STRATEGIES USED IN TEACHING ORAL SKILLS IN THE ENGLISH LANGUAGE AND THEIR EFFECT ON PUPILS’ PERFORMANCE IN LOWER PRIMARY SCHOOLS IN KAKAMEGA COUNTY, KENYA

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NOVEMBER, 2018
DECLARATION
I declare that this thesis is my original work and has not been presented in any other university/institution for consideration. This research thesis has been completed by referenced sources dully acknowledged. Where data or tables have been borrowed from other sources, including the internet, these are specifically accredited and reference cited in accordance and in line with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to the Almighty God for His providence during the study. In addition, I dedicate and extend my gratitude to my mother-Elizabeth Luvusi, my two sisters-Mercy Chonamoyo and Laura Kageha and my son- Gael Muhambe for their vision in the realm of my education.
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**TABLE OF CONTENT**

**TITLE PAGE** ........................................................................................................... i

**DECLARATION** ........................................................................................................ ii

**ACKNOWLEDGEMENT** ............................................................................................ iv

**TABLE OF CONTENT** .............................................................................................. v

**LIST OF FIGURES** ..................................................................................................... viii

**LIST OF TABLES** ..................................................................................................... ix

**ABBREVIATION AND ACRONYMS** ........................................................................ x

**ABSTRACT** ................................................................................................................ xi

**CHAPTER ONE: INTRODUCTION** ............................................................................ 1

1.1. Background to the Study ...................................................................................... 1

1.2. Statement of the Problem .................................................................................... 9

1.3. Purpose of the Study .......................................................................................... 10

1.4. Objectives of the Study ....................................................................................... 10

1.5. Research Questions ............................................................................................ 11

1.6. Significance of the Study .................................................................................... 11

1.7. Scope of the Study .............................................................................................. 12

1.8. Assumptions of the Study ................................................................................... 13

1.9. Limitations and delimitations of the Study ......................................................... 13

1.10. Theoretical Framework ...................................................................................... 14

1.11. Conceptual Framework ..................................................................................... 16

1.12. Operational Definition of Terms Used ........................................................... 19

**CHAPTER TWO: LITERATURE REVIEW** ................................................................. 20

2.1. Introduction .......................................................................................................... 20

2.2. Early Development of Oral Language Skills .................................................... 20

2.3. Language Policy and Practice in Kenyan Schools ............................................ 22

2.4. Techniques of teaching English Language ....................................................... 24

2.5. Types of Teaching and Learning Materials used for Teaching Oral Skills in English ................................................... 28
5.4. Recommendations ............................................................................................................76
5.5. Suggestions for Further Research .............................................................................77
REFERENCES .......................................................................................................................79
Appendix 1: The TeachersQuestionnaire .............................................................................85
Appendix II: ObservationSheet on Oral Performance of Conversation Inside the Classroom .........................................................................................................................91
Appendix III: Teachers Interview Guide ..............................................................................92
Appendix IV: Work Plan ......................................................................................................93
Appendix V: Research Budget ............................................................................................94
Appendix VI: Letter of Introduction ....................................................................................95
Appendix VII: Location of Kakameg East Subcounty .............................................................96
Appendix VIII: Research Permit ..........................................................................................99
LIST OF FIGURES
Figure 1: Conceptual Framework Diagrams ................................................................. 17
LIST OF TABLES
Table 3.1: KCPE Performance for Kakamega County for the past two years ..........42
Table 3.2: Study variables ..................................................................................45
Table 3.3: Sampling frame ..................................................................................47
Table 4.1: Response rate in percentages.............................................................54
Table 4.2: Demographic data of respondents ......................................................56
Table 4.3: Strategies used by teachers to teach oral skills ..................................58
Table 4.4: Types of teaching and learning resources used for teaching oral skills ....62
Table 4.5: Relationship between Teachers' Qualification and Pupils Performance in Oral Skills ........................................................................................................................................66
Table 4.6: Challenges faced by teachers while teaching oral skills ......................67
ABBREVIATION AND ACRONYMS

GOK- Government of Kenya

KCPE- Kenya Certificate of Primary Education

KCSE- Kenya Certificate of Secondary Education

KICD- Kenya Institute of Curriculum Development

KNEC- Kenya National Examination Council

RoK- Republic of Kenya

SPSS- Statistical Package of Social Sciences
ABSTRACT

The purpose of this study was to examine the teaching strategies used in teaching oral skills in English language and their effects on pupils performance among lower primary school pupils. Specifically the study was guided by the following objectives; to investigate the teaching methods used by teachers for the development of English oral skills, to examine the types of teaching and learning materials used for teaching oral skills in English language, to establish the relationship between teachers qualification and their ability to teach oral skills and to establish the difficulties faced by English language teachers while teaching oral skills. This study is significant considering the important role English language plays in the teaching and learning in general and in language acquisition. It is hoped that the findings would serve as a basis for assisting teachers of English language adopt teaching techniques which would promote the teaching of oral skills. The research was guided by Vygotsky’s theory of Zone of Proximal Development (ZPD). Literature was reviewed as per the study objectives. The variables under investigation were independent, intervening and dependent variables. The study used descriptive research design. The study employed stratified simple random sampling technique in selecting the sample size for the schools, classes and teachers of English giving final sample sizes of 10 schools, 100 teachers and 10 classes. Piloting study was done in two primary schools that were not used in the main study. Questionnaire, interview schedules, observation schedules were used to collect data. Both quantitative and qualitative data were collected and analyzed by Statistical Package for Social Sciences (SPSS), content analysis respectively. The results were presented in form of tables for interpretations and discussions. Further the study found out that teachers employed interactive techniques through the use of English as a medium of instruction in their classes while teaching oral skills. The study established that textbooks and newspaper/magazine cuttings were used as the preferred teaching and learning material in teaching oral skills in English. It was further established that most schools lacked a variety of other learning materials and resources to enable them effectively teach oral skills. The study established that there was a significant relationship between teachers’ qualification and the teaching of oral skills in English. Among the challenges facing the teaching of oral skills in English, the study revealed that the teaching and learning of oral skills in English was greatly hampered by mother tongue influence, lack of constant practice in the use of oral skills and inadequate textbooks of oral skills in English. Based on these findings, the study recommends that teachers should design more interactive oral strategies such as role play, reciting of poems and instructional activities that allow students to participate in the learning process. Further there is need for the government to procure and distribute enough teaching and learning materials that can facilitate the improvement of learning English oral skills. Moreover, teachers of English should try and advance their teaching skills through attending more professional trainings and that they 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.
CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Language is the use of arbitrary signs and symbols to communicate ideas. It is a tool of communication. Today, English language has rapidly become the main medium of communication at home, in school and in communal domain both locally and globally. Therefore, there is need for English users to accurately and fluently communicate in English all over the world. It is therefore important that the teaching and learning of English language is taken seriously especially for communication purposes to satisfy economical needs and to pace up with worldwide demands for English language skills (Morris & Leavey, 2006).

The importance of oral proficiency in any language cannot be overemphasized. Palmér (2010) notes that spoken language is the pupils’ primary way of communicating and forms a crucial part in their language learning process. To communicate is to send and receive comprehensible information, process the information and evaluate their knowledge. It is through communication skills that they are able to beef up and develop more advanced language skills.

Listening and speaking are prerequisite skills to reading and writing. A learner has to develop his/her oral skills first before he/she is able to read and write. Once a learner can
listen to a language and speak it, then he/she can progressively learn how to read and write effectively (Resnick & Snow 2009).

In most classrooms, the major focus of the concerned teachers and students is on the Reading and writing skills rather than the other two skills. Both the teacher and student give less importance to the Listening and Speaking Skills. Teaching the students who have a limited exposure and understanding of the English language can be a tedious job. English for a majority of learners is a second language, as learners of English communicate in their first language at homes, markets and other places; most of them face crucial problems in writing and speaking because these are productive skills.

Listening and speaking skills forms the basis to start learning more languages. These skills are paramount as they are afterwards used as a means through which one is able to sustain the life- long learning process. If there is poor listening input from caregivers to a child, there are high chances that an individual will fail to accomplish long term goals. We perceive the world through listening (Linebarger, 2001). Improvement in listening skill has a profound effect on other basic language skills. Morris and Leavey (2006) found out that listening skills enhance learners’ phonological development. Listening skills teaching also improves the learners’ comprehension during reading. Listening and reading stories simultaneously improves the learners’ performance in reading comprehension (Badian, 1999; Bergman, 1999).

The teaching and learning of English language involves the four basic skills of listening, speaking, reading and writing. Even though each skill carries equal importance in English language learning, these skills do not develop at the same rate among the pupils. Many
pupils found to understand English language unfortunately fail to express themselves effectively in public. This is because most pupils still find speaking in the second languages the most difficult skill to acquire. The need for fluency, accuracy and effectiveness in the use of English language all over the continent as a result of the function it plays as the continent’s international means of communication has given priority to establishing more effective ways to instruct English language. Teaching listening and speaking skills is thus crucial in English language instruction.

The great number of erroneous utterances that learners of English produce in oral performance and their recourse to communication strategies, as shown in Rababah’s study (2001), is an indication of how serious the problem is. Being able to successfully communicate ideas orally is a fundamental skill in language learning and represents a huge challenge for beginners. Especially at the primary school level, learners usually struggle with expressing themselves and would usually avoid active participation in communicative activities, which can hinder their language learning process and can affect their attitudes towards the language.

Teachers are usually in charge of organizing and implementing activities in oral English language classes. They determine the learning outcomes and eventually the quality of the classes (Coleman, 2014). Most language learners use the effectiveness in speaking as the gauge of having known a language. To them fluency is being able to communicate with others more especially as compared to the ability to utilize the other language skills. This means to them, speaking is the most important skill in acquisition of any language and their assessment in their progress in learning a language is in terms of their accomplishments in oral skills (Coleman, 2014).
Listening and speaking skills satisfies both general and specific methodological roles. To learn how to speak is an achievement, as it empowers learners with skills which they can use forever. Through listening and speaking a learner is able to express himself/herself, argue, explain and pass on a message. Teaching of listening and speaking skills is meant to improve their fluency in English language and to enable them meet the social, commercial and political challenges after school (KICD, 2006). The ability to orally present yourself is very crucial in a society where judgment is made on one’s ability to present their ideas in a fluent and accurate way in different domains (home, school, workplace, and communal) (Coleman, 2014).

The teaching of English in most third world countries has usually been an issue as learners do not realize its application in their immediate and future needs except during examinations. Learners go through several stages of their academic profile successfully without the necessary competence in English language thus there is minimal attention paid to the language. (Focho, 2014). Rees (2000) in his research says the medium of instruction and achievement is directly proportional and that poor competence in English language negatively affects the performance of learners. According to Cheetham (2014), Fakeye (2014), Moh (2014) and Neeta and Klu (2013) the role of communication and interaction in the learning process is a critical success factor in education.

Foley (2002) and Jordaan (2011) claim that English is on the whole being used badly by most educators. According to Rees (2000) many learners do not hear adequate and authentic English from first language speakers of the language in a register appropriate
for their age or scholastic level. Janks (2014) confirmed this, arguing that many African teachers teach using English language. This works negatively for the learners as they often copy their teachers’ incompetence in the English language. Balfour (1999) and Fakeye (2014) argue that in instances where English language is instructed incompetently it hinders and impairs the learning process. A study done by Neeta and Klu (2013) revealed that difficulties in English are a serious problem in the education system in South Africa and the low levels of English competence among learners is a fact. De Wet (2002) and Janks (2014) claim that most teachers are not well equipped with the required knowledge, skills and attitudes for effective teaching and learning of English language.

The importance of incorporating English language in Kenya’s education system is enclosed in the National Educational Objectives, as postulated in the National Language Policy which states that in a monolingual settings, mother tongue be used as the language of instruction in lower primary except in teaching of English language (Muthwii, 2004; Nabea, 2009). This implies that language usage is a consequence of the multiplicity of language types that surround the Kenyan society, and which require a regulatory mechanism to determine the language in which to transact both in school and other social places (Gathumbi, 2008). From upper primary school (from class 4), English is taught as a subject and also used as a medium of instruction for all the other subjects except Kiswahili. Symwene (2013) asserts that the teaching of English as a subject and using the language as a medium of instruction in the Kenyan curriculum is important as English plays a vital role for the rest of a learners academic life and beyond-it is the medium of instruction and most academic materials are availed and printed in English language thus the academic success of a learner entirely lies on his/her competence in English language.
Oral skills therefore entirely establish the foundation to the instruction and learning of the English language.

The Kenya Primary School Curriculum by the Kenya Institute of Curriculum Development (KICD) emphasizes the importance of English language as both a compulsory and examinable subject (Odera, 2011). The primary school English syllabus postulates that fluency in all aspects of the English language will enable children to perform better in all other subjects whose medium of instruction is English (KIE, 2006). This therefore, suggest that teachers should adopt appropriate methodology that enhances children’s listening and speaking skills in the language of instruction so as to enable children to perform better in all activity areas. Concerns are being raised over mastery of oral communication skills particularly in public primary schools in Kenya. In the Kenyan context, it is a big challenge to master the skills in English language as often learners are minimally exposed to the English learning environment as it is only during an English lesson are they exposed to the language (Linebager, 2001). After the lessons, they can hardly practice the language therefore mastery of the language becomes limited to the teachers’ exposure during the lessons which is usually not adequate Gebhard (2000).

The classroom therefore offers almost a natural setting for a variety of listening and speaking skills opportunities. A well planned classroom environment can act as a catalyst for oral language proficiency and development. Playing around with words, singing, chanting and playing with the sounds and rhythm of language are the first step towards phonemic awareness. Such play gives children a sense that language is made of words, that words are made of separate parts and that those parts are made of separate sounds.
Acting out stories and events in language learning encourages learners to internalize and demonstrate the content they have learnt. Role play/dramatization varies from formal to informal which when well utilized helps in articulation of sounds and memory of skills development. Use of oral songs also gives the learner a platform for oral practice. (Gasparro & Falletta, 1994) and is effective especially if the selecting of the poem is rightfully done. These poems should put into consideration play lets or plays that express strong emotions, attitudes, feelings, or opinions (Tomlinson, 1986).

Researchers insist that a teacher in a class is entirely in charge of developing the learners’ language competence (Perrot, 1982; Ryanga, 1986). Perrot (1982) draws a similarity between a teacher and his teaching; this is so because it is the teacher, who is in control of the content delivery, teaching and learning activities and level of learner participation. Symwene (2013) says that teachers play a central role in ensuring effectiveness in the teaching and learning of a language. Most teachers are traditional and have failed to be dynamic in the teaching and learning of English language. They have failed in integrating the teaching of English language to real life experiences and to take initiative in making English language instruction dynamic and interesting. They still strictly stick to the methodologies designed in the course books. They do not encourage oral presentations thus failing to make learning interesting. In addition, the large numbers of learners in a classroom pose a big challenge. It is almost impossible to cater for learner differences; it is also a problem integrating use of various teaching techniques and use of various teaching and learning resources. Inadequacy of the teaching and learning materials hampers the whole process. (Coleman, 2014).
English language teaching in public schools regardless of primary or secondary education always put emphasis on reading and writing skills forgetting oral skills (Harmer, 2001). A lot of emphasis is placed on reading and writing due to its importance in answering the examinations. This is the norm found in exam oriented curriculum that focuses on passing examination for future undertakings. As a result of neglecting the two main skills in English language by not providing the pupils with enough space to practice and use the language effectively has led them to encounter difficulties in comprehending and conversing well in English language.

There is little emphasis on teaching of oral skills at primary school level. According to (Bwire, 2007), the training of oral skills is not as emphasized as reading and writing and this is the reason why oral and listening skills are partly acquired. This may discourage many pupils who are more interested in speaking English. (Kembo-Sure, 1992) argues out that oral skills teaching and learning has been assumed in the Kenyan classroom. This he points out could be due to the reason that in KCPE and KCSE, oral skills are never tested. It is a worrying trend because negligence in the teaching of oral skills affects the internalization of all the other language skills and generally in pupils’ proficiency in English.

Many researches targeting school performance and learner performance in English language examinations has been done in Kenya by Keraro, Okere and Mondoh (2002). Allegedly, students’ lack of proficiency in and mastery of English Language is a serious handicap in National examinations, with misspellings of scientific names, terms and simple everyday words being a common feature. The 2010 report in Kenya by the Kenya
National Examinations Council (KNEC) on performance at National examinations
decries the poor performance in English language. This necessitates studies on the
influence of strategies used in teaching oral skills in the English language on pupils’ oral
skills performance.

1.2. Statement of the Problem

Language plays an important role in the teaching and learning process in that all aspects
of the curriculum depend on the learners’ proficiency in all the language skills. Sadly
though, studies in second language learning (L2) (Alam and Uddin, 2013; Symwene
2013; Coleman, 2014) shows that in most public primary schools, less emphasis is placed
on the learning of oral skills and more emphasis is placed on reading and writing due to
its importance in the examinations. Wafula (2009) also notes that in Kenya, the teaching
of reading and oral literature is either ignored or haphazardly taught. Consequently,
English language is learnt for purposes of passing examinations and not necessarily for
the advancement of the basic language skills. In the Kenyan curriculum, oral skills are
not tested in the examinations, which is the reason for the less emphasis by teachers and
learners especially the system being examination oriented. Therefore, listening and
speaking skill is often neglected and pupils are found to be silent, shy or have a profound
fear of being wrong. This leads to stagnation in the acquisition of oral skills (Keraro,
Okere & Mondoh, 2002). Competency in oral language skills form the foundation for
acquisition of reading and writing as well as better performance in other activity areas.
Consequently, it is necessary to ensure that teachers use appropriate strategies for oral
language teaching. The Tusome External Evaluation Midline Report on early grade
reading intervention in Kenya (GoK, 2017) notes that it is imperative that students learn to read in the early grades, yet many fail to do so. The report notes that only 18% of pupils in lower primary are fluent readers in English. Whereas pupils had shown improvements on all subtasks in language as the report notes, reading comprehension remained the lowest in terms of overall performance. Hence there was need to investigate the teaching strategies that enhance oral skills proficiency in English language in public primary schools in Kakamega East Sub-County.

1.3. Purpose of the Study

The main purpose of this study was to investigate the influence of strategies used in teaching oral skills in the English language on pupils’ oral skills performance in lower primary schools in Kakamega County, Kenya.

1.4. Objectives of the Study

This study was guided by the following objectives:

i. To establish the teaching methods used by teachers to teach oral skills in English Language among class three pupils in public primary schools.

ii. To examine the types of teaching and learning materials used for teaching oral skills on the learners’ performance in English language among class three pupils in public primary schools.

iii. To establish the effect of teachers’ academic qualifications on their ability to teach oral skills in public primary schools.
iv. To identify challenges faced by teachers of English while teaching oral skills in public primary schools.

1.5. Research Questions

This study sought to answer the following research questions:

i) What are the teaching methods used by teachers to teach oral skills in English Language among class three pupils in public primary schools?

ii) What is the types of teaching and learning materials used for teaching oral skills on the learners’ performance in English language among class three pupils in public primary schools?

iii) What is the effect of teachers’ academic qualifications on their ability to teach oral skills in public primary schools?

iv) What are the challenges faced by teachers of English while teaching oral skills in public primary schools.

1.6. Significance of the Study

This study is significant considering the important role English language plays in the teaching and learning in general and in language acquisition. It is hoped that the findings would serve as a basis for assisting teachers of English language adopt teaching techniques which would promote the teaching of oral skills. Further, the study would contribute to knowledge of classroom research in the language teaching and learning process. From the findings of this study, it is hoped that curriculum planners would be
able to pay more emphasis on developing content that enhances development of oral skills among learners. The researcher presumes that this study would come up with findings and recommendations that would provide solutions to the challenges that hindered learners from engaging in extensive oral skills development. Oral skills development is an area that needs to be investigated since it is an avenue through which learners acquire skills of language. Scholars in Kenya have carried out research on different areas of language. To mention a few, Manyasi (2012) dealt with teachers’ cognition on the teaching of reading, Okwako (2011) dealt with development of vocabulary knowledge in English as a second language. Omulando (1997) looked at proficiency in English language in general. This therefore leaves room for the present study on the influence of strategies used in teaching oral skills in the English language on pupils’ oral skills performance in Kenya. The findings of this study may be useful to the policy makers at the Ministry of Education Science and Technology in developing a language policy to improve oral language skills acquisition as a foundation for all other learning areas.

1.7. Scope of the Study

The study mainly focused on the strategies used in teaching oral skills in the English language on pupils’ oral skills performance among lower class pupils. Whereas there are many teaching strategies used in schools, this study confined itself to the study of teaching strategies that enhance oral skills proficiency English language in public primary schools. The study only targeted public primary schools in the Sub-County. Further the study collected data from teachers teaching English. These results from this study aided the researcher in establishing whether these strategies are being used appropriately or not.
1.8. Assumptions of the Study

Leedy and Ormorod (2005) assert that an assumption is what one takes as true without proof. The researcher had the following assumptions:

It was assumed that language teachers use several strategies in teaching oral skills in their classrooms. Further, the researcher assumed that all the language teachers in public primary schools in Kakamega East Sub-County were well trained and qualified. It was the assumption of this study that learners in Kakamega East Sub-County were exposed to teaching and learning materials that enhanced the development of oral skills in English. Finally, the researcher assumed that all the respondents to the study would cooperate and provide reliable responses.

1.9. Limitations and delimitations of the Study

1.9.1. Limitations

This study had a number of limitations. First, the instruments of data collection such as questionnaires, observation schedule and interviews yielded a lot data that required more time for analysis. Secondly, the study drew its sample from 10 schools comprising of 120 respondents in Kakamega East Sub-County. This sample, limited the generalizability of the results to the population of all primary schools in Kenya. Thirdly, some respondents felt insecure because of the notion that their performance was being questioned through the research and hence were unwilling to provide the necessary information.
1.9.2. Delimitation

Delimitation refers to the choices that the researcher makes for the study that are under his or her control. In this study, the researcher addressed the limitations by use of in-depth interview and observation schedules as well as questionnaires, which yielded meaningful data that could be generalized to other schools in Kenya. The schools and respondents chosen for data collection were also a true representation of public primary schools in Kenya. For those respondents who felt insecure, the researcher assured them of their privacy and confidentiality.

1.10. Theoretical Framework

Vygotsky’s theory of Zone of Proximal Development (ZPD) provided the theoretical framework for this study. Vygotsky’s social development model as cited by Symwene(2013) asserts that interactions with the immediate environment and socializing agents such as caregivers, teachers and friends contribute most importantly to a learner’s mental growth. A learner’s quality of interaction results to his/her level of cognitive development. A learner develops cognitively when exposed to problem solving activities shared with someone else older than him/her. At first, the older person interacting with the child assumes most of the responsibility as he/she guides the child through the problem solving. Later, the child is gradually left on his/her own to solve the problem.

In his theory, Vygotsky advanced the concept of Zone of Proximal Development (ZPD). He compares the ability of a child to solve a problem individually and his ability to solve a problem with assistance. According him, the actual developmental level is making the
difference between the ability of an individual to solve a problem individually and the level of potential development determined by the ability of an individual to solve a problem with help from an older person. When a child fully socializes and interacts with the environment then there is maximum development of zone of proximal development. This theory is relevant for this study since it captures the variables of appropriate teaching strategies for developing oral language skills. Through the study of these theoretical understandings, teaching approaches can be enhanced to meet the needs of second-language learners as they acquire oral language skills. From the above theory, it is evident that appropriate teaching strategies for developing oral language skills in English are affected by a plethora of factors which are social and environmental. In order for teachers to teach oral skills successfully, it is imperative that they locate each learner’s zone of proximal development.
1.11. Conceptual Framework
A conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationships between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2008). In this context, Orodho posits, a conceptual framework is a hypothesized model identifying the concepts or variables under study and showing their relationships. Kothari (2009) defines a variable as a concept that can take different quantitative value such as weight, height, or income. Mugenda (2008), on the other hand, defines a variable as a measurable characteristic that assumes different values among units of specific population.

The key variables in this study were categorized as independent variable, intervening variable and dependent variable. Mugenda (2008) explains that the independent variables are called predictor variables because they predict the amount of variation that occurs in another variable while dependent variable, also called criterion variable, is a variable that is influenced or changed by another variable. The dependent variable is the variable that the researcher wishes to explain. An intervening variable is a variable that is used to explain relationships between observed variables, such independent and dependent variables (Frazier, Tix, & Barron, 2004).

The independent variables of this study were the Teaching methods, teaching and learning materials and teachers’ qualifications, while the dependent variable was oral skills proficiency as indicated by learner’s fluency, expressive ability and comprehension. These relationships are further illustrated in Figure I.
The independent variable of this study was teaching methods used in teaching oral skills in English such as repetition, question and answer, storytelling, songs, role play, teaching and learning materials and teachers’ academic qualifications. This has an influence on oral skills proficiency (dependent variables). The indicators of oral skills proficiency include fluency in the use of English language, expressive ability and learners’ comprehension. The independent variable and the dependent variables were investigated to shed light on the influence of strategies used in teaching oral skills.
in the English language on pupils’ oral skills performance in lower primary schools in Kakamega County, Kenya. The intervening variables; (parental involvement, students’ own characteristics and implementation of the language policy in primary schools) may influence pupils’ oral proficiency in English. The independent variable was anticipated to have an effect on the dependent variables. As the independent and dependent variables affected each other, the research objectives also came into play as indicated in figure I.
1.12. Operational Definition of Terms Used

**Competence**- refers to the qualification, experience, knowledge and the level of education of teachers.

**Learners**- refer to pupils in class one to three.

**Learning**- The process of developing conscious or multilingual knowledge through formal study.

**Oral Skills**- ability to articulate ones knowledge and understanding verbally or through word of mouth

**Proficiency**- ability to comprehend a language, command a language fluently and accurately.

**Teaching Strategies**- are methods and techniques used in teaching oral skills, teaching aids used in teaching oral skills
CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents a general review of both theoretical and empirical review related to the study. The review in this section was guided by the objectives of the study. It gives an overview of early development of oral language skills, language policy and practice in Kenya, techniques of teaching English language, types of teaching and learning materials used for teaching oral skills in English, relationship between teachers’ qualification and their ability to teach oral skills and the challenges faced by English teachers while teaching oral skills as well as empirical review. The review of literature provided a critique of the studies carried out by other scholars on aspects related to this topic.

2.2. Early Development of Oral Language Skills

It is important that children’s literacy is developed early enough. The ability to listen, speak, read and write will greatly determine not only their success in school but beyond. Children master a language best in their early stages therefore these earlier stages are crucial in their quest to acquire a language. The development of a language begins at births and is a continuous life long process. The main purpose of acquiring a language is to communicate. Chomsky (1986) in Innateness Theory asserts that the acquisition of a language is innate. Whether first, second or third language, the process of acquisition
remains the same irrespective of the age. The same language developmental challenges are faced when acquiring the first language both by children and adults (same type of grammatical errors, picking up chunks of language without understanding them, relying on human input etc Collier, (1998).

The first stage in language learning is the pre-production stage. At this stage, a learner can only listen and not speak. The best such learners can do is repeat what has been said by someone else without necessarily having the knowledge of what it means. They are merely copying and not really producing. They copy gestures and movements to suggest understanding. To utilize the ability to listen, teachers should pay more attention to listening comprehension activities and on building a receptive vocabulary. Repetition as a technique is of more use at this stage (Eithne et al, 2012).

The second stage is the early production stage. Here children attempt to utter some words. They produce brief language chunks that have been memorized though they may not necessarily be correct. They do more of listening to people around them and increase their vocabulary. Speech emerges at the third stage in language learning. Here, the learner has a remarkable range of vocabulary and can use simple short phrases and sentences in his/her conversations. They are able to ask simple questions which are not always grammatically correct. They can start conversations with people around them. Given simple sentences/passages, they can read and comprehend simple stories. (Eithneet al, 2012).
The fourth stage is the intermediate fluency stage. At this stage, the learner has the ability to use more complex sentences in both speaking and writing to express himself. The learners can seek for clarification on the content they are learning in class. With the teachers’ support, the teachers are able to work and comprehension of the other subjects improves. They are now in a position to integrate various techniques to internalize knowledge. At this stage, teachers are encouraged to concentrate on learning techniques as learners can comprehend complicated ideas. (Eithne et al, 2012).

The last stage is the advanced fluency stage. At this stage, learners can coherently speak the language. They use more complex sentence structure and can comprehend complex concepts. In relation to the study, it is obvious that teachers play a vital role in the use of varied strategies that will help enhance oral proficiency in English among lower primary school pupils (Eithne et al, 2012). Based on this literature, early development of oral skills can minimize challenges that faces learners when in the process of acquiring oral skills in latter classes or grades. Therefore the finding out about challenges facing the teachers of English while teaching oral skills in tis study was necessary.

2.3. Language Policy and Practice in Kenyan Schools

The importance of studying English in Kenya is enshrined in the National Educational Objectives, as postulated in the National Language Policy (Muthwii, 2004; Nabea, 2009). English is both taught as a subject and also used as a medium of instruction for all other subjects except Kiswahili. There are two sections in primary schools: lower primary and upper primary.
In lower primary school (Standard 1-3), the language of the catchment area (Mother Tongue (MT)) is used to emphasize the teaching of English based, taught and examined subjects (Sure & Ogechi, 2009). This is however rarely practiced as there is much pressure projected from the need to use and to understand English language for a competitive academic pursuit. This has greatly contributed to the rapid death of the use of the language of the catchment area in schools. Parents greatly contribute to this by progressively showing positive attitude towards learning English language (Kioko & Muthwii, 2004). Kiswahili and English are taught as compulsory subjects in Kenya’s public schools.

In upper primary (Standard 4-8), English is both taught as a subject and used as a medium of instruction. All school and national examinations are taken in English except for Kiswahili. The teaching and learning materials are also provided in English language. Kiswahili is taught as a subject in Kiswahili language while the use of the language of the catchment area is stopped altogether. In Kenya, the success of a learner is determined by how well he/she excels in the national examinations and this determines his/her progression academically thereafter (Nabea, 2009). This forces all learners to make the understanding of English a ‘life-line’ of their age or learning level. The integration of the three languages [English, Kiswahili and Mother Tongue] remains a challenge as which one should dominate in schools and at what stages. (Nabea, 2009). Nabea argues that the adoption of the language policy from the colonialists is debatable by citizens and further suggests that it is yet to settle on a coherent decision. He cites the multilingual nature of Kenya as the main challenge in coming up with a comprehensive language policy in the
Kenyan school system irrespective of the fact that schools are platforms from which language issues can be resolved and aligned, (Kiarie, 2004; Kioko&Muthwii, 2001). In relation to the study, lower primary school pupils are first exposed to language learning by the teachers who use the catchment language to help develop English language proficiency. Having noted that language policy and practices in Kenyan schools can influence the teaching of oral skills, it was therefore in order to study about it this study.

2.4. Techniques of teaching English Language

According to Verghese (1989), the teaching of English language has employed different strategies over the years. The earliest method is known as the Grammar- Translation Method. This method is based on the assumption that language is primarily graphic, that the main purpose of second language study is to build knowledge of the structure of the language either as a tool for literary research and translation or for the development of the learner's logical powers, and that the process of second language learning must be deductive, requires effort, and must be carried out with constant reference to the learner's first language. The techniques put more weight on the mastery of language rules and translation of related texts, and paid minimal attention to oral skills. There is also the natural method. In this method, it was believed that a learner could learn a language from the natural environment. A learner was to be maximally exposed to the target language without any intrusion of another language. The learner’s caretaker was therefore expected to provide the perfect language input for the learner to copy as he/she learns the language.

The oral method is another technique used in the teaching of language. This technique emphasizes that to get a native speaker’s performance of a foreign language such as
English one should know well how to order words, their morphology and how their word forms are employed to come up with meaningful patterns of expression. A teacher, when using this method is expected to produce correct speech sounds which a learner is expected to hear and imitate and later on expected to recognize and reproduce it in an appropriate situation with an assumption that he gets meaning from the sounds.

The Audio lingual method, dominant from the 1940s through to the 1960s, focuses on structuralism and Skinner’s behaviorism. It puts more weight on oral than written language and on the rules of particular languages, putting more stress on habituation as a way of learning. The teacher is expected to produce the correct output for the learners to copy thus, emphasis is placed on correct pronunciation.

Critics of Audio-lingual Method (ALM) argued out that putting more stress on repetition and accuracy did not help learners achieve communicative competence in the target language. Noam Chomsky in the 1950s criticized the method. He highlighted the weaknesses of structuralism. Through Chomsky’s review of B.F. Skinner’s verbal behavior in 1959, he also questioned the relevance of behaviorism. The audio-lingual method was thus discredited in 1970, however; it is still being used in individual lessons but not as the foundation of a course. It is a popular teacher centered method because the input and output is limited and both the teacher and the learner know the desired expectations.

As a result of the shortcomings of the Audio-Lingual method, these critics proposed the communicative Language Teaching (CLT) as the best method to instruct second and foreign languages. CLT has been seen as a response to the audio-lingual method.
As an extension of the notional-functional syllabus, CLT puts more weight on helping learners use the target language in different contexts and emphasizes on learning language functions. Its main focus is helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native speakers ‘like pronunciation.

The scope of CLT has been to make communicative competence the ultimate goal of language teaching and learning and to come up with procedures for the teaching of listening, speaking, reading and writing skills. Littlewood (1981) in describing CLT as a marriage between grammar and functional teaching says one of the salient features of CLT is that it gives procedural attention to both functional and structural aspects of language. Though CLT has been criticized by Swan (1985) and Bax (2003) laying little attention to the context in which teaching and learning take place, It has been defended by Henry Widdowson in the ELT Journal (1985) and Harmer (2003) that the communicative approach is deemed a success if the teacher understands the student. But, if the teacher is from the same region as the student, the teacher will understand errors resulting from an influence from their first language.

Native speakers of the target language may still have difficulty understanding them. The review of literature above reveals that there is an existing gap on the teaching strategies used to teach oral skills particularly in Kenya as most related studies have been done in developed countries whose context varies significantly from developing countries and Kenya in particular. The study was to investigate the influence of teaching strategies that teachers use in teaching oral skills in English language among lower primary school
learners. There are several strategies used in teaching oral skills. There are more recent strategies which are not only used to set standards of correctness and a measure of one’s conception of literacy but also a good command of the English language.

A dialogue is spoken or written conversation or talk. Ellis and Tomlinson (1980) point out that, dialogues serve to show the pupils what such intonation pattern is appropriate for a specific situation, KIE Report, (1987) says that these can be done with the teacher speaking or a student speaking to another student. A teacher can play a recorded tape of pupils holding a dialogue to teach intonation, sentence stress or even minimal pairs.

Baker and Westrup (2003) say that a drama activity is usually a form of a role play. For language practice, learners can creatively come up with a drama activity using the language items they understand. The class may dramatize certain actions in their daily lives such as going shopping, fishing, or attending a soccer match (KIE, 1987). Dramatization can be used to teach intonation, short word group and sentence stress.

Simulation is the deliberate making of certain conditions that could exist in reality, for instance, in order to study them or learn them. While Byrne (1986) defines simulation as an activity where the participants normally discuss a problem of some kind with a setting that has been defined for them. 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.

To discuss is to talk about something while a debate is a form of discussion. The two terms are therefore related. People argue for and against a given topic in a debate. For example, the class can be divided into groups of six to eight, with a leader appointed in
each group and a recorder assigned to take notes on the topic being dealt with. The teacher
would select a few comments, may be on pronunciation of English sounds that do not
occur in most Kenyan languages but are common in English, such as contrastive sounds
which the learners normally find confusing (K.N.E.C., 2000-2001).

A drill is training in something by means of repeated or regular exercises e.g.
pronunciation drills. Correct spoken habits can only be attained by constant repetition.
Tiffen (1969) and KCID (1987) postulate that there are different types of drills designed
to practice the correct form, or correct meaning, or both. Some of these drills are
situational drills, dialogues, substitution drills, transformation drills, etc. Speech drills can
be used to teach word stress, sentence stress, intonation, and pronunciation of speech
sounds. Review of literature on this area reveals that there is a paucity of empirical review
on the influence of teaching strategies used by teachers to teach oral skills among lower
primary school pupils in Kenya. This study therefore is to fill this gap. It expounds on
the various strategies used in teaching oral skills in public primary schools in Kenya.

This study therefore, aimed at establishing the teaching methods used by teachers to teach
oral skills in English Language. It also sought to establish whether these methods have
helped promote oral language competency which will enable learners to attain both
academic excellence and oral language skills.

2.5. Types of Teaching and Learning Materials used for Teaching Oral Skills in
English

Given the role of English language, appropriate teaching of reading skills remains
important if communicative competence is to be realized. According to Gauther and
Lawson (2004) instruction of reading skills depends on the availability, quality and utilization of relevant instructional resources and the skill of the teacher. This is because instructional resources facilitate the understanding of difficult concepts as well as the teaching and learning of the reading skills. More so, the resources make it easier for learners to follow, understand and retain content of the lesson (Gamble, 1984; cited in Mubichakani and Koros, 2014).

Failure to provide instructional resources may impact on meaningful teaching and learning of English reading skills. Twoli et al. (2007) support this view by arguing that the teacher needs to select and use a wide variety of instructional resources when teaching to take care of individual differences in class. This is because the resources make the entire teaching and learning processes complete and functional. Sadly, the provision of instructional resources for teaching English reading skills has received little attention. Chepkurui (2004) and Onchera (2013) found out that many schools are not able to provide a variety of instructional resources needed for English instruction. Therefore, in order to improve the teaching and learning of English reading skills, teachers ought to utilize relevant instructional resources.

Junias (2012) conducted a study on Factors affecting the teaching of English reading skills in a second language of grade 3 learners and established that insufficient reading resources, poor teaching methods, insufficient teachers’ and learners’ interactions and overcrowded classrooms were significant factors that made the teaching of reading skills unsuccessful. Her study gives some insight to the current research especially in looking
at the availability and use of instructional resources in the teaching and learning of English reading skills. Previous studies in East African countries reveal a great scarcity of reading instruction materials in schools. Mwanamukubi (2013) investigated challenges faced by teachers when teaching reading skills to learners with reading difficulties. Her study established that the main challenges teachers faced were inadequate teaching and learning materials. Based on these findings, the study recommended that schools should provide adequate learning and teaching materials.

The quality of teaching learning resources is very important in the effective delivery of the curriculum content (MoE 2003). The teaching learning materials include; text-books, charts, audio-visual materials like radio cassettes, libraries and many more. These will enable students to acquire English language skills effectively. In Kenya, the Ominde Commission (ROK, 1964) placed emphasis on the preparation and use of instructional resources for the teaching of various subjects. The commission called upon the Ministry of Education to produce and avail to schools the relevant instructional resources.

Experience has shown that spoken words alone in the communication of ideas are grossly ineffective and inefficient in producing desired learning outcomes. The use of instructional materials in teaching and learning English offer real experiences in giving the teacher a basis for thinking and understanding. They supply concrete basis for conceptual thinking and therefore reduce meaningless responses of students. At the same time, they overcome the limitations of time, space and size by helping the students to understand things that are too small or too big, or too slow or too fast (Peacocks, 2011). Use of instructional materials also saves time and thus enables students grasp ideas
more effectively and faster. Likewise, they help to simplify and emphasize facts and clarify difficulties. To the students, the effective use of instructional materials would enable them to effectively learn and retain what they have learnt and thereby advancing their performance in the subject in question.

Bila (2008) suggested that teachers are free to use a variety of relevant materials while teaching. Such materials range from pictures, charts, diagrams and models, televisions, videos, projectors and computers. Such materials provide students with opportunities to use their senses, so that at the end of instruction, students can perform teachers’ stated objectives. Textbooks are the main teaching and learning resources of any subject. They help in setting out the general guideline of the syllabus. Other instructional materials include pictures, flash cards, composite pictures, sequences of pictures and figures. A picture pulls the learners’ attention and helps them understand the concept that is being taught. Pictures may be provided through various means among them the text books, wall sheets, and film projectors. TV is an excellent medium for illustrating applications, describing context, and generating interest (Skolnik & Smith, 1993).

In Kenya, the systematic development and use of radio broadcasts for schools began in 1960 as a national strategy for improving the standard of education and could also be valuable for the teaching of Kiswahili and other languages to overcome teachers’ own limitations in teaching their subjects; and to help students in pronunciation and understanding of difficult words and with sentence construction. This means that use of teaching and learning aids play a significant role in the teaching of oral skills. However,
most of the studies on use of teaching and learning resources have been carried out in developed countries. There is a need to identify whether primary school teachers in Kenya use teaching and learning materials to develop oral language skills among primary school children.

2.6. Relationship between Teachers’ Qualifications and their Ability to Teach Oral Skills

The quality of education of a nation could be determined by the quality of her teachers. There is growing interest in the professional development of educators as the demands, expectations, and requirements of teacher education increasingly come under scrutiny (Louhran 2014). What the teacher does, influences, the whole process of learning. Effective teachers produce better performing pupils (Akiri 2013). Akinsolu (2010) states that the presence of qualified teachers correlates with the performance of pupils in schools. Therefore the quality of teachers forms a major variable in determining the performance of a school. Teachers’ input is therefore an important aspect in pupils learning. (Oladejo) notes that the degree of performance of any school is proportional to the competence of its teachers. A teacher’s competence influences what he does in class. Many researches have been done to establish if indeed there is a correlation between teachers’ competence and their teaching (Waters-Adams, 2006). Nyaswabu (2013) posits that the quality of teachers of English determines to a great deal the performance of their pupils. Eshiwani (2003) notes that a teacher’s knowledge has a relationship with his teaching in class.
Okumbe (1998) states that during teacher selection process, the academic qualifications and professional experience of a candidate are part of the pre-determiners of those who are inducted in the teaching profession. In developing countries, Husen (1978) basing on analysis of thirty two different studies concluded that the academic qualification, teaching experience and the level of education of teachers are positively correlated to pupils performance. Another research Carnay as reported in Simmon’s (1980) disclosed that teacher’s academic qualification and certification at primary and secondary level positively influences pupils’ performance. High academic qualification especially in English Language helps in improving the language skills of teachers which is necessary to be able to articulate issues and explain language skills to learners (Mwangi, 2007). Lafayette (1993) brings up a proportional relationship between the teachers’ competence of the language and the pupils performance. He asserts that a good command of the target language gives the language teacher a high degree of confidence to meet the demands of the learners thus positively affecting their performance. Wilkins (1974) argues that a poor command of English language puts the teacher in an awkward position due to the unpredictable nature of the classroom situation. The competence in a language, in communicative language teaching is of great importance.

Al-Mutawa and Kailani (1989) in their observation say that if the instructors do not have a good command of the target language, their incompetence in the English phonetics, rules, vocabulary, and poor communication skills, will impair their performance in class. Cullen (1994) argues that communicative language teaching method requires the language teacher to have higher level of competence in the target language. As revealed
by the foregoing literature review, it is clear that no recent study has been undertaken to collaborate the findings of earlier research done on this area. Hence the study was to unearth current findings on this area by trying to find out the link between teachers’ competence and their ability to teach English oral skills in Kenya’s public primary schools. It was therefore important to find out whether there exists a relationship between academic qualification and the use of appropriate pedagogical strategies in developing oral language skills among primary school children.

2.7. Challenges Faced by English Teachers While Teaching Oral Skills

It is more challenging to learn a second language (L2) in a multilingual setting than in a monolingual setting. In a multilingual environment, the second language is seen as an intruder as there is already an existing interaction system more so among children. Trying to learn another language may sound complicated due to the differences in the different language structures that exist in a multilingual setting (Asfaha & Kroon, 2011) and the compromise in standard language use contextually (Pitt, 2005) which leads to learners adapting and mixing of the languages creating confusion among the languages. Clegg and Afitska (2011) note that to facilitate communication between teachers and learners, there emerges creative bilingual practices due to a lack of fluency in a common language especially in African classrooms which are dominantly multilingual.

Zhang (2009) insists that speaking as a productive skill is persistently becoming the hardest skill to acquire for most speakers of English language. According to Ur (1996), so many factors contribute to difficulty in acquisition of speaking skills some which
include inhibition, low or uneven participation by learners, mother tongue use among
learners and learners who have no motive to express themselves.

In addition, Rababa’h (2005) supports Ur and says that many other factors cause
difficulties in speaking English among learners in a multilingual setting. The learners
themselves, teaching strategies employed in the curriculum and the environment.
Learners lack the necessary vocabulary to sustain a conversation. This could be a result
of poor communication competence and inadequate strategic competence. Lack of
motivation to speak the language also largely contributes to learners not being able to
sustain conversations for long in the target languages. Motivation whether intrinsic or
extrinsic is a determiner to whether a learner engages in an activity or not, the extent to
which he or she engages himself or herself and for how long he or she can take it
(Littlewood, 1984).

Communicative competence achievement is successful only if the learners are motivated,
have the chance to express themselves and interact with people around them (Littlewood,
1981). The types of teaching strategies used by teachers are also an impediment to
communicative competence. In most cases they are inadequate and rarely do they
emphasize on oral skills. Apart from that, most teaching strategies teach vocabulary in
isolation. Speaking and listening materials are rarely used by teachers due to the large
numbers in their classrooms. In service teacher trainings, seminars and workshops were
found not beneficial in positively influencing teachers’ ways of teaching (Rababa’ah,
2005).
Another problematic area experienced by learners is the pronunciation of English words. This may be, primarily, because of the variations in the sound systems between the English language and the native language. Some pronunciation difficulties are due to varied pronunciations by teachers. These differences also contribute in learning erroneous pronunciation. In Kenyan primary schools, there is significant underperformance in English language as researched by (Sure & Ogechi, 2009; Kioko & Muthwii, 2001). This could be attributed to the multilingual nature of Kenya and other possible day to day communicative alternatives without forgetting the challenges posed by the linguistic environment (Hurley, 2003).

In Kenya, by the time a child joins school, he or she has acquired at least two languages mostly mother tongue and Kiswahili. With this, they find introduction of a third language (English) challenging and they consider it as an intruder to an already existing system of communication (Sure & Ogechi, 2009). This poses English literacy a challenge to learners immediately they start schooling according to Quality Education for Social Transformation (QUEST, 2007) and Muthwii (2004). The language of the catchment area is used to induct them to both receptive and productive skills in English.

A controversy arises among which language among the three should dominate and often, teachers and learners are left trying to solve the conflict, this, against different conflicting backgrounds Muthwii (2004). Learners are required to stick to the national language policy in ‘timetable-full’ schedules of learning. This comes along with language confusion resulting from traumatic change-overs during instructional sessions thus
learners are frequently caught in the centre of this mix-up (QUEST, 2007; Muthwii, 2004).

Studies reviewed in this chapter reveals that despite efforts done on this area of study by past researchers, several gaps still existed in relation to the current study. A great deal of theoretical and empirical studies has been done in the developed countries of Europe and the United States of America. Generalization of findings of such research in a developing country like Kenya may lead to erroneous conclusions. This study therefore serves as a springboard for future researchers to investigate and widen their scope on the current study. From the foregoing theoretical and empirical review of literature it emerged that there exists a significant body of literature on oral proficiency in English language. It is evident from this review that majority of these studies were done in the developed countries of Europe and the United states of America. Generalization of findings of such research in a third world country like Kenya may lead to erroneous conclusions due to diverse multilingual setting. Hence despite the many academic publications and articles, there is still a notable gap in this area of study. This study therefore was to investigate the influence of the teaching strategies that teachers use to teach oral skills among learners in lower primary learners in Kenya. The study will therefore serve as a springboard for future researchers to investigate and widen their scope on teaching techniques that promotes the development of oral proficiency of learners.
2.8. Empirical Review

In Kenya, a study by Oseno, Barasa and Omulando (2014) noted that mother tongue interference was a challenge by teachers when teaching oral communicative skills. Most pupils have mother tongue dominance in pronunciation of the words and various sounds of the English language. This is as a result of the difference in the sound system of English verses that of the African Languages.

A study by Dil, (2009) investigated Turkish English as foreign language communication hindrance in English language classrooms. He says that EFL learners are anxious and unwilling to participate during English lessons; this is brought about by fear of being negatively evaluated by their peers or teachers when making mistakes, especially in the presence of their friends. This is worse by pupils who think of themselves as poor in the language. They get extremely anxious and more unwilling to converse in English as compared to those who perceive themselves as excellent, good or fair in the language.

Al-Lawati (1995) studied the challenges faced by learners in omani in their oral work in English language. He discovered that vocabulary, grammar, pronunciation, and discourse compose the most difficult area as according to teachers; the learners have not yet acquired sufficient level in the basics of the language. This was attributed to the fact that the curriculum did not provide adequate opportunity for exposing the learners to the learning items and activities.

AmbuandSaidi, (1997) studied a number of issues in instructing English speaking in a foreign language classroom. One of the challenges was the big number of pupils in the
classroom, limited time allocated to the teaching of English language and the inadequacy of the syllabus to satisfy the needs of the communicative demands for the learners. Failure to test oral skills in examinations makes teachers and learners put less emphasis on learning oral skills. Al-Lawati’s (2002) in his findings, pupils were found to give more attention to writing and reading, which are similar to exam items. The teachers and pupils admitted that they gave least attention to speaking tasks in the textbooks because speaking is completely excluded from exams. Al-Abri (2008) blames the absence of listening and speaking skills activities in course books as a strong reason for learners’ challenges in oral work thus he recommended that oral work activities in the form of dialogues, songs, rhymes, drama, poems and simple stories be incorporated to enable learners to have more fun and enjoy learning to improve their speaking skill. Bwire (2007) adds to it and states that oral skills is not as emphasized as reading and writing in public primary schools in Kenya.

2.9. Chapter Summary

This chapter gave a critical review of literature on the influence of strategies used in teaching oral skills in the English language on pupils’ oral skills performance. From the foregoing theoretical and empirical review of literature it emerged that there exists a significant body of literature on oral proficiency in English language. It is evident from this review that majority of these studies were done in the developed countries of Europe and the United states of America. Generalization of findings of such research in a third world country like Kenya may lead to erroneous conclusions due to diverse multilingual setting. Hence despite the many academic publications and articles, there is still a notable
gap in this area of study. This study therefore was to investigate the influence of the teaching strategies that teachers use to teach oral skills among learners in lower primary learners in Kenya. The study will therefore serve as a springboard for future researchers to investigate and widen their scope on teaching techniques that promotes the development of oral proficiency of learners.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction
This chapter introduces and describes the research methodology that was used to carry out the research on the influence of teaching strategies in teaching oral skills among class three learners in public lower primary schools. The chapter specifically focused on the research design used to collect data, the target population, the sample population and the sampling procedures that was used. The research instruments are described, piloting, data procedures that were used and how the data was analyzed.

3.2. Research Design
This study used descriptive survey research design. Descriptive survey research portrays an accurate profile of persons, events or situation (Robinson, 2002). This study design was chosen because one is able to collect quantitative data which is later analyzed through the use of descriptive and inferential statistics (Saunders et al, 2007). According to Chandran (2004), descriptive study describes the prevailing status by observation and interpretation techniques. In addition, the study incorporated both qualitative and quantitative research.

According to Orodho, (2004) in descriptive survey data is collected through the use of interviews and questionnaires. This was used to respond to concerns on the status of the topic under study. This research design is suitable for this study as it allows investigations of issues at hand in detail as well as finding the correlations among them. The design enabled the researcher to gain a deep insight of the teachers’ teaching methods; teaching and learning materials used in the teaching of oral skills and the teachers’ qualifications,
then correlate them with the by learner’s fluency, expressive ability and comprehension. This study used qualitative and quantitative methods. Qualitative data was collected through self-administered questionnaires to primary school teachers while quantitative data was obtained through interview schedule and observation guide. This strategy was adopted by the researcher since it captures both qualitative and quantitative data which could otherwise have been lost if only one method was used.

3.3. Study Area
Kakamega East Sub County is located in Western Kenya about 30km north of the equator. It consists of 4 zones: Ileho, central, south and west. Kakamega County was purposefully sampled out of the other 47 Counties due to diverse nature of the primary school activities, poor performance in English language at the national examination as noted by (KNEC, 2016) and its cosmopolitan population. Kakamega East Sub County was similarly purposively sampled since most of the teachers used few instructional strategies. Based on KNEC 2016 report, Kakamega is among other counties whose performance in KCPE had been decline in the previous two years. In particular, Kakamega East Sub-county had the highest decline compared to other sub-counties in the county as shown in table 3.1.

Table 3.1:

<table>
<thead>
<tr>
<th>Sub-County</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mumias West</td>
<td>285.59</td>
<td>281.34</td>
</tr>
<tr>
<td>Kakamega South</td>
<td>272.44</td>
<td>271.49</td>
</tr>
<tr>
<td>Kakamega Central</td>
<td>270.99</td>
<td>267.56</td>
</tr>
<tr>
<td><strong>Kakamega East</strong></td>
<td><strong>269.08</strong></td>
<td><strong>260.80</strong></td>
</tr>
<tr>
<td>Kakamega North</td>
<td>251.59</td>
<td>254.61</td>
</tr>
</tbody>
</table>

Source: Kakamega County Director of Education–(Examination Department)-2016
Further, according to Uwezo Kenya (2012) report, less than half of pupils in Western and Nyanza can express themselves fluently in English. The report further revealed that a child in Nairobi was twice as much capable of expressing themselves fluently in English than a child in Western. Hence there was need to investigate the influence of teaching strategies used by teachers in teaching oral skills among learners in public primary schools in Kakamega East Sub-County. Having gone through the relevant literature so far, scanty studies on similar title under investigation have been done in the Sub-County in the recent past particularly in the wake of county governments.

3.4. Target Population
The target population is that group of characters with similar characteristics to which the researcher will generalize the results of the study Mugenda and Mugenda, (2003). For this study the target population comprised of all the 36 public primary schools in the Kakamega East Sub-County spread across the four zones namely: Matungu, Khwisero, Nabakholo, Lugari and Matete. Primary schools in the county were chosen because it is at the primary schools and in particular lower primary school as stipulated by the language policy that oral skills are taught to learners as required by the school curriculum. There are a total of 36 public primary schools in the sub-county. In addition, there are 335 English language teachers in the sub-county and a total of 4500 standard three pupils in the sub- County (Kakamega County Strategic Plan, 2012).

3.5. Variables of the Study
Cohen, Manion and Morrison (2007) explain that, a research often concerns relationships between variables. A variable can be considered as a construct, operationalized construct
or a particular property in which the researcher is interested. They differentiate between a dependent and independent variable. An independent variable is an input variable, that which causes, in part or in total, a particular outcome; it is a stimulus that influences a response, an antecedent or a factor which may be modified to affect an outcome. A dependent variable, on the other hand, is the outcome variable, that which is caused, in total or in part, by the input, antecedent variable. It is the effect, consequence of, or response to an independent variable (Cohen, Manion and Morrison, 2007). An intervening variable is a variable that is used to explain relationships between observed variables, such independent and dependent variables (Frazier, Tix, & Barron, 2004).

This research was based on two main variables; the independent and dependent variables. The independent variable were the teaching methods, teaching and learning materials and teachers’ qualifications, while the dependent variable was oral skills proficiency as indicated by learner’s fluency, expressive ability and comprehension. In this study the following variables are operationalized and measured as shown in table 3.2:
<table>
<thead>
<tr>
<th>Variable</th>
<th>Concept</th>
<th>Dimensions</th>
<th>Indicators</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Strategies</td>
<td>Conceptualized as the techniques used by teachers to promote the development of English oral Skills</td>
<td>Teaching Strategies</td>
<td>Learners repeat a phrase or word more than once. Teacher asks a question and learners respond Teacher tells a story and learners listen Teacher teaches a song and they sing together with the students Teacher creates a dialogue context</td>
<td>Ordinal</td>
</tr>
<tr>
<td>Pupils’ Oral Participation</td>
<td>Question/Answer, Discussion, Role-Play, Assignments</td>
<td></td>
<td>Teacher asks questions while learners respond. Learners are grouped into different groups of discussion. Learners act out parts or events in class</td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning Materials</td>
<td>Textbooks, Workbooks, Teaching aids</td>
<td></td>
<td>Use of textbooks to teach oral skills. Learners given pre-made materials to work on. Use of teaching aids while teaching</td>
<td></td>
</tr>
<tr>
<td>Teachers qualifications</td>
<td>P1 Certificate, Diploma, Undergraduate, Postgraduate, Teaching experience</td>
<td></td>
<td>Academic qualifications indicated by certificates, diplomas and degrees. The number of years a teacher of English has taught the subject</td>
<td></td>
</tr>
<tr>
<td>Customer Oral Proficiency</td>
<td>is the speakers’ actual use of a language on particular occasions. It includes the observable utterances to clarify thoughts, pass judgments or express structural and semantic correspondences between utterances.</td>
<td></td>
<td>Fluency, Expressive ability, Comprehension</td>
<td>Ordinal</td>
</tr>
</tbody>
</table>
3.6. Sampling Procedure and Sample Size

A sample is a portion of a population with similar characteristics. In this research the simple stratified sampling, purposive sampling and simple random sampling procedures were used to sample out the required schools, learners and English language teachers from the study area. Simple random sampling was preferred on the basis that it gives the most reliable representation of the whole population. These techniques were selected on the basis of their minimal chances of error in terms of the teacher and learner characteristics that the researcher was interested in gathering. In stratified sampling, a researcher attempts to maintain the same proportionality on the stratification parameters in the sample as occurs in the population. This was used to ensure homogeneity in the population. Wards in the sub-county were used as stratus where schools were sampled. On the other hand, in purposive samples or judgment samples, Frankfort-Nachmias and Nachmias (2005) observe that “researchers select sampling units subjectively in an attempt to obtain a sample that appears to be representative of the population”. In this particular investigation, the English language teachers were selected on the basis that they teach English. The study used stratified random sampling to select 30% of the schools which participated in the study based on the five educational zones within the sub county to make a total of 10 schools as shown in table 3.3. This number was chosen on the basis that, this was a case study, thus an intensive investigation was carried out. A total of 10 English language lessons were observed from the sampled schools. The observations were done in order to establish if teachers use strategies in teaching oral skills in the English language. This gave a sample frame of 120 respondents.
Table 3.3:
Sampling frame

<table>
<thead>
<tr>
<th>Educational Zones</th>
<th>Number of Schools (N)</th>
<th>Sampled Schools (n=30%)</th>
<th>Teachers (N)</th>
<th>Sampled Teachers (n=30%)</th>
<th>Std 3 English Lessons (N)</th>
<th>Sampled English Lessons (n=30%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matungu</td>
<td>11</td>
<td>3</td>
<td>110</td>
<td>33</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Khwisero</td>
<td>9</td>
<td>3</td>
<td>74</td>
<td>22</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Nabakholo</td>
<td>4</td>
<td>1</td>
<td>40</td>
<td>12</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Lugari</td>
<td>8</td>
<td>2</td>
<td>63</td>
<td>19</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Matete</td>
<td>4</td>
<td>1</td>
<td>48</td>
<td>14</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>10</strong></td>
<td><strong>335</strong></td>
<td><strong>100</strong></td>
<td><strong>36</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

3.7. Research Instruments

Three instruments were used to collect data for this study namely a questionnaire, an interview schedule and an observation schedule. Interview guides are a far more personal form of data collection than questionnaires. An interview is a conversation in which the roles of the interviewer and the respondent change continually. On the other hand an observation schedule is an analytical form or coding sheet, filled out by researchers during structured observations.

3.7.1. Questionnaire

Research questions were prepared based on the research topic being studied and guided by the study’s objectives. Orodho (2004) notes the ability of a questionnaire as a tool to quickly collect adequate information in a short span of time and which can easily be analyzed using SPSS. A questionnaire was used in this study for the Teachers. The questionnaire for teachers comprised of closed ended questions which enabled the researcher to collect quantitative data and open ended questions which gave the respondents an opportunity to freely respond to the questions asked and facilitate the
researcher in collecting qualitative data. The questionnaire solicited data from teachers of English on teaching strategies that enhance oral skills proficiency among class three pupils.

3.7.2. Interview schedule

According to Zhang, (2009), interview guides are more personal form of data collection than questionnaires. The interview schedule solicited data from teachers of English on the strategies used in teaching oral skills among class three learners in public primary schools.

3.7.3. Document Analysis

Document analysis enables the researcher to access data which was not easily got through communication or observation (Robson, 2002). The information sought is gave the researcher an insight into the salient features of the study being investigated. The targeted documents included: scheme of work, lesson plans, records of work, records showing available teaching and learning resources, instructional strategies in the syllabus, assessment methods, quality of learning reports and the syllabus. This assisted in verifying and enriching primary data during the writing of the report of this study.

3.7.4. Observation Schedule

It’s a data collection instrument used when the researcher adopts the observation role. Observation schedule/guide is a highly systematic approach to the collection of data. The researcher observed live English class session in the sampled primary schools. English language lessons were observed with the help of a classroom observation worksheet (Appendix II). This helped the researcher to capture the lessons in their most natural
possible state. During observation, the various strategies used during the lesson and level of learner participation in lesson activities were recorded using the observation schedule and checklist that had been pre-prepared by the researcher.

3.8. Piloting of Instruments
A pilot study was conducted in two primary schools within the Sub County selected purposively to determine instrument validity of the questionnaires. The schools within the Sub County were selected since primary schools in this sub-county had similar characteristics; being urban schools, cosmopolitan and similar population characteristics. The reason for piloting was to help identify ambiguities, inadequacy and misunderstanding in the items. Piloting also ensures that the instruments are validated before they are administered in the final study; the information obtained from the pilot study was used to revise the instruments. The results of the pilot study revealed that there were some items in the data collection instruments that were ambiguous as they lacked clarity. This was corrected through rewording of some of the items in the instrument to ensure that the respondents understood exactly what the items sought to find. During piloting the researcher noted that some respondents could not return the questionnaires on time and an intervention of waiting for the respondents to correctly finish the questionnaires was adopted. More questionnaires were given during the main study to minimize errors.

3.9. Validity and Reliability of Research Instruments
3.9.1. Validity
According to Eithne et. al, (2012), validity refers to the degree in which your tool is truly measuring what you intended it to measure. How well it measures what it is purported to
measure. Content validity was achieved through discussion of the items in the instrument with supervisors. Each item was examined in terms of its relevance to the variables under investigation and the research objectives. Face validity on the other hand deals with the reflection of the content being measured. It refers to the likelihood that items or questions may be misunderstood or misinterpreted and therefore would help to remove the ambiguity thus increasing face validity (Borg & Gall, 1989).

3.9.2. Reliability
Reliability is synonymous with the consistency of a tool or test. It is the degree to which an assessment tool produces stable and consistent results, (Kombo & Tromp, 2006). To test reliability the researcher used the technique which involves splitting statements of a test into two halves, the odd and even items, (Mugenda & Mugenda 2003) this technique is commonly referred to as the split-half technique. The major advantage of split half technique is that it eliminates chances of error due to different test conditions. A reliable coefficient was calculated by use of Pearson’s product formula. According to Kothari, (2004), a research instrument is reliable if it produces a reliability coefficient of 0.7 and above. The closer the reliability coefficient is to 1, the higher the reliability (Kothari, 2004).

3.10. Data Collection Procedures
An introduction letter was obtained from Kenyatta University, and research permit to conduct research was also obtained from the National Commission for Science, Technology and Innovation (NACOSTI). A letter of authority was obtained from the Ministry of Education. The body mandated by the Science, Technology and Innovation
Act 2013 of the Laws of Kenya to advice the Government on all matters of Science, Technology and Innovation (ST&I). It also promotes and coordinates research, regulates and assures quality in the national ST&I sector for the proper development of the country. The researcher then visited the sampled schools to brief the head teachers of the intended research and the logistical arrangements that were required to facilitate the study. Further the researcher explained to the sampled respondents how they were expected to respond to the data collection instruments. The actual data collection exercise was done during the school days, where the researcher administered the questionnaires to all the respondents in Kakamega East Sub–County. For document analysis, the researcher requested from the teachers copies of scheme of work, lesson plans and the syllabus. For the observation schedule, the researcher organized with the class teachers teaching oral skills to observe various oral features targeted by the study during an actual classroom session. During the administration of the questionnaire, the respondents assured respondents of their anonymity and confidentiality of all the information gathered. The researcher delivered the questionnaires and waited as respondents filled in their responses, and collected them immediately.

3.11. Data Analysis
The study yielded both qualitative and quantitative data. Qualitative and quantitative data was collected, organized and cleaned of any errors that could have occurred during data collection. They were then coded and keyed into SPSS version 21.0 computer software data base. The questionnaires were checked for omissions and irrelevancies in answers provided. After which they were numbered and entered sequentially into the SPSS database. The data collected for all the objectives were then analyzed using frequencies,
percentages, standard deviations and mean) and correlation statistics. Qualitative data from the interview schedule was analyzed and coded thematically into a codebook for analysis. The results were then presented in tables for easier interpretation. Quantitative data was analyzed by SPSS software while qualitative data was analyzed by content analysis to identify emerging themes leading to certain conclusions.

3.12. Ethical Consideration
Ethical consideration was adhered to throughout the entire period of the study. The researcher first of all sought the authority to collect data from the National Council of Science and Technology (NACOSTI). Upon obtaining the letter of authorization and the research permit, the researcher informed the respondents about the extent of privacy and confidentiality, the value of the research, and guaranteed that the data was to be used for no other purposes other than academic. Since this study inevitably dealt with minors, the researcher sought consent from their parents and/or guardians for their children to participate in providing data needed by the study. The respondents had the right to remain anonymous and to decline to respond to certain questions if they so wished.
CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

4.1. Introduction
This chapter presents data analysis, presentation and interpretation of results obtained from the research instruments on the influence of teaching strategies in teaching oral skills in English language among lower primary school learners in Kakamega East sub-county, Kenya. The results presented are derived from the quantitative and qualitative data analyzed. The presentation of results and discussions are guided by the following research objectives:

i. To establish the teaching methods used by teachers to teach oral skills in English Language among class three pupils in public primary schools.

ii. To examine the influence of the types of teaching and learning materials used for teaching oral skills on the learners’ performance in English language among class three pupils in public primary schools.

iii. To establish the influence of teachers’ academic qualifications on their ability to teach oral skills in public primary schools.

iv. To identify challenges faced by teachers of English while teaching oral skills in public primary schools.

The research questions that the study sought to answer include:

i) What are the teaching methods used by teachers to teach oral skills in English Language among class three pupils in public primary schools?
ii) What is the influence of the types of teaching and learning materials used for teaching oral skills on the learners’ performance in English language among class three pupils in public primary schools?

iii) What is the influence of teachers’ academic qualifications on their ability to teach oral skills in public primary schools?

iv) What are the challenges faced by teachers of English while teaching oral skills in public primary schools.

4.2 Response Rate in Percentages

A total of 100 respondents (teachers) were sampled for this study. Out of this, 75 returned their questionnaires out of which 5 questionnaires were rejected due to incomplete information leaving 65 questionnaires for analysis representing a 65% response rate. It is therefore on the basis of this response rate that the analysis of this study was done and findings presented. The summary of the response rate is presented in Table 4.1:

Table 4.1:

Response rate in percentages

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distributed Questionnaires</td>
<td>100</td>
</tr>
<tr>
<td>Returned Questionnaire</td>
<td>75</td>
</tr>
<tr>
<td>Rejected Questionnaire</td>
<td>10</td>
</tr>
<tr>
<td>Questionnaires fit for Analysis</td>
<td>65</td>
</tr>
</tbody>
</table>
4.3. Demographic Data of Respondents

Part A of the teacher questionnaire consisted of questions which provided bio-data about the teachers’ gender, age, educational qualifications and teaching experience. This information was used to determine how these factors influenced the strategies used in teaching oral skills in the English language. The demographic information of the respondents (teachers) 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 study sought demographic data of the respondents including gender, age, level of education, and years of teaching experience. The researcher was keen to know the views of both genders on the influence of teaching strategies in teaching oral skills in English language among class three primary school learners. 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. This was so because teaching age is an important indicator of experience and probably has a bearing on performance. The researcher was also interested to know the educational qualification of teachers. This was important to the researcher because professional training directly influences the choice of teaching activities and effectiveness in content delivery. The number of years of teaching experience was important for the research study. This was so because the ability to understand the issues under the research study was dependent on actual field exposure on the teaching and learning environment. The data is subsequently summarized in Table 4.2
Table 4.2:

Demographic data of respondents

<table>
<thead>
<tr>
<th>GENDER</th>
<th>Frequency</th>
<th>%</th>
<th>Valid Percentage</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>28</td>
<td>43.1</td>
<td>43.1</td>
<td>43.1</td>
</tr>
<tr>
<td>Female</td>
<td>37</td>
<td>56.9</td>
<td>56.9</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE</th>
<th>Frequency</th>
<th>%</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25 Years</td>
<td>12</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
</tr>
<tr>
<td>26-35 Years</td>
<td>29</td>
<td>44.6</td>
<td>44.6</td>
<td>63.1</td>
</tr>
<tr>
<td>36-45 Years</td>
<td>10</td>
<td>15.4</td>
<td>15.4</td>
<td>78.5</td>
</tr>
<tr>
<td>46-55 Years</td>
<td>10</td>
<td>15.4</td>
<td>15.4</td>
<td>93.8</td>
</tr>
<tr>
<td>Above 55 Years</td>
<td>4</td>
<td>6.2</td>
<td>6.2</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL OF EDUCATION</th>
<th>Frequency</th>
<th>%</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 Teacher</td>
<td>37</td>
<td>56.9</td>
<td>56.9</td>
<td>56.9</td>
</tr>
<tr>
<td>Diploma in Education</td>
<td>12</td>
<td>18.5</td>
<td>18.5</td>
<td>75.4</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>13</td>
<td>20</td>
<td>20</td>
<td>95.4</td>
</tr>
<tr>
<td>Master of Education</td>
<td>3</td>
<td>4.6</td>
<td>4.6</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHING EXPERIENCE</th>
<th>Frequency</th>
<th>%</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 Years</td>
<td>22</td>
<td>33.8</td>
<td>33.8</td>
<td>33.8</td>
</tr>
<tr>
<td>5-9 Years</td>
<td>17</td>
<td>26.2</td>
<td>26.2</td>
<td>60</td>
</tr>
<tr>
<td>10-14 Years</td>
<td>11</td>
<td>16.9</td>
<td>16.9</td>
<td>76.9</td>
</tr>
<tr>
<td>15-20 Years</td>
<td>10</td>
<td>15.4</td>
<td>15.4</td>
<td>92.3</td>
</tr>
<tr>
<td>21 Years and above</td>
<td>5</td>
<td>7.7</td>
<td>7.7</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Results in table 4.2 reveal that the majority of the respondents to the study were female-37, representing 56.9% while 28 representing 43.1% were male. These findings were related to the observations made in the sampled schools where majority of the teachers were female. This depicts the presence of gender disparity in favor of female with regard to the teachers who teach English in the study locale. Further the findings reveal that majority of the respondents 46.6% were between the age brackets of 26-35 years. This
indicates that majority of the respondents were youthful teachers. Only 6.2% of the respondents were above the age of 55 years.

In relation to the level of education of the respondents, 37 respondents representing 56.9% had P1 qualification, 13 respondents representing 20% had bachelor of education qualification. Further, 18.5% had diploma qualification. Only 4.6% of the respondents had Master of Education qualification. 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. The findings further revealed that majority of the respondents had less than 5 years of teaching experience. Nonetheless, 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.

4.4. Strategies Used by Teachers to teach Oral Skills
The first objective of this study was to find out the teaching strategies used by teachers to teach oral skills among pupils in public primary schools. Descriptive statistics (mean, standard deviation) from the filled questionnaires were used to present the findings as shown in Table 4.3:
Table 4.3:

*Strategies used by teachers to teach oral skills*

<table>
<thead>
<tr>
<th>Teaching Strategies used to Promote Development of Oral Skills</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use songs to teach oral skills</td>
<td>65</td>
<td>4.03</td>
<td>.847</td>
</tr>
<tr>
<td>I use poems and rhymes to teach oral skills</td>
<td>65</td>
<td>4.06</td>
<td>.982</td>
</tr>
<tr>
<td>I use question and answer technique to teach oral skills</td>
<td>65</td>
<td>2.95</td>
<td>1.419</td>
</tr>
<tr>
<td>Pupils participation in classroom activities helps to promote teaching of oral skills in English</td>
<td>65</td>
<td>4.06</td>
<td>1.102</td>
</tr>
<tr>
<td>I use story telling technique in teaching oral skills</td>
<td>65</td>
<td>3.42</td>
<td>1.298</td>
</tr>
<tr>
<td>I use group work to teach oral skills in English</td>
<td>65</td>
<td>2.83</td>
<td>1.387</td>
</tr>
<tr>
<td>I encourage learners in my class to engage in dialogues as a strategy of enhancing development of oral skills</td>
<td>65</td>
<td>2.92</td>
<td>1.584</td>
</tr>
<tr>
<td>Dramatization is the best strategy to teach oral skills in English</td>
<td>65</td>
<td>4.22</td>
<td>1.082</td>
</tr>
<tr>
<td>I select texts and encourage learners to read aloud in class in an attempt to enhance development of oral skills</td>
<td>65</td>
<td>4.22</td>
<td>1.082</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>65</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

English, as a practical subject needs exposure to various teaching skills. Practice exercises will help the students test the skills they learn. This has been supported by Gecaga (1986) who observed that students must be exposed to situations where they can practice using the language. They should be encouraged to express themselves orally in class discussions. To get the required information, the teachers were asked to identify the strategies they used when teaching oral skills.

From the statistics in Table 4.3, it is revealed that from the strategies used by teachers in teaching oral skills, reading of texts passages was commonly used by teachers of English to encourage learners develop their oral skills; the findings further revealed that pupils participation in classroom activities help in the development of their oral skills. Further, it was established from the findings that teachers employed interactive techniques through
use of poems and rhymes and songs and use of storytelling technique. This is indicated by high means and low standard deviations ($M=4.22$, $SD=1.082$; $M=4.06$, $SD=1.102$; $M=4.06$, $SD=0.982$; $M=4.03$, $SD=0.847$; $M=3.88$, $SD=1.66$) respectively. The study also revealed that the use of dialogue, dramatization and group work as a technique of enhancing the development of oral skills was not commonly used by the teachers in their classes as attested by the low means and standard deviations ( $M=2.83$, $SD=1.387$; $M=2.92$, $SD=1.387$ and $M=3.42$, $SD=1.298$) respectively.

The study brought to the fore the importance of pupils participation in classroom activities in the development of their oral skills. Teachers of English used techniques that encouraged pupils’ participation in the class during English lessons. This supports the findings of Figueiredo, (2006) who found out that knowledge created by and derived from discursive practices, both by the teacher and the pupils is a fertile ground for development of oral skills.

In relation to participation in classroom interaction, these findings established that teachers of English did not commonly employ the use of interactive techniques in teaching oral skills. This is occasioned by the wide English syllabus that inhibits the use of such techniques. The findings are similar to that of Njuguna (2000) who did a research on verbal classroom interaction patterns of selected schools. She found out that the lessons were highly controlled by the teachers, who determined the type of learning taking place. As a result, the pupils had no opportunity to participate in the lesson creatively. Al
– Hosni (2014) observes that learners have difficulty in learning speaking skills due to lack of oral activities.

Results from teachers’ interviews show that majority of the teachers (92%) used questions and answer method as a popular strategy to teach oral skills in English. The popularity of this method is based on the fact that question and answer method establishes a dialogue situation that develops speaking skills among learners. (Nunan, 1994). Castello (1991) puts it that use of question and answer method elicits answer that helps the pupil compose his/her thoughts in English, search for appropriate words and structures and use them in the appropriate order.

From the observation guide, it was established that in all the classroom lessons that were observed, the teachers favoured lecture, question and answer, dialogue and discussion methods during lesson introduction and development. During the lesson conclusions, both the teachers and students asked questions on the content taught, exercises were given to be marked either later or after the lesson and the summary of the lesson done. It was however noted that the lessons were mainly teacher centered as there were no deliberate means by the teachers to actively involve the learners. For instance, the questions and answers, dialogues and the discussions in class were initiated by teachers and were done less frequently while there was no attempt to use other methods like group discussions, role play, and dramatization among others. This indicates that teachers rarely use teaching strategies that enhance development of oral skills among the pupils, although they indicated in the questionnaires that they prefer using the methods.
Teachers interviewed in this study were asked state the strategies they used in teaching English oral skills. Majority of them stated that the most used teaching strategy was storytelling and songs while the least used were news telling, repetition, role play and questions. The interview revealed that all of the teachers reported the use of at least one teaching strategy to promote development of oral language skills among pre-primary school. However, comparing the reported and observed teaching strategies, teachers reported various strategies which did not feature in the observations. According to Mwangi (2007) such variations in the reported and observed teaching strategies can be attributed to teachers not being aware of the importance of such specific instructional strategies.

When interviewed on which method promoted performance of oral skills, the most common methods given were lecture method, questions and answer method, direct instruction method and guided learning method. All of them accepted that teachers of English should go for further professional training and categorically they were for them being sponsored by their institutes where they work.

On factors that contribute to the improvement of performance in English Language oral skills, they mentioned having enough teaching staffs, teaching and learning materials as the most effective factors on this. The respondents also noted that mother tongue influence, and sheng’ as a language, inadequate teaching and learning resources, cultural and religious issues as some of the challenges which they face while teaching English Oral Skills.
4.5. Types of Teaching and Learning Materials Used for Teaching Oral Skills

The second objective of the study was to examine the types of teaching and learning materials used for teaching oral skills among class three pupils in public primary schools. The acquisition of oral skills in the English language depends not only on the materials and methods used to teach the language but also on the frequency of practice of the skill taught. The study sought to establish the common types of teaching and learning materials used in teaching oral skills. The findings are analyzed and presented in Table 4.4.

Table 4.4:

*Types of teaching and learning resources used for teaching oral skills*

<table>
<thead>
<tr>
<th>Teaching &amp; Learning Materials</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictures/photographs</td>
<td>65</td>
<td>3.75</td>
<td>1.061</td>
</tr>
<tr>
<td>Resource persons</td>
<td>65</td>
<td>2.03</td>
<td>1.131</td>
</tr>
<tr>
<td>Textbooks</td>
<td>65</td>
<td>4.08</td>
<td>1.094</td>
</tr>
<tr>
<td>Newspaper/magazine cuttings</td>
<td>65</td>
<td>4.05</td>
<td>1.052</td>
</tr>
<tr>
<td>Audio-visual materials</td>
<td>65</td>
<td>2.26</td>
<td>1.372</td>
</tr>
<tr>
<td>Flash cards</td>
<td>65</td>
<td>3.69</td>
<td>1.074</td>
</tr>
<tr>
<td>Crossword puzzles</td>
<td>65</td>
<td>2.60</td>
<td>1.539</td>
</tr>
<tr>
<td>Vocabulary Tree</td>
<td>65</td>
<td>3.77</td>
<td>1.247</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Textbooks and newspaper/magazine cuttings were used as the preferred teaching and learning material in teaching oral skills in English with means of 4.08; 4.05 and a standard deviation of 1.094; 1.052 respectively. This implies that 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 the main instructional material was
the course book. This was confirmed by the researcher when classroom observation was done. Students shared textbooks (ratio of 1:3) and this affected their concentration for listening. The findings were similar to the ones made by Nderitu (1992) who noted that teaching and learning materials in most public primary school were scarce and classes were large. Mogaka (2001) observed a tendency by English language teachers to strive towards covering the syllabus. According to Mogaka, this meant using textbooks leaving no room for their (teachers) own innovativeness and creativity in the classroom and also denying the students active classroom participation. The current study confirmed Mogaka’s observation. It is very difficult to effectively integrate and develop oral skills in English language, hence weakening acquisition and development of these language skills by the learners. This may reflect negatively in their general performance in English language where they require these skills to perform different tasks in English language.

The study revealed that most schools lacked a variety of other learning materials and resources like radios and audio tapes/cassettes to enable them effectively teach oral skills. It was however the opinion of the teachers interviewed 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. In the sampled schools, none of the teachers engaged the use of resource persons in teaching oral skills. This according to the teachers interviewed could be attributed to the lack of adequate time and competent resource persons to be used by the teachers in teaching oral skills. This
coupled with the fact that teachers strive to finish the syllabus on time meaning that there is no time for teachers to engage their creativity or innovativeness in the utilization of teaching and learning materials/resources.

Flash cards are useful in prompting drills, asking for suggestions about the characters or the process of a story, asking for thoughts about a picture or a situation as well as prompting yes or no answers to questions. The study revealed that majority of the English language teachers did not employ the use of flash cards in teaching oral skills in English as indicated by the mean 3.69 and a standard deviation of 1.074. This according to the teachers interviewed was attributed to the lack of creativity and adequate time in coming up with the flashcards. Findings from class observation showed that a majority of the teachers did not use different types of teaching and learning materials in teaching oral skills. Most of them used textbooks. This was attributed to the fact that it was the only readily available material for teaching oral skills.

Findings arising from teachers interviews reveal that teachers generally appreciated the use of various instructional materials to improve the oral skills of the learners. This indicated positive approval and shows that instructional materials are significant in enhancing learners’ oral skills as indicated by 92.5% of the respondents. Teachers highly rated the use of well-designed instructional materials on encouraging learners’ oral skills. Teachers agreed that they read a book or books every day to the children in their classroom in a group setting. This finding stresses the use of books as instructional
material to enhance oral skills among learners. Through reading of books, learners are able to speak and pronounce the words exactly the way their teachers read them in books.

4.6 Relationship between Teachers’ Qualification and their Ability to Teach Oral Skills

The third objective of this study was to establish the relationship between teachers’ qualification and their ability to teach oral skills. Using this information, the researcher wanted to establish if the teacher’s educational and professional qualifications determined the way he/she utilized strategies used in teaching oral skills in the English language. The study findings revealed that all the teachers handling English language in all the schools were academically qualified. 37 (teachers) representing 56.9% had P1 qualification, 13 respondents representing 20% had Bachelor of Education qualification, 18.5% had diploma qualification and only 4.6% of the respondents had Master of Education qualification. A teacher’s level of education qualification is a very important and determinantal in effective teaching and learning, and that the level of education influences performance. This is because trained teachers have know- how in the subject to teach it effectively as they are equipped with the skills and knowledge to teach with confidence. Maundu (1986) concludes that there was significant correlation between teacher qualification and pupil performance in Kenya, the good performance was attributed to excellent instructions given by qualified teachers.

Results from the interviews revealed that teachers agreed that there was a relationship between their qualification and the teaching of English language oral skills. Specifically,
majority agreed that teachers’ qualifications implied that they had gone through various forms of training which enabled them to develop mastery of skills and an understanding of various concepts and theories that enabled them understand their learners and thus use appropriate strategies to teach oral skills. However, according to the observation made by the researcher, the experience of the teacher had an impact in the acquisition of oral skills more than merely the academic qualification of the teacher. The relationship between teachers’ qualification and pupils’ performance in oral skills was determined using the Spearman’s Correlations (r). The results of the Spearman test between the teacher’s highest qualification and students’ academic achievement are summarized in table 4.5.

Table 4.5:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Pupils’ Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ Qualification</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td></td>
<td>p-Value</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

The results of the Spearman’s correlations in table 4.5 showed that the relationship between the teachers’ qualification and pupils’ oral skills performance was negative but not significant at the 0.05 level, (r= -0.027). This meant that teachers qualification do not influence pupils’ oral skills performance. This argument was supported by (Ochieng, 2012) who established that there was a weak positive relationship between teacher qualifications and girls academic achievement in mathematics that was not significant. Literature has shown that teachers’ experience has a significant effect on pupil’s performance in primary schools and secondary school levels (Rivers & Sanders, 2002; Clotfelter et al., 2007). Experienced teachers have a richer background to draw from and
can contribute insight and ideas to the course of teaching and learning, are open to
correction and are less dictatorial in classroom (Kosgei et al., 2013). Adeyegbe (2000)
posed that many students perform poor in examinations as a result of in-experience in
teaching methodology and content. Supporting this point, Oderinde (2003) remarked that
teachings of students by unqualified teachers who are inexperienced in teaching
methodology are among the reasons why many candidates find it difficult to pass their
examinations.

4.7. Challenges Faced by Teachers of English While Teaching Oral Skills

The fourth objective was to find out the challenges faced by teachers of English while
teaching oral skills in public primary schools. Zhang (2009) argued that speaking remains
the most difficult skill to master for the majority of English learners, and they are still
incompetent in communicating orally in English. Table 4.6 shows the enumerated
challenges faced by English teacher while teaching oral skills.

Table 4.6:

<table>
<thead>
<tr>
<th>Challenges faced by teachers while teaching oral skills</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interference of mother tongue</td>
<td>65</td>
<td>4.25</td>
<td>.848</td>
</tr>
<tr>
<td>Ineffective methods used in teaching oral skills</td>
<td>65</td>
<td>2.18</td>
<td>4.085</td>
</tr>
<tr>
<td>Shortage of relevant textbooks</td>
<td>65</td>
<td>4.03</td>
<td>1.145</td>
</tr>
<tr>
<td>Lack of constant practice in the use of oral skills</td>
<td>65</td>
<td>4.14</td>
<td>1.074</td>
</tr>
<tr>
<td>Lack of language laboratories in schools</td>
<td>65</td>
<td>3.69</td>
<td>1.310</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td></td>
<td>65</td>
<td></td>
</tr>
</tbody>
</table>
On the interference of mother tongue on the teaching of Oral English, the results from the analysis reveal that the majority of the respondents were of the opinion that the teaching and learning of oral skills in English was greatly hampered by mother tongue influence. These findings are consistent with those of Muriungi and Mbui (2013) whose study established that students’ acquisition of English language skills is greatly hampered by poor foundations right from primary school where much of the instruction is given in vernacular. Mother tongue influence and poor foundation were given as another source of slow acquisition of English language skills by students. Most 2nd language learners subconsciously transfer language rules of L-1 to L-2, sound system or word order. Thus, heavy mother tongue influence happens because your native language sounds have not yet been replaced with the second language sounds. The importance of pronunciation in communication cannot be denied. In fact it is as important as grammar and vocabulary. Yet, the evidence of mother tongue influence on English is very obvious. This manifests in the form of incorrect pronunciation. Pronunciation error may be due to many issues. Guesswork or vagueness of the correct form of a word or sentence, or a general ineptness of the language could be the reason of mispronunciation. The most common reason is transfer or interference from the mother tongue. Generally, errors made in pronunciation are due to difference in the sound system and spelling symbols between the mother tongue and English.

Results obtained through observation showed that learners struggled to find the appropriate vocabulary item when trying to speak in English, which reflects their insufficient vocabulary repertoire. It was also noted during the class observations that
pupils’ participation was very low. This is because of the fear of making mistakes in front of their classmates.

As the old adage goes “practice makes perfect”, lack of constant practice in the use of oral skills emerged as a major challenges in the development of oral skills in English among learners in primary schools. This finding echoes that of Kaniu (2003) whose study indicated that if the students used mother tongue in most of their interaction activities, then their opportunities to practice the use of English is limited. This idea seems to suggest that students’ acquisition of English language skills to some extent can be thwarted by the rampant use of vernacular in most of their interaction activities in schools.

Practice is a physical activity. It also requires a confirmation on its relevance to effective teaching of this component of English Language. Pupils need to be exposed more to learning activities that provide opportunities for language practice. Oral skills in English are an aspect of language that is concerned with our ability to speak good English. Regular usage of standard pronunciation can lead to perfection. This is not the case with many pupils as they revert to the mother tongue, Kiswahili or sheng immediately after the normal lesson or class hours.

The study also revealed that lack of adequate textbooks hindered the development of oral skills in English as revealed by the high means and standard deviations (M=4.03 SD=1.145) respectively. Textbooks are very necessary in the teaching and learning process. They enhance the learners’ understanding of what has been taught. The libraries in most public schools are not fully equipped to meet the needs of the learners. This also affects their proficiency especially in spoken English. Textbooks reading are considered
to be among the best practices that can enhance basic oral communication skills. Reading English literature, newspapers, magazines, novels improves vocabulary skills. According to (Rodríguez, 2014), communicative texts are educational materials for language learning that focus on the genuine use of a language for communicative purposes in a variety of meaningful contexts. Above and beyond the mere study of linguistic forms, these texts offer opportunities to communicate, interact and negotiate meaning.

Many scholars indicate that textbooks seem to be the main teaching resources in EFL classrooms. Byrd (2001) claims that most teachers depend on textbooks - often as a required tool because they provide content and activities that shape what happens in the classroom. González (2006) says textbooks became an alternative for three main reasons: they are apparently eclectic alternatives to save time and money, they include pictures and graphic materials that may be more efficient than the teacher's descriptions, and they contain all kinds of objects that may be difficult to bring into the classroom.

From some teachers interviewed, they state to have lacked support from both the school and parents. In schools, they claim that some teachers failed to implement the language policy set while some parents encouraged their children to speak in mother tongue.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of findings, conclusions, recommendations and suggestions for further research. The findings in this chapter are outlined based on the research objectives pursued by the study. The study establishes major findings which make a direct contribution to knowledge and policy formulation. Recommendations for policy and practice have been stated. Finally, suggestions for further research have been made.

5.2. Summary of Findings
The overall aim of this research was to investigate teaching strategies that enhance oral skills proficiency in English language among class three pupils among lower primary school learners. The first chapter of the study provided the background against which the study was carried out. Towards the achievement of this, the study sought to fulfill the following objectives: to investigate the teaching strategies used by teachers to teach oral skills, to examine the types of teaching and learning materials used for teaching oral skills, to establish the relationship between teachers’ qualification and their ability to teach oral skills and to establish the challenges faced by teachers of English while teaching oral skills in standard three in public primary schools. The study was anchored on Vygotsky’s theory of Zone of Proximal Development. The key variables were categorized into two namely; the independent and the dependent variables. The independent variable were the
teaching methods, teaching and learning materials and teachers’ qualifications, while the dependent variable was oral skills proficiency as indicated by learner’s fluency, expressive ability and comprehension. The study employed a descriptive survey design. The research instruments used were a questionnaire, an interview schedule and an observation schedule. Both the questionnaire and the interview schedule solicited data from teachers of English on the strategies used in teaching oral skills. English language lessons were also observed with the help of a classroom observation worksheet items. The target population comprised of 36 public primary schools and 335 teachers. The sample size was 100 respondents. Data were obtained through use of the designed data collection instruments. The validity of instruments was established through discussion of the items in the instrument with supervisors. By use of the split-half technique, instrument reliability was established. Data was analyzed using SPSS and the data was presented using frequency tables. Findings of the study were discussed based on the objectives as below.

5.2.1. Strategies Used by Teachers to teach Oral Skills

The first objective of the study was to find out the teaching strategies used by teachers to teach oral skills. The findings of the study revealed that from among the strategies used by teachers in teaching oral skills, text books were commonly used by teachers of English to encourage learners develop their oral skills through reading of text passages; the findings further revealed that pupils participation in classroom activities help in the development of their oral skills.
Further, it was established from the findings that teachers employed interactive techniques through the use of English as a medium of instruction in their classes while teaching oral skills. The study also revealed that the school environment did not provide a conducive environment that enhanced the development of oral skills and that conversation as a technique of enhancing the development of oral skills was not commonly used by the teachers in their classes.

Findings from observation indicate that most of the teachers did not adequately prepare their lessons on oral skills and therefore were unable to vary their teaching strategies. Also, the large population and scarcity of resources hindered effective use of interactive methods of teaching oral skills however teachers also lacked creativity in coming up with strategies to teach oral skills.

5.2.2. Types of Teaching and Learning Materials Used for Teaching Oral Skills

The second objective of the study was to examine the types of teaching and learning materials used for teaching oral skills in English. The study established that textbooks and newspaper/magazine cuttings were used as the preferred teaching and learning material in teaching oral skills in English. The study revealed that most schools lacked a variety of other learning materials and resources to enable them effectively teach oral skills. None of the teachers as the study also revealed engaged the use of resource persons in teaching oral skills. This could be attributed to the lack of adequate time and competent resource persons to be used by the teachers in teaching oral skills.

From the observation made in the study, teachers lacked innovativeness and adequate time to come up with teaching and learning aids. The large number of students in a class
did not allow teachers use some materials for example flashcards, pictures, and newspaper cuttings. Teachers were also rigid to adapt to use of technology especially the elderly teachers who stack to their old system of teaching.

5.2.3. Relationship between Teachers’ Qualification and their Ability to Teach Oral Skills

The third objective of this study was to establish the relationship between teachers’ qualification and their ability to teach oral skills. The study findings revealed that all the teachers handling English language in all the schools were academically qualified. Results from the interviews revealed that teachers agreed that there was a relationship between their qualification and the teaching of English language oral skills. This implied that they had gone through various forms of training which enabled them to develop mastery of skills and an understanding of various concepts and theories that enabled them understand their learners and thus use appropriate strategies to teach oral skills. However, from the observation made, there was no correlation between teachers’ qualification and their ability to teach oral skills.

5.2.4. Challenges Faced by Teachers of English While Teaching Oral Skills

The fourth objective of the study sought to establish the challenges faced by teachers of English while teaching oral skills in English. The results from the analysis reveal that majority of the respondents were of the opinion that the teaching and learning of oral skills in English was greatly hampered by mother tongue influence. Lack of constant practice in the use of oral skills also emerged as a major challenges in the development of oral skills in English among learners in primary schools. The study also revealed that lack of adequate textbooks hindered the development of oral skills in English.
Findings from observation show lack of support from both some teachers and some parents in the teaching and learning of oral skills.

5.3. Conclusions and Recommendations
The findings of this study are the grounds upon which the following conclusions and recommendations were reached. This study concludes that:

5.3.1 Strategies used by teachers to teach oral skills

Whereas oral skills are taught in schools, teachers do not use a variety of instructional strategies that play a major role in achieving communication competence. Use of question and answer method 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. Passage reading used by teachers of English fosters development of oral skills. In addition, teachers employed interactive techniques through the use of English as a medium of instruction in their classes while teaching oral skills. Therefore, teaching of oral skills in English deserves much of teachers’ attention because language learning can effectively be taught if teachers integrate use of structured passages and interactive activities in class.

5.3.2 Types of teaching and learning materials used for teaching oral skills
Most schools lacked a variety of other teaching and learning materials and resources to enable teachers effectively teach oral skills. Teachers used course textbooks, and the chalk board as the main teaching and learning resources. Therefore there is need to
diversify teaching and learning materials that can bring about effective teaching and learning of oral skills in English.

5.3.3 Relationship between teachers’ qualifications and the teaching of oral skills

Most teachers of English language in public primary schools have gone through various forms of training and thus acquiring the relevant skills which enabled them to understand the various concepts and theories as well as use appropriate strategies to teach oral skills.

5.3.4 Challenges faced by teachers of English while teaching oral skills

Teaching and learning of oral skills in English was greatly hampered by mother tongue influence and lack of constant practice in the use of oral skills as well as that lack of adequate textbooks.

5.4. Recommendations

From the research findings, the following recommendations were made:

i. Teachers should design more interactive oral strategies such as debates, role play, reciting of poems and instructional activities that allow students to participate in the learning process.

ii. There is need for the government to procure and distribute enough teaching and learning materials that can facilitate the improvement of learning English oral skills. 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 of English should try and advance their teaching skills through attending more professional trainings and that they 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.

iv. A collaboration of Ministry of Education and its sub sectors like TSC, KICD, Tusome and Pride should come together to minimize the challenges identified to be in the path of teaching English Oral Skills if not uprooting them completely. Foundation of language skills in primary schools should be improved to enable learners to 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.

5.5. Suggestions for Further Research

The present study focused on the influence of teaching strategies used to teach oral skills in English language among class three pupils in lower primary school learners. Further research is recommended in the following areas as a means of enriching this study:

i. This research work was carried out only in a single Sub County in Kakamega County. The same or related study should be replicated in other Sub Counties and counties in Kenya, using wider samples and results thereof compared to those of the present study to give a wider picture of strategies used in teaching oral skills in primary schools.
ii. Further research is needed, for instance, to examine teaching strategies that language teachers use in upper class levels while teaching other skills in English.

iii. It is also important that a study is conducted on how teacher trainees are prepared to teach oral skills in English in schools.
REFERENCES


APPENDIX 1: THE TEACHERS QUESTIONNAIRE

The purpose of this study is to find out the influence of teaching strategies used to teach oral skills among class three pupils in lower primary school learners in Kakamega East sub-county, Kenya. You have been selected by chance to assist in providing information that would help in answering the research questions, as your views are considered important to the study. You are not required to fill in your names. All information given will be treated with utmost confidentiality and will only be used for this study.

Instructions:

Please respond to the questions as accurately, completely and as honest as possible and tick (√) one response as appropriate or fill the space provided.

Part A: Background Information

1. Indicate your sex
   Male [ ] Female [ ]
2. Please indicate the age bracket in which you fall under
   Below 25 years [ ] 26 – 35 years [ ] 36 years – 45 years [ ] 46 years – 55 years [ ] Above 55 years [ ]
3. What is your level of education?
   Certificate (P1) [ ] Diploma in Ed [ ] B.Ed [ ] M.Ed [ ]
   Other (Specify)________________________
4. How long have you been teaching?
   Less than 5 years [ ] 5 to 9 years [ ] 10 to 14 years [ ] 15-20 years [ ] 21 years and above [ ]
5. Which Subjects do you teach in the school
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   __________________________________________
PART B: Teaching Strategies Used by Teachers to Promote the Development of English Oral Skills

1. The following are views on teaching strategies used by teachers to teach English oral skills. Please state the extent to which you agree or disagree with these statements by ticking the most appropriate response.

<table>
<thead>
<tr>
<th>Teaching strategies used by Teachers to teach Oral Skills</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of songs is essential in teaching oral skills in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of poems is essential in teaching oral skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral communication skills can be taught through use of storytelling technique</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupils participation in classroom activities helps to promote teaching of oral skills in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group work should be encouraged to teach oral skills in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners should be encouraged to engage in conversation as a technique of enhancing development of oral skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dramatization is the best strategy to teach oral skills in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texts and passages encourage learners to read in class in an attempt to enhance development of oral skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. In your opinion, how would you rank your pupils’ level of oral proficiency in English? Tick the most response.

A. High [ ]
B. Above average [ ]
C. Average [ ]
D. Below average [ ]
E. Low [ ]
10. Can you say that your pupils like speaking in English?
   a. Yes
   b. No

11. What makes them like to speaking in English?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

**Part B: Types of Teaching and Learning Materials Used For Teaching Oral Skills**

The following are some of the common materials used in teaching oral skills in English. Please indicate the extent of use of these materials during your classes

<table>
<thead>
<tr>
<th>Teaching &amp; Learning Materials</th>
<th>Mostly Used</th>
<th>Used</th>
<th>Undecided</th>
<th>Rarely Used</th>
<th>Least Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictures/photographs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspaper/magazine cuttings</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Audio-visual materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flash cards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crossword puzzles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary Tree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which of the following ways do you use most while teaching oral skills?
   a. Storytelling
   b. Role-play
   c. Reading
   d. Discussion
e. Question and Answer

f. Paired talking

g. Use of songs/rhymes

h. Reciting poems

What language do you use when communicating with;
ii). Pupils outside classroom......................................................
iii). With other teachers............................................................

PART C: Influence of Teachers’ Qualification on Development of Oral Communication Skills

Do you believe that teachers’ qualification influences the performance of oral skills in English?

Yes [ ] No [ ]

If the answer to your response in the question above, give your reasons

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Do you always prepare scheme of work and lesson plans for teaching oral skills in English

Yes [ ] No [ ]
PART D: Difficulties Faced By English Teachers While Teaching Oral Skills

The following are teachers’ views on difficulties they face while teaching English oral skills. Please state the extent to which you agree or disagree with these statements.

<table>
<thead>
<tr>
<th>Difficulties Faced By English Teachers While Teaching Oral Skills</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interference of mother tongue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ineffective methods used in teaching oral skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shortage of relevant textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of constant practice in the use of oral skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which area of oral language skills do your pupils find more problematic?

(a) Pronunciation of sounds

(b) Stress placement of words

(c) Intonation

(e) Auditory awareness

(f) Listening

(g) Speaking/telling

(h) Vocabulary knowledge
TYPES OF TEACHING AND LEARNING MATERIALS USED FOR TEACHING ORAL SKILLS

List down the teaching learning materials that you usually use for teaching English oral skills in your class

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
## APPENDIX II: CLASSROOM OBSERVATION SHEET ON THE ORAL PERFORMANCE OF CONVERSATION INSIDE THE CLASSROOM

<table>
<thead>
<tr>
<th>Oral Competencies</th>
<th>Not yet 1</th>
<th>Progressing 2</th>
<th>Proficient 3</th>
<th>Mastery 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates basic personal needs orally</td>
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<tr>
<td>Gives and responds to greetings, introductions, and farewells</td>
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<tr>
<td>Requests and gives permission</td>
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<tr>
<td>Produces complete phrases and simple sentences that may contain errors</td>
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<tr>
<td>Participates in everyday conversations about familiar topics</td>
<td></td>
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<tr>
<td>Responds to social or academic questions with basic answers</td>
<td></td>
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<tr>
<td>Demonstrates appropriate use of body language in specific situations</td>
<td></td>
<td></td>
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<tr>
<td>Responds to academic questions with complete answers and connected speech</td>
<td></td>
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<tr>
<td>Asks complex clarification questions</td>
<td></td>
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<tr>
<td>Defines, compares, and classifies objects using sentences</td>
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<tr>
<td>Asks relevant questions after listening to information</td>
<td></td>
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<tr>
<td>Rephrases, explains, revises, expands information to check comprehension</td>
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<tr>
<td>Demonstrates appropriate vocal quality in specific situations</td>
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<tr>
<td>Listens and contributes to academic discussions</td>
<td></td>
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</table>
APPENDIX III: TEACHERS OF ENGLISH INTERVIEW GUIDE

This interview schedule is for the purpose of determining the teaching techniques that enhance oral proficiency among lower primary school learners in Kakamega East sub-county, Kenya. You are kindly requested to complete it indicating your honest responses.

1. a) What teaching strategies do teachers of English use in teaching English oral skills?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

b) Which methods in your opinion promote student’s performance in particularly oral skills?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

3 a) In your view, is there any relationship between a teachers’ qualification and teaching of English language? Explain
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

b) Have you attended any in – service training for English language?
_____________________________________________________________________

   c) If yes, who facilitated the programme (s)?
_____________________________________________________________________
_____________________________________________________________________

4. What factors contribute in the improvement of performance of English language oral skills?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

5. What challenges do teachers in your school face while teaching oral skills?
## APPENDIX IV: WORK PLAN

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<td><strong>Proposal Preparation</strong></td>
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<tr>
<td>o Review of Related Literature</td>
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<tr>
<td>o Production of copies for submission</td>
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<tr>
<td>o Correction of Proposal after Defense</td>
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<tr>
<td><strong>Preparation for School Defense</strong></td>
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<td>o Production of copies for Faculty defense</td>
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<tr>
<td><strong>Submission of Proposal to School of Education</strong></td>
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<td>o Letter of Authority to conduct research from University</td>
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<tr>
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<tr>
<td>o Administration of research instruments</td>
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# APPENDIX V: RESEARCH BUDGET

<table>
<thead>
<tr>
<th>Description/Unit</th>
<th>Cost</th>
<th>Sub-Total</th>
<th>Total</th>
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<td>Proposal Writing and Presentation</td>
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<tr>
<td>Purchase of Stationery 5 reams of paper</td>
<td>@350</td>
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<tr>
<td>Stationery</td>
<td>500</td>
<td>600</td>
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<tr>
<td>2 ream of fullscaps</td>
<td>@300</td>
<td>16,800</td>
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<td>Typing &amp; Printing (12 copies)</td>
<td>70 pages @ 20 per page</td>
<td>960</td>
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<td>Binding (12 copies)</td>
<td>@ 80 per copy</td>
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<td>Internet/Libraries/photocopy of materials</td>
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<td>10,000</td>
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<tr>
<td>Travelling and subsistence</td>
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<tr>
<td>Piloting</td>
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<tr>
<td>Preparation of Pre-testing Instruments (6copies)</td>
<td>18 pages @ 20 per page</td>
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<td>Travelling and Subsistence</td>
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<td>500</td>
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<td>3 pages @ 2 per page</td>
<td>1,200</td>
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<td>Distribution of Questionnaires</td>
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<tr>
<td>Data Analysis</td>
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<tr>
<td>Data entry and analysis using SPSS</td>
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<td>20,000</td>
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<tr>
<td>Binding of thesis ( 12 copies)</td>
<td>@ 500</td>
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<tr>
<td>GRAND TOTAL</td>
<td></td>
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<td>Ksh. 140,170</td>
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</tbody>
</table>

Sources of Funds: Self-Financed By the Researcher
APPENDIX VI: LETTER OF INTRODUCTION
Kenyatta University
School of Education
Nairobi

Dear Sir/Madam,

RE: TEACHING STRATEGIES THAT ENHANCE ORAL SKILLS PROFICIENCY AMONG CLASS THREE LOWER PRIMARY SCHOOL LEARNERS IN KAKAMEGA EAST SUB-COUNTY

I am a Post Graduate student at Kenyatta University, currently pursuing a degree of Master of Education. I would like to carry out a research on the above topic. A questionnaire is attached herein for the purposes of data collection. You are advised not to include your name.

Kindly respond to all questions.

Yours faithfully,

AfandiVivian

Researcher
APPENDIX VII: LOCATION OF KAKAMEGA EAST SUBCOUNTY
APPENDIX VIII: LETTER OF INFORMATION AND CONSENT FOR THE PARTICIPANT

Dear parent/Guardian,

I am a postgraduate student at Kenyatta University, currently pursuing a degree of Master of Education. You are requested to allow your child to take part in a research study for my masters’ thesis in Education. This study seeks to investigate the influence of teaching strategies in teaching oral skills in English language among class three pupils in lower primary school learners in Kakamega East sub-county, Kenya. The aim is to provide information that can be used to increase the knowledge on strategies used in teaching oral skills in English. Your child will not be required to write their name or any other personal information on the questionnaire. If you agree that your child takes part in this study, your child’s personal information will be kept confidential. Data received will only be used for the purposes specified and will not be distributed to anyone else. I will destroy the data after publishing the outcomes. Participation to this study is voluntary and no rewards will be received by students for participating. Should you have any questions, please contact the researcher.

If you agree to participate, I kindly request you to sign the consent form attached to this letter to confirm your consent to allow your child participate in this study.

I thank you in advance for your support.

VIVIAN AFANDI
RESEARCHER
APPENDIX IX: STATEMENT OF CONSENT

I have clearly read and understood the purpose of the study. I recognize that my child’s participation is voluntary and that he/she can pull out from the study at any time without prejudice. I also understand that no rewards will be received by my child for participating. Signing this form below means that I am indicating that everything is clear and has been explained to me. I am indicating that I understand how the study data will be used and how my child’s privacy will be protected. I understand that information from my child will be used for a thesis and possibly other published studies and I consent for it to be used in this manner.

I give permission for my child ______________________________ to participate in this research. (Child’s name)

Parent/ Guardian Signature _________________________________

Date___________________

Name (please print)_________________________________________________
APPENDIX X: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. VIVIAN AMADI AFANDI

of KENYATTA UNIVERSITY, 118-50100

KAKAMEGA, has been permitted to

conduct research in KAKAMEGA, COUNTY

on the topic: TEACHING STRATEGIES

THAT DEVELOP ORAL PROFICIENCY IN

ENGLISH LANGUAGE AMONG LOWER

PRIMARY SCHOOL PUPILS IN KAKAMEGA

EASTSUB-COUNTY, KAKAMEGA COUNTY

KENYA

for the period ending:

28th October, 2017

Applicant’s Signature

DIRECTOR GENERAL

National Commission for Science,
Technology and Innovation

CONDITIONS

1. You must report to the County Commissioner and
the County Education Officer of the area before
commencing your research. Failure to do this
may lead to the cancellation of your permit.

2. Government Officer will not be interviewed
without prior appointment.

3. The questionnaire will be used only when it has been
approved.

4. Excavation, filing and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.

5. You are required to submit at least two (2) hard
copies and one (1) soft copy of your final report.

6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.