

**LEARNERS' VERBAL COMMUNICATION IN ENGLISH LANGUAGE DURING
CLASSROOM INTERACTION IN LONDIANI DIVISION, KIPKELION DISTRICT**

BY

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DECLARATION

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

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DEDICATION

This thesis is dedicated to my beloved mother Ruth Nabucha and my sister Joyce Kiniale for nursing and nurturing me into maturity and teaching me the essence of hard work.

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LIST OF ACRONYMS AND ABBREVIATIONS

B.A	Bachelor of Arts: Awarded after four years of university Education
B.Ed	Bachelor of Education: Awarded after for years of university Education
CAT	Continuous Assessment Test: Given during the period of study
SBE	Standard British English
CLT	Communicative Language Teaching
ESL	English as a Second Language
8-4-4:	8 years in Primary school, 4 years in Secondary and 4 years in university
K.C.P.E	Kenya Certificate of Primary Education (a certificate given after 8 years of primary education)
K.C.S.E	Kenya Certificate of Secondary Education (a certificate given after national examinations done after four years of secondary schooling)
K.N.E.C	Kenya National Examinations Council (the national examination body)
MoE	Ministry of Education)
PGDE	Post Graduate Diploma in Education
RoK	Republic of Kenya
TSC	Teachers Service Commission
TV	Television.

ABSTRACT

This study was an investigation into various factors that affect the verbal communicative abilities of students in English during classroom interaction. It was done in four selected secondary schools in Londiani Division, Kipkelion District of Kenya. It is believed that understanding the dynamics of classroom communication is essential since how students talk and act in the classroom greatly influences what they learn. Full participation in classroom activities requires competence in both the social and interactional aspects of classroom language. Verbal communicative abilities therefore, are essential for second language students to participate in and learn from their second language classroom experiences. Differences in students' linguistic and cultural background inevitably influence how, when, where and why they communicate in the second language in classrooms. If students are unaware of the social and interactional norms that regulate participation in classroom activities, they may learn little from their classroom experiences. It is in this respect therefore, that this study investigated the factors that affect learners' verbal communicative abilities in English during classroom interaction process. This is because the processes determine what language opportunities become available to be learnt from. Four schools were randomly selected for the study. Data were collected using teachers' and students' questionnaires and classroom observation guide. Four English language teachers and their form three students were observed during English language lessons. Eight English Language teachers and one hundred form three students filled in the questionnaires. Data collected were analyzed qualitatively and quantitatively using Statistical Packages for Social Sciences (SPSS) to provide the information that the questionnaires elicited from respondents. The data were presented in form of percentages and tables. The findings indicated that teachers use methods that do not enhance classroom interaction oftenly, although they admitted in the questionnaire that they normally use the methods. These methods include use of discussions. Students prefer using Kiswahili and Mother tongue to communicate with their peers although use English language during English lessons. It was concluded that English language teachers should create a conducive environment in the classroom in order to involve the learners in verbal classroom activities to help him practise the skills in the language. The researcher recommended more task-based activities to help learners to practise verbal language skills in order to improve their communicative abilities in English. There is need to look at the efficacy of using each method of teaching English during classroom interaction to improve the acquisition of Language skills in future.

1.0 INTRODUCTION

This chapter deals with the background to the study, statement of the problem, objectives of the study, research questions, basic assumptions, scope and limitations of the study, conceptual and theoretical framework, significance of the study and definitions of operational terms.

1.1 Background to the Study

The Kenyan language policy stipulates that English is the official language of the country. First, It is used, though not exclusively, in the three arms of the government namely, judiciary, legislature and the executive. Second, it is the means of communication amongst the elite, especially those who speak different languages. Third, it is a means of international communication, linking Kenya with other parts of the world. Fourth, it is a medium of instruction from the fourth year of primary education upwards in all school subjects except other languages like Kiswahili and foreign languages. In addition, parliament debates, sessional papers, business contracts and advertisements all use English. It follows therefore, that mastery of English may enable one to excel in business, various professions and also enable one to communicate across tribal or racial lines. According to Otieno (1996), the continued importance of English language is a matter of necessity rather than chance, it cannot be overemphasized. The Ominde Commission of 1964 states that: English is in our opinion to be the language of instruction in secondary schools and higher education.

The commission felt that English is an international language of great importance for economic, social and political development. To prepare pupils to handle English language in all the functions mentioned, the Kenyan secondary school English syllabus gives priority to the development of the four skills in English, viz: listening, speaking, reading and writing. One of the objectives of teaching English stated by Kenya Institute of Education (KIE) in 1985 English Language Syllabus for KCSE is to enable the learner to listen and speak intelligibly and intelligently in English in different situations. The Kenya National Examinations Council (KNEC) regulations and syllabi for (1994- 1995, 2002) also prioritize spoken English.

In this respect, the learner should be equipped with the ability, personal tool - a functional means of communicating facts, opinions and ideas about real issues to other people. Otieno (1996) says that one's knowledge of a language is largely determined by the ability to speak in the language rather than to write in it. Leeson (1975) sees knowing a language as the ability to produce, flexible appropriate and indefinite number of utterances in the language. The performance of English in KCSE has not been good over a number of years throughout the country. The KNEC newsletters of 2004, 2005 and 2006 all testify that many candidates perform poorly in English. It has been noted too that some students do not express themselves fluently in English at school and even after school. Due to this poor performance, the Ministry of Education places a lot of emphasis on the development of English language. It also places on the shoulder of English language teachers the task of moulding the students so that they can express themselves effectively in both written and spoken modes. These skills are important to secondary

school graduates who need them to further their studies and advance their careers in various professions.

Researches have been done on classroom interaction towards improving the performance of students in all subjects, English included. Classroom-based researches suggest that the process of classroom interaction determines what language learning opportunities become available to be learnt from (Johnson 1995). One of these studies was done by Njuguna (2000) on verbal classroom interaction patterns of home science secondary school teachers with their students in Nairobi Province. She found that the lessons were highly controlled by teachers, who determined the type of learning taking place, thus teaching is teacher-centered. Njuguna acknowledges that the essence of teaching is communication. Pupils are expected to talk as a way of learning how to communicate.

Gathumbi (1995) in her study on verbal discourse events in a bilingual formal setting in some secondary schools in Kenya found that 75% of classroom time was spent on teacher-talk; learners were just passive recipients of knowledge. Muthwi (1987), in his study on verbal discourse events and teaching styles, also found that teacher-talk was dominant with pupil-talk accounting for only 16.7% of the total talk. These studies reveal the importance of interactional processes in the classroom to the whole process of teaching and learning. It is through these processes that learners acquire skills and knowledge in any subject. English language facilitates the interaction process because it is the medium of instruction. Learners need to take an active part in the process, but from research findings, this has not been the case. Learners have been found to take a passive

role during classroom interaction processes. This has been partly attributed to lack of verbal communicative ability in English language.

Classroom communicative ability is believed to be an essential component in the process of second language acquisition. Recent classroom-based research suggests that the process of classroom interaction does not only mean successfully participating in classroom activities but also becoming communicatively competent in the second language. This study was an investigation into the factors affecting learners' verbal communicative ability in English language during classroom interactional processes. A good performance in the English language examination is supposedly an indicative of one's ability to express oneself in English in different situations. It is arguable that pupils practise the language skills regardless of any real need other than passing the written examinations and that oral skills are of marginal importance.

1.2 Statement of the Problem

In Kenya, it has been observed that most of the students in schools are unable to communicate effectively in English. Complaints abound about the inability of secondary school graduates to express themselves verbally in English. This problem is carried over to the universities and institutions of higher learning. A report in the Standard Newspaper of 29th January 1993 says:” Most lecturers who talked to reporters during the seminars said a majority of the undergraduates had problems in expressing themselves in English.” (P14: col.1). It is further claimed in the same paper that, if any of these students hold a conversation coherently and sensibly in English, it will be a mixture of English,

Kiswahili and other languages. This concern is also expressed in a report in the Daily Nation Newspaper of 5th June, 1993 which says that a good number of employers have complained that many graduates cannot communicate in English which is the medium of instruction right from primary to universities.

The situation has not improved over years as, Gathumbi (1995) in her research shows that students in Kenyan secondary schools speak Standard British English only when they are in their classrooms. She also adds that exposure to the target language in the classroom is limited to the time on the timetable and controlled by teachers who do much of the talking. This study was an investigation of factors that affect learners' verbal communicative ability in English language. This is a very important aspect in language learning. The ability to communicate in a language makes it more useful to the individual and those around him, that is, speak it and communicate fluently. Research findings have revealed that knowledge of spoken language is easily transferred to the written medium than the converse (Wilkins, 1974).

1.3 Objectives of the Study

The specific objectives of the study were to find out:

- i). Whether the type of teaching methods employed by teachers help to develop learners' verbal communicative abilities during classroom interaction.
- ii). How the behavior of English language teachers in the classroom affects learners' verbal communicative abilities.

- iii). Whether the availability of recommended textbooks and reading materials positively affect the verbal communicative abilities of learners in English during classroom interaction.
- iv). How learners' attitude towards English affects their verbal communicative abilities in English.

1.4 Research Questions

The study was guided by the following research questions:

- i). How does the use of certain teaching methods affect learners' verbal communicative abilities in English during classroom interaction?
- ii). Does the behaviour of the English language teacher in the classroom affect learners' verbal communicative abilities?
- iii). Does the availability of recommended reading materials and other learning facilities affect learners' verbal communicative abilities in the language?
- iv). How does the attitude of the learners towards English affect their verbal communicative abilities in the language during classroom interaction?

1.5 Basic Assumptions of the Study

The study was based on the following assumptions:

- i). Students in Kenyan public secondary schools follow the same English syllabus.
- ii). Secondary school students in Kenya have a background in English; they sit for KCPE - English Examination and attain at least average grades.

1.6.1 The Scope of the Study

The study focused on public secondary schools in Londiani Division, Kipkelion District. The sample size for the research comprised four schools out of fifteen schools in the division and a total of one hundred students and eight English language teachers who filled the questionnaire. A form three class was observed during actual English lesson in each school. (See sampling procedure details on page 34).

1.6.2 Limitations of the Study

The researcher experienced a number of problems during the study. The study came after the country had experienced post-election violence; so many changes had taken place. Many teachers were displaced and the few who remained were reluctant to be involved in the study. However, after explaining to them the purpose of the study they relaxed and participated in the study.

The researcher also experienced a lot of financial constraints, being a school-based student without sponsorship. A lot of money was spend on preparation of instruments and on transport during data collection exercise as some schools were not easily accessible. In some schools, the data collection process was interrupted by other activities such as sports, C.A.T.S., impromptu speeches by guest speakers and absence of the teacher to be observed since no appointments were given. On other occasions, students would be sent home for school fees, hence forcing the researcher to postpone the process since the number of those present could not be adequate for observation. The researcher, therefore,

took much time in the field. These problems were, however, taken as challenges and did not in any way affect the data collected.

1.7 Significance of the Study

English language is both an official language and a medium of instruction in Kenyan schools; it is also used at international levels during formal transactions. It is, therefore, important to develop English communicative functions and abilities in the learners. A study of factors that affect the communicative abilities of learners in English will help the teacher trainers and curriculum developers to familiarize themselves with the nature and causes of English language problems that affect its communicative purposes and how to train teachers to help learners communicate competently in English.

Familiarity with these factors will lead to an understanding of the learners' needs, teaching materials and methods. It is hoped that the results of this study will be exploited for more efficient learning of the language in general. This will improve the quality of academic performance and effectiveness of the learning situation.

Studying methods used by teachers of English will help teachers to improve on them, and adapt those that promote learners' interaction in the language aimed at improving communicative competence. It is also hoped that the study will help teachers of English to provide a conducive environment and situation for learners to practise the language. The Ministry of Education will also be sensitized on the importance of physical facilities, textbooks and other media resources like TVs, and audio-visual appliances in teaching

English in order to ensure effective implementation and coverage of the syllabus. If appropriate measures are taken, Kenyan students will probably acquire both written and spoken communicative skills in English. It is hoped that this will improve their acquisition of skills and knowledge in other subjects as English is the medium of instruction in almost all the subjects.

1.8.1 Conceptual Framework

The conceptual framework of this study was adapted from Good Language Learner Model of second language teaching and learning developed by Naiman et.al. (1978). The model attempts to list down variables of second language learning. These variables affect the process of second language teaching and learning. They are divided into independent and dependent variables as illustrated in table 1.1 below.

Table 1.1: Variables of Good Language Learning

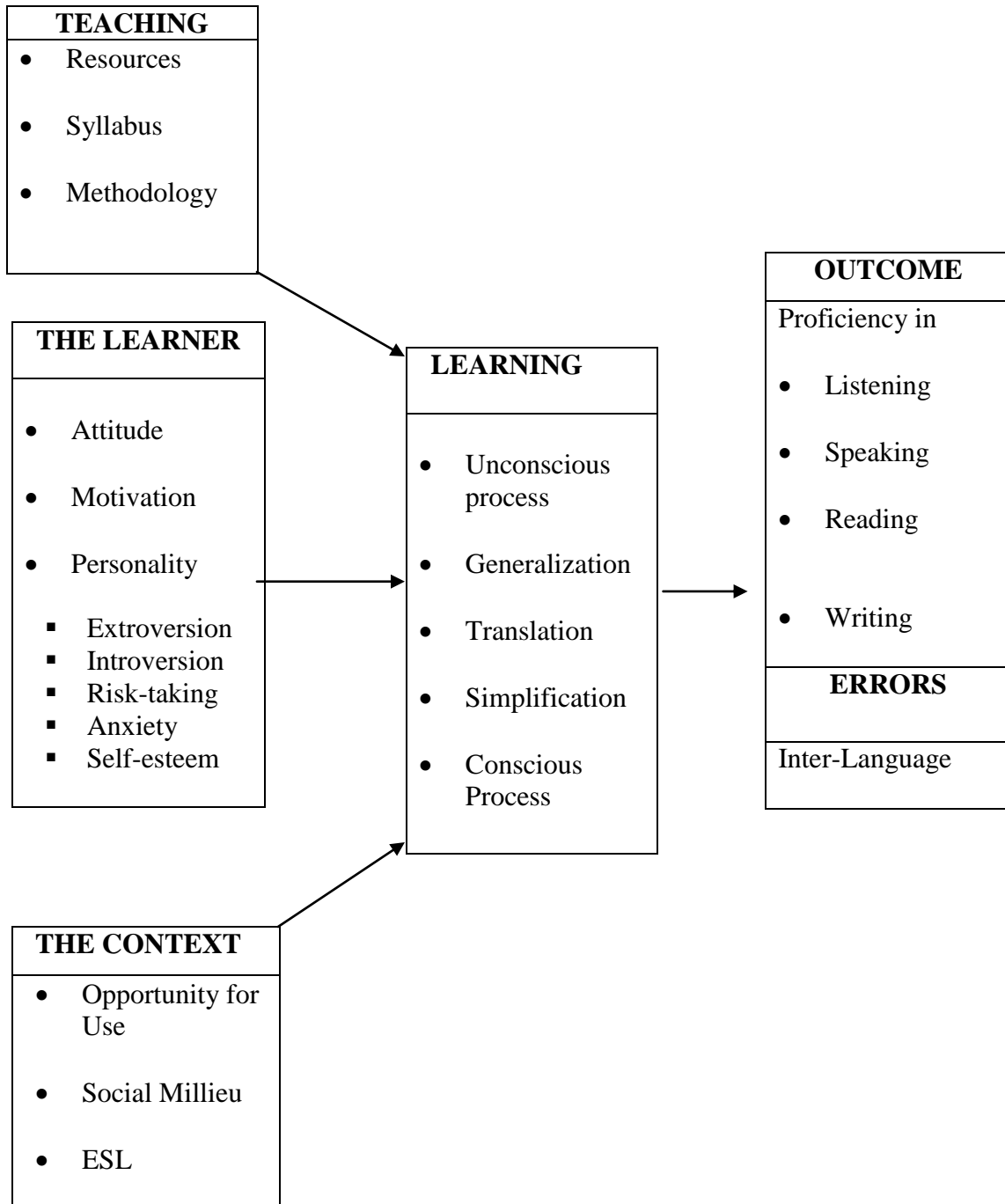
A. The Independent Variables	B. The Dependent Variables
- Teaching	- Learning
- Learner	- Outcome
- Context	

Source: Naiman, et.al., (1978).

The purpose of this model is to help us identify and familiarize ourselves with the factors that influence language learning that affect verbal communicative function of English as a second language and a medium of instruction in schools. The above variables influence one another, hence causing learning of the second language to take place. This study

focused on a few variables related to the study proposed by Naiman et.al (1978) as presented in figure 1.1 below.

Fig. 1.1: Good Language – Learner Model



Source: Adapted from Naiman et.al., (1978)

According to the Good Language Learner Model by Naiman et.al. (1978), language learning can be affected and influenced by many variables. These may be categorized into two; independent variables and dependent variables. (See table 1.1 page 10). Independent variables include factors such as learning materials, for example, availability of class texts and other reading materials. These materials will either facilitate learning and hence, improve communicative abilities of learners or not. The methodology used by teachers in the classroom during interaction can encourage learners to practise the language, such as group/pair discussions, dialogue and role-play. These will help improve their verbal communicative abilities as learners can interact freely using the language.

Factors related to the learner can also affect both the learning process and the learners' verbal communicative abilities. These factors include learners' age, intelligence, attitude, motivation, personality, cognitive style and aptitude. Attitude for instance, has been said to have an important but indirect effect on second language acquisition. According to research done by several scholars, those learners who have a positive attitude towards the target language learn it faster than those who have a negative attitude. Spolsky (1989) has maintained that; in a typical language-learning situation, there are a number of people whose attitudes to each other can be significant; the learner, the teacher, the learners' peers and parents and the speaker of the language. Each relationship might well be shown to be a factor controlling the learner's motivation to acquire the language

Motivation is also another factor that can affect the learners' acquisition of the second language. Spolsky (1989) discovered too that the students' greater desire to be like speakers of English than speakers of their own language was significantly correlated with

their English proficiency. He concludes that learning a second language is a key to possible membership of a secondary society; the desire to join that group is a major factor to learning. Learners who are motivated to learn English for utilitarian purposes, such as furthering a career, improving social status or meeting one's educational requirements will be motivated to learn it, speak it and use it on a daily basis, thus improving their verbal communication skills.

Personality is another factor. Learners, who are extroverts, less anxious, have high self-esteem and are risk-takers, learn the language faster than the introverts who are anxious and have low self-esteem. Extroverts will speak the language openly and will not fear making mistakes, hence can improve their verbal communicative skills faster. However, personality variables will not be considered in this study. One's ethnic group membership might also determine one's attitude and behaviour towards members of other groups and this in turn might affect second language learning. If the environment in which the learner is in encourages him to use English through practice, the learner will master the language faster and improve the learner's verbal communicative abilities. If the society as a whole has a negative attitude towards English, the learner may develop a negative attitude towards the language and fail to practise it; hence the learner will not develop verbal communicative abilities because he will not speak it. According to Naiman et.al (1978), the above factors may affect the learning process of English as a second language, which may be through conscious processes or unconscious processes, through learners' generalization, translation or simplification. As a result, the outcome will either

be that the learner will gain proficiency in listening, speaking, reading and writing skills in the language or make errors in the language, hence acquiring an inter-language.

The outcomes are dependent variables, which depend on the independent variables discussed above. Basing on Naiman's et.al. Model, this study was an investigation of the factors that affect verbal communicative abilities of learners in English during classroom interaction. This is part of speech work that is emphasized in the new integrated English language syllabus. The study focused on a few variables these include; methodology, learning resources, the teacher in an actual classroom learning situation and the attitude of the learner towards English language.

1.8.2 Theoretical Framework

There are many theoretical views of language which inform various approaches and methods in language teaching and learning. (Richard & Rodgers, 1986) looked at the three most traditional theories of language teaching. The first and the most traditional of the three, is the structural view; the view that language is a system of structurally related elements for the coding of meaning. Mastery of elements of this system which is in form of phonological units like phonemes, grammatical units like clauses, grammatical operations like transforming elements, and lexical items like content words and functional words are the basis of learning a language.

The second is the functional view; the view that language is a vehicle for the expression of functional meaning. This theory emphasizes the semantic and communicative function

of a language rather than grammatical elements and language structures. The third view is the interactional one. It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations. This study is based on the second theoretical view, which sees language as a tool for expressing functional meaning. A theory of language as communication is the basis of communicative language approach.

Hymes (1972) coined the term 'communicative competence' and argued that the goal of language teaching is the acquisition of knowledge and ability to know whether an utterance is formal, feasible and appropriate. Halliday's (1970) account of language use, which also played a part in the development of communicative language teaching, is that, it is through the study of language in use that the function of a language and components of meaning are brought into focus.

Advocates of communicative approach argue that it is necessary to look at the communicative aspects of language teaching rather than at mere mastery of structures. The emphasis is on effective communication and proper use of language rather than mastery of language forms, although some scholars still emphasize on grammar rules as important in language learning. Gathumbi (1995) says that learning grammar rules of any language is important because grammatical correctness is in some cases vital for communication. However, learning of grammar would be more interesting and beneficial to the learner if it is accompanied by communication in the target language because it

would facilitate fluency. Learners are expected to discover rules of the language underlying a functional expression. Communicative approach to language teaching starts from a theory of language as a communication tool. The goal of language teaching is to develop what Hyme referred to as “communicative competence.” This implies that the learner has to learn the language in order to use it for communication in various situations. The theory of communicative language teaching encourages and emphasizes on practice as a way of developing communicative skills.

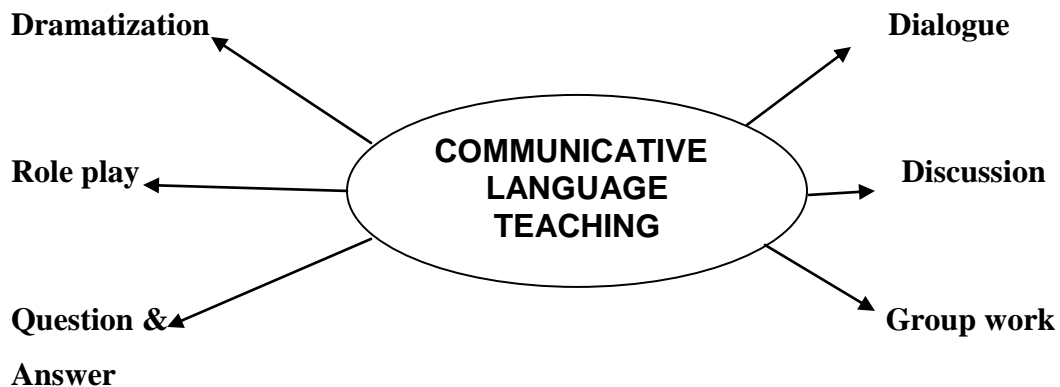
The general objectives of the method are applicable to any situation. They address the needs of the learner at all levels. These needs may be in the domain of reading, writing, listening, or speaking, each of which can be approached from a communicative perspective whereby the learner has to interact with his or her fellow colleagues. Since the Kenyan secondary English syllabus is integrative in nature, this theory is much applicable since it promotes an integrative approach to teaching, whereby the learner acquires all the four basic language skills for the purpose of communication. Hyme’s theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In his view, a person who acquires communicative competence acquires both knowledge and ability for language use. Learning a second language was similarly viewed by proponents of communicative language teaching as acquiring the linguistic means to perform different kinds of functions. This theory has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of the communicative view of language include:

- i). Language is a system of the expression of meaning.

- ii). The primary function of language is for interaction and communication.
- iii). The structure of language reflects its functional and communicative uses.
- iv). The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Communicative language teaching advocates the use of techniques that promote learners' communicative abilities. These features are summarized in the diagram below.

Fig: 1.2 Features of Communicative Language Teaching



Source: Adapted from Hyme (1972)

All over the world not only in Kenya, languages are learnt for purposes of communication. The learner is expected to acquire both receptive and expressive skills in the language. This can be possible through practice. This practice can be more effective during classroom interaction, whereby the needs of the learner in the language are realized by his/her peers and the teacher. The needs of the learner in the language can be realized if the learner is involved in the process of learning as a whole person. This study

looked at factors that affect the verbal communicative abilities of learners in English during classroom interaction and how classroom activities are organized to promote verbal communicative abilities of learners in English.

1.9 Definitions of Operational Terms

Classroom interaction	This refers to the chain of events, which occur, one after another, each occupying only a small segment of time during learning.
Communication	This is the verbal interchange of thoughts, ideas, information, emotions and skills. It is also the act of making one's information and opinion known to others formally and informally.
Competence	The ability not only to apply the grammatical rules of a language in order to form correct sentences but also to know where and when to use these sentences.
Communicative Competence	This is the knowledge and ability to use language for structural, functional, social and interactional purposes using norms that govern language.
Classroom Communicative Competence	This is the knowledge and competencies that second language students need in order to participate in, learn from and acquire a second language in the classroom. It entails creating verbal and instructional scaffolds that support active participation in classroom events.
Communicative Ability	This is an individual's capacity to readily and willingly use a language in various forms, situations and functions effectively

by choosing the right language in each situation.

Inter-language

It is a type of language produced by second language learners who are in the process of learning the target Language. Since the language they produce differs from both the mother - tongue and the target language, it is known as inter-language.

Attitude

This refers to student's perception or disposition towards English as being boring, difficult, necessary in relation to other subjects.

Sheng

This is a pseudo-language composed by the urban youth. It is a combination of English language, Kiswahili and some vernacular words.

1.10 Chapter Summary

In this chapter, the researcher attempted to give the background of the study, state the research problem, the objectives of the study, research questions and definition of operational terms. The next chapter focuses on literature related to the study done by other researchers.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, literature related to the problem under study was reviewed. It was based on what other scholars have researched on, which is similar to what the researcher investigated. The literature was reviewed under the following sub-headings

- i). Literature related to the Theoretical Framework
- ii). Related Studies Done by other Scholars
- iii). Related Studies Done in Kenya
- iv). Literature related to factors affecting verbal communicative abilities of learners.

2.1 Literature on Theoretical Framework

Littlewood (1981) says that the most efficient communicator in a foreign language is not always the person who is best at manipulating its structures, it is often the person who is most skilled at processing the complete situation involving himself and his hearer, taking account of what knowledge is already shared between them and selecting items which will communicate his message effectively. Foreign language learners need opportunities to develop these skills, by being exposed to situations where the emphasis is on using their available resources for communicating meanings as efficiently and economically as possible. The learner must attain as high a degree as possible of linguistic competence; he must develop skills in manipulating the linguistic system, to the point where he can use it spontaneously in order to express his intended meaning. He/she must develop skills and

strategies for using language to communicate meanings as effectively as possible in concrete situations.

By emphasizing the communicative nature of a language, the activities also aim to help the learner develop links with meaning that will later enable him or her use this language for communicative purposes. Communicative language teaching encourages and emphasizes on practice as a way of developing communicative skills. Each kind of activity in the classroom has its role to play in helping learners develop both fluency of behaviour and clarity of understanding in their use of the foreign linguistic system in both spoken and written modes. The teacher's overall purpose is to prepare the learner for later communicative activity by providing him with the necessary linguistic forms and the necessary links between forms and meanings. Spontaneous dialogue is a major classroom activity questions and answers are based on the dialogue topics and on the situation. Students are encouraged to contribute to discussions and to interact through group and pair work. In this respect, the teacher acts as the initiator and facilitator of communication process by creating opportunities for everyone to participate and also act as an independent participant within the group.

Bright and Macgregor (1975) say, there are certain factors such as awareness of individual need for language, the status accorded the language in a country, the teaching environment, the teacher and attractive textbooks that can either have a negative or positive effect on learning. Another very important factor is exposure to the language. Students have to be exposed to situations where they can practise using the language.

Ayot (1984:1), supports this argument when he says, the development of competence in English language depends on a large extent on whether the students are given sufficient opportunities to become productively involved in practical language using situations. This study was an investigation of teacher learner interaction processes in the classroom to find out factors that affect learners' verbal communicative ability in English. Wilkins (1974), clearly points out that, the teachers' understanding of the methods and techniques of a language teaching process is very important in the English language teacher professional skills

2.2 Related Studies Done by other Scholars

With the shift of emphasis from teaching languages as structure to communicative language teaching, there is need to focus more on spoken language. In this approach to language teaching, communicative proficiency and not mastery of structures is the primary aim. It acknowledges and makes use of the interdependence between language and communication (Richards & Rodgers, 1986). The approach also recognizes that we do not communicate by merely composing sentences but by using those sentences to make statements of different kinds to describe, to record, classify, ask and so on.

Claessen (1984) considers talking as a major means of learning. In order to think, he says, pupils need the opportunity to talk over ideas. Barnes (1976) says that pupils shape and reshape ideas through talking. He sees learning not merely as an addition of new information to old, but a result of the interaction between old knowledge and new information. Talking provides means by which learners are able to reflect on the basis

upon which they are interpreting reality, and thereby change. He adds that, when a learner's attention is on the information being communicated, less attention is paid to the form of language, thus it is used naturally; this can be considered participatory learning.

The above scholars recognize the importance of spoken language and therefore need of communicative competence. Learners are expected to talk during classroom interaction. Kress (1989), says, there is no question that spoken language constitutes the bulk and volume of language use far outstripping that of written language. For every one word written, there are a thousand spoken, he asserts that even today when printing systems are cheap, efficient and common speech remains the biggest form of language use.

Different scholars with an attempt to improve the whole process of interaction have done researches on classroom interaction. Flander (1960), found that if a teacher teaches in an indirect fashion rather than teaching directly, the kids learn more and feel better about going to school. Barnes (1969) did a study in language to find out the effect of teacher's language on pupils especially where the teacher's chosen terminology might act as a barrier to learning. He also looked at teacher's questions and how pupils participated in class. His findings showed that the style of language used by the teacher could prevent the content from getting through to the pupils and prevent some pupils from contributing to the classroom dialogue. This is so when teachers use a specialist language of instructions in which pupils are not accustomed. He noted that some teachers used certain terms not because it was necessary to use them but because it was conventional, unaware that pupils may not share those adult or specialist conventions. His other observation was that in most classes, teachers mostly asked factual questions and students remained

passive. Sinclair and Coulthard (1975) were interested in the structure of classroom dialogue. From their analysis they identified a typical exchange structure in many classrooms. The basic type of teaching exchange that they identified consisted of teacher's 'initiation' by asking questions followed by pupil's 'response' followed by teachers 'feedback'. In the above studies, it is evident that teacher talk dominated most of the classroom processes, while students take a passive role.

2.3 Related Studies Done in Kenya

In Kenya, a good performance in English Language Examination is supposedly an indicative of one's ability to express oneself in English in different situations. It is arguable, therefore, that pupils practice English language skills regardless of any real need other than passing examinations, and that oral language skills are of marginal importance because they are required in spoken English by second language learners in most situations during their daily interactions with other people

Several researches done in Kenyan schools focused on classroom interaction, with an attempt to improve the performance of students. Muthwii (1987) carried out a research on teacher-pupil discourse events and teaching styles of 14 chemistry teachers in Machakos district in Kenya. He found out that teacher-talk was dominant with pupil-talk accounting for only 16.7% of the total talk. Teacher's questions were of low cognitive level requiring recall of facts and principles. Muthwii focused on interaction processes in chemistry centering on teacher-pupil talk. Gathumbi (1995) did a study of verbal discourse events in a bilingual formal setting in classrooms in Kenyan secondary schools. She addressed the

issue of pedagogy in verbal events in some ESL schools. The purpose of the study was to reveal teaching styles used by English language teachers in Kenyan schools. She also found out that teacher talk which mostly consisted of soliciting and reacting moves was dominant in the study at 75% while pupil talk was mainly in form of responding to the teacher utterances (25%). She recommended more teaching techniques that are task-based.

Otieno (1996) did a research on oral questions in English language classes in selected secondary schools of Nakuru District. He found out that most of the questions asked in the classroom demanded that pupils give answers based on knowledge of the content of pupils' responses rather than to the form, thus responses were accepted as long as they contained the required information. He recommended that topical issues of interest to the pupils should form the basis of classroom discussions and that social-based questions can be used to initiate these discussions, which should be part of the pupils' day-to-day encounters with the language. Secondly, that, pupils should be exposed to spoken English from a wide variety of sources including the audio and audio-visual media

Njuguna (2000) did a research on verbal classroom interaction patterns of selected secondary schools Home science teachers with their students in Nairobi province. She found out that the lessons were highly controlled by the teachers, who determined the type of learning taking place. As a result, the students had no opportunity to participate in the lesson creatively. They had to comply with the teacher's directions and questions as they made verbal responses. She recommended teaching through creative inquiry patterns

than drilling teaching. Students must be able to express their own feelings and ideas. For them to do this, the teacher should provide an environment that encourages them to participate freely with limited directions. She adds that it is the teacher's obligation to help the student develop a positive attitude towards that particular subject and to succeed, the teacher should try to create situations which encourage the student to discover and be creative.

There is need to find out why teacher talk is common as compared to pupil talk in most Kenyan classrooms. Being a medium of instruction, English plays a major role in instructional processes.

2.4 Factors Affecting Communicative Abilities of Learners

Literature related to factors affecting communicative competence was reviewed under the following sub-headings;

- i). Teaching methods employed by teachers to impart skills in English.
- ii). The behaviour of English language teacher during classroom interaction
- iii). Availability of textbooks and reading materials
- iv). Learners attitude towards English

2.4.1 Teaching Methods Employed by Teachers to Impart Various Language Skills

English is a practical subject, therefore exposure to various skills in it need to be employed as opposed to lecture method. Numerous practice exercises will certainly help

the students test the skills they learn. It also needs the provision of group work, which should engage students in debates and lively discussions. Gecaga M. (1986) in his study observed that students must be exposed to situations where they can practice using the language. They should be encouraged to express themselves orally in class discussions, opportunities for role-play, drama and debate should be provided. He further notes that, if students are well exposed in their learning; they need little guidance from their teachers; such exposure helps them to gain more vocabulary and build in their use of language.

Philosophers of education advocate learning by doing in order to produce the best results, therefore, practical teaching method like group activities, inquiry, discovery and discussions are greatly emphasized by educators. If knowledge has to be accepted from another man the pupils must also exercise their reasoning power. Southland, (1988) says that if teaching is to be a self-respecting and respected profession every teacher should know clearly, what he or she is trying to achieve, why they teach certain things to pupils and why they use certain methods of teaching. The teaching of English lays emphasis on skills of speaking, reading, and writing. The integrated English aims at enhancing the above skills as Claensen, (1984) says that the literature component offers the teacher with an opportunity to involve the students actively in learning English. On many occasions they can be asked in pairs or in groups to study and appreciate the stylistics and techniques of good writing and to respond intellectually and emotionally to language use.

Students should be encouraged to express themselves orally in class discussions. Where possible, students should be provided with radios, TVs and videos. The teacher of

English must also aim at continually perfecting his own spoken English so that he or she can provide a good role model for students. Repetition or imitation is key in learning speaking skills. Kaye and Rogers (1968) described group work as a method of teaching in which activities or tasks are carried out by small groups of pupils, such groups being self-directed. If well managed, group work can result into an increase in opportunities for the learner to use the target language. One of the advantages of the small group setting appears to stem from the fact that its more intimate setting provides students with the opportunity to negotiate the language they hear free from stress and rapid pace of the teacher – fronted classroom. When using group work, therefore, the teacher should be merely a facilitator; it is not his job to direct but rather to follow and from time to time support and advice. Various scholars as described above have looked at different approaches employed by teachers during classroom interaction that promote acquisition of various skills in the English language.

2.4.2 The Behaviour of the Teacher of English during Classroom Interaction

The aim of any teacher in a classroom should be to manipulate and control the learning stimuli in ways that will result in maximum pupil learning. (Edmund and Hough, 1969). This implies that the behaviour of the teacher more than of any individual sets the climate in the classroom. Teaching per se does not cause learning but rather creates (or fails to create) the conditions in which learning can occur. The language teacher is therefore faced with a dilemma. How does he or she control the lesson yet encourage pupils to talk as much as possible?

Barnes (1969) says, control is a matter of inducing pupils to give their serious attention to the matter at hand. For the language class, the British Department of Science (1975) recommends that the teacher structures the learning so that the pupils become positively aware of the need for complicated utterance and is compelled to make skilful use of the questions to facilitate this. Practice under supervision is an essential stage in any skilful learning process. According to Bright and McGregor (1970), language teachers try to teach skills to pupils who are supposed to use them for the rest of their lives. These skills can be acquired only through practice. Much as the teacher can expose pupils to oral language, he cannot practice for them, at best; he can provide the necessary simulation and environment to enable pupils to practice.

Mackay (1965) posits that, language is a habit and habits are not established by one or two performances but many speaking, he presupposes a certain reservoir of structure and vocabulary and therefore, requires a great deal of practice which gives skill and facility in the interchange of speech. Practice also builds in learners the confidence needed to become fluent speakers of the language. Lado (1964) asserts that long explanations of language rules without practice is a waste of time, so most of class time should be devoted to practice. Without practice therefore, pupils' knowledge of language will remain essentially analytical and intellectual. Allwright and Bailey (1991) explain that it is the interaction between input and output that promotes language learning. Ellis (1994) also says that classroom interaction determines second language learning by constraining the forms to which the learners are exposed. It also provides the learners with ready-made chunks of language, which they can incorporate into their utterances. The language

teacher should make use of every available opportunity to elicit spoken language from the pupils. It is in recognition of the importance of practice that the KNEC in a KCPE Newsletter of 1992 advised the teacher to ensure that whatever time he spends with pupils allows for opportunity to practice the language. This should be done orally as well as in writing. Teachers should encourage pupils to take a more active part in the oral work since English is not used very much outside the classroom in many cases. This study looked at the role of the language teacher during classroom interaction. Does he/she provide adequate opportunities for learner interaction?

2.4.3 Availability of Textbooks and Reading Materials

Studies reveal that students who are exposed to enough learning resources such as relevant textbooks, videos, TVs and radio cassettes develop proficiency in English than those who are not exposed to these materials. Reading is an important skill in the art of learning English. To be a good reader an individual requires equipping himself with proper reading techniques. Bright (1970), stresses the importance of reading by saying;” Only by reading can the pupil acquire the speed and skill he will need for the practical purpose when he leaves school. In our society, it is hard to imagine any skilled work that does not require the ability to read. Professional competence depends on it. Further education depends on quantity and efficient imaginative reading. Reading enriches students’ vocabulary and helps them improve their speech. They will have vocabularies to use in different situations hence improving their communicative abilities.

2.4.4 Students' Attitude towards English Language

It has been revealed that attitude is a strong influence on motivation. In her research, Oyier (1999) found out that, children and society's attitude towards English affected classroom participation. If the society regards mastery of English a sign of being educated, then learners were ready to gather more vocabulary. The attitude of the learner and the people in the immediate community of the learner - the teacher, the learners' parents and peer - goes along way in deciding the results in language learning. The researcher in this study also focused on how the attitude of students towards English affects the verbal communication of learners in the classroom.

2.5 Chapter Summary

English language is of great importance to the nation; its very being depends much on the population's understanding of an intelligible language. It is therefore important that great care be taken at grassroots level so that necessary skills are taught to improve its communicative purposes in learners in schools and thereafter.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the procedures used to collect and analyze data. It focused on the research design, study locale, target population, sampling techniques, research samples, pilot study, data collection procedures, problems experienced in the field, data analysis and presentation.

3.1 Research Design

The study adapted a survey design and a qualitative descriptive approach. The design enabled the researcher to get students' and teachers' opinions on learners' verbal communicative abilities during classroom interaction. Wiersman (1985) says that, any study that deals with how people feel or behave is considered a survey. Gay (1992) also supports this view by stating that a survey study can be used to assess personality variables such as attitude and opinions about events, individuals or procedures.

Descriptive research approaches attempt to describe what was or what is in a social system such as a school. This is justified by Best and Kahn (1993) who assert that, a descriptive study utilizes information concerning the current status of phenomenon and describes 'what exists' with respect to variables or situations. Descriptive qualitative approaches were appropriate to find out factors affecting verbal communicative abilities of students in our current school system. According to Mugenda and Mugenda (1999), qualitative research is advantageous in that it permits research to go beyond the statistical results usually reported on quantitative research. Human behaviour, or human phenomena

that cannot be investigated by direct observation such as attitudes and their promotions are best studied using qualitative methods.

3.2 Study Locale

The study was conducted in Londiani Division of Kipkelion District in Rift Valley Province of Kenya. First, Londiani Division was chosen because of poor performance in English in most schools. This is also well manifested in students' verbal/spoken English in open forums like during symposia, joint debates, science congress, conferences and academic workshops organized within the division. Second, being a teacher in the division, the researcher has interacted with various students in the classroom, thus well acquainted with their problems in English. The most serious problem is the lack of verbal communicative ability in students, thus the need for the present study in the division. Third, the researcher chose to do the study in Londiani Division because of its accessibility and familiarity. Singleton (1993) has observed that the ideal setting for any study is one that is directly related to the researcher's interests and easily accessible.

3.3 Target Population

The target population for this study was fifteen secondary schools, thirty teachers of English and six hundred form three students in public secondary schools in Londiani division. (See table 3.0 below). The public schools were chosen because of their similarities with respect to availability of facilities such as textbooks, library and other learning resources. These facilities may not be the same as those in private schools. Some

private schools have their own curriculum, syllabus and systems that may bring discrepancies during the study.

Table 3.0 Target Population

Gender	No of Schools	No of Students	No of Teachers
Boys	1	40	2
Girls	3	120	6
Mixed	11	440	22
Total	15	600	30

3.4.1 Sampling Techniques

Purposive and stratified random sampling techniques were used to select the four secondary schools. Lecompte and Preissle (1993:79) observed that stratified sampling requires that the total population be divided into relevant subsets and that individuals be selected from each subset. Four schools were selected on the basis of gender and setting. There is only one boys' boarding secondary school in the division; hence it was purposively selected for the study. The sampling techniques ensured representativeness of all groups of students, hence most appropriate. The sampling was based on gender, setting and type of schools, whether single sex or mixed. One girls' school was chosen basing on performance in K.C.S.E in the division through stratified random sampling. Two mixed day schools were selected, one in a rural setting and another in an urban setting. Stratification is considered important in order to cater for the various types of schools in the country. From each single sex school, twenty students were selected through stratified sampling to fill in the questionnaire, ten best and ten poor performers in

an immediate examination. Thirty students were randomly selected from each mixed school to fill in the questionnaires (fifteen girls and fifteen boys). One English language teacher teaching the class under study was observed while teaching in an actual classroom setting in each school. In all the four schools, eight English language teachers and their Form three students were involved in the study. The information is presented in table 3.1.

3.4.2 Research Sample

The sample of this study comprised of four schools, Form three students in each school and eight teachers of English from a selection of boys, girls and mixed secondary schools in the division. One hundred Form three students and eight teachers were randomly selected to fill in the questionnaires. One English language teacher was observed while teaching a Form three class in each of the four schools selected. The three types of schools are deemed important because they represent both the single sex and co-educational institutions. The researcher used one boys' school, one girls' school and two mixed day schools in the division – one in a rural setting and the other in an urban setting. The researcher used two mixed day schools because there are more mixed day schools than single sex boarding schools in the division. (See sampling grid table 3.1 below).

The form three students were presumed to be appropriate for the study since they had had a greater contact with English language at secondary school level, both as a subject and a medium of instruction, and could easily give their opinions on their verbal

communicative abilities. The form four students were not selected because they were preparing for their final examinations. Form one and two students had not had enough experience in English at secondary school level to give their opinions on their verbal communicative abilities, since the form ones were only a few months old in secondary school and the form two students had only graduated to form two. The information is presented in table 3.1 below.

Table 3.1 Sampling Grid for Sample Population

Gender	Total No. of Schools	Sample Schools	No. of Teachers	Sample Teachers	Total No. of Students
Boys	1	1	2	1	20
Girls	3	1	2	1	20
Mixed	11	2	4	2	60
Total	15	4	8	4	100

3.5 Research Instruments

Data was collected using the following research instruments;

- i). Questionnaire for teachers of English (See Appendix A).
- ii). Questionnaire for students (See appendices B)
- iii). Lesson observation guide. (See Appendices D)

3.5.1 Questionnaires

There were two different questionnaires: one for English language teachers and another for Form three students. The students' questionnaires consisted of three sections, each

preceded by directions on how to complete it. Section one consisted of closed ended questions and students were expected to study the questions carefully and respond to them appropriately while section two consisted of open ended questions. (See appendix A and B pages 72 & 76). The questionnaires were administered to students to investigate different variables such as, their reading culture and the language frequently used when at home and in and outside their classroom. This is to determine what effects these variables have on learners' verbal communicative abilities in English language. The questionnaire was thought to be the best instrument of data collection because it is free from the bias of the interviewers; answers are in respondents' own words and large samples can be made use of and thus the results can be made dependable and reliable.

3.5.2 Lesson Observation Guide

A lesson observation guide was also used to collect data from the field. The guide was adapted from that developed by Magoma (1999), in his study of teacher related factors which influence the implementation of integrated English course in secondary schools. The researcher observed teachers in their respective classrooms during their English lessons. Manifested behaviours by the teachers and students during classroom interaction were checked off on the lesson observation guide by the researcher.

The researcher also noted other behaviour related to the study manifested by the teacher and students, which were not on the lesson observation guide. The researcher chose to use lesson observation guide in order to observe various aspects related to the classroom teaching and learning that affect verbal communicative ability of learners in English

during classroom interaction. Gathumbi (1995) says that it is necessary to use classroom observation of verbal interaction because apart from observing what goes on in the classroom, the researcher would also be able to deduce some observed phenomenon like paralinguistic features or tacit behaviour that would be difficult to infer in any other way. It is general knowledge that words are effective vehicles of transmitting concepts as well as effective tools of assessing learning.

3.6 Pilot Study

Teachers' and students' questionnaires and lesson observation guide were piloted in one mixed school, which was not used for actual research. The purpose of piloting the instruments was to assess and enhance their reliability and validity. One English language teacher was observed teaching in an actual classroom setting in the same school three times. The questionnaires were administered on randomly selected students and one teacher in the same school. A mixed day school was chosen to represent both genders (boys and girls) in all schools to be involved in the study. A few changes on the wording of the items in the questionnaires and observation guide were made after the pilot study, to make the instruments suitable and adequate in soliciting the needed information from participants

3.6.1 Reliability

Reliability refers to the ability of an instrument to give the same results when subjected to the same sample at different times (Mugenda & Mugenda, (1999). The researcher observed one teacher during actual learning process three times. The researcher made

familiarization visits to each school before the actual visit. This was meant to create a rapport with the teacher and students in order to reduce sensitivity and suspicion. The instruments were subjected to a reliability test during pilot the study. This was done using test-re-test exercise to eliminate biases in order to fit within the required goals. Teachers and students filled in the questionnaires at different times in close succession three times. Responses from the pilot study were used to modify research instruments in wording and format where necessary, ready for use in the main study.

3.6.2 Validity

Content validity was used to indicate the degree to which the instruments measure what they are supposed to measure. It is a measure of the degree to which data collected using a particular instrument represents the content that the test is designed to measure. First opinions of experts including the researcher's supervisors were sought regarding whether or not the items in the instruments represent the elements of study. Second, the pilot study also helped in validation of the instruments. Third, the observation guide was adapted and some items in the questionnaire were measuring what the observation guide measured, which strengthened the content validity of the instruments.

3.7 Data Collection Procedures

Having acquired a research permit from the office of the President and Ministry of Education, (See Appendix E), the researcher reported at the Kipkelion District Education Office. She was given an authorization letter to principals of the sampled schools and Londiani Area Education Officer, (See Appendix F). Familiarization visits were made to

the four selected schools under study. This enabled the researcher to seek permission from the principals and teachers of English to conduct the research in their schools, disclose to them the purpose of the study and create a rapport with teachers and students. It minimized observer hawthorns effect which could affect the teachers as well as students' behaviour, hence give a false picture of what really happens.

Three days were used for these visits, during which, the researcher sat at the back of the classroom, observed but did not record anything. Timetables were discussed and an arrangement was made for one particular teacher teaching a form three class to be observed in the course of the week in each school. Teachers were not given specific appointments. The day of observation depended on the teacher's timetable. They were made aware that they would be observed on any day that they would be having a lesson.

This was meant to avoid special preparation on the part of the teacher. A willing teacher was observed in one classroom where schools had more than one stream. Formal visits were made for familiarization. During the observation, the researcher sat at the back of the classroom to avoid interrupting the classroom learning process. She checked off observable behavior on the observation guide. The researcher also recorded other behavior not on the observation guide. Each teacher was observed once since most of the items in the observation guide were measuring what the questionnaires had gathered. After observation, sampled students were given questionnaires to fill in with the help of their English language teachers, after which two teachers filled in theirs. In total, eight

teachers and a hundred students filled in the questionnaires and four teachers were observed each in an actual teaching classroom situation.

3.9 Data Analyses and Presentation

The collected data from the lesson observation guides and questionnaires were analyzed qualitatively and quantitatively using basic statistics like percentages and frequency counts. The researcher tabulated the responses from the research instruments and calculated percentages where necessary. The resulting information was presented in form of tables, percentages and notes. All the responses were organized into various themes based on the variables under study. Research findings were drawn from the analyses of the various collected data. Conclusions and recommendations were drawn from research findings which formed the basis for making suggestions for future action and further research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

This chapter presents the findings and discussion of the study that sought to establish the learners' verbal communicative abilities in English language during classroom interaction processes in Londian Division, Kipkelion District, Kenya. Data collected by questionnaires were analyzed using Statistical Programmes of Social Scientists. The findings were then presented in descriptive statistics that included frequency counts, means, standard deviations and percentages. The findings of the study have been organized and systematically presented based on the study objectives. They include:

- i). Whether the type of teaching methods employed by teachers help to develop learners' verbal communicative abilities during classroom interaction.
- ii). How the behavior of English language teachers in the classroom affects learners' verbal communicative abilities.
- iii). Whether the availability of recommended textbooks and reading materials positively affect the verbal communicative abilities of learners in English during classroom interaction.
- iv). How learners' attitude towards English affects their verbal communicative abilities in English.

4.1 Teaching Methods

The first objective of the study was to establish whether the type of teaching methods employed by teachers help to develop learners' verbal communicative abilities during classroom interaction. English, as a practical subject needs exposure to various teaching

skills as opposed to a lecture method when teaching. Practice exercises will help the students test the skills they learn, it also needs the provision of groupwork, which should engage students in debates and lively discussions. This has been supported by Gecaga (1986) who observed that students must be exposed to situations where they can practise using the language. They should be encouraged to express themselves orally in class discussions. He adds that such exposure helps them to gain more vocabulary and build in their use of language.

To get the required information, the teachers were asked to identify the methods they mostly used when teaching. The information given in the questionnaire indicated that the majority of the teachers, 90%, used pair/ group discussion when teaching. According to them they preferred this method because it allowed dialogue and discussion among learners, which leads to active participation of learners. It also helps learners who are slow to learn from their peers who are able to comprehend concepts fast. Out of the ten teachers, 40% preferred lecture, dramatization and role-play. The least method used was simulation with only 30% of the teachers using it. Teachers do not like this method because it requires much time before and during the lesson. This has been summarized in table 4.1 below:

Table: 4.1 Methods Mostly Used when Teaching

Method	Frequency	Percent
Pair/group discussion	9	90.0
Lecture	4	40
Dramatization	4	40
Expositions	7	70
Role play	4	40
Dialogue	6	60
Debate	6	60
Simulations	3	30

From the observation guide, it was established that in all the four lessons that were observed, the teachers favoured lecture, question and answer, dialogue and discussion methods during lesson introduction and development. During the lesson conclusions, both the teachers and students asked questions on the content taught, exercises were given to be marked either later or after the lesson and the summary of the lesson done. It was however noted that the lessons were mainly teacher centered as there were no deliberate means by the teachers to actively involve the learners. For instance, the questions and answers, dialogues and the discussions in class were initiated by teachers and were done less frequently while there was no attempt to use other methods like group discussions, role play, and dramatization among others.

This indicates that teachers rarely use methods of teaching that enhance development of speaking skills among the students, although they indicated in the questionnaires that they prefer using the methods. These methods include use of group discussions and dialogues. Littlewood (1981) says that discussions open up a rich stimulus for

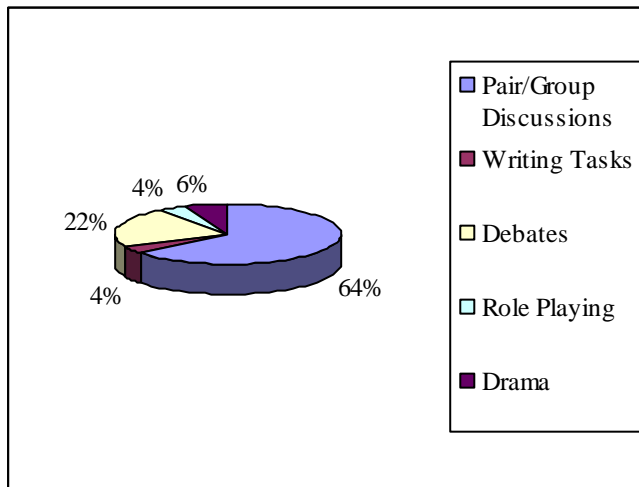
communicative interaction, namely, the varied experiences, interests and opinions of the learner. It provides a range of communicative functions and domains of meaning. It also provides learners with opportunities to express their own personalities and experiences through difficult periods. Dialogue on the other hand, integrates several features. It introduces into the language classroom non-linguistic matters, which motivates communication. It also uses discussion as an important means for simultaneously exploring the subject matter and developing learners' communicative ability.

The researcher also sought to establish how teachers ensure that all learners are actively involved during lessons when the methods mentioned above are used. From the questionnaires, it was established that teachers supervise group discussions and students take notes during expositions, pose questions during lecture methods and allow explanation during exposition to ensure interactive learning. They further indicated that they allow few students per group to manage it well and give opportunities to all members. They give questions/exercises after the lesson when using the exposition method, students present their research findings on the set books and also they move around in class and ask questions during and after lessons. However, it was observed that few teachers put in practice what they indicated on the questionnaire because of a number of reasons.

Some of the challenges the teachers encounter when using the above mentioned methods include, but are not limited to lack of interest from some students who find the English language an unnecessary burden, keeping learners alert during lecture method, difficulty

in evaluating learners' understanding of the content when using exposition, and lack of confidence by learners with poor language skills as they fear being corrected openly by others when expressing their points. Other challenges include lack of co-operation during group discussion among students, determining the task levels for each student because of individual differences, and students not understanding what the teachers say during lessons which lead to poor performance during question-answer sessions at the end of the lesson.

The researcher further sought to establish how the students perceive the different methods teachers use when teaching. The students were, therefore, asked to identify learning activities they enjoy during lessons. The pie chart below (figure 4.1) indicates that the majority of learners, 64% enjoys pairing or group work more than any other method of learning. This, therefore, shows that both learners and teachers prefer pair/group discussions more than any other method. It is, therefore, important for both teachers and students to perfect this method of teaching English. The least liked methods by students are debate and drama at 4% respectively. This may be due to high-level requirement of skills of speaking which some students find difficult because of lack of fluency in the language.

Figure 4.1 Learning Activities

The students explained that they enjoyed the above learning activities because they gain more and understand concepts well from fellow peers during pair/group discussion because the discussions are lively. It also gives the learner an opportunity to express themselves in English, hence improve the spoken English. Debate is important in learning English, as the students are encouraged to acquire new vocabularies in English language. Some of the activities the students find difficult to participate in include; debates and drama due to difficulties in presenting issues, especially if one lacks confidence to express himself fluently in English. In role-playing, a student may be assigned an uninteresting role that can be boring and while writing tasks, pose the challenge of poor handwriting, wrong spellings and vernacular influence in the written work. It is important for the teachers to vary their teaching methods in order to provide an appropriate environment for the learner to practise skills in English, especially verbal communicative

skills. However, they should be careful not to employ methods that can lead to disinterest of learners in English.

4.2 Effects of Teachers' Behavior on Communicative Abilities of Learners

The second objective of the study was to establish how the behavior of English language teachers in the classroom affects learners' verbal communicative abilities. The behavior of the teacher, more than of any individual, sets the learning environment in the classroom. Teaching creates (or fails to create) the conditions in which learning can occur. The language teacher should, therefore, establish a balance of controlling the lesson and at the same time encourage pupils to talk as much as possible.

To establish the teachers' usage of English language in the school, the researcher asked teachers to report on the language they use to communicate at various levels. Eighty percent of the teachers indicated that they use English to communicate with their students in the classroom while fifty percent communicate in Kiswahili and sometime *sheng* outside the classroom. Only 10% of the teachers who completed the questionnaires showed that teachers use English to communicate among themselves, twenty percent use Kiswahili while thirty percent use Vernacular and *Sheng*'.

This implies that teachers, as role models, influence their learners not to communicate in English. Kimemia (2002) says that linguists and educationists believe that every teacher in a school is a language teacher whether he teaches a language or not. They teach through a language or about a language or in a language. As Rosen (1984) remarked in a

paper ‘Language across the Curriculum’,’ what is wrong in our teaching is not the content of our teaching but the discursive forms through which we transmit our teaching.’ The languages teachers use in their teaching are very important not only for the subject matter of the curriculum but also for the impact it creates in the students they are teaching’. The teachers’ disposition in the classroom is very important. Students also learn through imitation. If teachers cannot speak a language, they can least expect their learners to speak it.

Table: 4.2 Use of Language by Teachers

When communicating with:	Language spoken by teachers			
	English (%)	Kiswahili (%)	Vernacular (%)	Sheng (%)
a) Students in the classroom	80	10	-	10
b) Students outside classroom	-	50.0	-	50.0
c) Other teachers	10.0	20.0	30.0	40.0

The teacher should provide the necessary simulation and environment to enable pupils to practice the language. Mackay (1965), says, language is a habit and habits are not established by one or two performances but much speaking. Practice also builds in learners the confidence needed to become fluent speakers of the language. Without practice, therefore, pupils’ knowledge of language will remain essentially analytical and intellectual. During classroom observation, it was discovered that most of the lessons were dominated by teacher talk. Most of the class discussions were initiated by teachers. This provided the learner with limited opportunity to practise the language in actual

situations. Teachers said that they wish to use discussions as much as possible but lack time as there is much to be covered.

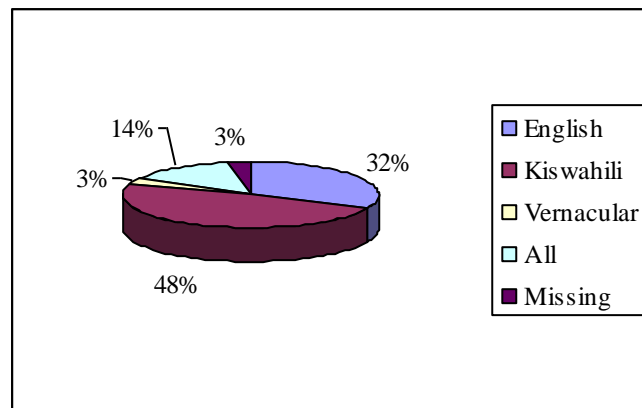
4.2.1 Use of Language by Students

In Kenya children make use of three languages -the first language, Kiswahili and English. In the school domain the main languages of communication are English and Kiswahili as compulsory school languages and social lingua franca. The researcher also sought to establish the languages students often use when at home and at school.

4.2.2 Language Used at School

The figure below show languages use by students in school.

Figure: 4.2 Languages Used by Learners at School



The data in the figure above show that students prefer speaking Kiswahili, 48%, as compared to 32% who speak English at school. This means that the students' performance in spoken English is low, as majority of students prefers speaking other languages but not English. Research findings indicate that when a language is used for

communication in actual situations learners become fluent in it. Kimemia (2002) in his work on 'Language across the Curriculum' says that during the period 1965 to 1975, the Kenyan primary schools were experimenting on what was popularly called 'The New Primary Approach.' In this experiment, teachers and pupils used English only, as the medium of communication in all classrooms and out of classroom activities. The pupils became fluent and competent in English language by the third year of primary education. They were also more confident and resourceful in activities where oral participation was required. In fact, their performance in English language at the end of primary education was better than it had been before the experimental project started. Therefore a language should be put in practice in all situations for the learners for the student to be fluent in it.

4.2.3 Language Used at Home

There are several important factors which shape language choice and use in the home. In majority of cases mother-tongue is often chosen and used. But there are diversities depending on the family social-economic status, neighborhood, and area of residence among others. In urban areas for instance, the choice and use of Kiswahili language vary from family to family. (Kimemia 2002)

The table below shows the languages students prefer using when at home.

Table: 4.3 Languages used at home

Language	Frequency	Percent
Kiswahili	14	20.3
Vernacular	28	40.6
All	20	30.0
Missing	5	7.2
Total	69	100.0

N=69

The findings indicate that out of the 64 students who responded to the question, only 30% often speak all the languages when at home. The reason for the small percentage is the environment at home, for instance education level of family members, does not allow them to speak English. This has a long-term effect on the communicative abilities of the students in English. Research findings show that the general tendency is for each family to use the parental language at home and to use Kiswahili or other languages outside the home. In case of inter-ethnic marriages, Kiswahili or English are used at home. (Kimemia 2002). The findings therefore reveal that English is hardly spoken outside the classroom and in fact teachers who teach other subjects use Kiswahili to emphasize and clarify ideas in actual lessons occasionally. Kimemia also adds that the use of either Kiswahili or English outside the classroom depends to a large extent on the implementation of school rules where these rules exist. In primary levels English and Kiswahili are used with complementary roles. In the secondary levels, English is dominantly used in the classroom situation but outside the classroom both Kiswahili and English are used interchangeably. The communication abilities of learners in English depend largely on the language policies set by a school.

4.3 Effects of Text Books/Learning Resources on Verbal Communicative Abilities

The third objective of the study sought to establish whether the availability of recommended textbooks and reading materials positively affect the verbal communicative abilities of learners in English during classroom interaction. Studies indicate that students who are exposed to enough learning resources such as relevant textbooks, video recordings, televisions and radio cassettes develop proficiency in English, more than those who are not exposed to these materials. Bright (1970), stresses the importance of reading by saying that it is only by reading can the pupil acquire the speed and skill he will need for the practical purposes when he leaves school. He further adds that reading enriches students' vocabulary and helps them improve their speech. Reading is an important skill in the art of learning English and teachers should encourage wider and extensive reading which may be impossible because of lack of reading materials.

4.3.1 Availability of Texts in Schools

Table: 4.4 Availability of Texts in Schools

Text Books	Adequate (%)	Inadequate (%)	Unavailable (%)
Integrated English books	50.0	50.0	-
Novels (class readers)	30.0	50.0	20.0
Prescribed literature books	50.0	30.0	20.0
Dictionaries	50.0	40.0	10.0

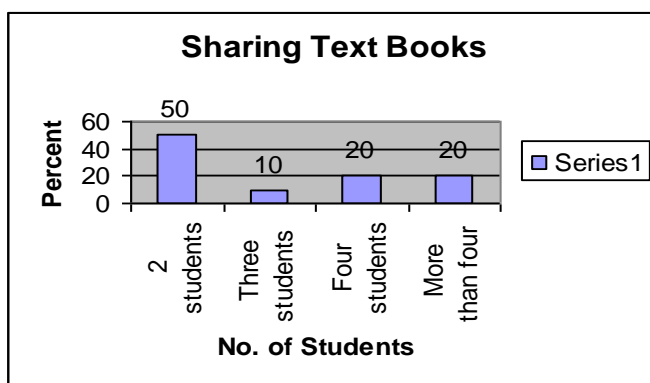
Half of the teachers indicated that novels or class readers are inadequate, with 20% of them reporting that they are unavailable. Forty percent of teachers pointed out that

dictionaries in schools are inadequate and 10% said they were lacking completely. The lack of books is likely to deny students opportunities to study and improve their communicative skills. This is because it is through reading that students can build their vocabulary that can be used in different situations.

4.3.2 Sharing of Text Books among Students

Most schools do not have enough textbooks for each learner to have his or her own copy. This is overcome by sharing the available resources either between or among learners and in the process, therefore, denying learners an opportunity to have more time to practise necessary English skills. In this study, 50% of the teachers reported that one English textbook was shared between two students, 20% showed that four students or more shared one book. Ten percent indicated that three students shared one English textbook. In two schools under study, the researcher observed that one textbook was shared in a group of six students during the lesson observed. Figure 4.3 show how students shares textbooks during class lessons.

Figure: 4.3 Sharing of Text Books among Students



4.3.3 Library Lessons

Library lessons are important in teaching reading skills and cultivation of reading culture among students. Seventy-eight of teachers in this study, however, show that there are no library lessons in their respective schools due to unavailability of adequate learning teaching resources such as textbooks and library facilities.

4.4 Attitude of Learners towards English

The last objective of the study was to establish how learners' attitude towards English affects their verbal communicative abilities in English. Oyier, (1999) has pointed out that children and society's attitude towards English affect classroom participation. If for instance, the society regards mastery of English a sign of being educated, then learners were ready to gather more vocabulary. The attitude of the learner and the people in the immediate community of the learner - the teacher, the learners' parents and peer - go along way in deciding the results in language learning. All the teachers indicated that learners do not enjoy speaking English. The reasons given for the above finding include the following:

- Lack of confidence in their fluency and, thus, they would rather avoid embarrassment of stammering by code mixing.
- Popularity of '*sheng*' in schools
- Poor English background
- Students come from the same community, thus find it more appropriate to use vernacular

- Not well versed with English, hence prefer speaking vernacular/ Sheng/ Kiswahili.

When the students were asked about their attitudes towards speaking English language, 39.7% agreed that they like speaking English, 82.1% felt that it was important for them to read novels while 87% disagreed with the statement that English is a foreign language and, therefore, they should not be forced to speak it. Ninety one percent of the learners disagreed that learning and teaching would be interesting if it is done in either Kiswahili or mother tongue, 92.7% agreed that sharing views with others in group discussions helps one to improve his or her spoken English, and 97.1% felt that group presentations in class will help one to express his/ her opinions to others. Seventy-five percent of the learners agreed that debating club should be made compulsory to all students in schools and only, 11.8% agree that Kiswahili is easier to use than English in both spoken and written modes. The information is summarized in table 4.5 below

Table: 4.5 Attitudes of Students towards English

S/N	Statement	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
1	Students like English	7.4	10.3	42.6	36.8	2.9
2	Every student should read at least four novels in a term	1.5	6.0	10.4	41.8	40.3
3	English is a foreign language. One should not be forced to speak it.	60.9	26.1	2.9	8.7	1.4
4	Learning and teaching would be interesting if it is done in either Kiswahili or mother tongue	63.8	27.5	2.9	2.9	2.9
5	Sharing views with others in group discussions helps one to improve his or her spoken English	2.9	2.9	1.4	18.8	73.9
6	Group presentations in class help one to express his/ her opinions to others	-	1.4	1.4	33.3	63.8
7	Debating club should be made compulsory to all students in schools	4.3	7.2	13.0	31.9	43.5
8	Kiswahili is easier to use than English in both spoken and written modes	23.5	35.3	29.4	4.4	7.4

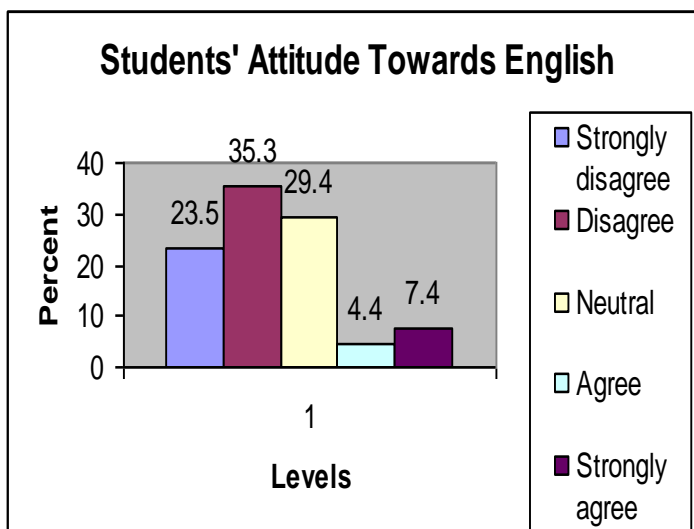
NB: Some totals do not add up to 100% because some students did not respond to some questions.

These findings show that students know the importance of communicating in English but they dislike it because of the problems mentioned above like attitude, peer influence, home environment and lack of motivation by teachers. The findings also underscore the importance of teachers using group discussions to help learners improve on their communicative abilities

4.4.1 Students Attitude towards Kiswahili

The researcher further sought to find out the opinion of learners about their attitude towards Kiswahili and English languages. The students were asked whether Kiswahili was easier to use than English. The information is summarized in figure 4.4

Figure.4.4 Students' Attitude towards English and Kiswahili



From the data above, we can see that the majority of the learners, 58.8%, disagreed with the statement that Kiswahili is easier to use than English in both spoken and written modes, as compared to 11.8% who agreed. This could mean that the learners are of the opinion that the challenges they face when communicating in the two languages could be similar and there is need to compare the two subjects to establish any similarities in their class performance. This indicates that students have a positive attitude towards English as a language, though they face many challenges in trying to use the English language

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions and recommendations that are based on the findings. The purpose of the study was to investigate verbal communicative abilities of learners of English during classroom interaction processes. The specific objectives of the study were to find out:

- i) Whether the type of teaching methods employed by teachers help to develop learners' communicative abilities during classroom interaction.
- ii) How the behaviour of English language teachers in the classroom affect learners communicative abilities.
- iii) Whether the availability of recommended textbooks and reading materials positively affect the verbal communicative abilities of learners in English during classroom interaction.
- iv) How learners' attitude towards English affects their verbal communicative abilities in English.

5.0 Conclusions

5.1 Methods of Teaching

Most teachers indicated that they incorporate various teaching strategies during classroom interactional processes. These included classroom discussions, group discussions, question and answer and dramatization. However, during observation, it was noted that only a few teachers use the above-mentioned methods. Teachers on the other hand complained of inadequate time to apply the methods, a wide syllabus and large class

sizes that do not allow them to apply strategies effectively. Some of the challenges the teachers encounter when using the various teaching methods include, lack of interest from some students who find English language an unnecessary burden, keeping learners alert during lecture method, some students are not willing to participate in pair/group discussions, difficulty in evaluating learners' understanding of the content when using exposition and lack of confidence by learners with poor language skills as they fear being corrected openly by others when expressing their points. Some of the activities the students find difficult to participate in, include; debates and drama due to difficulties in presenting issues especially if one has not practised speaking English or lacks confidence. It is important for the teachers to vary their teaching methods but should be careful not to employ methods that can lead to disinterest of learners in English.

During classroom interaction, most of the linguistic interactions between teachers and students were dominated by teachers' questions. Majority of the questions were factual. The learner was required to recall and give back information given by the teacher. As a result, over reliance on the factual questions was noted to inhibit student's acquisition of inferential skills. There was minimal verbal exchange between the teacher and the learner as well as between the learner and his peers; hence practice of the language skills was not effectively done. Allwright and Barley (1991) explain that it is the interaction between input and output that promotes language learning. Ellis (1994) also says that classroom interaction determines second language learning by constraining the forms to which the learners are exposed. It also provides the learners with ready made chunks of language which can incorporate into their utterances.

5.1.2 The Behavior of English Language Teachers

Eighty percent of the teachers indicated that they use English to communicate with their students in the classroom but only communicate in Kiswahili and *Sheng* outside the classroom. Teachers should be examples to student by speaking English in and out of the classroom. The teachers, whether they are language teachers or not have an important role in the growth and development of any language. For instance, if the teachers are competent in English, use the language in the classroom teaching and outside the classroom situation, the students will tend to copy and imitate their teachers. On the other hand, where the teachers shift from one language to another both in their teaching and in out of the classroom communication with students, then this has great effect on the acquisition and use of any other language taught in the school.(Kimemia 2002)

During classroom interaction, teachers made little effort to motivate learners to speak English because of the methods they employ during classroom interaction. Most of them use lecture and question and answer methods, which do not give the learner an opportunity to practise the verbal skills in English. Most of the questions and dialogues were initiated by the teachers which gave the learner limited opportunity to speak.

5.1.3 Availability of Textbooks and Learning Resources

Majority of teachers, 50%, indicated that novels and class readers are inadequate with 20% of them reporting that they are unavailable. Seventy-eight percent of teachers in this study, however, show that there are no library lessons in their respective schools. It is through reading that students can improve on their vocabulary to be used in a variety of

situations and hence gain confidence to communicate in the language. However, most schools do not have library lessons. Bright (1970) stresses the importance of reading by saying that it is only by reading can the pupil acquire the speed that he needs for the practical purposes when he leaves school.

5.1.4 Attitudes of Students towards English

A majority of students were observed to have a favourable attitude towards English. They indicated a desire to know it and use it though some cited inhibition such as not being fluent, shyness and stigma especially in schools where students come from a homogenous community. Mother tongue influence is a great obstacle to the communicative ability of students. The findings show that students prefer speaking Kiswahili, 56.5%, as compared to 36.2% who speak English at school. Thirty percent of the students often speak all the languages (Kiswahili, English, *Sheng* and Vernacular) when at home. Students always switch and mix codes in speeches because of lack of fluency in verbal communication in English. They admitted this and said it is because of *Sheng* and mother tongue influence. Students indicated a positive attitude towards the language however, there are many challenges that they face that make them not to speak English as mentioned earlier. English language is also facing stiff competition from other languages namely mother tongue, Kiswahili and *Sheng*.

5.2 Recommendations

The following recommendations were made from the data analysis. They are directed to the teachers, parents, education policy makers and students. However, the

recommendations are not conclusive and hence there is room for further research, which would help improve verbal communicative abilities of learners during classroom interactional processes.

5.2.1 Methods of Teaching

Teachers should modify their methods of teaching to involve students more in classroom activities. The methods should be learner-centered, task based and those that provide the learner with an opportunity to speak English in actual situations. These methods include use of groupwork, role-play, and dramatization. Lecture method should be used on minimal basis. They should use incentives and rewards to motivate students to speak English. Littlewood (1981) says that discussions open up a rich stimulus for communicative interaction, namely, the varied experiences, interests and opinions of the learner. It provides a wide range of communicative functions and domains of meaning. It also provides learners with opportunities to express their own personalities and experiences through difficult periods. Dialogue on the other hand, integrates several features. It introduces into the language classroom non-linguistic matters, which motivate communication. It also uses discussions as an important means for simultaneously exploring the subject matter and developing learners' communicative ability.

In all the approaches, the teacher must perform the role of a 'co-communicator' rather than 'director'. He may guide and stimulate, but not take away the learners' responsibility as equal participants in the interaction. The activities promote classroom communicative ability. This means allowing for more spontaneous adaptive patterns of communication in

which the structure and content of the interaction can be constructed and controlled by students. It requires both meaning and form-focused instructions to create opportunities for students to use language for learning to perform a range of language functions. It means providing instructional support so that students can participate in classroom events that are beyond their current proficiency level. Ultimately, the greater the range of students' linguistic and interactional competencies, the greater their opportunities to participate in, and learn from experiences they encounter both inside and beyond the second language classroom.

5.2.2 The Behaviour Language Teachers in the Classroom

During classroom interactions, a relaxed and purposeful atmosphere should be created by the teachers of English to help the learner develop new attitudes of enjoyment and enthusiasm towards the study of the language. It has been said that if you enjoy something you do it better. If students are helped to enjoy, understand, speak, read and write English, then they will go on practising the four skills, which in return will help them improve their communicative abilities. Ayot (1984) says that the development of competence in English language depends on a large extent on whether the students are given sufficient opportunities to become productively involved in practical language situations. Topical issues of interest to the pupils should form the basis of classroom discussions.

The teachers, whether they are language teachers or not have an important role in the growth and development of any language. For instance, if the teachers are competent in

English, use the language in the classroom teaching and outside the classroom situation, the students will tend to copy and imitate their teachers. On the other hand, where the teachers shift from one language to the another both in their teaching and in out of the classroom communication with students, then this has great effect on the acquisition and use of any other language taught in the school.(Kimemia 2002)

5.2.3 Availability of Text Books and other Learning Materials

Performance in English seems to depend on availability of learning resources, coupled with teachers' encouragement for their use. Parents should buy textbooks and class readers for their children. Teachers on the other hand should encourage them to read. There should be a library lesson on the timetable in each school for every class. It is through reading that the learners can build their vocabulary to be used in various situations. This gives them confidence to speak the language. Most of them are shy because they don't have words to use in given situations thus cannot communicate effectively in the language. Bright (1970) stresses the importance of reading by saying that its only by reading can the pupil acquire the speed and skill he needs for the practical purposes when he leaves school.

5.2.4 Learners Attitude towards English

A number of researchers have shown that attitudes towards the second language are based on learners' experience. If the learning experience is associated with success, then the students will have a positive attitude to the subject. Njuguna (2000) for instance, recommended that it's the teacher's obligation to help the student to develop a positive

attitude towards that particular subject and to succeed. The teacher should try to create situations which encourage the student to discover and be creative. Parents and teachers should take an active role to develop in students a positive attitude towards English. They should provide a warm and supportive environment that encourages the child to communicate in English. It has also been noted that negative attitudes inhibit the development of second language learning. Motivation is a very important factor in learning a second language. When learning is taking place in a situation such as in a classroom, there is an element of choice involved in attending classes, listening to the teacher, participating in classroom activities and doing assignments. Thus, teachers should use appropriate incentives to motivate learners to be involved in classroom activities that make them speak the language freely during classroom interactional processes.

5.2.5 Evaluation

Spoken English does not receive due attention in the evaluation system at primary, secondary and tertiary levels in Kenyan education system and possibly in the classroom. Otieno (1999), in his study says it is unrealistic to expect oral communication skills to be developed by exposure to and practice of written form. As this does not happen, clear evaluation modes should be established to improve and perfect fluency in verbal abilities in students just as it is done when learning other foreign languages like French.

5.2.6 Teacher Professional Training and Practice

In-service courses for English language teachers should be organized during school holidays when teachers are free to address important issues, challenges that teachers face, and to be updated on the most current methodologies and changes in the syllabus if any.

Language teachers should use teamwork in school, share responsibilities and tasks so as to lessen the workload in the syllabus. Skilled teachers should be given an opportunity to teach any skill without any restriction. There should be clear language policies in all schools. Teachers should ensure that whatever time they spend with students allows them an opportunity to practise the language. Those using English as a medium of instruction to teach other subjects should take responsibility and use English to promote its communicating purpose. The Ministry of Education, the TSC and teachers should work together to lessen the workload of language teachers to enable them to give individual attention to students in the classroom in order to help them improve in all skills.

To learn a language, one must use it by listening and speaking it. Some of the attitudes students acquire towards English begin at primary school level, where teachers-talk is more than learner-talk. Eventually, students lose interest in the purpose of education and in English as a subject. McGregory (1971) further adds that a good language teacher must show his pupils from the very first day of their course that they can succeed in learning English as a second language really well. In this respect, they can also communicate using it confidently. Learning in the classroom should be learner-centered and participatory. Primary teachers should be allowed to use English as a medium of

instruction in lower classes to set a firm foundation for future acquisition of language skills and competency in communication.

5.3 Suggestions for Further Research

- i). Further research is needed to establish students' attitude towards English and the actual performance in class.
- ii). There is also need to look at the efficacy of using each method of teaching English during classroom interaction to improve the acquisition of Language skills.
- iii). Further research should be done to compare performance in English and Kiswahili to establish differences and similarities.
- iv). A similar study should be done in other districts or divisions not covered by this study.

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APPENDIX A
QUESTIONNAIRE FOR TEACHERS OF ENGLISH
INTRODUCTION

The purpose of this questionnaire is to gather information on factors that affect students' verbal communicative abilities with an attempt of improving learners' communicative skills. The information collected will be treated with utmost confidentiality.

NAME OF THE SCHOOL

SEX	Male		<input type="checkbox"/>
	Female		<input type="checkbox"/>
AGE	Between	21-25 Years	<input type="checkbox"/>
		26-30 Years	<input type="checkbox"/>
		31-35 Years	<input type="checkbox"/>
		OVER 36 Years	<input type="checkbox"/>

EDUCATIONAL QUALIFICATION; MASTERS

B.Ed (Arts)	<input type="checkbox"/>
B.A	<input type="checkbox"/>
PGDE	<input type="checkbox"/>
Diploma	<input type="checkbox"/>
Untrained	<input type="checkbox"/>
Form iv Leaver	<input type="checkbox"/>

1. Which form do you teach?	I	<input type="checkbox"/>
	II	<input type="checkbox"/>
	III	<input type="checkbox"/>
	IV	<input type="checkbox"/>

2. What is the highest capacity of your class? (Tick the appropriate)

30 students	<input type="checkbox"/>
40	<input type="checkbox"/>
50	<input type="checkbox"/>
60	<input type="checkbox"/>

Above 61

3. Does your school provide sufficient English textbooks, class readers and other teaching resources?

YES

NO

a). Class texts are shared between and among;

a) Two students

b) Three students

c) Four students

d) More than four students

b). Do you have a library lesson?

YES

NO

c). Rate the following books in your school.

	Adequate	Inadequate	Unavailable
i. Integrated English Books			
ii. Novels – (Class Readers)			
iii. Prescribed literature Books			
iv. Dictionaries			

4. What language is mostly used by other teachers when communicating with;

i). Students in the classroom.....

ii). Students outside classroom.....

iii). With other teachers.....

5. In your opinion, please give some of the causes of poor performance in English in your school.....

.....

.....

6. How do you encourage your students to use English in their communication in school?.....

.....
.....

7. a) Which methods do you mostly use when teaching?

- a) Pair /Group Discussion
- b) Lecture
- c) Dramatization
- d) Role play
- e) Field work
- f) Expositions
- g) Debate
- h) Simulations
- i) Dialogue
- j) Project work
- k) Others

b). Why do you prefer using the methods chosen? Please explain highlighting on each method.....
.....
.....

c). How do you ensure that all learners are actively involved when using the method?.....
.....
.....

d). What challenges do you face when using each of the method chosen?.....
.....
.....

8. a). Which skills in English Syllabus do you find difficult to teach?

- a) Listening
- b) Speaking
- c) Writing

d) Reading

- b). Please explain your response.....
.....
.....
- c). Which skills do you enjoy teaching? Please explain why you enjoy teaching them.
.....
.....
.....
- d). Which skills do you find most of your students find difficult to understand and why?
.....
.....
.....
- e). Which ones do they enjoy? Please explain.
.....
.....
.....

APPENDIX B
QUESTIONNAIRE FOR STUDENTS

INTRODUCTION

The purpose of this questionnaire is to gather information that will be used to find out factors that affect the verbal communicative abilities of students in an attempt to improve their performance in English.. The information will be treated with utmost confidence.

INSTRUCTIONS

- i. This is not a test and only sincere and honest answers are expected
- ii. Do not write your name or admission number
- iii. Put a tick on the appropriate response [\surd], or write your response in the space provided.

SECTION I

NAME OF THE SCHOOL.....

- | | | |
|---|----------|--------------------------|
| 1. SEX..... | MALE | <input type="checkbox"/> |
| | FEMALE | <input type="checkbox"/> |
| 2. AGE..... | | <input type="checkbox"/> |
| 3. What was your end of term score mark in English? | | |
| BETWEEN | 20-30 | <input type="checkbox"/> |
| | 31-40 | <input type="checkbox"/> |
| | 41-50 | <input type="checkbox"/> |
| | 51-60 | <input type="checkbox"/> |
| | 61-70 | <input type="checkbox"/> |
| | Above 70 | <input type="checkbox"/> |
| 4. a) Do you consider English to be: - | | |
| | Hard | <input type="checkbox"/> |
| | Easy | <input type="checkbox"/> |
| | Fair | <input type="checkbox"/> |
| b) You regard English as essential for; | | |
| i). Passing Examination? | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |

- ii). General communication with strangers?
- iii). General reading skills now and in future?
- iv). Others (specify).....
- v).

5. Which language do you often use for communication at;

- a) School?
 - English
 - Kiswahili
 - Vernacular
 - All
 - Others (specify)
 -
- b) Home?
 - English
 - Kiswahili
 - Vernacular
 - All
 - Others (specify)

SECTION 2

1 a) Which skills in English language syllabus do you find easier to understand?

- a) Reading
- b) Listening
- c) Speaking
- d) Writing

b) Please explain

.....

.....

.....

c) Which of these skills do you find difficult to understand? Please explain

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

2 a) Which classroom learning activities do you enjoy?

- a) Pair/group discussions
- b) Writing tasks
- c) Debates
- d) Role playing
- e) Drama
- f) Others

Please explain why you enjoy them

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

b). Which activities do you find hard to take part in?_Please explain

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

SECTION 3***Instructions***

Below are a number of statements. For each, indicate your level of agreement by putting a tick (✓) in the box that correlates with your appropriate choice from the ones given.

- 1) Strongly disagree
- 2) Disagree
- 3) Neutral
- 4) Agree
- 5) Strongly agree

S/N	STUDENT	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1.	English is my best subject					
2.	I like reading novels, plays, and short stories					
3.	English is a foreign language. One should not be forced to speak it.					
4.	Learning and teaching would be interesting if it is done in either Kiswahili or mother tongue.					
5.	I enjoy sharing my views with others in group discussions					
6.	Group presentations in class help one to express his/ her opinions to others					
7.	I am a member of debating club. I enjoy sharing my views with others					
8.	Kiswahili is easier to use than English in both spoken and written modes.					

APPENDIX C
LESSON OBSERVATION GUIDE

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

General information

District.....Division.....

School.....Class.....

Subject.....Topic taught.....

No. of students in class

Teacher a) Male.....

 b) Female.....

Activity	Comment
<p>I INSTRUCTIONAL METHODS</p> <p>A. Lesson introduction</p> <p>What method is used to introduce the lesson?</p> <ul style="list-style-type: none"> • Lecture • Discussion • Group – work • Demonstration • Reading • Recitation • Teacher checks students' work • Students carry out exercises • Others • • <p>B. Lesson development</p> <p>How is the lesson developed?</p> <ul style="list-style-type: none"> • Lecture • Discussion • Recitation • Demonstration • Group work 	

<ul style="list-style-type: none">• Exercises (at what level is this given and how is it administered – does the teacher mark the exercises or does she/he ask students to do it?)• Students read out texts e.g. in English• Others <p>C. Lesson conclusion</p> <p>How is the lesson concluded?</p> <ul style="list-style-type: none">• Teacher asks students questions on the content taught• Exercises are given to be marked later• Exercises are given to be marked/ corrected at the end of the lesson• Students ask questions/give their views• Summary done on the chalkboard and student copy• Students are asked to summarize main points individually or groups. Are students given individual attention? Indicate any other method observed in class not included above.••	
---	--

<p>II STUDENTS PARTICIPATION</p> <p>Who initiates the interaction in class and what form does this take?</p> <ul style="list-style-type: none"> • Teacher asks individual students questions • Students ask questions • How often do students seek clarification of ideas? • How does the teacher respond/react when students ask questions? - Are students' attempts to ask questions acknowledged? • During group discussions do you participate? • Others • <p>III INCENTIVES</p> <p>What kinds of rewards (positive or negative) are given to students to encourage learning?</p> <ul style="list-style-type: none"> • Teacher expounds on correct answers given by students. • Teacher praises students verbally • What is the response when a wrong answer is given? • Are students encouraged to speak on when their ideas do not appear clear? • Are soft-spoken speakers encouraged to speak? • Others • 	
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Source: Adapted from Magoma (1999)

APPENDIX D
PUBLIC SCHOOLS IN LONDIANI DIVISION

SCHOOL	TYPE
LONDIANI ACADEMY GIRLS SECONDARY	GB
LONDIANI TOWNSHIP	MD
LONDIANI BOYS	BB
FINCH SECONDARY	MD
BARAKA SECONDARY	MD
LONDIANI GIRLS	GB
MASAITA SECONDARY	MD
KAPKONDOR SECONDARY	MD
SARAMEK SECONDARY	MD
KAPCHEPLANGA SECONDARY	MD
BASIELE SECONDARY	MD
CHERES SECONDARY	MD
KEDOWA SECONDARY	GB
CHEBEWOR SECONDARY	MD
KIPSIRICHET SECONDARY	MD
BAROTION SECONDARY	MD

KEY

GB: GIRLS' BOARDING SECONDARY SCHOOL
BB: BOYS' BOARDING SECONDARY SCHOOL.
MD: MIXED DAY SECONDARY SCHOOL