactions. Hence more lessons can be provided for the learning and teaching of English.

vii) Workshops and seminars are recommended for teachers as a means of equipping them with modern trends in the teaching of oral communication. Similarly teacher training institutions should aim at developing teachers of English with pedagogy and testing techniques of oral skills.

ix) Students should be informed on the importance of oral skills and future careers so that they understand the need to acquire oral competence in English language.

5.5 Suggestions for Further Research

The present study focused on instructional methods used in teaching oral skills in secondary schools, in Nairobi County. Further research is recommended in the following areas as a means of enriching this study: The influence of slang on the performance of English language in Nairobi County, the effect of electronic media learning resources on acquisition of oral communication skills in English, an evaluation of the main English course books to assess suitability of material provided to teach oral skills, and lastly a study of students Performance in oral skills in the KCSE examination, in order to find out how competence in oral skills affects performance in other subjects. These can richly enrich this study.
REFERENCES


Saturday Nation, July 16, 2011.


Web Sites
http://en.wikipedia.org/wiki; communicative language teaching categories
language education.

http://www.teachingenglish.org.UK

http://www.ibe.unesco/fileedmin/user

skills-: A Task Based Approach.

http://unr-edu/homepage/hayriyek.
INTRODUCTION
The purpose of this questionnaire is to gather information on instructional methods and activities used in the teaching of oral skills. Information collected will be treated with utmost confidentiality.

Please tick or fill in the appropriate answer in the space provided

PLEASE READ EACH RESEARCH QUESTION CAREFULLY BEFORE YOU RESPOND

1. Name of school

2. Gender
   Male ()
   Female ()

3. Age:
   Below 25 years ( )
   25 - 29 years ( )
   30 - 35 years ( )
   36 - 45 years ( )
   46 - 60 years ( )

4. Professional qualifications:
   M.A. ( )
   B.ED. ( )
   DIP. ED. ( )
   M.Ed. ( )
   B.A. ( )
   Others specify __________________________

5. Teaching experience:
   1-5 years ( )
   6-10 years ( )
   11-15 years ( )
   16-20 years ( )
   Over 20 years ( )

6. Which form do you teach?
   Form 1 ( )
   Form 2 ( )
   Form 3 ( )
   Form 4 ( )

7. What is the number of students in your class?
   20 - 30 ( )
   30 - 40 ( )
   45 - 55 ( )

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8. Which materials do you use to teach oral language skills?

9. What other teaching resources does your school provide? How do you use each one?

10. According to your answer above, how has this contributed to the teaching of oral language skills?

11. How much time do you spend on teaching listening and speaking skills?
   a) 5 minutes ( )
   b) 10 minutes ( )
   c) 20 minutes ( )
   d) 30 minutes ( )

12. In your opinion, give some of the causes of poor oral communicative skills among students.

13. Which instructional activities do you use when teaching oral skills?
   Dramatization ( ) Pair/ group Discussion ( )
   Stress and intonation ( ) Simulation ( )
   Role play ( ) Dialogue ( )
   Telling stories ( ) Speech drills ( )
   Poetry recitation ( )
   Debate

14. Others, Specify
15. Why do you prefer using the activities chosen and what role would you say they play in enhancing the learners oral competence? Please explain.

16. How do you ensure that all learners are active participants during the lesson?

17. Do you think the activities are effective in meeting your objective?

8. What factors (challenges) do you think influence the effective use of instructional activities in teaching and learning oral skills?

19. Do the students enjoy oral English lessons? Yes ( ) No ( )

20. Which of the two skills do you enjoy teaching
   Listening ( ) Speaking ( )

21. Please explain why you enjoy teaching the one you have identified above.

22. Which area of oral English do your students find more problematic?
   a) Pronunciation of sounds ( )
   b) Stress placement of words ( )
   c) Listening passages ( )
   d) Intonation ( )
   e) Oral presentations ( )

23. Which one do they enjoy? Please explain.

24. How often do you give your students remedial exercises on oral skills?
   Frequently ( ) Rarely ( ) Never ( )
25. Give reasons for your answer.

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

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

27. I find teaching of oral skills
   a) Easy ( )
   b) Difficult ( )
   b) Other, specify ........................................................................................................
   c) Give reason(s) to support the choice you have made above
      ........................................................................................................................................
APPENDIX (II)

QUESTIONNAIRE FOR FORM TWO STUDENTS

Please tick or fill in the appropriate answer in the space provided.

1. Name of school..........................................................................................................

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male ( )</th>
<th>Female ( )</th>
</tr>
</thead>
</table>

2. Age
- 12 - 13yrs ( )
- 14 - 15yrs ( )
- 16 - 17yrs ( )
- 18 - 19yrs ( )

3. To what extent do you enjoy learning the language skills listed in the table below during the English lesson? Use the scale below to respond:

5 - Very large extent, 4 - Large extent, 3 - Some extent 2 - A little extent, 1 - Very little or no enjoyment.

<table>
<thead>
<tr>
<th>Language skill</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Indicate in the table below how often you get involved in the activities listed during the listening and speaking lesson. Use the scale below to respond:
5- Very often, 4 – Often, 3 – Sometimes, 2 – Very rarely, 1 – Not at all

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story telling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral presentation/Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stress and intonation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

i) Others, Specify

5. Which of the above mentioned activities do you find most helpful when learning speaking and listening skills?

6. What factors do you believe influence poor oral communication among students?

7. How much time does the listening and speaking activities take in class?

i) 5 minutes ( )
ii) 10 minutes ( )
iii) 20 minutes ( )
iv) 30 minutes ( )
8. Do all the students get actively involved during the oral English lesson?  
   I) Yes ( )   No ( )

9. List some challenges you encounter when learning listening and speaking skills
   i) ............................................................... 
   ii) ..................................................................... 
   iii) ..................................................................... 
   iv) .....................................................................

10. Do you enjoy speaking in front of a large audience?  I) Yes ( ) No ( )
    Explain..........................................................................................................................................

11. To what extent do you use the following languages when communicating to your classmates in and out of school? Respond by putting a tick. Use the scale below:
    5 - Very frequently, 4 - Frequently, 3 - Occasionally, 2 - Very rarely, 1 - Never

    |       | 5  | 4  | 3  | 2  | 1  |
    |-------|----|----|----|----|----|
    | English |    |    |    |    |    |
    | Kiswahili |    |    |    |    |    |
    | Mother Tongue |    |    |    |    |    |
    | Others |    |    |    |    |    |

12. In the English examination that you take, do you have questions on oral skills?
    a) Yes ( )   b) No ( )

13. Apart from the text books what other material does the teacher use to teach listening and speaking?
    i) ..............................................................................
    ii) .............................................................................
    iii) .............................................................................
    iv) ..............................................................................
14. In your view what do you think teachers should do in order to improve your English oral communication skills?

i).

ii).

iii).

iv).

15. Mention some factors that have an influence on the language you use to communicate with your peers

i).

ii).

iii).

iv).
APPENDIX (III)

LESSON OBSERVATION GUIDE

To be used in observing instructional activities that goes on within the English course classroom.

General Information

School ___________________________ Time of lesson ___________________________
District __________________________ Class __________________________
Name of teacher ___________________________ Topic taught __________________________
No. of students in class __________________________
Teacher (a) Male ( ) (b) Female ( )

<table>
<thead>
<tr>
<th>INSTRUCTIONAL ACTIVITIES</th>
<th>EFFECTIVENESS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Good</td>
<td>Good</td>
</tr>
<tr>
<td>Speech Drills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debate</td>
<td></td>
<td></td>
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<tr>
<td>Others</td>
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### APPENDIX (IV)

**LIST OF PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY**

<table>
<thead>
<tr>
<th>Dagoretti</th>
<th>Kasarani</th>
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<tbody>
<tr>
<td>Dagoretti High</td>
<td>Baba Dogo Secondary</td>
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<tr>
<td>Dagoretti mixed</td>
<td>Kahawa Garrison</td>
</tr>
<tr>
<td>Lenana School*</td>
<td>Kamiti Secondary</td>
</tr>
<tr>
<td>Moi Nairobi Girls*</td>
<td>Our Lady of Fatima</td>
</tr>
<tr>
<td>Mutuini Secondary</td>
<td>Ruaraka Secondary</td>
</tr>
<tr>
<td>Nembu Girls</td>
<td>Starehe Girls</td>
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<tr>
<td>Precious Blood</td>
<td>Kariobangi North Girls</td>
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<tr>
<td>Ruthimitu Mixed*</td>
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<tr>
<td>Ruthimitu Girls</td>
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<td>Upper Hill Secondary</td>
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<td>Shadrack Kimalel</td>
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<tr>
<th>Embakasi</th>
<th>Makadara-</th>
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<tr>
<td>Dr Mwenje</td>
<td>Buruburu Girls*</td>
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<tr>
<td>Embakassi Garrison</td>
<td>Aquinas High</td>
</tr>
<tr>
<td>Kayole Secondary</td>
<td>Highway Secondary*</td>
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<td>Kayole South</td>
<td>Huruma Girls</td>
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<td>Mwangaza Secondary</td>
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<td>Peter Kibukosya</td>
<td>Makongeni *</td>
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<tr>
<td>Embakasi Girls</td>
<td>Nile Road</td>
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<td>Eastleigh High</td>
<td>Ofafa Jericho</td>
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<tr>
<td>Kamukunji Secondary</td>
<td>Our Lady of Mercy</td>
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<td>Maina Wanjigi</td>
<td>St Ann Girls</td>
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<th>Langata -</th>
<th>Njiru -</th>
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<td>Langata Barracks</td>
<td>Drumvale Secondary</td>
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<tr>
<td>Langata High</td>
<td>Jehova Jire Secondary</td>
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<td>Olympic High</td>
<td>Muhuri Muchiri</td>
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<td>Raila Edu. Centre</td>
<td>Ruai Girls</td>
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<td>St Georges Athi</td>
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<td>Ushirika Secondary</td>
<td><strong>Westlands -</strong></td>
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<tr>
<td>Ruai Boys</td>
<td>Highridge</td>
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<tr>
<td>Mihango Secondary</td>
<td>Hospital Hill</td>
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<td>CGHU</td>
<td>Kangemi High</td>
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<tr>
<td>Jamuhuri Boys</td>
<td>Kenya High*</td>
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<td>Murang’a Road Boys</td>
<td>Lavington Mixed*</td>
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<td>Ndururuno</td>
<td>Nairobi School</td>
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<tr>
<td>Ngara Girls</td>
<td>Parklands Arya Girls</td>
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<td>Parklands Boys</td>
<td>St Georges Girls</td>
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<tr>
<td>Pumwani Girls</td>
<td>State House Girls</td>
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<tr>
<td>St. Teresas Girls</td>
<td>Nairobi Milimani*</td>
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<tr>
<td>Starehe Boys Centre</td>
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<tr>
<td>Pangani Girls</td>
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<tr>
<td>Pumwani Secondary</td>
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</table>

* -Sample Schools
APPENDIX (V)

RESEARCH AUTHORIZATION - MINISTRY

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2241349, 20-267 3550
0713 788 787, 0735 404 245
Fax: +254-20-2213215

Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke

When replying please quote

Our Ref: NACOSTI/RCD/14/013/1726

Pity Nyang’endo Maina
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 3rd October, 2013 for authority to carry out research on “Instructional activities used in teaching oral skills in English in selected schools in Nairobi County,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 30th June, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Nairobi County 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, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.
APPENDIX (VI)

RESEARCH AUTHORIZATION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

FROM: Dean, Graduate School
TO: Ms. Pity Nyang'endo Maina
     C/o Educational Communication & Technology Department
     KENYATTA UNIVERSITY

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that the Graduate School Board at its meeting of 11th September 2013 approved your M.Ed Research Proposal entitled, “Instructional Activities Used in Teaching Oral Skills in English in Selected Secondary Schools, Nairobi County.”

You may now proceed with your Data Collection.

JOSEPHINE KENDI
FOR: DEAN, GRADUATE SCHOOL

C.c. Chairman, Educational Communication & Technology Dept.

Supervisors:

1. Dr. Bwire M. Adelheid
   C/o Educ. Comm. & Technology Department
   KENYATTA UNIVERSITY

2. Dr. Sophia M. Ndethiu
   C/o Educ. Comm. & Technology Department
   KENYATTA UNIVERSITY

JK/twk
### APPENDIX (VII)

## WORK PLAN

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<td>6 months</td>
<td>January 2012- August 2012</td>
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<td>March - 2013</td>
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<tr>
<td>Piloting research instruments</td>
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<tr>
<td>Data collection</td>
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<td>January - 2014</td>
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<tr>
<td>Data coding and analysis</td>
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<td>February -March - 2014</td>
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<tr>
<td>Research report writing</td>
<td>2 months</td>
<td>April - May -2014</td>
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<tr>
<td>Submission of first draft</td>
<td>1 month</td>
<td>June -2014</td>
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<tr>
<td>Corrections and submission of thesis</td>
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<tr>
<td>Submission of thesis</td>
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APPENDIX (VIII)

MAP OF NAIROBI COUNTY DISTRICTS

Nairobi County Map
APPENDIX (IX)

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution
Pity Nyang'endo Maina
of (Address) Kenyatta University
P.O. Box 43844-00100, Nairobi,
has been permitted to conduct research in

Location
District: Nairobi
County:

On the topic: Instructional activities used in
Teaching oral skills in English in selected
Schools in Nairobi County

for a period ending: 30th June, 2014;

Research Permit No. NACOSTI/RCD/14/013/1726
Date of issue: 14th October, 2013
Fee received: KSH. 1000

Applicant's
Signature:

For: Secretary
National Commission for Science, Technology and Innovation

Page 2 of 3

Page 3 of 3