

A STUDY OF THE FACTORS WHICH AFFECT THE
IMPLEMENTATION OF 8:4:4 PRIMARY ENGLISH
SYLLABUS IN SELECTED SCHOOLS IN FUNYULA DIVISION
OF BUSIA DISTRICT

BY
S.K. NAMACH

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENT FOR THE
DEGREE OF MASTER OF EDUCATION
OF KENYATTA UNIVERSITY

Namach, S. K
*A study of factors
which affect the*



1991/195816

1990

KENYATTA UNIVERSITY LIBRARY

DECLARATION

This dissertation is my original work and has not been presented
for a degree in any other University



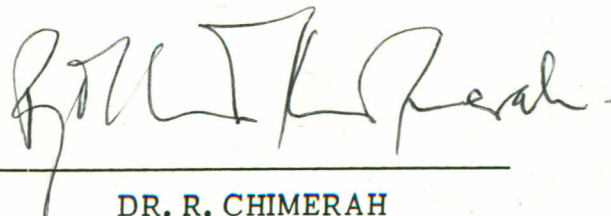
S.K. NAMACH

This dissertation has been submitted for examination
with our approval as University supervisors



MR. A. CLAESSEN

Senior Lecturer
Department of Comm. & Tech.
Kenyatta University



DR. R. CHIMERAH

Lecturer,
Department of Comm. & Tech.
Kenyatta University

DEDICATION

To my parents, Joel Sikhindu Namach and Rebecca Nabwire Sikhindu who provided me with the educational and material background that made it possible for me to pursue higher education. I also dedicate my work to my brother William J. Mukhongo who inspired me to soar into academic world. Lastly, I dedicate my work to my wife Lucy Emily Namach and children. To the children, my advice is that they should seek even higher realms, the world is theirs to explore and the sky is the limit.

TABLE OF CONTENTS

	Page
Declaration	i
Dedication	ii
Table of Contents	iii
List of Tables	vii
List of Appendices	viii
Acknowledgement	ix
Abstract	xi

CHAPTER

I. HISTORICAL BACKGROUND

1.0 Introduction	1
1.1 Historical background to the study	1
1.2 The statement of the problem	6
1.3 Objectives of the study	8
1.4 Research questions	9
1.5 Significance of the study	10
1.6 Assumptions of the study	11
1.7 The scope of the study	11
1.8 Limitations of the study	12
1.9 Definition of terms	12
1.10 Abbreviations used in the study	15

II LITERATURE REVIEW

2.1 Introduction	18
2.2 Literature related to commission reports and Language Policies	18

	Page
2.3 Literature related to objectives of Language teaching	19
2.4 Literature related to rationale	26
2.5 Literature related to problems of implementation	30
2.6 Literature related to formative evaluation ...	38
2.7 Literature related to summative evaluation ...	40
2.8 Conclusion	44
III RESEARCH METHODOLOGY	
3.1 Introduction	46
3.2 The Sampling	47
3.3 The research instruments used	48
3.4 Administration of the research tools	52
3.5 Some problems experienced during the study ...	53
3.6 Data processing and analysis procedures ...	54
IV ANALYSIS, PRESENTATION AND DISCUSSION OF DATA	
4.1 Introduction	55
4.2 The subjects of the study	56
4.3 Preparation for the teachers of 8:4:4 Primary English	62
4.4 Reactions of teachers to the 8:4:4 English programme	63
4.5 Methods of pupils' activities employed by primary teachers of English	70
4.6 Availability and suitability of resources ...	73
4.7 Methods of assessment	76
4.8 Difficulties experienced during the teaching and learning of English	77

	Page
4.9 How the difficulties experienced affect the teaching of English	79
4.10 Lesson observation report	80
4.11 Problems experienced during implementation	85
4.11.0 Discussion of findings	87
4.11.1 Introduction	87
4.11.2 Professional and academic qualifications of the subjects of study	88
4.11.3 Preparation for the teachers of English to implement the 8:4:4 programme ...	90
4.11.4 Resources for teaching and learning of English	91
4.11.5 Methods of teaching and pupils' activities	92
4.11.6 Assessment procedures	93
4.11.7 Attitudes, feelings and opinions of teachers towards the 8:4:4 programme ...	94
4.11.8 Problems experienced during implementation	96
4.11.9 Lesson observation	98
4.11.10 Conclusion	99

V SUMMARY, SUGGESTIONS, CONCLUSIONS & RECOMMENDATIONS

5.1 Summary	101
5.2 Suggestions	101
5.3 Conclusions	103
5.4 Investigator's observation	106
5.5 Recommendations	107
5.6 Application of the findings	109

	Page
5.7 Suggestions for further research	110
Bibliography	111
Appendices	116
Appendix 1	
Appendix 2	
Appendix 3	
Appendix 4	

LIST OF TABLES

	Page
III.1 Description of respondents from primary schools ...	47
IV.1 Sex of teachers of English	56
IV.2 Age of primary teachers of English	57
IV.3 Highest academic qualifications of teachers	58
IV.4 Highest professional qualifications of teachers ...	58
IV.5 The teaching experience	59
IV.6 Administrative experience of heads of Primary schools	61
IV.7 Frequency distribution of teachers' attitudes towards 8:4:4 Primary English Programme	65
IV.8 Mean attitude scores for the teachers of English ...	68
IV.9 Teachers' feelings and opinions on the appropriateness of different aspects of the syllabus	69
IV.10 Teachers' opinions on how the teaching of English in primary schools could be improved	74
IV.11 Teachers' opinions on K.I.E. course books of English	76

LIST OF APPENDICES

	Page
Appendix One: Questionnaire for Primary English teachers	116
Appendix Two: Interview schedule for the Heads of primary schools	126
Appendix Three: Interview schedule for TAC tutors and primary schools inspectors	128
Appendix Four: Lesson observation instrument ...	131

ACKNOWLEDGEMENTS

The process of conducting this study has been an experience in education itself. Through this experience, I have learned many things that I would not have learned otherwise. In the process of gaining new ideas I have had to revise my world view. I have appreciated other peoples patience and I have learned to rely on the expertise of other people. I have also learned the fact that patience on the part of the researcher pays dividends.

I wish to acknowledge my debt to those who contributed to this study whether directly or indirectly. In connection with the preparation for my research I owe special gratitude to Dr. Maritim and Professor Patel M.M. for introducing me to research methodology and the political and ethical issues related to it.

I owe a special debt of gratitude to my supervisors, Mr. A. Claessen and Dr. Rocha M., Chimerah and the proof reader, Mr. Bojana for their interest, encouragement and valiant attempts to remedy my lapses from good style.

I am especially grateful to all the lecturers under whom I took various courses in the Department of Foundations of Education, particularly Professor Sifuna D.M., Dr. Karugu A.M. and Dr. Otiende J.E. who widened my understanding of History of Education and Professor Bennaars G., Dr. Mbae J., Dr. Mburu J., Mr. Ruto S.K. and Mr. Ogeno J. for broadening and deepening my knowledge of philosophy

of Education. Also, I am grateful to Professor Bogonko S., Dr. Rwantabagu, Dr. Achola, Dr. Gitau and Mr. Makatiani who gave me some insight into comparative education and Dr. Wamahiu, Dr. Waiyaki, Dr. Kisulu and Dr. Riria Ouko for extending my knowledge in sociology of Education.

I owe my appreciation to my brothers, Dixon Orgollo and Hannington Mukhongo and my sisters, Esther Kadima, Margaret Agutu and Grace Maloba who gave me a lot of moral support during my Post graduate study. For the same reason, I would like to thank Ogula P.H.A., Mugodo S.I.M., Mwolo T.G., Shem Balongo, Aganyanya D.K.S., Professor Otieno Alego, Dr. Muthui, Patrick Namach, Douglas Oduor, Francis Maloba, Dorothy Maloba, Patrick Wanyama and Namwamba, G.

Last, but not least, my thanks go to my sister Grace Maloba for her efficient typing of this dissertation.

Finally, my warmest appreciation goes to my wife Lucy Emily and my children Shem, Susan, Leah, Joel Sikhindu, Antony, James Lusimbo and Linda Makokha for their patience and support for the two years I was pursuing my post-graduate studies at Kenyatta University.

ABSTRACT

The researcher in the present study tried to find out whether there were factors that were affecting the implementation of the 8:4:4 primary English course.

The study sought answers to the following questions: (1) Are the primary English teachers academically and professionally qualified and properly in-serviced to teach the new English course? (2) What problems, if any, have been experienced during the implementation of the course? (3) How have the problems affected the teaching of the new course? (4) How have they been solved? (5) Are the suggested objectives of the course achievable? (6) Are the materials/resources suited to the pupils abilities? (7) What are the teachers attitudes towards the course books? (8) What suggestions do the English teachers have to improve the programme?

The study involved 42 teachers from six primary schools, 6 heads of primary schools and 2 TAC tutors. Data were collected through questionnaires for primary English teachers, interview schedules for heads of schools and TAC tutors and lesson observation schedules by the researcher in which seven teachers were observed teaching different topics in English. Methods of analysis included calculation of percentages and means for the responses that were quantifiable. To determine the feelings of the respondents towards the 8:4:4 Primary English programme, a Likert type of attitude scale was used. All the

responses were given values in order to score each item and obtain the total score for the entire scale. All results obtained through different methods of analysis were tabulated after which conclusions were established.

The results of the study revealed the following: (1) The teachers of English were not adequately prepared to teach the new programme and as a result the teachers experienced serious problems regarding the teaching and learning of English. (2) The K.I.E. course books for English were found shallow and teachers had to look for other books in order to teach effective lessons. (3) There was an acute shortage of resources in schools. (4) The majority of the teachers did not have the necessary ability in English to enable them to teach the subject comfortably. (5) The syllabus was found too wide and congested. As a result of this, the pupils and teachers were overloaded with work. (6) The majority of classes were overcrowded and the use of resources was overstretched. (7) The majority of the teachers used limited methods of teaching and assessment procedures.

It was observed that the implementation of the 8:4:4 primary English was affected by some factors which, according to the researcher, were either due to oversight on the part of the curriculum developers or due to the speed at which the programme was implemented.

It is recommended that further studies in this area should consider the attitudes of pupils towards English as a subject and ways in which it is taught. Further research should determine to what extent the

problems related to resources affect the teaching/learning of English. Finally the researcher felt that the future studies should determine to what extent the primary teachers of English are prepared to handle the subject.

CHAPTER 1

INTRODUCTION

When the 8:4:4 system of education was introduced in Kenya, it became necessary to reform the curriculum at all levels of education. It was thought that the objectives of the new programme would not be achieved by the then existing curriculum which had been designed to achieve the objectives of the 7:4:2:3 system of education.

The English syllabus had to change its objectives and course content to fit in with the new system of education.

1.1 Historical background to the study

In order to understand the present status of the Primary English syllabus in Kenya it is important to look at the general development of the course from the colonial period.

During the colonial period in Kenya, the colonial government encouraged the use of local languages as media of instruction in lower primary. The Beecher Committee (1949) recommended English to be the medium of instruction in intermediate schools. Following the acceptance of this recommendation English began to assume more and more prominence in the education system in comparison to the other languages and especially Swahili (Sifuna and Karugu 1988).

After independence, English continued to maintain a central position in Kenya's educational institutions. The education commissions appointed in this period consistently recommended its continued use

as a medium of instruction. The Ominde Commission of 1964 gave advantages of using English as medium of instruction as following:

The majority of witnesses wished to see the universal use of English language as the medium of instruction from Primary 1. We agree with this view, for the following reasons:

First: the English medium makes possible a systematic development of language study and literacy which would be very difficult to achieve in vernaculars. Secondly: as a result of the systematic development possible in the English medium, quicker progress is possible in all subjects. Thirdly: the foundation laid in the first three years is more scientifically conceived and therefore provides a more solid basis for all subsequent studies than was ever possible in the old vernacular teaching. Fourthly: the difficult transition from a vernacular to an English medium, which can take up much time in Primary V is avoided. Fifthly: the resulting linguistic equipment is expected to be much more satisfactory, an advantage that cannot fail to expedite and improve the quality of post-primary education of all kinds. Lastly, advantage has been taken of the new medium to introduce modern in fact techniques into the first three years, including activity and groupwork and a balanced development of a muscular co-ordination. In short, we have no doubt to the advantages of the English medium to the whole education process.¹

The Ominde Commission confirmed the already strong position of English in the curriculum. It made the language a compulsory subject of instruction in the primary schools. The mother tongues were to be used only in story telling or similar activities in primary one and two. The use of English as a medium of instruction was endorsed also by the Kenya Curriculum Mission (Bessey Report, 1972).

¹Ominde, S. Kenya Government Commission Report, Government Printer, 1964

In 1976, the Gachathi Committee made the following recommendations:

Most children in the rural areas can only speak their vernacular language at the time of starting primary education. Yet they are expected to have learnt adequate English by end of seven years to be able to do the Certificate of Primary Education in English. On the other hand they cannot wait to learn English first before starting to learn other subjects of primary education once they have entered primary schools. The Committee has come to the conclusion that the education system should make much better use of the local languages for instruction at the beginning of primary education. English should, however, be taught as a subject from Primary 1 and then used as a language of instruction in the upper primary classes. In the urban areas, however, most of the children are able to use English from the beginning. This is made possible, through the teaching many of them get at good pre-primary schools or at home by the parents themselves. The Committee has therefore made the following recommendations which are aimed at facilitating the initial progress of those children who start school using languages other than English.²

Recommendation 101

To use as a language of instruction the predominant language spoken in the school catchment area for the first three years of primary education.

Recommendation 102

To introduce English as a subject from Primary 1 and to make it supercede the predominant local language as the medium of instruction in Primary 4.²

The Gachathi Committee was reacting to the recommendation by Ominde. The Ominde Commission had recommended the universal use of English language as the medium of instruction from Primary 1. The Gachathi Committee considered the language ability level

²Gachathi Report, The National Committee on Educational Objectives and Policies, Government Printer, Kenya, 1976.

of those children who started school using languages other than English. It was felt that if such children were expected to use English as medium of instruction, they would have to perform two tasks in the course of learning. The first task would be language problem. Such children were not able to communicate effectively in English. They were, therefore, already at a disadvantage. The second problem was one of content. It was argued that children's performance would be affected if they were faced with two tasks and on the strength of this, they made the above recommendations.

The Presidential Working Party headed by Mackay in 1981 whose terms of reference were to review generally the then higher education system in relation to development objectives of the country and recommend how the proposed university could best assist in their achievement recommended the following among others:

- (a) primary schools should offer numeracy and literacy skills in the first six years and basic education with practical skills in the last two years.
- (b) extending primary education from 7 years to 8 years.
- (c) increase of the middle level manpower by establishing post-secondary training institutions.

After the report of the Presidential Working Party in relation to 8:4:4 system of education was given, the reforms in education started.

Although the announcement was made early in 1981 there was

little or no activity for implementation in the succeeding two years. It was not until 1984 that the Certificate of Primary Education was officially abolished and replaced with the Kenya Certificate of Primary Education (KCPE) taken by the first batch of Standard 8 pupils at the end of 1985. Frantic efforts to raise funds through self-help (Harambee) began all over the country (Sifuna, 1990). The Government stopped all discussions on whether or not the 8:4:4 system of education should be introduced and instead mobilised parents, schools, politicians, etc. to raise funds for the 8:4:4 system. As the exercise continued, many political leaders began to view the progress of their leadership abilities. Headteachers were concerned about the future of their schools, while the parents feared for their children (Sifuna, 1990).

This reform in education like many other reforms had a number of critics. Hillary Ngweni in the Weekly Review, April 27, 1990 noted:

We have no intention of giving the impression that the 8:4:4 system has no weaknesses. In fact it would be surprising if the system did not have weaknesses, considering the speed with which it was implemented. The 1989 candidates for the KCSE examination were not pure products of the 8:4:4 system since they converted to the system in midstream. Perhaps when the pure 8:4:4 products sit for KCSE they will surprise us with a good performance. The article highlights the problem of lack of parity between the different subjects offered for the KCSE examination. The Ministry announced that seven subjects which proved difficult were Science, Mathematics, English, Music, Commerce and Design and drawing, whereas Kiswahili, History and Government and Christian Religious Education (CRE) were easy³.

³Weekly Review, April, 1990.

English features here among the subjects which proved difficult. The same has been true of the KCPE results.

Apparently, standards in English, and specifically in communication skills have been declining over a number of years. This decline in communication skills has affected all levels of education including the university. The introduction of a course on "Communication Skills" that will be compulsory for all first year undergraduates, and which looks like it will be accorded great emphasis, demonstrates the methodical manner in which the university system is preparing the implementation of the 8:4:4 university programme. The course whose aim is to teach communication skills particularly in language and writing seems designed to overcome the considerable weaknesses in this area many of the incoming 8:4:4 undergraduates as was evident in the markedly poor English grades scored in the KCSE examination (Weekly Review, April 27, 1990).

The cry about the decline in communication skills in Kenya has been voiced by parents, teachers, administrators, politicians and the general public. Fortunately, for primary schools, the cry came at the right time when the curriculum was under reform.

1.2 The statement of the problem

When attempts were made to introduce the 8:4:4 Primary English in schools in Kenya, not many teachers were in-serviced. A few were selected from each District to go for in-service courses on the new

programme. It was assumed that the few who were involved in the in-service courses would in-service the rest but, unfortunately this was not the case. The plan did not materialize.

Every curriculum reform requires in-servicing of the already trained teachers since this is the only way the curriculum planners can be sure that those who are charged with the responsibility of implementing the new curriculum are aware of the changes, the new objectives and strategies and that they will work towards the achievement of the stated objectives.

As stated before, the speed with which the programme was implemented was high and one would expect that those who were involved in the actual implementation faced problems in the field, especially when one considers the fact that the course books used were not piloted.

Since the new programme was introduced in the primary schools, there has been no study to find out how effective the implementation was or to find out the problems and success related to the implementation. However, feelings have been expressed by teachers, inspectors of primary schools, parents and the general public that the implementation was not effective and that the course may not be achieving the stated objectives.

A number of educationists have noted that the speed at which the 8:4:4 system of education was implemented was too fast for the system to be effective (Ngweno, April 27, 1990).

Sifuna, D.N. 1990 notes:

In 1979 a new Ministry of basic Education was established to steer the implementation of the nine year Basic education programme. Primary school boards were urged to collect funds through self-help (Harambee) to construct new classrooms to implement the proposed basic education system. Development in this direction was stopped in 1981 following a pronouncement that the country was to begin preparations to move from 7:4:2:3 to an 8:4:4 school system. The Ministry of Basic education was abolished after the 1983 general elections.⁴

Any changes in the curriculum are bound to present challenges to the implementers. The researcher in this present study was interested in finding out how the teachers, TAC tutors and primary school inspectors were taking the challenges that go with the new programme. He tried to find out whether there were any factors that were affecting the implementation of the new primary English course in schools. The study was open. An attempt was made to identify as many factors as possible.

1.3 Objectives of the study

The study had the following objectives:

- (i) (a) to find out the academic and professional qualifications of teachers.
- (b) to establish how these affect the teaching of English in primary schools.

⁴Sifuna, D.N. (1990). Development of Education in Africa. The Kenyan Experience, English Press Ltd., Nairobi.

- (ii) to establish whether the English teachers were given in-service training in preparation for the teaching of the new programme.
- (iii) to find out the methods and activities employed by teachers.
- (iv) to identify the resources available for English lessons.
- (v) to find out the attitudes of the teachers towards the new syllabus.
- (vi) to provide feedback to the curriculum developers on the quality of the curriculum.
- (vii) to determine the appropriateness of the new course books.
- (viii) to act as a model for continuous monitoring of the new English programme.

1.4 Research questions

To find out how the Primary English teachers were coping with the demands of the new programme, the researcher tried to answer the following basic questions.

- (i) Are the Primary English teachers professionally qualified and properly in-serviced to teach the new English course?
- (ii) What problems, if any, have been experienced during the implementation of the new primary English syllabus?
- (iii) How have the problems affected the teaching of the new course?
- (iv) How have they been solved?
- (v) Are the suggested English objectives of 8:4:4 achievable?
- (vi) Are the materials/resources suited to the pupils' abilities?
- (vii) What are the teachers' attitudes towards the course books?

(viii) What suggestions do teachers have to improve the programme?

1.5 Significance of the study

The attention which is given to education in many countries is great. America and the USSR have attempted to use their schools and colleges as a conscious means of transforming their society. China has used education to produce a "professing Chinese".

Many countries including Kenya spend a lot of national budget on education. For these reasons, it is important, therefore, that any problems affecting education at any level should be identified and solutions found if the objectives of education are to be achieved.

Since no evaluation of the 8:4:4 system of education has been carried out in primary schools, the present study which addressed itself to the factors that affect the implementation of the English syllabus will serve as a spring board from which further researches will be carried out in the area of primary English.

The study should provide an opportunity for the teachers and inspectors of schools to re-examine themselves and give their own views regarding the new programme. The researcher felt that this was the best way to identify the strengths and weaknesses of the programme and that the study would provide some useful information on how to improve the curriculum and hence make it more effective. It was also hoped that the findings from the analysed data would contribute to the improvement of the teaching of English.

Consequently, it was hoped that the study would raise challenges that would lead to further research in many areas that are not covered.

1.6 Assumptions of the study

The following assumptions were made for the purpose of this study:

1. that the teachers are aware and familiar with the curriculum changes in primary English.
2. that the English teachers evaluate regularly the effectiveness of the course they teach.
3. that the sample is representative of all primary schools in Busia District.
4. that the respondents will give honest answers.
5. that the instruments are valid and reliable.

1.7 The scope of the study

The present study focussed on the factors which affect the implementation of the 8:4:4 primary English syllabus in 6 primary schools in Funyula Division, Busia District.

All teachers of English in the 6 primary schools filled in the questionnaire. The Headmasters, the TAC tutors and the primary school inspectors also participated in the study.

By use of various research tools the respondents were required to state the problems related to the implementation of the new English syllabus - and suggest possible solutions to the same problems. The

researcher also visited some classes at random to observe the teaching of English to confirm the reports of the respondents.

1.8 Limitations of the study

This study was limited to the following factors:

1. The time for research was short. It was not therefore possible to gather and provide information on which comprehensive evidence could be based. However the researcher hoped that useful hints on the factors that affect the implementation of the 8:4:4 primary English syllabus would be provided.
2. Primary schools are many and scattered in Busia District. In view of the fact, the researcher could not visit all the schools due to limited funds. He therefore decided to limit the study to only six schools from one district. Though the number looks small it was hoped that problems of rural schools are generally the same, and that the data collected from the five schools in Busia District would represent the rest of the rural schools which are the majority in the Republic.

1.9 Definition of terms

Curriculum: A written document which may contain ingredients, but basically it is a plan for the education of pupils during their enrolment in a given school.

Language: A system of communication, specifically the human vocal communication system which includes gestures and facial expressions and which is used by a section of human race, for example, English language and Kiswahili Language.

Stress: The degree of force with which a sound or syllable is uttered.

Intonation: The rise and fall of the pitch of voice in speaking.

Syllabus: An agreed statement of a programme for a particular learning stage: for the planner it is a culmination, an end product, for the teacher, it is the beginning, a framework of reference.

Scheme of work: A breakdown of the wider and long-term notions into more specific and concrete units which can be handled in one single period, or a projection of a special plan which shows the order in which the teacher intends to handle topics.

Content: The subject matter.

Objectives: Standards to be achieved.

Implementation: The process of disseminating new ideas to prepare the public to accept the value of the change and translating the agreed plan into action, for example, in the case of a new curriculum.

Medium of Instruction: Official language used, in the school situation, for teaching purposes - for example English is the official language to be used for the purpose of teaching in Upper Primary in Kenya (except when teaching other languages), therefore English is the medium of instruction in Upper Primary Classes in Kenya.

Community: The people living in one place, district or country, considered as a whole.

A professing Chinese: An ideal Chinese who is a product of the ideology and system of education in China, proud of his country, loving his country and ready to identify himself as a Chinese.

Resources: All the materials used for teaching and learning purposes.

Course books: The official books for a particular country containing a graded course of study to be taught to a particular level of Education for example, primary level of education.

Supplementary books: Books used in schools in addition to course books to give pupils additional information on the course of study.

1.10 Abbreviations used in the study

The following abbreviations refer to national examinations taken at the end of primary school education during various periods in Kenya's history of Education.

<u>Abbreviation</u>	<u>In full</u>
KAPE	Kenya African Preliminary Examination
KPE	Kenya Primary Examination
CPE	Certificate of Primary Education
KCPE	Kenya Certificate of Primary Education
C.S.C.	Cambridge School Certificate. An end of Form 4 Examination taken by Form 4 candidates from all Commonwealth Countries and examined by Cambridge Syndicate.
E.A.C.E.	East African Certificate of Education. An end of grade 12 examination equivalent to the ordinary ("O") Cambridge School Certificate for students in East Africa (Kenya, Uganda and Tanzania).
K.C.E.:	Kenya Certificate of Education. An end of grade 12 examination equivalent to the East African Certificate of Education for students in Kenya which replaced EACE after Tanzania and Uganda opted out of the syndicate and formulated their own National examinations.

- K.A.A.C.E.:** East African Advanced Certificate of Education. An end of Grade 14 examination referred to as 'A'-level which was equivalent to Advanced level Examination set in England.
- H.S.C.:** High School Certificate. An end of grade 14 examination equivalent to KAAACE set and examined by Cambridge University.
- K.C.S.E.:** Kenya Certificate of Secondary Education. An end of grade 12 examination equivalent to K.C.C. or C.S.C. for students in Kenya. This examination started with the introduction of 8:4:4 system of Education in Kenya.
- 8:4:4:** A structure of education in Kenya which has 8 years of Primary Education, 4 years of Secondary Education and 4 years of University Education.
- A.P.S.I.** Assistant Primary Schools Inspector. A post in the Inspectorate Section of the Ministry of Education in Kenya which is held by the Primary Schools Inspector who is in-charge of a zone.
- T.A.C.** Teachers Advisory Centre. A zonal centre for teachers' In-service courses and other related educational activities.
- K.I.E.** Kenya Institute of Education. A Centre for Curriculum Development in Kenya.

P.E.P. Primary Education Project. A project within K.I.E. charged with the responsibility of improving the quality of education and far reaching changes in primary education e.g. introducing practical skills that would make the schools relate better to the social and economic realities of the country.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

In order to understand the current position of English syllabus in primary schools in Kenya, it is necessary to review some different types of literature that is related to it. Although there is some local literature related to the teaching of English in primary schools, there is virtually nothing on the implementation of the 8:4:4 English syllabus of course books. In this chapter the researcher reviews literature related to commission reports and language policies, objectives, implications and problems of teaching English and lastly literature related to implementation and evaluation. All these different categories of literature serve as a useful starting point to the researcher in his investigation on the implementation of English in the primary schools in Kenya.

2.2 Literature related to Commission reports and language policies

When the Ominde Commission recommended the universal use of English language as the medium of instruction from primary one, English became a compulsory subject of instruction in the primary schools. The Oxford English course books were later replaced by the Safari English course books in upper primary.

In lower primary the New Peak course books which had been

designed for Asian schools in Nairobi and other urban areas were used. These books made it possible for English to be used as a medium of instruction from the child's first day in school. The reason behind this was that the quality of English teaching and learning would improve. On the contrary this did not materialise. It was recommended that a new series of books should be written for lower primary and the progressive Peak English course books were written.

In 1976, the National Committee on Educational Objectives and Policies (NCEOP) recommended that primary schools should use, as a language of instruction the predominant language spoken in the school catchment area for the first three years of their primary education and introduce English as a subject from primary one and make it to supercede the predominant local language as a medium of instruction in primary four.

2.3 Literature related to objectives of language teaching

The intention of the government was to improve the quality of education so changes in the primary education system were introduced. The most important of these changes was the development of curricula suitable for primary school children in all geographical regions of Kenya. It was felt that the system of education together with the curriculum used then did not cater for the majority of Kenyans for whom the primary school education was terminal. Rather it catered for the minority who managed to continue with their education to

secondary level and beyond (K.I.E., 1987).

Kenya Institute of Education was given the mandate in 1978 to organise seminars and workshops to design, plan and implement primary education project (PEP) materials. This was another step towards improvement on the quality of teaching and learning English in the country. In 1981, the piloting of the new curricular materials in lower primary in 49 schools started. This was completed in 1986.

The materials were implemented yearly for the whole of lower primary as follows:

1982 - Standard 4

1983 - Standard 5

1984 - Standard 6

1985 - Standard 7

1985 - Standard 8

(d) The primary objectives of teaching English were started as follows:

At the end of the first three years the child should have acquired a sufficient command of vocabulary and language patterns to enable him to use English as a medium of learning in the primary so that having completed the primary course the child should have acquired a working knowledge of vocabulary and language patterns for use in everyday life.

Specifically:

1. He will have acquired listening skills to enable him to listen, understand and react appropriately when required to

communicate in English.

2. He will have acquired speaking skills to enable him to use correct pronunciation, stress and intonation so that his speech is understood.
3. He will have acquired reading skills to enable him:
 - 3.1 to read and understand instructions and information.
 - 3.2 to read widely for pleasure.
4. He will have acquired writing skills to enable him to express his ideas legibly and intelligently in written English.⁵

(e) The objectives for the upper primary classes were stated as follows:

At the end of the primary course the learner should be able to communicate fluently, independently and accurately in his everyday life.

Specifically

1. The learner should have acquired listening skills to enable him to listen, understand and respond appropriately.
2. The learner should have acquired speaking skills to enable him to use correct pronunciation, stress and intonation so that his speech is understood.

⁵K.I.E. Primary Education Project, Statement of Objectives, 1980.

3. The learner should have acquired reading skills to enable him to read and understand instructions to read for information and to read widely for pleasure.
4. The learner should have acquired writing skills to enable him to express his ideas legibly and meaningfully in written English.⁶

While we accept the fact that by stating objectives in these terms of fashion, KIE was trying to do their best in trying to improve on the quality of teaching and learning in primary schools. One fact which should be noted is that the objectives were rather ambitious. It is not realistic to expect a learner of a second language to acquire speaking skills to enable him to use correct pronunciation, stress and intonation. Luckily enough it is not stated that the learner should perform these tasks in this way in order to be heard internationally.

(f) It is not possible for learners of English as a second language to achieve the language level, at the end of primary school, with which they can communicate fluently, independently and accurately in their everyday life. In most countries where the language policy gives English the status of a second language, no primary school leaver has been able to perform the tasks stated in the objectives above. There has been a lot of concern about problems of teaching English as a second language. No linguist has found a solution to these problems. To this

⁶K.I.E. Primary Education Project, Statement of Objectives 1980.

end a number of questions have been raised. Why has linguistics failed us in this way? Why have linguistics not been able to any appreciable extent to ease the task of the learner, or at least to guide him with more success? (Paul Christophersen 1973, p.13). Linguistics, being the science of language, ought, it would seem, to have something of importance to say in a matter of this kind. The problem is less complicated for speakers of English as a mother tongue. For them, language planners and linguists state such objectives with a high degree of confidence. W.F. Mackey states Language teaching objectives for first language speakers as below:

The ultimate aim of a language teaching course is to teach the learner to use the language accurately, fluently and independently. To achieve accuracy, errors or their repetition must be avoided; to achieve fluency, a great amount of practice is needed. Between controlled accuracy and fluency and the independent use of the language lie many types of repetition.⁷

This is where K.I.E. got the English teaching objectives for upper primary from. To suit the Kenyan situation, some modifications should have been made because the objectives as they are, can only suit speakers of English as a mother tongue. The learners of English as a second language depend on the little English learnt at school during English lessons. Unfortunately, not enough English is acquired, from their contacts with their teachers, to make them able to communicate accurately, fluently and independently in their everyday life. There

⁷ Mackey, W.F. Language Teaching Analysis, Longman Group Ltd., London, 1965.

are many situations that children encounter in their everyday life that are not covered by language courses at school. Sociologists have accused schools of being closed systems. What goes on in the school systems bears very little relationship with what goes on in the society (Banks, O. 1973). Children can communicate accurately, fluently and independently if they are using the language in their everyday life and if the school can only come in to help them organise their thoughts and express them intelligently, systematically, logically and clearly. Perhaps our language teaching objectives are too ambitious for the school system to achieve.

(g) The objectives for teacher trainees in Primary Teachers Colleges are stated as below:

By the end of the Course, students:

- (a) should have acquired sufficient knowledge of English to enable them to understand the primary English curriculum,
- (b) should be able to teach, at the primary school level, the basic English language skills of listening, speaking, reading and writing,
- (c) should have acquired proficiency in those English language skills required for professional, social and personal purposes.⁸

If the lecturers in English at Primary teachers colleges employ the right strategies of training students in the teaching of English at primary level and if students show motivation in the subject and

⁸K.I.E. English Syllabus for Primary Teacher Education, K.I.E. 1986.

become resourceful, the products of the primary teachers colleges should be teachers with the three qualities outlined above. The trained teachers from primary teachers colleges should be able to handle the teaching of English in primary schools with a lot of ease.

There are problems with those who go to colleges and Universities to train to be teachers. Many of them end up in the teaching profession because there is no other job for them and they happen to meet the requirements for teacher training college entry (Eshiwani, 1984). Such teachers lack commitment to teaching as a career and teaching to them serves as a stepping stone to greener pastures or as a means of financing studies of higher levels for a better job later. It is argued that because of this lack of commitment many teachers rarely make the efforts to be innovative or systematic in their subject matter. Instead many teachers teach the same way and use the same contents year and year or it can be said that they teach one year many years.

Another problem is lack of competence in English language on the part of those who teach it. The Ministry of Education through the Inspectorate Section carried out a survey in primary teachers colleges on the student trainees to establish their academic ability in English. Data were collected on their scores in English at 'O' level. The findings showed that more than three quarters of the trainees had failed in English at Form Four level (Ministry of Education, 1984).

Perren, G.E. commenting on the English teaching situation where English is used as a second language had this to say:

To a very great extent - perhaps to an educationally dangerous extent - English is being used as a teaching medium in classes where pupils have a far from secure knowledge of the language and have been ill-prepared for the transition for learning English as a medium. It is often used as a medium by teachers whose own English is inadequate. Some of the consequences are well known. In African Secondary Schools limited English leads to over emphasis on memorisation and learning by heart, amply demonstrated by the English used in Examination-scripts in content subjects such as history and geography. Pupils participation in the classroom is limited, teaching appears overacademic. Moreover, when the teaching of English as a subject continues side-by-side with its use as a medium of other subjects, what is taught in English periods seems to have little connection with its practical use in collateral classes in geography, history or science.⁹

This shows that the competence of teachers in English is questionable. If this is the case, it will in turn affect the quality of teaching and finally cause standards to decline.

2.4 Literature related to rationale

Introduction

When the 8:4:4 system of Education was introduced, it was thought and argued that the system was going to be more practical in nature and more relevant to the needs of the learners.

The rationale for the system was given as follows:

1. (i) Challenge for national development.

The concept of 8:4:4 system was aimed at responding to the challenge of national development and the participation

⁹Perren, G.E. Teachers of English as a Second Language, Their Training and Preparation, Cambridge University Press, 1968.

of the youth in development.

(ii) Need for more relevant curriculum

The education system hitherto followed by the country did not cater for the greater number of pupils enrolled. There was need therefore to provide practical oriented curriculum that will offer a wider range of employment opportunities.

(iii) Equitable distribution of resources.

The system was aimed at offering equal opportunities to children of all classes and geographical areas.

(iv) Technical Vocational training

The emphasis on technical and vocational training would ensure that graduates have scientific and practical knowledge - for self or salaried employment.

(v) Assessment and evaluation

That in addition to examination results, continuous assessment marks would count.

(vi) Increased opportunity for further training.

That primary school leavers would have more opportunities for further training through the polytechnics and and diploma colleges.

(vii) Education for National Unity.

That the system would foster a sense of nationhood and promote national unity. That it was the paramount duty

of education to promote positive attitudes of mutual respect which would enable them to live, in harmony and to make a positive contribution to society.¹⁰

The objectives of primary education were to provide learning opportunities which would enable pupils to:

- (i) acquire literacy, numeracy and manipulative skills.
- (ii) develop self-expression, self-discipline, self-reliance and full utilization of a child's senses.
- (iii) develop ability for clear logical thought and critical judgement.
- (iv) experience a meaningful course of study which will lead to enjoyment and successful learning and desire to continue learning.
- (v) acquire a suitable basic foundation for the world of work in the context of economic and manpower needs of the nation.
- (vi) appreciate and respect the dignity of labour.
- (vii) develop desirable social standards and attitudes.
- (viii) grow into a strong and healthy person.
- (ix) develop a constructive and adaptive attitude to life based on moral and religious values and responsibilities to the community and the nation.
- (x) appreciate one's own as well as other people's cultural heritage, develop aesthetic values and make a good use of leisure time.

¹⁰Kenya Govt. 8:4:4 System of Education Booklet, Govt. Printers, 1984.

(xi) grow towards maturity and self-fulfilment as useful and well adjusted members of society.

Here again, as it was noted earlier, some of the objectives are too ambitious and unachievable. Take for example objective number seven which states that the system would provide opportunities which would enable the learners to grow into strong and healthy persons. What strategies would teachers use to achieve this? The planners did not give some of these objectives some serious thought before they stated them. This is likely to give teachers a big problem in trying to achieve unachievable objectives within the school system. However, the researcher in this present study will concentrate on those objectives which are related to language teaching and learning.¹¹

The Kenya Primary English Syllabus adapted the objectives of Mackey, W.F. (1968) on the teaching of language at primary level as: The ultimate aim of a language teaching course is to teach the learner to use the language accurately, fluently and independently¹².

The major limitation here is that to a very great extent, perhaps to an educationally dangerous extent - English is being used as a medium of instruction in classes where pupils' ability in language is far from being secure and have been ill-prepared for the transition for learning

¹¹Kenya Govt. 8:4:4 System of Education Booklet, Govt. Printers, 1984

¹²Mackey, W.F. Language teaching analysis, Longman Ltd., London, 1974

English as a medium. It is often used as a medium by teachers whose own English is inadequate (Perren, G.E. 1965).

2.5 Literature related to problems of implementation

2.5.1 Introduction

Curriculum implementation is one of the stages of curriculum development. It is the stage where the curriculum plans are translated into actions, or a phase where the curriculum pattern is adapted and sent to schools or colleges for necessary action.

Implementation of a new curriculum in a country is a complicated process and a lot of careful thought and planning is necessary for success to be realized. At its initial stage it involves dissemination of new ideas to prepare the public to accept the change. This should be done to avoid imposing a new curriculum on people without their approval. The process of curriculum implementation should take the following strategies:

- (i) changing the attitudes of the people who make policies and other major decisions on the curriculum.
- (ii) changing the attitudes of those who are involved in the actual implementation.
- (iii) preparing the curriculum materials
- (iv) inservicing the teachers
- (v) disseminating the information on the new curriculum to the general public

- (vi) translating the plans into actions, first in pilot schools, second, in all schools in the country.

Okech and Asiachi on Curriculum implementation, have this to say:

Curriculum implementation cannot succeed without involving teachers. Teachers are actually the cornerstones of curriculum implementation. Many demands are placed upon teachers at various levels. Sometimes such demands may include adopting and acquiring new knowledge and skills. For these purposes, teachers may be required to undertake a training in various subjects. Organized short courses could be arranged throughout the country. Others may be held in teacher training colleges, and teachers advisory centres to prepare teachers for the initial implementation of the curriculum. Old teachers in schools find it hard to accept curriculum change quickly. The pressure on teachers to interpret objectives of the new curriculum plans into practice will need both concentrated efforts and will. This automatically calls for change in attitude among the older members of the teaching force.¹³

When the 8:4:4 system of education was introduced some of the strategies discussed above were followed. Administrators, teachers, parents, students and the general public had to undergo some form of indoctrination process for changing their attitudes. The policy makers were given some orientation courses to the new system before they could sell it to the public. Government officials were expected to disseminate the information on the new system of education to the people they worked with. Public rallies were held by politicians to educate the public on the importance of the new system and how

¹³ Okech, J.G. and Ashiachi, A.J. Curriculum Development for Primary Schools, Kenyatta University, 1986.

they should prepare for it (Ashiachi and Okech 1986).

G.P. Oluoch has this to say on the subject:

For implementation of a new curriculum innovation to succeed, the right conditions should prevail in the institution. In-servicing of teachers, availability of adequate materials, teaching and learning aids, equipment and the provision of necessary physical facilities. Since some schools will be ready before others implementation will hardly take place uniformly across the country.¹⁴

He notes that in-servicing of teachers has an important role to play in persuading people to accept changes by developing positive attitudes to them. It is felt that this also helps teachers to understand the new approaches required in order to implement the curriculum effectively.

Teachers have to be in-serviced because not only do they have to cope with the new curriculum change and its organization which was envisaged in their initial training, but also with the new methods of handling those changes in curriculum (Riria Ouko, 1978).

In-servicing of teachers should also cover teacher educators. Those who train teachers in colleges should be given in-service courses to make them understand the process involved in implementing the new curriculum. This, in the case of 8:4:4 system of education, was done. Principals of Colleges, their Deputies, Deans of Curriculum, all Department Heads, were given in-service courses at Kenya Science

¹⁴Oluoch, G.P. Essentials of Curriculum Development, Elimu Bookshop Nairobi, 1982.

Teachers College in 1984. It was hoped that they would go back to colleges and in-service the other members of staff, through staff meetings and departmental seminars.

Inspectors of schools and other administrators should also be in-serviced. Again this was done at the initial stage of implementing the 8:4:4 system of education.

Failure of various programmes has been attributed to lack of teacher preparations and relevant in-service courses. The case of the New Mathematics is a good example. According to Eshiwani, G.S.:

The curriculum development at K.I.E. failed to communicate to classroom teachers what they were trying to accomplish. There were no significant training programmes for teachers who were supposed to teach the New Mathematics. As a result many of the Maths teachers were no better than their students.¹⁵

Researchers on the implementation of Social Studies in Kenya Primary schools show similar findings. Social studies was introduced in the primary school curriculum before the teachers were adequately prepared to teach it. The organised in-service courses were also inadequate, therefore, teachers had difficulties in teaching some skills and applying some recommended methods (Kabau, I.M. 1983).

Similar studies have been carried out in English here in Kenya and also in other countries. Kaikumba, N.O. (1983) studied the fate of English Syllabus in Sierra Leone. The syllabus had been published

¹⁵Eshiwani, G.S. "The Death of New Mathematics" in the Kenya Teacher, Nairobi, KNUT, December 1981.

in 1974 to improve the teaching and learning of English in secondary schools. It was also meant to serve as a guide for training and retraining of English teachers. Her purpose was to evaluate the use to which the syllabus had been put and to determine how relevant it still was to the current needs of pupils.

The study revealed that the syllabus had not had any remarkable impact on the teaching of English in Sierra Leone secondary schools. It also revealed that there was tremendous lack of materials for the effective implementation of the syllabus. Lastly, it revealed that the level of competence in English of secondary school students was alarmingly low.

The following suggestions were made:

- (i) Major languages should be introduced in the schools. English should be taught at least in the first two years of primary education.
- (ii) There is need for more in-service educational facilities for training unqualified teachers on the job, the establishment of an inspectorate of specialists in English teaching and organisation of departments of English in the schools.
- (iii) A detailed handbook to guide teachers in the use of the syllabus must be produced as well as materials necessary to go with the syllabus.
- (iv) There is great need for constant evaluation and development of the syllabus as needs change from time to time.

Christine Mc'nab (1980) carried out a study on Language Policy and Language Practice: Implementation Dilemma in Ethiopian

education.

The study revealed that the implementation of language policies in formal education is, from an organisational point of view, fairly straightforward. Implementation by the Ministry is facilitated by regular inter-departmental meetings and home meetings of the Heads of Departments. Vertical contact between the departments and regional provincial levels of educational administration are maintained both through education officials such as mass media officers and Awraja pedagogical centres co-ordinators who maintain regular meetings with specific central level departments.

Adolphe (1984) carried out a study on problems of teaching English in the Congo and found that the major factors were books, teaching aids, overcrowded classes and attitudes of students. He found that the students' attitudes were positive towards English when the students were in lower forms but as the students proceeded to higher forms their attitude towards English started declining. The students in higher forms reasoned that they did not need English because they did not intend to go to England.

He also discovered that the teachers' methods bored the learners. He recommended that the teachers should be retrained in the teaching of English.

In Kenya, Ndichu, S.T. (1987) carried out a study of problems of implementing a policy of English across the curriculum in the upper primary. His purpose was to identify the beliefs teachers hold about

English language in Kenya and learning in order to determine whether the beliefs about methodology are true. The investigation was carried out in primary schools in Ol'Kalau Divison, Nyandarua District.

He found that there was need for refresher courses on activities that help pupils learn including discussion in general and on methods of teaching and evaluation. Also he found that Teachers Advisory Centres were most popular with the subjects for conducting such refresher courses.

Thirdly, he found that the majority of the teachers were unaware of the methods of teaching both technical words and concepts which involve the pupils during their learning. His conclusion was that teachers were unaware of or unfavourably disposed to a large variety of pupil activities that can stimulate the development in the pupils of the language skills of listening, speaking, reading and writing on a number of issues. He recommended that the APSI and TAC tutors should undertake refresher courses on the necessary skills, the necessary awareness and the right attitude with respect to a rich variety of both pupil activities and teaching techniques. He also recommended that teachers for primary schools should be recruited from those with 'A' level academic certificates.

Owino Rew (1987) studied the teaching of reading in English in four primary schools in Bondo Division, Siaya District. He found that the teachers' attempt to use the methods was haphazard. They failed to vary the practice drills and that their word attack skills went

beyond helping pupils to pronounce the words. He also found that the teachers' preparations for lessons was inadequate.

Omwantho, L.B.O. (1984) carried out a study on the factors which affect the teaching and learning of written English in Upper Primary classes of some selected schools in Oyugis Division, South Nyanza District. He found that the main factors were:

- (i) large classes;
- (ii) lack of adequate preparation for writing lessons by teachers;
- (iii) poor mastery of the subject by those who teach;
- (iv) limited resources.

All these studies point to the fact that even where the trained teachers are familiar with the syllabus, further training or inservicing is necessary; in other words the teachers still need further professional training, and that in some other cases teachers' academic ability is inadequate for the task before them.

Makumba, P. (1983) carried out a study to find out the degree of preparedness of the Kenya schools in Kakamega District to receive and implement the new social studies programme. He found that lack of enough inservicing of teachers on the programme in the real teaching/learning - situation caused problems in implementation.

In a similar study, Ogula, P.H.A. (1980) carried out an evaluation of the academic and professional preparation of student teachers to teach social studies in primary schools in Oyo State in Nigeria. Using questionnaires for both tutors and students, an achievement test for

students, formal and informal interviews, he found that:

- (i) Most of the tutors had a negative attitude towards the new programme.
- (ii) Lecture method was used most of the time.

In the same findings there was strong indication that students who were taught by teachers who had attended several in-service courses on social studies were better prepared in both content and methodology than those who were taught by teachers who had not attended a single workshop.

These studies and findings are related to the present study because they show that preparation of implementers is an important factor in the implementation of a new curriculum at all levels of education.

2.6 Literature related to formative evaluation

K.I.E. (1981) carried out a formative evaluation of the Safari English course series. The purpose was to find out the effectiveness of the course books and to what extent the course books achieved the stated objectives of the English syllabus.

The K.I.E. English panel member used questionnaires and interviews to collect data from teachers of English, TAC tutors and inspectors of schools in all the provinces in Kenya.

The findings showed that the Safari course books had a lot of weaknesses as opposed to strengths. The strengths included the following:

- (1) The stories appealed to the interests of the African children.
- (2) The stories were given African background and setting.
- (3) The pictures were clear and interesting.

The weaknesses were 36 and some of them were as follows:

- (1) The books did not have enough exercises for children.
- (2) Strategies for teaching the skill of speaking were poor and not effective enough to promote the skill.
- (3) Responses from the children were limited to 'Yes' and 'no'.
- (4) The questions that came after stories and other reading passages called for factual knowledge only.
- (5) Children were not given tasks that were challenging enough to develop their reasoning.
- (6) There were no good writing exercises.
- (7) There were no other activities like quizzes and puzzles.
- (8) There were no good follow-up activities after units.

The book was phased out and a new series of course books called Kenya Primary English were written to replace the Safari English Course because of these weaknesses and others not stated here.

K.I.E. (1987) carried out a formative evaluation of the Primary Education Project, upper primary. The purpose was to determine the extent to which Primary Education Project (PEP) curriculum materials achieved their stated objectives.

The findings in English were as follows:

- (i) The teachers expressed problems of scheming.

- (ii) Too much emphasis on reading and more grammatical exercises, particularly on revising tenses.
- (iii) Lack of library books
- (iv) Exercises take too much time to be completed.
- (v) Inadequate time allocation.

The findings of the two researchers are pointers to some problems somewhere in the school system. These problems can affect the effectiveness of the course, interfere with the achievement of the stated objectives and finally interfere or affect the pupils' performance in national examinations.

2.7 Literature related to summative evaluation

From the literature reviewed above it is clear that the government has been committed to the improvement of the quality of teaching and learning English right from the time of Independence. When Ominde (1964) recommended that English should be the medium of instruction from Standard 1, the purpose was to promote the status of English, improve on the methods of teaching it; and even improve on the quality of spoken English in the country.

Gachathi (1976) recommended that English should be used as a medium of instruction in Upper Primary classes. In Lower Primary classes, the predominant language in the school catchment area was to be the medium of instruction. Skutnabb-Kangas and Toukomaa (1986-69) carried out research related to this recommendation and

concluded that good development of mother-tongue facilitates the learning of the second language. We have argued that the government, for a long time, has been committed to improving the quality of English, and that year after year recommendations have been made, and new objectives stated, in order to step up the standard of English. Let us look at the results of candidates at K.C.P.E. over a number of years to see whether or not teachers and pupils have responded positively, whether the results correspond with the commitment of the government or not.

C.P.E. Newsletter (1981) shows that the weaknesses of pupils in English in the National Examinations were:

1. Incorrect verb tenses.

examples: 1) We were surprised to heard him (instead of we were surprised to hear him).

2) I did not continued asking many questions (instead of I did not continue asking many questions).

2. Spelling errors:

hard (instead of heard) got (goat)

carring (instead of carrying) let (late)

dicided (instead of decided) atha (other).

3. Errors of syntax (word order)

- It is so long to be in this village: instead of It is long since I was in this village.

- Why you are taking three cups and yet your father and grandfather only?

4. Incorrect vocabulary

- The week was running quickly. (The week was passing quickly).

- He questioned me very stupid questions (He asked me very stupid questions).

C.P.E. Newsletter (1982) revealed the following weaknesses on the part of the candidates.

1. Incorrect verb tenses

2. Spelling errors

3. Wrong usage.

Example:

"At the evening" instead of the "in the evening"

I head a voice of her (I heard her voice)

For a bad lack (unfortunately).

There was a little improvement in 1982 results. The weaknesses were less serious.

The K.C.P.E. Newsletter (1987) reported that the KCPE English objective paper was quite satisfactory. Most candidates demonstrated the fact that they were well prepared. However, it may be noted that candidates had problems tackling certain questions.

In the 1988 K.C.P.E. results, problems of candidates arose from poor level of spoken English. It was also evident that candidates were reading and understanding the passages superficially but missing the

subtle meaning. This prevented them from identifying correct options by eliminating the incorrect.

It was recommended that teachers should expose the pupils to sources of good English, both written and spoken. In the case of the latter, a major exposure is the teacher. Teachers were advised to use English with precision and correctness with their pupils.

The K.C.P.E. Newsletter (1989) reported the following weaknesses on the part of candidates:

- (a) Some candidates were not able to understand instructions.
- (b) Some were not able to write a story.
- (c) Some did not understand when and how to use capital letters.
- (d) Punctuation marks were lacking or were poorly used.
- (e) The sequence of ideas was poor and this poor use hampered the flow of ideas.
- (f) Unclear presentation of ideas.
- (g) Misuse of phrases
- (h) Spelling mistakes.

Literature review shows that although there was some improvement between 1982 and 1987, the results of 1988 and 1989 revealed some decline in the standards of English.

The researcher in the present study is interested in investigating the cause of this decline. Did the syllabus present problems to the teachers? Is the course too demanding to the pupils?

2.8 Conclusion

The literature review has established that the government has been committed to the improvement of the quality of teaching and learning English all through. On the contrary, the situation has not improved.

The Daily Nation of October 10, 1990 had this to say:

But as the expansion of higher education continues, the 8:4:4 system of education is being consolidated at the primary and secondary schools.

The KCSE results showed that the performance of Science, English and Mathematics continues to be very poor.¹⁶

What is interesting to note here is that the subjects which are given a lot of emphasis by the government are the subjects in which learners perform poorly. Where have we gone wrong?

Literature review has also revealed the fact that the in-servicing of teachers before a new curriculum is implemented is very important as the teachers are the cornerstones in the implementation of any new curriculum. If teachers are not in-serviced they will be no better than the children they teach. Development of relevant materials to go with the new course is another important stage of curriculum development. Attitudes of those who will be involved in the implementation should be positive for the implementation to succeed. The right conditions for the new curriculum should prevail in schools for the programme to succeed.

¹⁶Daily Nation, October 10, 1990

The researcher hopes that his research findings will provide feedback to curriculum developers on the quality of the English syllabus and the factors that might have affected the implementation of the syllabus.

CHAPTER III

RESEARCH METHODOLOGY3.1 Introduction

As stated in Chapter one, the main purpose of this study was to identify problems encountered by teachers during the implementation of the 8:4:4 primary English syllabus in selected schools in Funyula Division, Busia District.

This was determined in terms of:

- (i) the background of the English teachers as far as their professional qualifications and experience are concerned.
- (ii) preparation given to these teachers prior to and during the implementation of the 8:4:4 English programme.
- (iii) the nature of the English syllabus.
- (iv) availability and use of resources for the teaching of English.
- (v) attitudes of teachers, headteachers and TAC tutors to the New English course.
- (vi) methods used by teachers to teach the course.
- (vii) time allocation for the English teaching and learning
- (viii) evaluation procedures to assess the learning.

This chapter deals with procedures used to collect data. It describes respondents used in the study, the research tools and how they were developed and administered.

3.2 The sampling

Six schools from Busia District were chosen for the study due to their accessibility to the researcher. Since the primary English is the same for all primary schools in the republic the findings of the study should apply to all schools in the republic.

3.2.1 Respondents

Most teachers of English in all the six schools participated in the study. They were 42 teachers, 6 heads of schools and two TAC tutors. By the time of the study the respondents had been involved in the programme for at least eight years. It was, therefore, assumed that they would provide valid information on the programme. To select the respondents to fill in the questionnaire for the teachers of English, the researcher asked the heads of schools to identify the teachers who were concerned with the teaching of English in their respective schools. Table III.1 shows the respondents that were used in the study.

Table III.1 Description of respondents from Primary schools

School	Teachers	Headteachers	Total
1. Nyakwaka	09	01	10
2. Sichekhe	07	01	08
3. Namboboto Girls	06	01	07
4. Namboboto Boys	08	01	09
5. Nangina Girls Boarding	05	01	06
6. Funyula	07	01	08
TOTAL	42	06	48

The information contained in Table III.1 shows that the total number of respondents from the six primary schools was 42. The number of teachers used from each school depended on those who teach English and also on those who were present at the time of the study.

Outside those who teach English, eight other respondents were used by the researcher because they were closely connected with the implementation of the primary English programmes in the republic. These respondents were six heads of the Primary Schools in table III.1 and two TAC tutors in the area. These eight responded to questionnaires through interview schedules. This brought the number of respondents in this study to 50. In addition seven teachers were observed in the classroom teaching English.

3.3 The research instruments used

Three types of instruments were developed and used to collect data. These were questionnaires. Interview schedule and lesson observation schedule.

3.3.1 Questionnaire

The researcher used one set of questionnaire constructed by him. The instrument was based on those aspects of English that are stressed within the primary English programme.

The questionnaire was divided into three parts. The first part sought information on the background of the respondents. This included information such as data on sex, age, and academic background as

well as teaching experience. Information on the teachers' professional qualifications was sought. Preparation given to them before and during the implementation of the 8:4:4 English programme was sought in this part of the questionnaire.

Most of the items in this section were highly structured, they limited the respondents to ticking or simply filling in 'yes' or 'no' answers. These items were used at the beginning in order to encourage the respondents to fill in the questionnaire from the start without much problems.

The second part of the questionnaire included items consisting of statements that required the respondents to show their feelings towards the 8:4:4 primary English syllabus. Some of these items were positively stated and others were negatively stated. This was done to ensure objectivity of the respondents. Responses were made on five point scale of Strongly Agree, Agree, Not Certain, Disagree and Strongly Disagree.

The third part of the questionnaire consisted mostly of items with open ended questions. The respondents were free to express their feelings, opinions, various problems they encountered in the teaching/learning of English and how they think these problems could be alleviated.

3.3.2 Questionnaire administered to the teachers of English.

This sought information from the teachers concerning their background, teaching strategies they used including resources and

assessment procedures. Apart from their general attitudes towards the new programme, their reactions towards the English syllabus and course books were sought. All these revealed how prepared they were to handle new 8:4:4 Primary English programme.

3.3.3 Interview Schedule for English teachers

Interviews were conducted with the following respondents:

- (i) The heads in the six selected Primary Schools

The interview schedule for these consisted of 14 items constructed by the researcher. The aim was to get information about the English programme from the administrative point of view. Attitudes towards the new programme and efforts to minimise any problems that the teachers of English might be facing were sought.

3.3.4 Interview schedule for TAC tutors

The interview schedule for these consisted of 15 items constructed by the researcher. The aim was to get information from the tutors on the kind of preparation they gave to the teachers during the implementation of the programme. Problem of teachers, attitudes of the TAC tutors to the programme and suggestions for improvement were sought.

3.3.5 Lesson Observation Schedule

Direct observation of teaching by the teachers of English was carried out by the researcher during the visits to the schools.

A total of seven teachers were observed in their classrooms.

The researcher wanted to find out the following from the observation of English lessons in progress:

- (a) whether the teachers of English have termly schemes of work to guide them in their teaching.
- (b) whether the teachers of English make lesson plans to guide them in their teaching.
- (c) The resources used.
- (d) Time spent on various activities during the lesson
- (e) Application of some techniques advocated by K.I.E. Examples: group work, discussion, dramatisation, drilling, reading, explanation, etc.
- (f) How effective teachers of English are.
- (g) Their knowledge of content.

Flanders (1970) describes teaching/learning behaviours as consisting of a series of events which occur one after another.

Each occupies a small segment of time, and the chain of events can be spaced along time dimension¹⁷.

The researcher in the present study tried to study the teachers' teaching behaviour by keeping track of the teacher-pupil contacts vice-versa.

The observation schedule was expected to supplement the

¹⁷Flanders, N.A. Analysing Teaching Behaviour

interviews and responses from questionnaires. This was expected to confirm whether the methods and strategies given in the questionnaires were those actually used during teaching.

It was hoped that all the three research tools would help to collect enough data that would lead to the answers to the questions raised in the study.

3.4 Administration of the research tools

After authority to carry out research was obtained from the Office of the President, the researcher sent out letters to the six Primary School Heads with copies to the Chief of Samia Location, A.P.S., and TAC tutors to inform them of the intended study.

The researcher then carried out a pilot study of his research tools at Kamiti Primary School in Nairobi. The intention was to find out whether his research tools would be clear to his intended respondents and whether they would be valid in the collection of data.

The researcher then visited the individual primary schools and explained the purpose of the study to the Heads and where necessary to the respondents.

The Questionnaires were delivered to the Heads of schools, who, in turn delivered them to the teachers of English. Teachers were given two days to fill the questionnaire. When the researcher went back to each school to collect the questionnaires, he used that opportunity to observe lessons taught by those who had been requested by the Heads

of schools to teach for the researcher. A lot of cooperation on the part of the Heads and teachers was given to the researcher.

Appointments to meet the Heads of schools and TAC tutors for interview schedules were made. They were interviewed in their offices although some preferred to fill in interview forms privately.

3.5 Some problems experienced during the study

Various activities that were taking place during the time of this study interfered with the time schedule that the researcher had already made. These were mainly mock examinations for various classes. Invigilation by teachers at various centres, marking of the Mock examinations and administration and inspection of the same activities by the Primary School Inspectors. The Primary School Inspectors were so much involved in these activities that it was not possible to interview any one of them as the researcher had planned.

The teachers took longer than expected to fill in the questionnaires. Such delays interfered with the researcher's time schedule. Some respondents failed to fill in the questionnaires and as a result eight questionnaires were not collected from the respondents. This reduced the number of questionnaires collected to 42 out of the 50 that the researcher had given out.

3.6 Data processing and analysis procedures

The researcher first obtained data with the use of the different tools described in this chapter. Data collected from the respondents each time were given codes. Then all data were stored ready for presentation and analysis.

Methods of analysis included calculation of percentages and means for the responses that were quantifiable. To determine the feelings of the respondents towards the 8:4:4 Primary English programme a Likert type of attitude scale was used. All the responses were given values in order to score each item and obtain the total score for the entire scale. All results obtained through different methods of analysis were tabulated and evaluated after which conclusions were established.

Chapter IV focusses on presentation and analysis of data.

CHAPTER IV

ANALYSIS, PRESENTATION AND DISCUSSION OF DATA

4.1 Introduction

The previous chapter examined in detail the research methodology used in the study. Aspects such as sampling, research tools used and how they were developed were outlined.

This chapter analyses, presents and discusses data collected. Where items in questionnaires, interviews and observation schedules require related information from the respondents, the data analysis is presented simultaneously.

The main questions that this study sought to answer were:

- (i) Are the Primary English teachers academically and professionally qualified?
- (ii) Are the teachers properly inserviced to teach the 8:4:4 primary English effectively?
- (iii) What problems did they experience during implementation?
- (iv) How have the problems affected the teaching of the new English course?
- (v) Are the suggested objectives of 8:4:4 Primary English achievable?
- (vi) Are the course materials available and suited to the pupils' abilities?
- (vii) What are the methods of assessment used?

- (viii) What are the teachers' attitudes towards the course and the course books?
- (ix) Is the 8:4:4 Primary English Course appropriate?
- (x) What suggestions for improvement do the teachers have?

To answer these questions, the researcher tried to identify the academic and professional qualifications of the teachers of English, preparation given to the teachers prior to and during the implementation of the programme, availability and use of teaching and learning resources, use of different assessment methods, the teachers' feelings and opinions on the new English Course and their suggestions for improvement.

4.2 The subjects of the study

(a) The background of the teachers of English

Tables IV.1 and IV.2 present information on sex and age, respectively, on the teachers who participated in the study.

Table IV.1: **Sex of teachers of English**

Sex	Number	%
Male	17	40.5
Female	25	59.5
TOTAL	42	100

Table IV.2: Age of Primary Teachers of English

Age in years	Number	%
Below 25	07	16.7
Between 26 and 35	22	52.4
Between 36 and 45	05	11.9
Over 46	03	7.1
No response	05	11.9
TOTAL	42	100

Table IV.1 shows that the majority of the teachers of English are female (59.5%). The male teachers are 40.5% of the number that responded to the questionnaire.

Table IV.2 shows that 52.4% of the 42 teachers of English range between 26 and 35 years of age. The teachers who are below 25 years of age are only 16.7%. The majority of this group of teachers are untrained. The same table indicates that the teachers of English who are above 45 years of age are only 3 (7.1%).

(b) Academic and professional qualifications of the primary English teachers

Tables IV.3 and IV.4 present information on the highest academic and professional qualifications of the teachers used in the study.

Table IV.3: Highest academic qualifications of the primary English teachers

Qualifications	Number	%
KAPE, KPE, CPE, KCPE	03	7.1
CSC, EACE, KCE	32	76.2
HSC, KAACE, KACE	06	14.3
Other	01	2.4
Total	42	100

Table IV.4: Highest professional qualifications

Professional Qualifications	Number	%
Untrained Teachers	06	14.3
P3	02	4.8
P2	04	9.5
P1	30	71.4
S1	00	00
Other	00	00
Total	42	100

Table IV.3 shows that only 3 out of 42 teachers (7.1%) are holders of Primary Certificates while 6 teachers out of the 42 teachers used in the study are untrained. Out of the six schools selected for the purpose of this study 30 teachers (71.4%) are P1 teachers while, only 2 teachers (4.8%) are P3 teachers.

The two tables indicate that the majority of the teachers are both academically and professionally well qualified.

(c) Teaching experience

Table IV.5 shows the teaching experience of the teachers used in the study in Primary schools.

Table IV.5: The teaching experience of teachers of English at Primary School level.

Years of service	Number	<u>%</u>
No experience	00	00
Between 0 and 5	22	52.4
Between 6 and 10	10	23.8
Between 11 and 15	03	07.1
Between 16 and 20	02	04.8
Between 21 and 25	03	07.1
Above 25	02	04.8
No response	00	00
TOTAL	42	100

As shown in the Table, 22 teachers (52.4%) out of the total number (42) that responded to the questionnaires have had up to 5 years of experience. The table also indicates that 10 teachers out of 42 respondents (23.8%) have experience ranging from six to ten years. This means that about 76% of the teachers who responded to the questionnaire were given relevant training to 8:4:4 system in Teacher Training Colleges since they received training when the nation was changing to the current system of education. Three teachers (7.1%) have experience ranging between 21 and 25 years while two (4.8%) have more than 25 years of experience in teaching. The researcher also noted that these same two teachers were women. One had 29 years and another had 31 years of teaching experience. Data collected from these same teachers reveal the fact that they have not had relevant training to 8:4:4 system and that no attempt was made to inservice them for the new programme.

(d) Head Teachers' Administrative experience

During the interviews with the six heads of schools, questions were asked to find out how long they had served as heads of schools and how long they had worked in their current stations. Attempts were also made to find out how much they knew about the 8:4:4 English syllabus (See Appendix II).

Table IV.6 shows the number of years the heads of the six primary schools had served in the capacity of school heads by the time of

research. The table also indicates the number of years they had served in their current stations.

Table IV.6: Administrative experience of Heads of Schools

Number of years as head	25	18	15	11	08	03
Number of years as head in the current school	16	09	15	09	08	03

The table above shows that the longest serving headteacher out of the six schools has been head for 25 years and that he has been head at his current station for 16 years.

The head of school with the least experience has served as head for 3 years and has headed her current station for 3 years.

The administrative experience of the six heads of schools is long enough for them to command credibility in whatever comments they have on the 8:4:4 system of education. It is also evident from the table that the heads are experienced enough to give good guidance to the teachers under them.

(e) Special interest in English as an academic subject

In response to item 6 which required respondents to state whether they had special interest in English (see Appendix 1) 17 teachers out of 42 indicated that they were teaching English because they were expected to do so by their employer. The research revealed that 40.5% of the total number of respondents had no interest in English as an

academic subject. Some teachers (4) reported this view personally to the researcher. Interviews with the school heads confirmed this view.

4.3 Preparation for the teachers of 8:4:4 primary English

Responses to item 7 which required respondents to state whether they had had inservice courses in preparation for the 8:4:4 primary English show that 30 out of 42 respondents (71.4%) had not attended any course in English which they would regard as special training in preparation for the 8:4:4 programme. 18 teachers out of 42 indicated that they had been involved in some inservice courses in English at zonal levels and added that these courses had nothing to do with the 8:4:4 primary English. According to the 18 teachers, these were short courses organised by British Council. Three teachers were involved in courses organised by TAC tutors while one was involved in a course organised by K.N.U.T.

The majority of the teachers indicated that special training or in-service course was necessary for success of any new programme of teaching. The interview with the two TAC tutors confirmed that teachers were not given any orientation for the 8:4:4 English syllabus. Most of the respondents told the researcher personally as they handed in their questionnaires that they had not seen the 8:4:4 English syllabus. Most of them reported that they were using the course books as their syllabus. An official at K.I.E. told the researcher in a casual talk

that the P.E.P. syllabus was regarded as the 8:4:4 syllabus for schools.

4.4 Reaction of teachers to the new programme

The majority of the teachers reacted positively to the new system and structure of education. However, most of them thought that there were serious weaknesses with the planning and implementation of the system and added that if the weaknesses were rectified, the system would be good.

(i) Attitudes of teachers of English towards the new English programme

In order to determine the attitude of teachers towards the new English programme in primary schools, the respondents were asked to indicate the extent to which each of the listed statements they agree with. Values or scores for positive statements were:

Strongly agree	5
Agree	4
Not certain	3
Disagree	2
Strongly disagree	1

The order was reversed for negative statements as shown below:

Strongly agree	1
Agree	2
Not certain	3
Disagree	4
Strongly disagree	5

Mean scores were computed for all respondents for each of the 8 items shown in Table IV.7. A neutral score was 3. Any mean scores of less than 3 were regarded as unfavourable; any mean score of more than 3 was regarded as favourable (see Table IV.7).

The findings in Table IV.7 clearly reveal different reactions of teachers of English towards the new programme. It is evident, for example, that the aims and objectives of primary English syllabus are clear since 64.3% of the respondents agree with the statement. 13 teachers out of 42 were not certain whether the objectives were clear or not. 21 teachers (50% of the total number of respondents) agreed that the implementation of 8:4:4 English programme will make the learner a good and responsible member of the community. However, 16 teachers (38.09%) doubted this fact.

In response to item 14c which required respondents to indicate how best they agreed with the statement, 2 teachers strongly agreed and 9 agreed with the statement that the content of the English syllabus for primary is not relevant to the needs of the learner while 26 teachers out of 42 indicated that the syllabus was relevant to the needs of the learner. None of the teachers indicated that the syllabus contents were not relevant to the country's needs.

In response to item 14e which required the respondents to state how they rated the preparation of teachers for the new programme, 18 teachers (42.8%) stated that the preparation of teachers of English for the new programme was not adequate. Thirty three out of 42

Table IV.7: Frequency distribution of teachers' attitudes towards 8:4:4 Primary English.

Item	Strongly agree		Agree		Not certain		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
a) The aims and objectives of 8:4:4 Primary English syllabus are clear			27	64.3	13	30.95	2	4.76			42	100
b) The implementation of 8:4:4 English programme will make the learner a good and responsible member of the community	5	11.9	16	38.09	16	38.09	5	11.9			42	100
c) The content of the English syllabus for primary is not relevant to the needs of the learner	2	4.8	9	21.4	5	11.9	22	52.4	4	9.5	42	100
d) The content of the 8:4:4 English syllabus is not relevant to the Country's needs	3	7.16	6	14.3	8	19.04	19	45.2	6	14.3	42	100

Table IV.7 contd.

e) Teachers of English are not adequately prepared to teach the programme	5	11.91	13	30.95	7	16.66	13	30.95	4	9.52	42	100
f) The school has sufficient materials for teaching English	2	4.76	5	11.9	2	4.76	12	28.75	21	50	42	100
g) The syllabus is too wide to cover	10	23.8	20	47.6	5	11.9	7	16.7			42	100
h) I do not consider English very difficult to teach	3	7.1	22	52.4	1	2.4	9	21.4	7	16.7	42	100

teachers indicated that their schools did not have enough materials for teaching English 7 indicated that their schools had enough while 2 were not certain (see table IV.7).

In response to the question which required the teachers to state whether they considered English a difficult subject to teach or not, 25 teachers out of 42 indicated that English was not difficult to teach while 16 indicated that English was difficult to teach. One teacher was not decided on this issue (see table IV.7).

The computed mean score for the teachers' responses for each item are represented in Table IV.8. Out of 8 items, the mean attitude scores of 5 items (62.5%) show a positive attitude while three (37.5%) show a negative attitude. Generally, the information in this table indicates that the teachers of English had a positive attitude towards the new 8:4:4 primary English programme.

(ii) The feelings and opinions of various respondents towards the 8:4:4 Primary English Course and Course Books

The information presented in Table IV.9 shows that the majority of the respondents are satisfied with various aspects of the syllabus and that they consider the aspects outlined in the table appropriate. However there were feelings from the minority group that those aspects are not appropriate. Asked why they thought those aspects of the syllabus were inappropriate, the reasons they gave were:

- (a) The syllabus is too wide to cover in a year and some of the topics are too difficult to handle.

Table IV.8: Mean attitude scores for the Teachers of English.

Item	Mean Score	Attitude towards English
a) Clarity of 8:4:4 English objectives	3.59	Positive
b) The 8:4:4 English syllabus will make the learner responsible in his/her community	3.5	Positive
c) The 8:4:4 English syllabus is not relevant to learners' needs	3.4	Positive
d) The 8:4:4 syllabus is not relevant to the needs of the country	3.45	Positive
e) Primary English teachers are not well prepared	2.95	Negative
f) The school has sufficient material for teaching English	1.92	Negative
g) The 8:4:4 English syllabus is too wide	3.78	Positive
h) English is not difficult to teach	2.88	Negative

Table IV.9: Teachers feelings and opinions on the appropriateness of different aspects of the syllabus.

Aspects of the syllabus	Appropriateness of aspects							
	Yes		No		No response		Total	
	N	%	N	%	N	%	N	%
Organisations of topics	34	80.9	4	9.5	4	9.5	42	100
Content	32	76.2	7	16.7	3	7.14	42	100
Suggested pupil activities	30	7.14	10	23.8	2	4.8	42	100
Suggested evaluation procedures	32	76.2	6	14.3	4	9.5	42	100

- (b) The objectives and aims of the 8:4:4 syllabus are not clear. Some are not achievable.
- (c) There is not continuity or clear link between the lower and upper primary work.
- (d) The topics were not well or logically organised. Some of them which were at the end of the syllabus should have come first.
- (e) The number of English periods is not adequate.

As far as the activities were concerned, some teachers felt that they were too few to give pupils enough practice. Because of this weakness some teachers were forced to turn to other books which are not official course books for more appropriate activities. Some teachers felt that some of the activities suggested were not practical in their situation.

These same views were also expressed by heads of schools. 76.2% are satisfied with the evaluation procedures recommended while 14.3% are not satisfied.

On the whole the majority of the teachers of English are satisfied with various aspects of the English syllabus and programme.

4.5 Methods and activities employed by teachers of English

- (i) In response to item 16, the information given by teachers of English indicates that the most popular methods used quite often are: discussion used by 27 teachers (64.3%), explanation and groupwork each used by 24 teachers (57.1%), direct composition used by 20 teachers

(47.6%), story telling used by 17 teachers (40.9%), drilling used by 16 teachers (38.1%) and miming used by 10 teachers (23.8%).

The methods used occasionally by teachers include: dramatization used by 26 teachers (61.9%), debating used by 23 teachers (54.8%), poetry used by 22 teachers (52.4%) and story telling and miming each used by 21 teachers (50%). Project method is used occasionally by 20 teachers and not used at all by the same number of teachers out of 42 respondents.

Asked about the problems they experience in the use of different methods, the respondents indicated that their problems were:

- (a) Pupils' lack of ability to express themselves freely.
- (b) pupils participation is poor because of inability to express themselves adequately.
- (c) Some methods require activities which are too difficult for pupils to engage in.
- (d) Lack of reference books in the teaching of English limits the teachers.
- (e) Lack of enough copies of course books makes it difficult for the teachers to employ other methods.
- (f) Once used to particular methods of teaching, it is not easy to change to others.

The school heads suggested that these problems could be alleviated if a good supply of reference books would be sent to schools or if more meaningful in-service courses for English teachers could be mounted.

The information given by teachers on their use of activities shows that the most popular are:

- (a) Filling in blanks used by 40 teachers (95.2%)
- (b) Writing simple guided compositions used by 37 teachers (88%)
- (e) Listening and reacting and matching items, each used by 35 teachers (83.3%)
- (d) Independent reading used by 33 teachers (78.6%)
- (e) describing things used by 32 teachers (71.6%)
- (f) and imitation used by 27 teachers (64.2%).

According to the responses by the teachers, appropriate methods and activities are used in schools. The problems of implementation of the 8:4:4 English programme, therefore, have nothing to do with the methods of teaching and pupils' activities.

(ii) However, data collected from the lesson observation schedules indicated that the teachers' methods were limited to:

- (a) question and answer
- (b) explanation
- (c) silent reading and reading aloud.

Observation schedules also revealed that the most popular activities for pupils were:

- (a) listening and responding verbally
- (b) repeating after the teacher
- (c) constructing sentences
- (d) and answering comprehension questions in writing.

(i) Teachers' opinions on how the teaching of English could be improved

Information presented in Table IV.10 shows that 66.6% of the total number of respondents (22 teachers) feel that regular in-service courses for teachers of English are necessary. 17 teachers (40.5%) are not satisfied with the current syllabus. They feel it should be revised. 18 teachers (42.9%) feel that the current course books should be revised.

The same number of teachers (18) 42.9% of the total number of respondents felt that there was need for the English teachers to be involved in curriculum development for them to be able to tell the direction of the English course.

4.6 Availability and suitability of resources

In response to item 19 (see Appendix 1) which required teachers to indicate what problems they experience concerning resources the teachers indicated that the course materials such as the official course books for English, supplementary books, library books and other teaching aids were not easily available. 30 teachers (71.4%) out of 42 teachers expressed this view. Some of the problems connected with the resources were:

1. The few copies that were available in schools were not enough for the large numbers of pupils in classes.
2. The coverage of topics was poor.

Table IV.10 Teachers opinion on how the teaching of English in primary schools could be improved.

Suggestions	Very important		Important		Less important		Not important		No response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Regular In-service courses for teachers of English	22	66.6	12	28.5	1	2.4	1	2.4	-	-	42	100
Revision of the current syllabus	17	40.5	19	45	5	11.9	-	-	1	2.4	42	100
Revision of the current course books	18	42.9	18	42.9	3	7.1	2	4.8	1	2.4	42	100
More involvement of the teachers in the curriculum development	18	42.9	17	40.5	3	7.1	3	7.1	1	2.4	42	100

3. Not much was contained in the course books in terms of exercises to cover a wide range of topics.
4. Lack of exercises that are challenging enough to pupils of different abilities.
5. The covers were poor in quality. The cover writings became faint after a short time.
6. The binding was poor
7. Lack of supplementary books
8. Lack of reference books for teachers.

Interviews with the heads of schools and TAC tutors confirmed this view. All the six heads of schools interviewed confirmed that course books were not easily available. The reason given for this was that parents were expected to buy books for their children to use in schools and that it was not easy for the parents to meet this demand. The heads of schools also added that the schools had storage problems; that even the few books that the schools had were being poorly kept. Rats, cockroaches and termites, in some cases, destroyed books.

The majority of the school heads indicated that the current course books were shallow. In response to item 23 (see Appendix 1) which required teachers to state whether or not they used other books in addition to course books, 30 teachers (71.4%) indicated that they were using other books. Asked to give reasons why they used other books, the teachers gave the following reasons:

- (a) to give pupils more practice
- (b) to teach the items that are not contained in the K.I.E. course books.
- (c) to drill children in grammar
- (d) because very little is covered in K.I.E. books and if you depend on them, the children will not get good passes in K.C.P.E. English.

In response to item 22 (see Appendix 1) which required the teachers' opinions on the K.I.E. English books for the 8:4:4 system of Education, the majority of the respondents indicated that they found them useful. Table IV.11 shows how the teachers responded.

Table IV.11: Teachers' opinions on K.I.E. Course books for English

Rating	Number	%
Very useful	6	14.28
Useful	25	59.52
Less useful	10	23.8
Not useful	1	2.4
No response	0	0
TOTAL	42	100

4.7 Methods of assessment

In the questionnaire (see Appendix 1) the teachers were asked to indicate the frequency of assessment of pupils' progress using

different procedures. It was found that Quizzes were used often more than three times a week by 24 teachers (51.1%). Written tests were used more than three times a term by 20 teachers (47.6% of the total number of respondents). Observation of pupils' progress was used by 9 teachers (21.48) more than three times a term while written examinations were used more than three times a term by 4 teachers (9.5% of the total number of respondents). On the whole the most popular assessment techniques are Quizzes and written tests.

Asked about what problems they faced when evaluating English, the majority of the teachers indicated that their problems were as follows:

- (a) lack of time
- (b) Not easy to test and mark work for a large class regularly.
- (c) Not easy to test comprehension because of lack of course books and supplementary books.
- (d) Not possible to test the other areas of reading, for example, the art of reading and progress in independent reading.

4.8 Difficulties experienced during the learning/teaching of English

In the questionnaire for teachers (see Appendix 1) and interview schedules (see Appendices II and III, the teachers, the school heads and TAC tutors were asked to list down some of the problems they experience during the teaching and learning of various aspects of English. The problems listed by the respondents in various parts of the questionnaires were:

- (a) Lack of resources (included here were course books, text books, library books, reference books and teaching aids).
- (b) The syllabus is too wide to cover in a year, so a number of topics are not taught. The children are given a new course book in the next class, at the beginning of the new year, before the previous one is covered. Consequently, they do not follow the contents of the course easily.
- (c) Lack of time to teach what is expected in a year in a given class.
- (d) There are so many responsibilities given to the teachers that they cannot concentrate on teaching and do it effectively.
- (e) The load given to teachers in terms of lessons per week is too heavy.
- (f) The number of pupils per class is too large to allow the teachers to teach effectively.
- (g) Some methods and activities which are suggested by K.I.E. are too difficult for the teachers and pupils to manage.
- (h) Some teachers are not able to follow the requirements of the syllabus and the course books.
- (i) Pupils cannot express themselves freely. They have problems in tenses and other parts of speech.
- (j) The teachers do not have clear instructions to guide them in their teaching (from course books and their immediate officers).

4.9 How the difficulties experienced affect the teaching

Throughout the questionnaire and interview schedules with the heads of schools, the respondents implied that the difficulties experienced during implementation of the programme have to a great extent, affected their teaching of English. The majority of the teachers indicated that they were affected as follows:

- (a) Because of the problems experience in the teaching of English, the teachers were developing a negative attitude towards teaching English.
- (b) the pupils were too overloaded with lessons and work to learn effectively, consequently the pupils are getting discouraged.
- (c) Lack of resources makes it difficult for the teachers to perform their duties effectively.
- (d) The teachers cannot cover the syllabus because it is too wide.
- (e) The difficulties experienced in the teaching/learning of English are slowing down the pupils' progress in English.

In response to item 20 (see Appendix 1) which required the respondents to state how the problems could be alleviated, the majority of the teachers indicated that the problems and difficulties of teaching/learning of English could be solved if the Kenya Equipment Scheme would supply enough resources to schools as it used to do in the past.

Also, the majority of the respondents suggested that parents and pupils should be encouraged to see the need for buying books for

children to read at school. If this was done, the parents would help the schools solve this problem.

4.10 Lesson observation report

Observation of some English lessons in progress was carried out partly to get first hand information on the procedures used by the teachers of English and partly to confirm the information given to the researcher through questionnaires and interview schedules. A specifically prepared analysis instrument was used.

Seven teachers of English were observed in four primary schools out of the six selected schools. Arrangements to see them teach were made by the heads of schools. The same teachers had also participated in the filling of the questionnaires.

(i) Preparation of lessons

None of the seven teachers observed had a personal scheme of work. All of them seemed to be using the course books as their schemes of work as they handled topics as they are arranged in the books.

All teachers had lesson plans but objectives were poorly stated, they were not concrete and specific and measurable. None of the seven teachers observed had a good variety of activities stated in the lesson plan and the few that were observed were not logically interrelated. Most of them simply stated and employed activities that were haphazard (see Appendix IV Section on lesson preparation).

(ii) The quality of teaching

Out of seven teachers only 2 (28.57%) had the kind of introduction that could provoke and sustain the curiosity of the pupils. The same two teachers were able to link the introduction with the lesson. 5 teachers (71.42%) had poor introductory parts of the lesson.

On lesson development only three out of seven teachers were able to introduce, explore and extend knowledge logically and systematically.

In all cases the pupils were fairly attentive and their participation in the lesson was good. Most teachers used questioning as a method of teaching new items but failed to use pupils answers to explore and extend the pupils' knowledge in the topic handled. The researcher noted that the teachers had the tendency of misusing the question-answer as a method of teaching. Most of them thought that any question was a good question. What was important to them was the fact that they were asking questions.

The majority of the teachers had the ability to handle different types of learners effectively. They were able to call the attention of different learners to the lesson but failed to provide appropriate work to children of different abilities.

The majority lacked the ability to handle some unexpected possibilities in the teaching-learning situation. The researcher also noted that, out of the seven teachers observed only one had the ability to teach, test and reteach where necessary.

(iii) Resources

The lesson observation schedule confirmed that there was an acute shortage of resources. Teaching aids were non-existent in five classes out of the seven observed. In two classes where the teachers appeared to have prepared to teach for the researcher there were a few good teaching aids.

The researcher noted that in all schools and classes observed there was an acute shortage of course books. In most cases, and on the average, about eight children crowded around one book when teachers expected them to turn to course books. The lesson observation schedule also confirmed that the covers of the books were of poor quality and that the binding of the books was not good. On the whole the books were not durable.

Most teachers did not appear to the researcher to be resourceful. There were cases where they should have used some resources in and around the classroom but the researcher noted that they did not see that possibility.

The majority of the teachers had a lot of problems teaching reading to develop the skill of reading and reading for comprehension purposes as not many pupils were able to gain access to the books at the time of reading. The researcher noted that the learners who were unable to gain access to books when they were expected by the teacher to do so got discouraged and withdrew from the books.

(iv) Problems of pupils in English

The lesson observation schedule gave the researcher an opportunity to observe some of the problems of English as a second language experienced in the classroom. Some of these problems are:

- (a) Pronunciation
- (b) Stress
- (c) Intonation
- (D) Reading was too faint in most cases
- (e) Poor phrasing in reading
- (f) Spelling
- (g) Punctuation
- (h) Comprehension ability (too low)
- (i) A number of pupils lacked confidence
- (j) Tenses
- (k) Parts of speech

These findings confirmed what teachers expressed in the questionnaires about pupils.

(v) Problems of teachers

Various behaviours of English teachers as they interacted with the pupils were observed carefully in order to see the problems of teachers in primary schools. As mentioned earlier 7 teachers were observed. One taught a lower primary class and six taught upper primary classes. The teachers were seen teaching single lessons.

The tendency was to rush over lesson steps and topics in order to cover a wide area since the syllabus was too wide to cover in a year at a slow pace.

The majority, 5 teachers out of the seven, did not seem to have good command of the subject matter and methodology. The teachers depended entirely on what was in the course books. For example:

One teacher introduced helping verbs to pupils. The verbs were:

- (i) is
- (ii) am
- (iii) are

He used them in sentences as below:

Jane is sitting on the chair

I am going to school

We are eating

The teacher gave practice to his class to reinforce the idea of helping verbs. When later he asked pupils to make their own sentences, some pupils gave the following:

- (i) I will play.
- (ii) He is tall.

The teacher accepted the two verbs underlined above as helping verbs. He did not know that the two verbs had been used as linking verbs.

Another teacher introduced active and passive voice and asked the pupils to tell the difference between the two. There was silence

because the children did not know the difference. The teacher then told the class that there was no difference between active and passive voice. The researcher, for example, had expected the teacher to say that if a sentence in active voice was transformed to passive, the meaning would remain the same but the order of words and the tenses would change. For Primary VI which she was teaching, this kind of explanation with an example of a sentence changing from one form to another would be better than what was given.

Another teacher misunderstood a sentence on page 93 of Primary English Book for Standard 6.

The sentence was:

This is a skeleton of a big animal called dinosaur.

The teacher told the class, a big skeleton is called dinosaur.

Another teacher asked pupils to read a passage and record new words. When she called for the new words from the children, she was unable to explain or define them. She was also unable to pronounce some. For example:

A pupil gave the word shook she pronounced it shock and told the class that the past tense was soaked.

This again confirmed to the researcher that English is being taught in schools by teachers whose own English is far from being perfect.

4.11 Problems experienced during implementation

Information collected on this issue from the questionnaires,

interview schedules and lesson observation schedules revealed that the problems experienced during and after implementation of the programme were:

- (1) Failure on the part of teachers to understand the objectives and strategies of the new programme because of lack of in-servicing of the teachers in preparation for implementation.
- (2) Lack of enough copies of course books, reference books for teachers, supplementary books and other resources.
3. The syllabus was too wide and too loaded.
4. The teachers were overburdened with too much work in English and too many other subjects.
5. Pupils were overloaded with work.
6. English lessons per week were not enough to cover work planned for any class in a year.
7. The syllabus was not available in the majority of the schools and consequently teachers used course books as their syllabus.
8. Topics were not logically arranged. Some topics which should have come first came last.
9. Some suggested activities and methods were too difficult for children while some were not practical.
10. K.I.E. Course books were shallow and therefore not effective.
11. Some objectives could not be achieved in English lessons.
12. Some classes were too crowded for teachers.

4.11 Discussion of findings

4.11.1 Introduction

The major concern for this study was to establish whether there are any problems affecting the implementation of 8:4:4 Primary English in some selected primary schools in Funyula Division, Busia District, Kenya. As already stated in Chapter I the study had the following main objectives:

- (i) Finding out academic and professional qualifications of English teachers and establishing how they affect the teaching of English.
- (ii) establishing whether teachers of English were given special preparations to make them understand the rationale, the nature and objectives of the new programme.
- (iii) finding out the resources available for use by the teachers, how they are used and identifying problems related to them.
- (iv) finding out the teachers methods, pupils' activities and assessment procedures.
- (v) finding out the attitudes, opinions and feelings of English teachers about the appropriateness of 8:4:4 primary English programme.
- (vi) Identifying any problems experienced during implementation.
- (vii) making recommendations on the basis of the findings of the study for the improvement of English teaching at the primary level.

To achieve these objectives and answer the questions raised, one set of questionnaire, interview, and observation schedules were developed to be used in the collection of data. The sample population

for the study consisted of 42 English teachers from six primary schools in Funyula Division, Busia District.

All headmasters of the six primary schools and two TAC tutors were used. The teachers of English (42 in number) filled questionnaires while heads of schools and TAC tutors responded to interview questions orally. Their answers were recorded. Seven teachers were observed teaching. Data were obtained through these tools.

In this section the findings are discussed in relation to the objectives that the study was attempting to achieve.

4.12.2 Professional and Academic Qualifications of the teachers of English

(i) The information obtained as shown on Tables IV.3 and IV.4 revealed that all the teachers of English in the six primary schools selected for the study are highly qualified academically and professionally. As already seen, 76.2% are holders of E.A.C.E. or K.C.E. and 14.3% are holders of either KAACE or KACE.

Professionally, 71.4% are holders of P1 certificates. The majority of the teachers are, therefore, highly qualified professionally.

The administrative experience of primary heads of schools ranges between three and twenty five years. From this analysis it is important to note that the teachers of English who participated in this study could be described as very highly qualified professionals. Problems of teaching English in these primary schools have nothing to do with

lack of trained manpower. With proper planning, these teachers should be able to handle problems encountered during teaching.

(ii) Teachers' age and experience

Data collected indicate that only seven teachers out of forty two are below 26 years of age. This means that the majority of teachers (83.3%) are mature enough to perform their teaching duties effectively. Problems of teaching English in primary schools, therefore, have nothing to do with the age of those who teach the course.

Out of 42 teachers, 22 (52.4%) were teachers whose experience is below five years. This means that about 76.2% of the teachers were socialized in the teaching profession during the period of 8:4:4 design, planning and implementation.

The problems of teaching 8:4:4 Primary English have nothing to do with the misunderstanding the system.

However, the problem comes when interest in teaching the subject is taken into consideration.

Responses to item 6 (see Appendix 1) which required respondents to indicate whether they had special interest in English as an academic subject show that 40.5% of the total number of respondents are not interested in English. Four teachers reported this personally to the investigator and added that the reason for this lack of interest in the subject was because their performance in English at KCE and PTE examinations was not good. This situation has a lot of repercussions on the teaching of the subject as revealed by respondents through

different tools used in the study. As far as heads of schools are concerned, teachers who have no interest in English simply teach the subject because they are expected to teach every subject in the primary curriculum.

The lesson observations schedule revealed lack of subject content and methodology on the part of those who teach English. The lesson observation schedule also revealed lack of commitment to the teaching of the subject.

The four variables that the study revealed as lacking in those who teach English are:

- (a) interest in the subject.
- (b) Knowledge of the subject which can enable the teachers to teach the subject effectively.
- (c) methodology
- (d) commitment to teaching.

These four variables are very important and if a teacher lacks any one of them, he/she cannot teach and achieve much.

The problems in the teaching of English, today, have a lot to do with lack of these variables.

4.12.3 (Special) preparation for English teachers before and during the introduction of 8:4:4 English programme

Information collected on this issue showed that teachers were given short in-service courses at divisional level but the courses were

the normal in-service courses. They had nothing to do with the 8:4:4 primary English. On the whole, therefore, the teachers were not given any orientation on 8:4:4 primary English.

As mentioned earlier, teachers are the cornerstones of any new curriculum reform. Curriculum implementation cannot succeed without involving teachers. In-servicing of teachers is very necessary for the success of curriculum implementation.

The feeling of uncertainty of what direction the course was expected to take and the feeling of inadequacy on the part of the teachers would have been removed by intensive inservice courses.

4.12.4 Resources for Teaching and Learning English

Analysis of data collected revealed that teachers and pupils do not have enough course books for English. This was given as the reason for not conducting effective reading lessons and even written assignments to pupils to ensure reasonable practice in these areas of language learning.

It was also revealed that course books did not contain exercises that were challenging enough to pupils of different abilities, and that the coverage of topics was poor. It was also revealed that there were no reference books for teachers. In addition to this it was further revealed that the schools lacked teaching aids and that the majority of the teachers were not resourceful and creative enough to improvise or make good and relevant teaching aids.

This is another state of affairs that can be controlled through

more effective in-service courses than what the teachers had.

4.12.5 Methods of teaching and pupils' activities

Some instruments used for example, questionnaires for teachers of English and interview schedules for heads of schools, revealed that the most popular teaching approaches are discussion, explanation, groupwork, direct composition, story telling, drilling and miming. Data also revealed that the methods used occasionally by some teachers included dramatization, debating, poetry and project method.

The activities set for pupils are: filling in blanks, writing simple guided composition, listening and responding, matching items, independent reading, describing things and imitation.

On the other hand, observation schedules revealed that teachers used questions and answer methods and reading more than any other method. The observation schedule also revealed that most teachers did not use the question and answer method effectively. Further, data from observation of lessons revealed that activities for pupils were limited to oral answers and a few written exercises which were mainly filling in blanks and answering questions on comprehension passages.

The methods used by teachers and the activities given to pupils were too limited to ensure effective learning. Reasons given for not using other methods and activities were:

- (a) Other suggested methods by K.I.E. are too complicated.
- (b) they are not familiar with some methods

- (c) lack of enough resources to allow pupils to work independently.
- (d) some activities are too involving and require a lot of teaching aids or books.
- (e) some activities are not practical in some situations.
- (f) Once used to one method or two methods of teaching it is not easy to change to new ones.

Data collected established the fact that the majority of the teachers who responded to the questionnaires were highly qualified academically and professionally.

If these highly qualified teachers knew the objectives of the course and the capabilities of their learners, they would be expected to know the best teaching methods and pupils' activities in their own situations. The majority of these respondents did not know the objectives of the 8:4:4 primary English syllabus. It is, therefore, doubtful that the methods and activities employed by these teachers would help them achieve the objectives which were not clear to them.

4.12.6 Assessment procedures

Data collected on methods of assessment revealed that the most popular procedures of assessment are quizzes and written tests. Asked why they did not employ other assessment procedures, the teachers said that they encountered problems with other methods, for example:

- (i) It was not possible to administer reading tests because of lack of books.

- (ii) It was not easy to use other assessment procedures because of large numbers of pupils in classes.

Tests, assessment and evaluation are important aspects of the teachers' work in the classroom. If the teacher cannot set valid tests to help him/her assess and evaluate pupils work, he will not be able to tell pupils' progress and decide on remedial work where necessary. If a teacher cannot make accurate judgement about pupils' progress, he/she cannot achieve her/his objectives of the course.

From the information collected through questionnaires and interviews, it is clear that assessment is one where teachers have problems.

Teachers Advisory Centres should organise short in-service courses on tests and measurement and invite specialists in that area from Teachers colleges to update the knowledge of those who teach English.

4.12.7 Attitudes, feelings and opinion of teachers of English towards 8:4:4 primary English syllabus

Responses to various items by teachers of English reveal the attitudes, feelings and the opinions that teachers have towards various aspects of the new programme.

As already observed, most of the respondents would have been happier with a less crowded or overloaded syllabus. Responses to various items in the questionnaire indicate some negative attitude towards various aspects of the syllabus. The main reasons are:

- (a) Lack of preparation for the new syllabus and role. The demands of the new syllabus on the teacher are too much. He is, also, expected to be as resourceful as possible. These are roles for which the teachers of English were not well prepared.
- (b) Schools do not have sufficient resources for teaching English. This greatly affects the teaching and learning of English.
- (c) Most teachers consider English difficult to teach under the above conditions.

As indicated earlier, the major feelings and opinions of the teachers on the 8:4:4 primary English syllabus are that:

- (a) The syllabus is too overloaded and that there is too much to teach in a given class within a year; consequently pupils cannot cope with the demands of the syllabus.
- (b) The number of English periods is not adequate so the teachers find that they cannot make much progress.
- (c) The topics in the syllabus do not progress in a logical order. Teachers find the progress of the course rather confused.
- (d) Classes are too large for the teachers. Language teaching involves a lot of testing and marking. Small classes of 24 to 30 pupils are preferred by language teachers.
- (e) Lack of resources makes it difficult for the teachers to do a good job in the classroom. They cannot assess and evaluate pupils' progress effectively in some areas of English. In addition, pupils cannot work independently.

If each one of the weaknesses was looked into and rectified, the 8:4:4 primary English course would succeed.

Information presented in table IV.8 indicates that, on the whole, teachers of English have a positive attitude towards the 8:4:4 Primary English.

4.12.8 Problems experienced during implementation

All the instruments used in this study show that teachers experienced a number of problems during the implementation of the new programme.

The problems during implementation affected the effectiveness of the programme in various ways as revealed by respondents through different tools used in the study. For example:

- (i) Teachers were not inserviced for the new programme, as a result they did not understand the objectives and strategies of the new programme. The teaching done by the majority of the teachers was not geared towards achieving objectives stated in the 8:4:4 syllabus.

Problems in the teaching of 8:4:4 primary English have partly to do with this lack of inservicing of teachers.

- (ii) Schools did not have enough copies of the course books, reference books and other resources. If teachers do not have enough resources, they cannot teach effectively.
- (iii) All respondents agreed that the syllabus for 8:4:4 was too wide and too overloaded. This fact meant that both the teachers

and pupils were overloaded with work, consequently not much was covered or done.

- (iv) The majority of the teachers who participated in the study said that the 8:4:4 English syllabus was not easily available. Interviews with the heads of schools revealed that the P.E.P. syllabus produced in late 70's was being used as the 8:4:4 syllabus and that the document was not easily available. The teachers of English were using the course books as their syllabus.
- (v) The majority of the respondents stated that the K.I.E. course books were too shallow in content. Out of 42 teachers who participated in the study 30 teachers (71.4%) reported that they were using other books in addition to K.I.E. books. Asked why they were using other books, their responses were that:
 - (a) the other books were necessary because they had better exercises for pupils' practice.
 - (b) they needed other books to teach what is not contained in the K.I.E. course books.
 - (c) they were using other books to do drilling of grammar in English.
 - (d) they were using other books because very little is covered in K.I.E. books and if one relied on them only, one's class would perform well in English exams at the end of the primary course.

If the official course books are shallow, the chances of pupils making steady progress in the subject are limited. The official books written by K.I.E. are, in most cases, the only books which reach schools. They are also given wide publicity and as such schools tend to go for them. If these books are weak, the children who rely on them have limited chances of improving in English. The weaknesses of K.I.E. books, therefore, have something to do with the problems of teaching/learning of English.

- (vi) The majority of the teachers agreed that their classes were too crowded. As mentioned earlier, English is different from other subjects in the sense that it involves so much marking of pupils' work.

The teacher of English needs a small class of between 24 and 40 pupils for him to teach effectively.

4.12.9 Lesson observation

The lesson observation schedule instrument was developed to help the researcher in his investigations. The researcher intended to use it to confirm some of the responses recorded in the questionnaire for the teachers of English in primary schools.

As indicated in the lesson observation report the findings of the research revealed that the majority of the teachers do not have schemes of work and lesson plans. In most cases, lesson plans were only made for the convenience of the researcher. This fact was evident

from the sequence of the lesson plans in their lesson plan books.

The lesson plans that were presented to the investigator were not well made. Most of the activities set for pupils were haphazard.

Other weaknesses included:

- (i) irrelevant introduction
- (ii) inability to explore a lesson and extend pupils' knowledge
- (iii) poor questioning technique
- (iv) inability to handle unexpected possibilities which occur in the course of teaching some new items.
- (v) limited resources
- (vi) inability for pupils to express themselves freely in English.
- (vii) teachers' inability to have sufficient command of English (included here are the knowledge of English and the knowledge about English).

The findings in the lesson observation schedule clearly indicate that problems of teaching English in primary schools have a lot to do with limited resources, teachers' insufficient command of English and poor teaching techniques.

4.12.10 Conclusion

The researcher hopes that the discussion above has proved that there are factors which have affected the implementaiton of 8:4:4 primary English programme. These factors are connected with lack of proper preparation of teachers for the implementation of the new

programme, limited resources, lack of interest in the subject, lack of proficiency in English, methodology and commitment on the part of those who teach the subject.

The investigator also hopes that the investigation have revealed that the English syllabus is too wide and crowded and that both teachers and pupils are overloaded with work.

The researcher hopes that these findings should provide opportunity for the teachers, inspectors of schools and curriculum developers to re-examine their work and make it more effective.

The conclusions, observations and recommendations will be discussed in the next chapter.

CHAPTER V

SUMMARY, SUGGESTIONS, CONCLUSIONS, OBSERVATIONS
AND RECOMMENDATIONS

5.1 Summary

This study involved collection and analysis of data to find out the factors that were affecting the implementation of the 8:4:4 primary English. The method used in gathering information entailed the following:

- (i) Questionnaires, filled by teachers of English in the six selected primary schools
- (ii) Interview schedules for heads of schools and TAC tutors
- (iii) Lesson observation schedules for teachers of English in the Classroom
- (iv) Presentation and analysis of data.

The tools used revealed that there were factors which were affecting the implementation of the 8:4:4 English programme. Those factors have to some extent affected the effectiveness of learning and teaching of English in primary schools in Kenya.

5.2 Suggestions on how to improve the teaching/learning of English

Information collected from the questionnaires, and interview schedules has the following recommendations made by primary English teachers, heads of schools and TAC tutors:

- (i) The primary English syllabus should be revised.
- (ii) The number of periods allocated to English per week should be increased to allow teachers to teach all topics.
- (iii) K.I.E. Course books should be revised.
 - 1. the books should be relevant to both rural and urban children.
 - 2. the books should include idiomatic expressions, English sayings, realistic pupils activities and more interesting stories of African origin.
 - 3. the cover pictures and the binding should be more durable.
- (iv) The supply of K.I.E. books should be more efficient so that the course books reach schools, in all corners of the nation, in good numbers and reasonable time.
- (v) Reference books for use by teachers should be written and made available to teachers of English.
- (vi) Regular in-service courses for English teachers conducted by subject specialists should be encouraged, so that the teachers' knowledge of English teaching is updated from time to time.
- (vii) Other Authors should be encouraged to write other course books to be used as supplementary materials.
- (viii) Objectives of teaching English should be reviewed so that achievable objectives are stated.
- (ix) More teachers should be involved in curriculum development. Each district should be given its fair share in curriculum development at K.I.E.

- (x) The Inspectorate should step up the number of inspectors so that there are advisors to English teachers. These should be people who know the subject and who are committed to their work.

5.3 Conclusions made from the findings

From the findings of this study the following conclusions have been made:

- (i) The teachers of English were not adequately prepared to teach the new programme in primary schools. No In-service courses were organised for the teachers before, during and after the implementation of the programme.
- (ii) The teachers of English are facing serious problems regarding teaching and learning of English. The 8:4:4 English syllabus is not available in the majority of the schools. The teachers, therefore, do not know in which direction they should teach the course. The teachers are using course books as their syllabus.
- (iii) K.I.E. Course books for English are shallow and teachers have to look for other books to use as supplementary books for the pupils to pass their K.C.P.E. examinations.
- (iv) There is an acute shortage of resources in schools. Schools have very few copies of course books for each class, as a result, between 6 and 10 pupils on the average share one book during English lessons.

- (v) The majority of the English teachers do not have the right knowledge of English to make them teach the subject comfortably and to make them deal with some unexpected possibilities in the classroom effectively and tactfully.
- (vi) The majority of the teachers are not able to organise a sequence of interrelated activities that reinforce and consolidate each other in establishing the learning towards which a teacher is supposed to direct his/her efforts.
- (vii) The syllabus is too wide and congested, consequently, the time allocated for its teaching is not enough. In their endeavour to cover the syllabus the teachers are forced to go over the topics in a hurry.
- (viii) The teachers and pupils are overloaded with work. The teachers cannot do much in this situation.
- (ix) The majority of the classes are overcrowded and the use of resources is overstretched.
- (x) Because of the congested syllabus, large numbers in classes and lack of resources, the teachers' morale is low.
- (xi) The majority of the teachers use question and answer method, explanation, reading and drilling as methods of teaching English.
- (xii) The majority of the teachers do not use the variety of evaluation procedures recommended for 8:4:4 system. There is overuse of quizzes and written tests.
- (xiii) None of the teachers has been involved in curriculum development.

- (xiv) Some objectives of teaching English cannot be achieved.
- (xv) The teachers are too overloaded with work to give guidance to pupils.

All the factors that have been recorded above are the major drawbacks to the effective implementation of the 8:4:4 primary English. However, the findings also revealed possible factors that would help in the implementation of the syllabus. Examples of these are:

- (a) Teachers of English in the selected schools are well qualified both academically and professionally. They only need carefully planned guidance on the new changes.
- (b) The teachers' attitudes towards the 8:4:4 primary English is positive.
- (c) The heads of schools in the selected primary schools are highly qualified and experienced professionally. Given the right conditions, they can provide good guidance to the teachers.
- (d) The TAC tutors are very mature and experienced officers. They only need to be given less work than they have; for example, inspection of teachers and organization of exams. These are responsibilities for primary schools inspection, but the inspectors have found it easy to transfer the responsibilities to the TAC tutors. If they are relieved of these responsibilities, they will find time to inservice

teachers.

5.4 Investigator's observations

It has been shown above that the implementation of the 8:4:4 primary English was affected by some factors which, in the opinion of the researcher, were either due to oversight on the part of the curriculum developers or due to the speed at which the 8:4:4 system was implemented. These factors, in turn, have affected the rationale of the 8:4:4 system of Education. The study has also shown how these factors have affected the morale of teachers of English and interfered with the achievement of the 8:4:4 objectives of teaching English. These are serious points of concern for the whole nation. The investigator's contention is that ignoring these problems at this stage of curriculum development will strengthen the weaknesses of the system and play down further the objectives and rationale of the system and eventually make the whole system fail.

The factors discussed above apparently came about as a result of the mistakes made at the initial state of designing, planning and implementing the new system of education. Kenyans ought to be very careful not to make the same mistakes in future. For now, it will be to the benefit of all Kenyans to correct the situation before the mistakes become part and parcel of the teachers' way of life in the teaching profession.

At this state of curriculum reform it is important to note that

our intention is to go technical and vocational and that we are using education to bring about these changes in the society. All efforts should be made to achieve this ideal.

5.5 Recommendations

On the basis of the findings of this study, the following suggestions are made for the improvement of the implementation of the English syllabus in primary schools and for the solution of the various problems revealed.

- (a) To solve the problem of preparation for the teachers who are the implementers, intensive inservice courses and seminars should be organised at the national level. At the national level, the inspectors of schools should be inserviced, they should then come down to the district level to in-service heads of schools, TAC tutors and some English teachers who should in turn inservice the teachers of English at divisional levels.
- (b) The English syllabus for primary schools should be revised to reduce the load of work for teachers and to re-arrange the topics in a more logical order. The syllabus of English should take into account the new subjects introduced during the implementation of the 8:4:4 system like carpentry, claywork, business education, etc. and include some of the vocabulary related to those subjects so that the teachers of English can reinforce them in English lessons.

- (c) The time allocation for English periods per week should tally with the width of the syllabus.
- (d) English course books should be revised to cater for the interest of the urban and rural children and also to:
 - (i) include idiomatic expressions, English sayings, realistic activities for children and more interesting stories of African origin.
 - (ii) make the cover pictures and binding more durable.
 - (iii) make them more complete in content.

The course books should not be written in a hurry.

- (e) The authorities concerned with curriculum development should receive continued feedback from the implementers and make adjustments accordingly, for the benefit of the nation.
- (f) Some independent bodies should be called upon to review K.I.E. books to ensure their suitability before they are printed, finally recommended and distributed to schools for use.
- (g) Other publishers should be encouraged to write different sets of course books to be used as supplementary materials.
- (h) As many teachers as possible should be involved in curriculum development. This is to make the teachers familiar with the syllabus and also make them aware of the role they are expected to play as implementers.
- (i) The Kenya Equipment Scheme should make sure that there is enough production of course books and fair supply of the same

books so that the schools receive the numbers they want in good time.

- (j) More teachers should be trained and recruited in the teaching profession so that schools are well staffed. This will help to reduce the teacher/pupil ratio to the number of pupils that teachers can handle without much strain.
- (k) Regular in-service courses should be mounted at divisional levels to update teachers' knowledge in content, methodology and evaluation procedures.
- (i) Efforts should be made for schools to acquire libraries. This should have teachers reference books, supplementary books for pupils and other readers.
- (m) The secondary school syllabus for English should include enough grammar so that the Form IV leavers who go to Teachers Colleges to train as teachers are well grounded in grammar. This will enable the English teachers in primary schools to handle the subject comfortably.
- (n) The training of teachers in primary teachers colleges should be more thorough to make the English teachers more competent in content and methodology as observed by Namach S.K. (1976).

5.6 Application of the findings

As mentioned in Chapter 1 of this project, the researcher hoped that the findings of this study would contribute to the improvement

of the teaching/learning of English in primary schools in Kenya. The curriculum developers, inspectors of schools and other involved in the implementation of the 8:4:4 primary English programme should find the research findings useful as they endeavour to improve the quality of teaching in primary schools. It is, therefore, the hope of the investigator that the attention of all those who are involved in the implementation of the primary education curriculum will be drawn to the findings of this study.

5.7 Suggestions for further research

It is the researcher's hope that this study has raised a number of questions which need further investigation. The researcher would like to recommend that further studies explore the following:

- (a) There is need to carry out a study to determine attitudes of pupils towards English as a subject and the ways in which it is taught.
- (b) A study should be carried out to investigate into pupils' readability and suitability of the course books.
- ★ (c) A study should be carried out to determine to what extent the problems connected with resources affect the learning of English.
- (d) There is need to carry out a study to determine to what extent the 8:4:4 primary English objectives can and are being assessed.
- (e) A study should be carried out to determine to what extent the primary teachers of English are prepared to handle the subject.

BIBLIOGRAPHY

- Adolphe B. (1981). A study of problems and attitudes towards English in Congo, Nairobi University. P.G.D.E. Thesis.
- Bessey (1972). Commission Report, Government Printers.
- Christophersen Paul (1973). Second Language learning, Cox & Wyman Ltd. London.
- Christine M'cnab (1980). Language Policy and Language Practices. Implementation Dilemma in Ethiopian Education. Stockholm University.
- Daily Nation (1990) The issue of October 10th 1990.
- Eshiwani, G.S. (1981) The Death of New Mathematics in the Kenya Teacher, Nairobi KNUT, December 1981.
- _____ (1984) Critical analysis of the 1984 primary and secondary school censure questionnaire, Nairobi KNC 1984.
- Flanders, N.A. (1970). Analysing Teaching Behaviour, Addison, Wesley Publishing Co.
- Gachathi, P. (1976) The National Committee of Objectives and Policies. Govt. Printers.
- Kaikumba, N.O. (1983) The fate of the 1974 English syllabus in Sierra Leone, A situation Analysis, Nairobi University (1983 PGDE Thesis).

- Kenya Govt. (1984) Syllabus for Kenya Primary Schools. Jomo Kenyatta Foundation.
- K.I.E. (1985) Primary Education Syllabus for English Kenya, K.I.E.
- _____ (1980) Primary Education Project statement of objectives K.I.E.
- _____ (1986) Primary Teacher Education, Pre-service Course English Syllabus for P1 K.I.C.
- _____ (1987) K.I.E. Research Report Series
Formative evaluation of Primary Education Project Upper Primary.
- Kenya National Examination Council (1981). C.P.E. Newsletter.
- _____ (1982). C.P.E. Newsletter
- _____ (1983). C.P.E. Newsletter
- _____ (1986). K.C.P.E. Newsletter
- _____ (1987). K.C.P.E. Newsletter
- _____ (1988). K.C.P.E. Newsletter
- _____ (1989). K.C.P.E. Newsletter
- Mackey, W.F. (1974). Language Teaching Analysis. Longman group Ltd. London.
- Makumba, P. (1983) The Degree of preparedness of the Kenya Schools in Kakamega District to receive and implement the New Social Studies Programme. M.ED. Project, University of Nairobi.

- Malusu, J.M. (1985). A study of problems affecting the new Christian Religious Education curriculum in selected lower primary schools in Nairobi. M.ED (PTE) Project University of Nairobi.
- Ministry of Education (1984). 8:4:4 system of education Booklet. Govt. Printers.
- Minta Ousmane (1980). Language Policy and Literacy Development. A study of the two West African countries of Ghana and Mali. Michigan University Ph.D. Thesis. Ohio.
- Namach, S.K. (1976). Proposals for improving the training of Primary school teachers in the TTC with special reference to the English language Aspects to English Medium Teaching. A dissertation for Diploma in the Teaching of English Overseas. Leeds University.
- Ndichu, S.T. (1987). Problems of Implementing Policy of English across the curriculum in the Upper primary schools of O'lkalou Division Nyandarua District Kenya. Kenyatta University M.ED. Thesis.
- Ogula, P.A. (1980). An evaluation of the academic and professional preparation of Primary School Social Studies teachers in a representative sample of Grade II Teachers Colleges in Oyo State Nigeria. An

- M.ED. Thesis, University of Ibadan.
- Oketch, J.G. & Asiachi, A.J. (1986). Curriculum development for Primary Schools, Kenyatta University. ODA Series.
- Olive, B. (1973). The sociology of Education. B.T. Batsford Ltd. London.
- Oluoch, G.P. (1982). Essentials of curriculum Development, Nairobi. Elimu Bookshop.
- Ominde, S. (1964). The Kenya Govt. Commission Report. Kenya, Govt. Printers.
- Omwandho, L.B.O. (1984). Factors which affect the Teaching and Learning of English writing in Upper classes of some selected schools in Oyugis Division, South Nyanza District. M.ED. (PTE) Thesis, Kenyatta University.
- Ouko, R.J. (1978). Selection and Preparation of Primary school teachers in Kenya, A dissertation for Diploma in Educational Administration, Leeds University.
- Owino Rew, F. (1987). A survey of the Teaching of Reading in English in 4 primary schools in Bondo Division, Siaya District. M.ED (PTE) Thesis, Kenyatta University.
- Perren G.E. (1968). Teachers of English as a second Language, Their Training and preparation. Cambridge University Press.

Rebecca M. Valette and Tene S. Disk (1972). Modern Language Performance. Objectives and Individualization. Harcourt Brace Javansvick.

Sifuna, D.N. and Karugu, A.M. (1988). Contemporary issues in Education, Kenyatta University. ODA Series.

Sifuna, D.N. (1990). Development of Education in Africa. The Kenyan Experience, English Press Ltd. Nairobi.

APPENDIX 1

QUESTIONNAIRE FOR PRIMARY ENGLISH TEACHERS

1. Thank you very much for agreeing to take part in this exercise.
2. In this questionnaire, please, respond to various items about yourself as a teacher of English and your observations and feelings concerning the introduction and the teaching/learning of the 8:4:4 primary English.
3. Please read all the questions carefully before you give your answer.
All your responses will remain confidential.
4. Your name is not required.

QUESTIONNAIRE FOR PRIMARY ENGLISH TEACHERS

PART ONE: GENERAL INFORMATION

Please put a tick in the appropriate box or fill information as your responses to the following questions:

1. Your sex (a) Male
 (b) Female
2. Your age (a) less than 25 years
 (b) 26 to 36 years
 (c) 36 to 45 years
 (d) over 45 years
3. Your highest academic qualifications
 (a) KAPE/KPE/CPE/KCPE
 (b) CSC/EACE/KCE
 (c) HSC/EAACE/KACE
 (d) Other, specify _____
4. Your highest Professional qualifications
 P3 P2 P1 S1
 Other, specify _____

Have you been involved in any in-service for Teaching English?

Yes No

5. Your teaching experience

- (a) between 0 - 5 years
- (b) between 6 - 10 years
- (c) between 11 - 15 years
- (d) between 16 - 20 years
- (e) between 21 - 25 years
- (f) above 25 years

6. Do you have special interest in English?

Yes No 7. Have you taken any special course in English? Yes No

8. Do you think the following are necessary?

(a) Special training in English

Yes No

(b) Seminars and Writing workshops in English

Yes No

(c) English panels

Yes No

9. Have you been involved in any In-service for Teaching English?

Yes No

10. What would you say about your teaching load?

- (a) Highly overloaded
- (b) Overloaded
- (c) Just enough
- (d) Very light

11. Do you have any responsibilities other than the teaching duties?

Yes No

If yes, specify: _____

12. Do you consider the number of periods allocated to English adequate to cover the syllabus?

Yes No

13. Are you involved in curriculum development at K.I.E.?

Yes No

Q. 14 (contd.)

h) The syllabus is too wide to cover in a year								
i) I do not consider English very difficult to teach								

PART THREE

Please answer the following questions which are related to the problems of teaching English in Primary Schools.

15. Do you think the following aspects of English syllabus are appropriate?

(a) Organisation of topics

Yes No

If no, give reasons _____

(b) Content

Yes No

If no, give reasons _____

(c) Pupils activities

Yes No

If no, give reasons _____

(d) Evaluation procedures

Yes No

If no, give reasons _____

16. Indicate how often you use the following methods in your teaching.

Method	Often	Occation-ally	Not at all	No response
a) Story telling				
b) Group work				
c) Dramatization				
d) Discussion				
e) Project				
f) Lecture				
g) Drilling				
h) Poetry				
i) Direct composition				
j) Miming				
k) Debating				
l) Language games				
m) Explanation				
n) Any other, specify				

17. Which of the following activities do you give to your pupils during English lessons? Tick against the activity:

- (a) Listening and reacting _____
- (b) Describing things _____
- (c) Matching items _____
- (d) Filling in blanks _____
- (e) Role playing _____
- (g) Group discussion _____
- (h) Debating _____
- (i) Independent reading _____
- (j) Imitation _____
- (k) Writing guided composition _____
- (l) Language games _____

18. What problems do you face in the use of different methods?

19. What problems do you experience concerning resources?

20. How could the problems concerning resources be alleviated?

21. Put a tick in an appropriate box that best describes your opinion about the nature corners (centres of interest) in teaching/learning of English.

Very important

Important

Less important

Not important

22. Put a tick in an appropriate box that best describes your opinion about the K.I.E. English books for 8:4:4 system of Education.

Very useful

Useful

Less useful

Not useful

23. Do you use supplementary books in addition to K.I.E. books?

Yes No

If yes, why?

24. Show the methods you use in the evaluation process show with a tick how often you use each per term.

Assessment method	More than three times	three times	twice	once	Not at all
Written tests					
Quizzes					
Written examination					
Observation of pupils progress					
Group projects					

26. (a) What problems do you face when evaluating English?

(b) How could these problems be alleviated?

26. Put a tick against an appropriate column which best describes your opinion on how the teaching or learning of English in Primary Schools could be improved.

Suggestions	Very important	Important	Less important	Not important
Regular In-service courses for the teachers of English				
Revision of the present syllabus				
Revision of the English Course books				
More involvement of teachers in the curriculum development				

27. Give any other suggestions/comments/feelings about the 8:4:4 English programme in primary schools in Kenya.

APPENDIX II

INTERVIEW SCHEDULE FOR THE HEADS OF SCHOOLS

1. What is the period of your administrative experience?

2. How long have you been in this school? _____ years
3. What is the pupil population in this school?
Pupils: Boys _____ Girls _____
4. How many teachers of English do you have on your staff? _____
5. How many of these would you say are doing a good job? _____
6. (a) What comments would you make about the availability of English teaching/learning resources? (books and visual aids).

- (b) What arrangements are made for the teachers to make use of the existing resources?

- (c) Are there any problems concerning the use of the resources? If yes, what are they?

7. How do you acquire the resources?

8. (a) What problems are the English teachers experiencing in the implementing the programme?

(b) Which ones in particular have they reported to you?

(c) What solutions have you been able to offer?

9. What comments would you like to make about the following:

(a) Preparation given to the English teachers to handle the English syllabus?

(b) The course books to go with the syllabus?

10. What problems have been experienced by learners concerning English?

11. What are your feelings about the English syllabus?

12. Which improvements would you like to see as far as implementation of English curriculum in primary schools is concerned?

13. What other comments would you like to make about this syllabus and course books.

14. What other comments would you like to make about the whole programme?

APPENDIX III

INTERVIEW FOR TAC TUTOR AND PRIMARY SCHOOL INSPECTORS

Office: _____

Male/female _____

Researcher _____

Date: _____

1. How long have you been involved in TAC/Inspectorate work? _____ years.
2. What are your duties as a TAC Tutor/Primary Schools Inspector?
 - (a) _____
 - (b) _____
 - (c) _____
 - (d) _____
3. What is the role of the Inspectorate/TAC?
 - (a) _____
 - (b) _____
 - (c) _____
 - (d) _____
4. How do you organize your training/inspection?
 - (a) _____
 - (b) _____
 - (c) _____
 - (d) _____
5. What problems do you experience in the administration of your work?
 - (a) _____
 - (b) _____
 - (c) _____
 - (d) _____

6. What are the problems of the teachers of English?

- (a) _____
 (b) _____
 (c) _____
 (d) _____

7. How did you prepare English teachers for the 8:4:4 English syllabus and their subsequent teaching?

- (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____

8. What problems did you experience during the training of the teachers?

- (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____

9. Do you think special training in the teaching of English is necessary?
 If yes, why?

- (a) _____
 (b) _____
 (c) _____

10. Were you inserviced for the 8:4:4 English programme?

Yes No

11. Do you think in-service was necessary?

Yes No

APPENDIX IV
LESSON OBSERVATION INSTRUMENT

12. Do you think the following aspects of the English syllabus are appropriate?

- | | | | | | |
|-----|------------------------|-----|--------------------------|----|--------------------------|
| (a) | Organisation of topics | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| (b) | Content | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

13. What problems do you experience concerning teaching/learning resources for schools?

- (a) _____
- (b) _____

14. How could these problems be solved?

- (a) _____
- (b) _____

15. Give any other suggestions/comments/feelings about the new 8:4:4 English programme in Primary Schools in Kenya.

- (a) _____
- (b) _____

APPENDIX IV

LESSON OBSERVATION INSTRUMENT

School: _____ Teacher: _____ Sex: _____
 Class: _____ Subject: _____
 Topic: _____
 Date: _____ Time: _____ Observer: _____

	0	1	2	3	4	5
A. PREPARATION						
1. <u>Schemes of work (if available)</u>						
(a) Logical sequence of topics and elements						
(b) Statement of objectives						
2. Resources						
(c) Quality						
(d) Quantity						
(e) Suitability and relevance						
3. Lesson plan						
(f) Statement of objectives						
(g) Variety of activities						
(h) Interrelatedness of activities						
B. QUALITY OF TEACHING						
Introduction						
(i) Relevance						
(j) Ability to provoke and sustain curiosity						
(k) Ability to link with subsequent lesson						
Lesson development						
(l) Ability to introduce new items						
(m) Ability to explore and extend knowledge						
(n) Pupil participation						
(o) Questioning technique and use of pupil's responses						
(p) Ability to handle different type of learners						
(q) Ability to handle unexpected possibilities						
(r) Ability to teach, test and reteach, if necessary						
C Conclusion						
(s) Ability to evaluate pupils comprehension						
(t) Ability to clinch the lesson						
Sub-totals						
Grand total and Grade						

LESSON OBSERVATION INSTRUMENT ASSESSMENT GUIDE

Grade	Mark in %
A	90 - 100
A-	85 - 89
B+	80 - 84
B	75 - 79
B-	70 - 74
C+	65 - 69
C	56 - 64
C-	50 - 55
D	46 - 49
D-	40 - 45
E	0 - 39